

INFORMATION AGE PUBLISHING

# PSYCHOLOGY 2023

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

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

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

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

## ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



### Deep Loyalties Values in Military Lives

Daniela Schmitz Wortmeyer, Brazilian Army

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

2022. Paperback 978-1-64802-800-7 \$52.99. Hardcover 978-1-64802-801-4 \$94.99. eBook 978-1-64802-802-1 \$85.

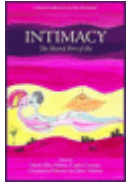
Cultural practices and artifacts, in their multiple and varied forms, are grounded on values, which are so deeply internalized by people that usually remain in the background, as taken-for-granted guides for interpretations and decisions in everyday life. Shaping individual moral horizons is at the core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

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

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

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

## ANNALS OF CULTURAL PSYCHOLOGY



### Intimacy The Shared Part of Me

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

A volume in the series *Annals of Cultural Psychology*

2022. Paperback 978-1-64802-900-4 \$52.99. Hardcover 978-1-64802-901-1 \$94.99. eBook 978-1-64802-902-8 \$85.

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

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

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

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Dissertating During a Pandemic Narratives of Success From Scholars of Color

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

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

2022. Paperback 978-1-64802-785-7 \$52.99. Hardcover 978-1-64802-786-4 \$94.99. eBook 978-1-64802-787-1 \$85.

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

We approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a dissertation writer during the pandemic. Chapter authors also provide poignant feedback on how professors can be supportive to their needs as dissertation writers. One especially important contribution of this book is that our authors are from a variety of disciplines

including: education, social work, psychology, African American studies, and sociology. Additionally, chapter authors are doctoral candidates (and recent graduates) at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of institution types each chapter will provide poignant suggestions for doctoral students across the nation as well as for faculty who are looking to better understand the dissertation writer experience to support their own students.

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



## Equity-Based Career Development and Postsecondary Transitions An American Imperative

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

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

2022. Paperback 978-1-64802-865-6 \$72.99. Hardcover 978-1-64802-866-3 \$104.99. eBook 978-1-64802-867-0 \$85.

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

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

## CONTEMPORARY PERSPECTIVES ON MULTICULTURAL GIFTED EDUCATION



## Identifying, Preventing and Combating Bullying in Gifted Education

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

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

2022. Paperback 978-1-64802-859-5 \$52.99. Hardcover 978-1-64802-860-1 \$94.99. eBook 978-1-64802-861-8 \$85.

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

*Identifying, Preventing, and Combating Bullying in Gifted Education* provides a critical review and expanded context within gifted education to include social, emotional, and cultural (SEC) components of the bullying phenomenon. It offers a global, multidisciplinary perspective and has the differential of helping all stakeholders of gifted education and programming identify, prevent and combat different forms of bullying and other

aggressive behaviors that negatively impact the quality of education for all gifted students. It presents a balance between theoretical, methodological and empirical chapters with research, testimonies and experiences of the authors, clients, and students shared. Structured and integrated around a coherent central theme, an additional introduction stages the three sections of the book with each of the chapters strategically crafted to better equip readers with ways to identify, prevent and intervene in actions of bullying in gifted education. Specifically, it serves as a fundamental resource for educators, teacher-trainers, mental health professionals, and families of gifted students at all grade levels.

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

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



### Contemporary Pioneers in Human Learning and Development

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

A volume in the series *Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications*  
2022. Paperback 978-1-64802-853-3 \$52.99. Hardcover 978-1-64802-854-0 \$94.99. eBook 978-1-64802-855-7 \$85.

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

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



### Contemporary Pioneers in Teaching and Learning Volume 2

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

A volume in the series *Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications*  
2022. Paperback 978-1-64802-827-4 \$52.99. Hardcover 978-1-64802-828-1 \$94.99. eBook 978-1-64802-829-8 \$85.

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

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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.

## DIALOGICAL SELF THEORY



### The Identity of Education Professionals Positioning, Training, and Innovation

Carles Monereo, Universitat Autònoma de Barcelona

A volume in the series *Dialogical Self Theory*

2022. Paperback 978-1-64802-830-4 \$52.99. Hardcover 978-1-64802-831-1 \$94.99. eBook 978-1-64802-832-8 \$85.

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

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

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

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

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

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





## The Development of Social Knowledge Towards a Cultural-individual Dialectic

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

A volume in the series *History and Society: Integrating social, political and economic sciences*  
2023. Paperback 979-8-88730-254-6 \$52.99. Hardcover 979-8-88730-255-3 \$94.99. eBook 979-8-88730-256-0 \$85.

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



## Sensuous Unity of Art and Science The Times of Rudolf II

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

A volume in the series *History and Society: Integrating social, political and economic sciences*  
2023. Paperback 979-8-88730-160-0 \$52.99. Hardcover 979-8-88730-161-7 \$94.99. eBook 979-8-88730-162-4 \$85.

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

## IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS



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

Roger 'Mitch' Nasser, Lindenwood University

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

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

Identity in Supervision: Understanding Who Works for You and Who You Work for in Higher Education, will introduce faculty, staff, administrators, and graduate students in higher education to the intersection of identity and positionality to the supervision experience. Specifically, this publication centers on understanding the people behind the positions and how best to support them. The text is constructed in four sections. Section 1: Understanding Supervision in Higher Education contains chapters, which provide an overview of supervision. This overview is essential as later chapters examine specific populations and positions. Section 2: The Impact of Identity on Supervision in Higher Education includes chapters, which ask readers to reflect on how their own identities impact their supervision experience and the experience of their colleagues. Section 3: The Impact of Professional Experience on supervision reviews the specific needs of professionals at different experience levels. Readers will improve their understanding of both those they supervise and their supervisors. Finally, Section 4: The Impact of Functional Area on Supervision contains chapters

reviewing the specific needs of professionals in positions in residence life, academic advising, judicial affairs, etc. Supervisors will find this section useful in understanding and supporting these professionals. Each chapter will conclude with two or three reflection questions supporting application. As a result of engaging with this text, readers will be better equipped to understand the impact of identity, experience, and functional area on supervision. They will learn techniques to improve their current practice, reflect on their own needs, and combine ideas from chapters to provide a better experience for all employees.

#### ENDORSEMENTS:

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

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

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

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

## INTERNATIONAL PSYCHOLOGY



### Behavioral Science in the Global Arena Global Health Trends and Issues

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

A volume in the series *International Psychology*

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

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

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

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

#### ENDORSEMENTS:

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

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



## 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 \$52.99. Hardcover 978-1-64802-889-2 \$94.99. eBook 978-1-64802-890-8 \$85.

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

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

This PCUN volume brings together 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](http://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

## PEACE EDUCATION



## Lessons for Creating a Culture of Character and Peace in Your Classroom

### A Playbook for Teachers

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

A volume in the series *Peace Education*

2022. Paperback 978-1-64802-706-2 \$52.99. Hardcover 978-1-64802-707-9 \$94.99. eBook 978-1-64802-708-6 \$85.

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

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

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

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

## PERSPECTIVES ON HUMAN DEVELOPMENT



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

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

A volume in the series *Perspectives on Human Development*

2022. Paperback 978-1-64802-903-5 \$52.99. Hardcover 978-1-64802-904-2 \$94.99. eBook 978-1-64802-905-9 \$85.

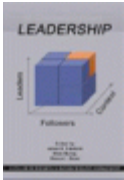
This book, which has been created in the framework of the EU-funded COST Action YOUNG-IN (CA17114), sheds a light on the structural disadvantages and opportunities in family formation among youth, offering an insight into the relevant contextual factors in eleven countries. Analyzing demographic trends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

#### Endorsements:

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

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

## 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 \$52.99. Hardcover 978-1-64802-665-2 \$94.99. eBook 978-1-64802-666-9 \$85.

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.



## Managing Team Centricity in Modern Organizations

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

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

2022. Paperback 979-8-88730-024-5 \$52.99. Hardcover 979-8-88730-025-2 \$94.99. eBook 979-8-88730-026-9 \$85.

Managers are increasingly employing teams as a primary work unit in organizations, but they are struggling with how to effectively lead the emerging team structures. Intensifying the challenges that they are facing, work restrictions due to the Covid-19 pandemic hastened the move to remote work, flexible work arrangements, and virtual teams. The current volume of *Research in Human Resource Management* presents literature reviews, conceptual development, and original research evidence to inform the management of teams and spotlight new directions and approaches for team research in this evolving, complex, and dynamic environment.

This ten article volume includes an outstanding roster of established and emerging team scholars who define the future of team management research. The volume is presented in four parts. PART ONE introduces perspectives on the science of team research. Joshua Strauss and James Grand present the systems thinking perspective as an alternative to more traditional IPO and multi-level covariation models. Patrick Rosopa introduces a machine learning approach to inductive team research for complex networks and dynamic variable relationships. PART TWO includes three articles that address team performance. Gabe Dickey and colleagues present a model of performance management, leadership, and engagement. A kvile Mockevic iu te and colleagues systematically review the feedback literature for teams and present a model of performance enhancement. John Austin provides a qualitative study that steers transactive memory research in a new direction for teams accessing external expertise. PART THREE offers two articles on individualized flexible work arrangements among team members and their effect on team outcomes. Miriam Baumga rtner and Martina Hartner-Tiefenthaler offer script development and a reflexivity process to address the negative impact of uncoordinated team member job crafting. Chenwei Liao presents empirical evidence about the team efficacy and performance outcomes from servant leadership in managing the i-deals process for team members. PART FOUR includes two articles that address the rising presence of virtual teams by looking at electronic communication and its implications for diverse team members. Julio Canedo and colleagues review literature regarding diversity and virtual teams to inform the development of a model that links measures of diversity and the intervening experience of diversity, types of electronic communication, virtual team processes, and team outcomes. Bill Bommer and James Schmidtke present an empirical study addressing the question of whether team member behavior is different in virtual meetings than face-to-face and whether there is a gender implication for the change to videoconferencing.

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



## Forgotten Minorities in Organizations

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

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

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

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



# RESEARCH ON STRESS AND COPING IN EDUCATION



## Higher Education for the People Critical Contemplative Methods of Liberatory Practice

Maryann Krikorian, Loyola Marymount University

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

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

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

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



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

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

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

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

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

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

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

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

## THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES



### Real Talk

Promoting Social Justice in Education and Psychology Through Difficult Dialogues

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

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

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

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

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

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

## THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



### Teaching to Prepare Advocates

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

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

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

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

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



in Part II include supporting student self-advocacy, creating an allyship with LGBTQ+ students, advocating for victims of bullying, and supporting students with mental health needs.



## Teaching Learning for Effective Instruction

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

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

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

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

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

### ENDORSEMENT:

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

## TRANSFORMING EDUCATION FOR THE FUTURE



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

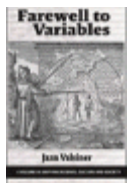
Olivia Kanna, Language College of the Immigrant Services Society of BC (ISSofBC)

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

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

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

## UNIFYING SCIENCE, CULTURE AND SOCIETY



### Farewell to Variables

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

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

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

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

## YEARBOOK OF IDIOGRAPHIC SCIENCE



### One Dog Is Enough

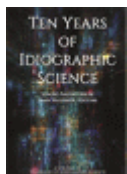
#### Ivan P. Pavlov's Contributions to Idiographic Science

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

A volume in the series *Yearbook of Idiographic Science*

2022. Paperback 978-1-64802-812-0 \$52.99. Hardcover 978-1-64802-813-7 \$94.99. eBook 978-1-64802-814-4 \$85.

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



### Ten Years of Idiographic Science

Sergio Salvatore, University of Salento; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

A volume in the series *Yearbook of Idiographic Science*

2023. Paperback 979-8-88730-027-6 \$52.99. Hardcover 979-8-88730-028-3 \$94.99. eBook 979-8-88730-029-0 \$85.

The first volume of the Yearbook of Idiographic Science (YIS) was published on 2009. In a nutshell, the idea at the grounds of the YIS project is that idiography and nomothetic are not juxtaposed logics and that the science cannot but be both nomothetic - in the aim - and idiographic - in the modes. About thirteen years later, the sense and the direction of the YIS project envisaged in the first volume's introduction - together with the difficulties to pursue it - are still alive and valid. Thus, to both celebrate the milestone of the tenth issue and to plan the future, we asked to some colleagues, almost all contributors of previous volumes, to discuss what idiographic science means today, and what can mean tomorrow.

The works they have generously provided are very instructive - each of them pictures a peculiar perspective on idiography that enables to recognize old and new challenges, thus paving the way to innovative ideas and directions.

## NO SERIES



### 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 \$52.99. Hardcover 978-1-64802-671-3 \$94.99. eBook 978-1-64802-672-0 \$85.

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

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



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

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

2022. Paperback 978-1-64802-503-7 \$52.99. Hardcover 978-1-64802-504-4 \$94.99. eBook 978-1-64802-505-1 \$85.

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

This book will improve strategies and responses to incidences of bullying that will address the causes and effects of bullying and help avoid any

recurrence. This book will provide assistance for the empowerment of all Administrators, school staff and parents as change agents in reducing bullying and in the education of children and young people in peer led strategies. Further cooperation between schools, local school administration and other outside agencies in the reduction of bullying.



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

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

2022. Paperback 978-1-64802-914-1 \$52.99. Hardcover 978-1-64802-915-8 \$94.99. eBook 978-1-64802-916-5 \$85.

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 \$52.99. Hardcover 978-1-64802-804-5 \$94.99. eBook 978-1-64802-805-2 \$85.

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.



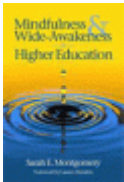
## Exploring Personhood in Contemporary Times From Leadership to Philosophy

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

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

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

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



## Mindfulness & Wide-Awakeness in Higher Education

Sarah E. Montgomery, University of Northern Iowa

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

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

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

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

### ENDORSEMENTS:

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

*"This book contributes to mindfulness and contemplative practices in higher education with transformative learning and democratic education frameworks. It is an invitation to bring our whole authentic selves as faculty and students into the classrooms to be "wide awake" and see each other*

as human beings, not merely as our roles." — Bengü Ergüner-Tekinalp, Drake University

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



## A psicologia cultural chega à escola Desenvolvimento humano, cultura e educação

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

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

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

### ENGLISH TRANSLATION:

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



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