

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2024

TABLE OF CONTENTS

RECENT TITLES	3
ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT:	
- Home in Transition. <i>The Cultural Construction of Heimat</i> (2023)	3
CHINESE AMERICAN EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION:	
- Rekindling Embers of the Soul. <i>An Examination of Spirituality Issues Relating to Teacher Education</i> (2023)	3
CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT:	
- Post-Secondary Planning for All. <i>Approaches to College and Career Readiness Counseling...</i> (2023)	4
HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES:	
- The Development of Social Knowledge. <i>Towards a Cultural-individual Dialectic</i> (2023)	4
- Sensuous Unity of Art and Science. <i>The Times of Rudolf II</i> (2023)	4
IDENTITY & PRACTICE IN HIGHER EDUCATION-STUDENT AFFAIRS:	
- Identity in Supervision. <i>Understanding Who Works for You and Who You Work for in Higher Education</i> (2023)	5
LEADERSHIP FOR SCHOOL IMPROVEMENT:	
- Supporting Leaders for School Improvement Through Self-Care and Wellbeing (2024)	6
RESEARCH IN HUMAN RESOURCE MANAGEMENT:	
- Managing Team Centricity in Modern Organizations (2022)	6
- Forgotten Minorities in Organizations (2023)	7
- The Plight of Stigmatized Groups in Organizations (2023)	7
RESEARCH ON SOCIOCULTURAL INFLUENCES ON MOTIVATION AND LEARNING:	
- Flourishing in Contexts and Cultures. <i>Sociocultural Perspectives on Fostering Youth Well-Being</i> (2023)	8
RESEARCH ON STRESS AND COPING IN EDUCATION:	
- Research on Teacher Stress. <i>Implications for the COVID-19 Pandemic and Beyond</i> (2023)	8
RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES:	
- Black Women Mothering & Daughtering During a Dual Pandemic. <i>Writing Our Backs</i> (2024)	9
THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES:	
- Real Talk. <i>Promoting Social Justice in Education and Psychology Through Difficult Dialogues</i> (2023)	9
THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING:	
- Teaching to Prepare Advocates (2022)	10
- Teaching Learning for Effective Instruction (2023)	10
- Teaching Human Development for Educators (2024)	11
TRANSFORMING EDUCATION FOR THE FUTURE:	
- Hope for the Embattled Language Classroom. <i>Pedagogies for Well-Being and Trauma Healing</i> (2023)	11
UNIFYING SCIENCE, CULTURE AND SOCIETY:	
- Farewell to Variables (2023)	12

YEARBOOK OF IDIOGRAPHIC SCIENCE:

- Ten Years of Idiographic Science (2023) 12

NO SERIES:

- Exploring Personhood in Contemporary Times. *From Leadership to Philosophy* (2023) 12
- Mindfulness & Wide-Awakeness in Higher Education (2023) 13
- No Country for Black Men (2023) 14
- A psicologia cultural chega à escola. *Desenvolvimento humano, cultura e educação* (2023) 15

BACK LIST 15

INTERNATIONAL DISTRIBUTORS 36

ORDER FORM 38

RECENT TITLES

ADVANCES IN CULTURAL PSYCHOLOGY: CONSTRUCTING HUMAN DEVELOPMENT



Home in Transition The Cultural Construction of Heimat

Meike Watzlawik, Sigmund Freud Privat Universität

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

2023. Paperback 979-8-88730-326-0 \$52.99. Hardcover 979-8-88730-327-7 \$94.99. eBook 979-8-88730-328-4 \$85.

This book presents an integrative perspective on home or Heimat showing that it is much more than the place we were born or where we live. This book brings fresh theoretical and empirical perspectives on what home is and can be from different viewpoints.

The chapters invite the reader to face challenging questions of what we learn about Heimat, when it is taken from us, threatened, left on purpose or when we set out on the journey to find one. The chapters are written by psychologists throughout, but are expanded in perspective by comments from the groups of people featured in the chapters, who are thus given their own voice. The book concludes with a suggestion on how to unite all the different perspectives within a general model rooted in cultural psychology.

All in all, the reader of this volume gains an access to the most complex phenomenon of human existence—that of home. Impossible to define in terms of the scientific lore of psychology, intuitively understandable in everyday life, and basis for deep desires if the feeling of home is lost.

This book will be a rewarding read for professionals and students from cultural psychology, cultural and psychological anthropology, sociology, and related disciplines, asking the question of what home is and how individuals can be supported in finding it.

CHINESE AMERICAN EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATION BOOK SERIES



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

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

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

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

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

CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



Post-Secondary Planning for All Approaches to College and Career Readiness Counseling for Special Populations

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

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*
2023. Paperback 979-8-88730-361-1 \$52.99. Hardcover 979-8-88730-362-8 \$94.99. eBook 979-8-88730-363-5 \$85.

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

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

HISTORY AND SOCIETY: INTEGRATING SOCIAL, POLITICAL AND ECONOMIC SCIENCES



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 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 Rudolfiner 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 Rudolfiner 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, weave together a compelling set of resources and insights that help supervisors and those who report to them to think through how to best build a good relationship. This text can and should be used by professionals at all levels to inform our practice. This resource balances theory, practice, story, and inspiration to progress the field into a new way of honoring the identities that inform the critical relationship between staff and supervisor." — Molly A. Schaller, Saint Louis University

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

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

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

LEADERSHIP FOR SCHOOL IMPROVEMENT



Supporting Leaders for School Improvement Through Self-Care and Wellbeing

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

A volume in the series *Leadership for School Improvement*

2024. Paperback 979-8-88730-277-5 \$72.99. Hardcover 979-8-88730-278-2 \$104.99. eBook 979-8-88730-279-9 \$85.

School leadership instability is particularly problematic for scholars and practitioners concerned with PK-12 school improvement, as second only to teachers, campus leadership has been identified as a primary factor in students' academic success (Young et al., 2007). Yet, while principals play an indispensable role in students' academic success, the job has become considerably more stressful as the role of a school leader continues to evolve. Specifically, added responsibilities, increased work intensity, and the ever-present menace of high stakes accountability have intensified the stress levels encountered by today's school leaders (Carpenter & Brewer, 2012; Chaplain, 2001; Darmody & Smyth, 2016; Wang, et al., 2018). This intensification negatively impacts a school's teaching staff and its students, as the overall quality of the school experience can deteriorate if principals are unable to meet their potential due to the burnout and fatigue associated with chronic stress (Darmody & Smyth, 2016; Devos, et al., 2007).

For principals to fully realize their ability to serve as catalysts for school improvement, they should be allowed to prioritize physical, mental, cognitive, and emotional health. Desired levels of wellbeing occur in the absence of chronic physical, social, psychological, emotional, economic, and cognitive distress (La Placa, et al., 2013). As authors in this volume demonstrate, many school leaders have commenced specific practices targeting cognitive, emotional, and behavioral wellbeing to cope with occupational stress and flourishing- or, at the very least, surviving in such a challenging environment. Among coping strategies leaders have adopted include mindfulness and other wellbeing interventions/strategies intended to facilitate healthier lifestyles, relieve stress, and improve personal resilience (Aviles & Dent, 2015; Mahfouz, 2018; Wells, 2015).

Recently, there has been a call to consider educational leadership through a positive human flourishing lens. Research in this area focuses on integrating wellbeing practices in professional development programs for teachers and school administrators to highlight the positive effects of personal and collective wellbeing in schools (Cherkowski & Walker, 2014). For example, empirical studies have examined how incorporating mindfulness practice promotes positive adaptive skills, stress resilience, and social and emotional skills needed in a school environment (Abenavoli, et al., 2013; Benn, et al., 2012; Dvorakova et al., 2017; Jennings, 2015; Meiklejohn et al., 2012; Mahfouz et al., 2018). New understandings about the relationship between school administrators' wellbeing and school improvement efforts should ignite interest within the field. As such, this book's chapters are organized into four distinct sections that provide: (a) an overview of the field (Section I), (b) an empirical argument for why such research is essential (Section II), (c) wellbeing models to be considered for use in the PK-12 setting (Section III), and, (d) specific wellbeing practices and frameworks currently being in PK-12 (Section IV).

RESEARCH IN HUMAN RESOURCE MANAGEMENT



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. Akvile Mockevicius

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.



The Plight of Stigmatized Groups in Organizations

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

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

2023. Paperback 979-8-88730-289-8 \$52.99. Hardcover 979-8-88730-290-4 \$94.99. eBook 979-8-88730-291-1 \$85.

People are often stigmatized by virtue of their status on such dimensions as race, ethnicity, gender, age, weight, disability, or sexual orientation, and this book deals with the plight of those who are stigmatized in organizations. For example, they often experience prejudice, unfair discrimination, mistreatment, and exclusion from organizations and society as a whole. As a result, there has been an increased interest in developing ways to decrease the negative experiences of stigmatized groups, increase their inclusion in organizations, and ensure that they have the opportunity to enjoy a satisfying work life. Despite an increased interest in decreasing the negative experiences of stigmatized groups, most of the studies in human resource management (HR) and organizational behavior (OB) have focused on only a subset of these individuals including African-Americans, women, older workers, and people with physical disabilities (Dipboye & Colella, 2005). A number of other stigmatized groups have been practically neglected by organizational research including people with psychological disabilities (e.g., anxiety and depressive disorders), Asian Americans, immigrants, those with foreign accents, individuals with different sexual orientations, people who are single in organizations, women entering the corporate suite, and adolescents. Thus, the primary purposes of this issue of Research in HRM is to consider research on The plight of stigmatized groups in organizations, and foster research on those groups who have been neglected in organizational research.

In view of these arguments, this issue (a) presents a brief review of the research on the plight of several stigmatized groups in organizations (e.g., Asian Americans, those with psychological disabilities, people who are single, women entering the corporate suite, and individuals with different sexual orientations, (b) identify needed research on these stigmatized groups, (c) offer directions for future research, and (d) consider the implications for practice that can decrease the negative experiences of these group members, and facilitate their inclusion in organizational settings.

RESEARCH ON SOCIOCULTURAL INFLUENCES ON MOTIVATION AND LEARNING



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

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

A volume in the series *Research on Sociocultural Influences on Motivation and Learning*

2023. Paperback 979-8-88730-341-3 \$52.99. Hardcover 979-8-88730-342-0 \$94.99. eBook 979-8-88730-343-7 \$85.

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

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

RESEARCH ON STRESS AND COPING IN EDUCATION



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

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

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

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

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

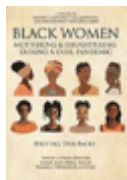
As the pandemic recedes, it seems likely that recruiting and retaining teachers, always a challenge, will become even more difficult. This could not be worse for students, who face steep losses in their academic and socio-emotional progress after more than two years of pandemic-impacted schooling. The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

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

it is easy to see how trauma is likely to manifest in years to come.

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

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



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

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

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

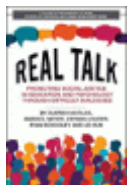
2024. Paperback 979-8-88730-468-7 \$52.99. Hardcover 979-8-88730-469-4 \$94.99. eBook 979-8-88730-470-0 \$85.

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

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

Collectively, the authors advance Black women's mental wealth as a theoretical and methodological healing modality that meets their multiple identities as spiritual and cultural beings, educators, daughters, mothers, sisters, healers, and social activists. This is the first anthology to explore how Black women's literacy during a state of racial unrest and resistance alongside a global health pandemic shapes our cultural knowledge, ways of coping, and spiritual endeavors across varied—and often ambiguous contexts.

THE UNIVERSITY OF MIAMI SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT SERIES



Real Talk Promoting Social Justice in Education and Psychology Through Difficult Dialogues

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

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

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

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

but that you can engage authentically for the desired goal of transformative change.

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

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

THEORY TO PRACTICE: EDUCATIONAL PSYCHOLOGY FOR TEACHERS AND TEACHING



Teaching to Prepare Advocates

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

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

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

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

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



Teaching Learning for Effective Instruction

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

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

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

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

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

ENDORSEMENT:

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



Teaching Human Development for Educators

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

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

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

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

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

TRANSFORMING EDUCATION FOR THE FUTURE



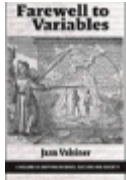
Hope for the Embattled Language Classroom Pedagogies for Well-Being and Trauma Healing

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

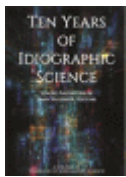
Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University

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



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



Exploring Personhood in Contemporary Times From Leadership to Philosophy

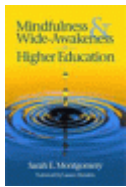
Lemuel W. Watson, Antioch University Graduate School of Leadership and Change

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



No Country for Black Men

Roger Ball, Fordham University

2023. Paperback 979-8-88730-271-3 \$52.99. Hardcover 979-8-88730-272-0 \$94.99. eBook 979-8-88730-273-7 \$85.

No Country For Black Men captures the plight and possibilities of what it means to be Black and male in the United States past and present. Through storytelling and sociological data analysis, the author weaves a powerful story about challenges and opportunities faced by Black males of all ages today. From mental health parity to disproportionality and myths about Black male sexuality, this body of work is bent on naming the persistent and historical challenges Black men are confronted with throughout their development. Each chapter is anchored in and punctuated by the author's personal experiences as an immigrant, a father, a husband and a scholar-practitioner. The mission of No Country For Black Men is to add to the scholarship and conversation among educators, mental health providers, religious leaders, and other service providers about ways to improve the academic, economic and health outcome for Black males in the United States.



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.

BACK LIST

Title	Year	Paperback	Hardcover
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 <i>Series: International Psychology</i>	2022	\$52.99 978-1-64802-888-5	\$94.99 978-1-64802-889-2
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 <i>Series: International Psychology</i>	2022	\$52.99 978-1-64802-954-7	\$94.99 978-1-64802-955-4
Bloody Mary for the AERA Attendee's Soul Daniel H. Robinson, University of Texas at Arlington	2022	\$52.99 978-1-64802-917-2	\$94.99 978-1-64802-918-9
Contemporary Pioneers in Human Learning and Development Héfer Bembenutty, Queens College of The City University of New York <i>Series: Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications</i>	2022	\$52.99 978-1-64802-853-3	\$94.99 978-1-64802-854-0
Contemporary Pioneers in Teaching and Learning: Volume 2 Héfer Bembenutty, Queens College of The City University of New York <i>Series: Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications</i>	2022	\$52.99 978-1-64802-827-4	\$94.99 978-1-64802-828-1
Deep Loyalties: Values in Military Lives Daniela Schmitz Wortmeyer, Brazilian Army <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2022	\$52.99 978-1-64802-800-7	\$94.99 978-1-64802-801-4
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 <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2022	\$52.99 978-1-64802-785-7	\$94.99 978-1-64802-786-4
Equity-Based Career Development and Postsecondary Transitions: An American Imperative Erik M. Hines, Florida State University; Laura Owen, San Diego State University <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2022	\$72.99 978-1-64802-865-6	\$104.99 978-1-64802-866-3
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 Vella, University of Malta <i>Series: Perspectives on Human Development</i>	2022	\$52.99 978-1-64802-903-5	\$94.99 978-1-64802-904-2
Higher Education for the People: Critical Contemplative Methods of Liberatory Practice Maryann Krikorian, Loyola Marymount University <i>Series: Research on Stress and Coping in Education</i>	2022	\$52.99 979-8-88730-009-2	\$94.99 979-8-88730-010-8

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

Series: Contemporary Perspectives on Multicultural Gifted Education

2022

\$52.99

978-1-64802-859-5

\$94.99

978-1-64802-860-1

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

Carles Monereo, Universitat Autònoma de Barcelona

Series: Dialogical Self Theory

2022

\$52.99

978-1-64802-830-4

\$94.99

978-1-64802-831-1

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

Series: Annals of Cultural Psychology

2022

\$52.99

978-1-64802-900-4

\$94.99

978-1-64802-901-1

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

\$52.99

978-1-64802-503-7

\$94.99

978-1-64802-504-4

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

Series: Research in Human Resource Management

2022

\$52.99

978-1-64802-664-5

\$94.99

978-1-64802-665-2

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

Series: Peace Education

2022

\$52.99

978-1-64802-706-2

\$94.99

978-1-64802-707-9

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

\$52.99

978-1-64802-914-1

\$94.99

978-1-64802-915-8

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

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

Series: Yearbook of Idiographic Science

2022

\$52.99

978-1-64802-812-0

\$94.99

978-1-64802-813-7

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

\$52.99

978-1-64802-803-8

\$94.99

978-1-64802-804-5

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

Series: History and Society: Integrating social, political and economic sciences

2022

\$52.99

978-1-64802-661-4

\$94.99

978-1-64802-662-1

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

Series: Adult Learning in Professional, Organizational, and Community Settings

2022

\$72.99

978-1-64802-721-5

\$104.99

978-1-64802-722-2

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	\$52.99 978-1-64802-494-8	\$94.99 978-1-64802-495-5
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 <i>Series: Contemporary Perspectives on Multicultural Gifted Education</i>	2021	\$52.99 978-1-64802-747-5	\$94.99 978-1-64802-748-2
Contemporary Daoism, Organic Relationality, and Curriculum of Integrative Creativity Hongyu Wang, Oklahoma State University-Tulsa <i>Series: Current Perspectives on Confucianism, Taoism, Buddhism, and Education</i>	2021	\$52.99 978-1-64802-584-6	\$94.99 978-1-64802-585-3
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	\$52.99 978-1-64802-412-2	\$94.99 978-1-64802-413-9
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	\$72.99 978-1-64802-115-2	\$104.99 978-1-64802-116-9
Experiential Learning in Higher Education: Issues, Ideas, and Challenges for Promoting Peace and Justice Laura L. Finley, Barry University; Glenn A. Bowen, Barry University <i>Series: Peace Education</i>	2021	\$52.99 978-1-64802-529-7	\$94.99 978-1-64802-530-3
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 <i>Series: Perspectives on Human Development</i>	2021	\$72.99 978-1-64802-433-7	\$104.99 978-1-64802-434-4
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) <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2021	\$52.99 978-1-64802-279-1	\$94.99 978-1-64802-280-7
A Holistic Educator's Journey: Seeking Wholeness in America, Canada, Japan and Asia John P. Miller, University of Toronto <i>Series: Current Perspectives in Holistic Education</i>	2021	\$52.99 978-1-64802-641-6	\$94.99 978-1-64802-642-3
Identity and Lifelong Learning: Becoming Through Lived Experience Sue L. Motulsky, Lesley University; Jo Ann Gammel, Lesley University; Amy Rutstein-Riley, Lesley University <i>Series: I Am What I Become: Constructing Identities as Lifelong Learners</i>	2021	\$52.99 978-1-64802-213-5	\$94.99 978-1-64802-214-2
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 and the Blind <i>Series: Curriculum and Pedagogy</i>	2021	\$72.99 978-1-64802-739-0	\$104.99 978-1-64802-740-6

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

Series: Advances in Cultural Psychology: Constructing Human Development

2021

\$52.99
978-1-64802-320-0

\$94.99
978-1-64802-321-7

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

Series: I Am What I Become: Constructing Identities as Lifelong Learners

2021

\$52.99
978-1-64802-480-1

\$94.99
978-1-64802-481-8

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

\$80.49
978-1-64802-125-1

\$114.99
978-1-64802-126-8

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

Cheryl L. Beverly, James Madison University

2021

\$52.99
978-1-64802-390-3

\$94.99
978-1-64802-391-0

Peace is Everyone's Business

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

Series: Peace Education

2021

\$52.99
978-1-64802-596-9

\$94.99
978-1-64802-597-6

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

Series: Innovations in Qualitative Research

2021

\$52.99
978-1-64802-561-7

\$94.99
978-1-64802-562-4

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

Series: International Advances in Self Research

2021

\$52.99
978-1-64802-262-3

\$94.99
978-1-64802-263-0

Social Media: Influences on Education

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

Series: Current Perspectives on Cognition, Learning and Instruction

2021

\$52.99
978-1-64802-655-3

\$94.99
978-1-64802-656-0

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

\$52.99
978-1-64802-670-6

\$94.99
978-1-64802-671-3

Teaching Motivation for Student Engagement

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

Series: Theory to Practice: Educational Psychology for Teachers and Teaching

2021

\$52.99
978-1-64802-366-8

\$94.99
978-1-64802-367-5

Teaching on Assessment

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

Series: Theory to Practice: Educational Psychology for Teachers and Teaching

2021

\$52.99
978-1-64802-427-6

\$94.99
978-1-64802-428-3

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 <i>Series: Contemporary Perspectives on LGBTQ Advocacy in Societies</i>	2021	\$52.99 978-1-64802-360-6	\$94.99 978-1-64802-361-3
Where Culture and Mind Meet: Principles for a Dynamic Cultural Psychology Brady Wagoner, Aalborg University; Kevin Carriere, Washington & Jefferson College <i>Series: Niels Bohr Professorship Lectures in Cultural Psychology</i>	2021	\$52.99 978-1-64802-256-2	\$94.99 978-1-64802-257-9
Alleviating the Educational Impact of Adverse Childhood Experiences: School-University-Community Collaboration R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts Boston (retired) <i>Series: Current Perspectives on School/University/Community Research</i>	2020	\$52.99 978-1-64802-112-1	\$94.99 978-1-64802-113-8
At Our Best: Building Youth-Adult Partnerships in Out-of-School Time Settings Gretchen Brion-Meisels, Harvard Graduate School of Education; Jessica Tseming Fei, Harvard Graduate School of Education; Deepa Sriya Vasudevan, Wellesley College <i>Series: Current Issues in Out-of-School Time</i>	2020	\$52.99 978-1-64113-975-5	\$94.99 978-1-64113-976-2
Behavioral Science in the Global Arena: Addressing Timely Issues at the United Nations and Beyond Elaine P. Congress, Fordham University; Harold Takooshian, Fordham University; Abigail Asper, Psych Hub <i>Series: International Psychology</i>	2020	\$52.99 978-1-64802-082-7	\$94.99 978-1-64802-083-4
Beyond the Dichotomy Between Altruism and Egoism: Society, Relationship, and Responsibility Emiliana Mangone, University of Salerno <i>Series: History and Society: Integrating social, political and economic sciences</i>	2020	\$52.99 978-1-64802-128-2	\$94.99 978-1-64802-129-9
Children and Money: Cultural Developmental Psychology of Pocket Money Takahashi Noboru, Osaka Kyoiku University; Yamamoto Toshiya, Developmental Research Support Center <i>Series: Perspectives on Human Development</i>	2020	\$52.99 978-1-64113-954-0	\$94.99 978-1-64113-955-7
Clinically Based Teacher Education in Action: Cases from Professional Development Schools Eva Garin, Bowie State University; Rebecca West Burns, Kutztown University of Pennsylvania <i>Series: Research in Professional Development Schools and School-University Partnerships</i>	2020	\$52.99 978-1-64802-001-8	\$94.99 978-1-64802-002-5
Contemporary Perspectives on Research in Educational Assessment Dr. Myint Swe Khine, Emirates College for Advanced Education, United Arab Emirates	2020	\$52.99 9781641139373	\$94.99 9781641139380
Cultural Psychology in Communities: Tensions and Transformations Floor van Alphen, Universidad Autónoma de Madrid; Susanne Normann, University of Oslo <i>Series: Annals of Cultural Psychology</i>	2020	\$52.99 978-1-64802-195-4	\$94.99 978-1-64802-196-1
Culturally Competent Engagement: A Mindful Approach Edward J. Brantmeier, James Madison University; Noorie K. Brantmeier, James Madison University	2020	\$52.99 978-1-64802-174-9	\$94.99 978-1-64802-175-6

Cultures and Materialities of Imagination: New Drug Practices and Engagements in a Digital World Stephan S. Sieland, Roskilde University <i>Series: Innovations in Qualitative Research</i>	2020	\$52.99 978-1-64802-276-0	\$94.99 978-1-64802-277-7
Difficult Discussions: Issues and Ideas for Engaging College Students in Peace and Justice Topics Laura L. Finley, Barry University; Robin Cooper, Nova Southeastern University <i>Series: Peace Education</i>	2020	\$52.99 978-1-64802-103-9	\$94.99 978-1-64802-104-6
Gender, Tenure, and the Pursuit of Work-Life-Family Stability Kristen E. Willmott, University of Rochester <i>Series: Work-Life Balance</i>	2020	\$52.99 978-1-64802-180-0	\$94.99 978-1-64802-181-7
Literacy Instruction for Students with Emotional and Behavioral Disorders: Research-Based Interventions for Classroom Practice Richard T. Boon, The University of Texas at San Antonio; Mack D. Burke, Texas A&M University; Lisa Bowman-Perrott, Texas A&M University	2020	\$52.99 978-1-64802-122-0	\$94.99 978-1-64802-123-7
Memory in the Wild Brady Wagoner, Aalborg University; Ignacio Brescó de Luna, Aalborg University; Sophie Zadeh, University of Cambridge <i>Series: Niels Bohr Professorship Lectures in Cultural Psychology</i>	2020	\$52.99 978-1-64802-070-4	\$94.99 978-1-64802-071-1
Queering Public Health and Public Policy in the Deep South Kamden K. Strunk, Auburn University EFLT; Raina Feiszli, Auburn University SERC <i>Series: Research in Queer Studies</i>	2020	\$52.99 978-1-64113-966-3	\$94.99 978-1-64113-967-0
Research Methods in Human Resource Management: Toward Valid Research-Based Inferences Eugene F. Stone-Romero, University of New Mexico; Patrick J. Rosopa, Clemson University <i>Series: Research in Human Resource Management</i>	2020	\$52.99 978-1-64802-088-9	\$94.99 978-1-64802-089-6
Sleep Difficulties and Disorders in Autism Spectrum Disorder Amanda Richdale, La Trobe University; Kyle P. Johnson, Oregon Health & Science University <i>Series: Advances in Autism Spectrum Disorder</i>	2020	\$52.99 978-1-64802-094-0	\$94.99 978-1-64802-095-7
Stress and Quality of Working Life: Finding Meaning in Grief and Suffering Ana Maria Rossi, International Stress Management Association; James A. Meurs, Kennesaw State University; Pamela L. Perrewé, Florida State University <i>Series: Stress and Quality of Working Life</i>	2020	\$52.99 978-1-64802-157-2	\$94.99 978-1-64802-158-9
Vygotsky's Pedology of the School Age René van der Veer, Emeritus Professor of Education <i>Series: Perspectives on Human Development</i>	2020	\$52.99 978-1-64802-042-1	\$94.99 978-1-64802-043-8
Career Development Across the Lifespan: Counseling for Community, Schools, Higher Education, and Beyond (2nd Edition) Grafton T. Eliason, California University of Pennsylvania; Mark Lepore, Clarion University of Pennsylvania; Jeff L. Samide, California University of Pennsylvania; John Patrick, California University of Pennsylvania <i>Series: Issues in Career Development</i>	2019	\$86.24 978-1-64113-734-8	\$144.89 978-1-64113-735-5

Contemplative Pedagogies for Transformative Teaching, Learning, and Being Jing Lin, University of Maryland; Tom E. Culham, City University in Canada and Simon Fraser University; Sachi Edwards, University of Tokyo <i>Series: Transforming Education for the Future</i>	2019	\$52.99 9781641137805	\$94.99 9781641137812
Contemporary Perspectives on Research in Motivation in Early Childhood Education Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2019	\$52.99 978-1-64113-489-7	\$94.99 978-1-64113-490-3
Culture, Work and Psychology: Invitations to Dialogue Pedro F. Bendassolli, Universidade Federal do Rio Grande do Norte, Natal/Brazil <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2019	\$52.99 978-1-64113-632-7	\$94.99 978-1-64113-633-4
Identity and Lifelong Learning in Higher Education Jo Ann Gammel, Lesley University; Sue L. Motulsky, Lesley University; Amy Rutstein-Riley, Lesley University <i>Series: I Am What I Become: Constructing Identities as Lifelong Learners</i>	2019	\$52.99 978-1-64113-885-7	\$94.99 978-1-64113-886-4
Ordinary Things and Their Extraordinary Meanings Giuseppina Marsico, University of Salerno; Luca Tateo, Aalborg University, Denmark <i>Series: Annals of Cultural Psychology</i>	2019	\$52.99 978-1-64113-682-2	\$94.99 978-1-64113-683-9
Sensuous Curriculum: Politics and the Senses in Education Walter S. Gershon, Kent State University <i>Series: Landscapes of Education</i>	2019	\$52.99 978-1-64113-581-8	\$94.99 978-1-64113-582-5
Beyond the Mind: Cultural Dynamics of the Psyche Giuseppina Marsico, University of Salerno <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2018	\$72.99 978-1-64113-034-9	\$104.99 978-1-64113-035-6
Boost: The Science of Recharging Yourself in an Age of Unrelenting Demands Jamie Gruman, University of Guelph; Deirdre Healey, University of Guelph	2018	\$23 978-1-64113-302-9	\$46 978-1-64113-303-6
Children, Childhood, and Everyday Life: Children's perspectives, 2nd Edition Mariane Hedegaard, University of Copenhagen; Karin Aronsson, Stockholm University; Charlotte Højholt, Roskilde University; Oddbjørg Skjær Ulvik, Oslo and Akershus University College of Applied Sciences	2018	\$52.99 9781641131698	\$94.99 9781641131704
The Coherence Factor: Linking Emotion and Cognition When Individuals Think as a Group Thomas R. Flanagan, Institute for 21st Century Agoras; Craig H. Lindell, Institute for 21st Century Agoras	2018	\$52.99 978-1-64113-456-9	\$94.99 978-1-64113-457-6
Cultural Psychology of Intervention in the Globalized World Sanna Schlieuwe, Centre for Cultural Psychology Aalborg University, Denmark; Nandita Chaudhary, University of Delhi; Giuseppina Marsico, University of Salerno <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2018	\$52.99 978-1-64113-285-5	\$94.99 978-1-64113-286-2

Cultures of Care in Aging

Thomas Boll, University of Luxembourg; Dieter Ferring, Université du Luxembourg; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University 2018 \$72.99 \$104.99
 978-1-64113-137-7 978-1-64113-138-4
Series: Advances in Cultural Psychology: Constructing Human Development

I Activate You To Affect Me

Carlos Cornejo, Pontificia Universidad Católica de Chile; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University 2018 \$52.99 \$94.99
 9781641130707 9781641130714
Series: Annals of Cultural Psychology

Idiographic Approach to Health

Raffaele De Luca Picione, University of Naples Federico II; Jensine Nedergaard, Aalborg University; Maria Francesca Freda, University of Naples Federico II; Sergio Salvatore, University of Salento 2018 \$52.99 \$94.99
 978-1-64113-426-2 978-1-64113-427-9
Series: Yearbook of Idiographic Science

The Method of Imagination

Sheldon Brown, University of California San Diego; Luca Tateo, Aalborg University, Denmark 2018 \$52.99 \$94.99
 9781641134712 9781641134729
Series: Innovations in Qualitative Research

Ornamented Lives

Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University 2018 \$52.99 \$94.99
 978-1-64113-468-2 978-1-64113-469-9
Series: Advances in Cultural Psychology: Constructing Human Development

The Road to Actualized Democracy: A Psychological Exploration

Brady Wagoner, Aalborg University; Ignacio Brescó de Luna, Aalborg University; Vlad Glaveanu, Webster University Geneva 2018 \$52.99 \$94.99
 978-1-64113-175-9 978-1-64113-176-6
Series: Niels Bohr Professorship Lectures in Cultural Psychology

Stress and Coping of English Learners

Teresa Rishel, Ball State University; Paul Chamness Iida 2018 \$52.99 \$94.99
 9781641131490 9781641131506
Series: Research on Stress and Coping in Education

Trans-Generational Family Relations: Investigating Ambivalences

Isabelle Albert, University of Luxembourg; Emily Abbey, Ramapo College of New Jersey; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University 2018 \$52.99 \$94.99
 978-1-64113-082-0 978-1-64113-083-7
Series: Perspectives on Human Development

Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor

Kevin J. Pugh, University of Northern Colorado 2017 \$52.99 \$94.99
 9781681237763 9781681237770

Creativity and Spirituality: A Multidisciplinary Perspective

Maureen Miner, Excelsia College; Martin Dowson, Excelsia College 2017 \$52.99 \$94.99
 9781681236636 9781681236643

Gender and Sexuality in the Migration Trajectories: Studies between the Northern and Southern Mediterranean Shores

Emiliana Mangone, University of Salerno; Giuseppe Masullo, University of Salerno; Mar Gallego, Universidad de Huelva 2017 \$52.99 \$94.99
 9781641131285 9781641131292
Series: Innovations in Qualitative Research

Healthcare and Culture: Subjectivity in Medical Contexts

Maria Francesca Freda, University of Naples Federico II; Raffaele De Luca Picione, University of Naples Federico II 2017 \$52.99 \$94.99
 9781681236445 9781681236452
Series: Advances in Cultural Psychology: Constructing Human Development

Holistic Education and Embodied Learning John P. Miller, University of Toronto; Kelli Nigh, University of Toronto <i>Series: Current Perspectives in Holistic Education</i>	2017	\$52.99 9781681238401	\$94.99 9781681238418
Internationalizing the Teaching of Psychology Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College; Harold Takooshian, Fordham University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2017	\$72.99 9781641130059	\$104.99 9781641130066
Maribel's First Day Irma L. Almager	2017	\$29.89 9781681239859	\$43.12 9781681239866
Memory Practices and Learning: Interactional, Institutional and Sociocultural Perspectives Åsa Mäkitalo, University of Gothenburg; Per Linell, University of Linköping, Sweden; Roger Säljö, University of Gothenburg <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2017	\$72.99 9781681236193	\$104.99 9781681236209
Metacognitive Knowledge: Development, Application, and Improvement Joke van Velzen	2017	\$52.99 978-1-64113-022-6	\$94.99 978-1-64113-023-3
Methods of Psychological Intervention Gordon Sammut, University of Malta; Juliet Foster, University of Cambridge; Sergio Salvatore, University of Salento; Ruggero Andrisano Ruggieri, University of Salerno <i>Series: Yearbook of Idiographic Science</i>	2017	\$52.99 9781681237794	\$94.99 9781681237800
The Psychology of Imagination: History, Theory and New Research Horizons Brady Wagoner, Aalborg University; Ignacio Brescó de Luna, Aalborg University; Sarah H. Awad, Aalborg University <i>Series: Niels Bohr Professorship Lectures in Cultural Psychology</i>	2017	\$52.99 9781681237091	\$94.99 9781681237107
SELF - Driving Positive Psychology and Wellbeing Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University <i>Series: International Advances in Self Research</i>	2017	\$52.99 9781641130028	\$94.99 9781641130035
Stress and Quality of Working Life: Conceptualizing and Assessing Stress Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Calgary; Pamela L. Perrewé, Florida State University <i>Series: Stress and Quality of Working Life</i>	2017	\$52.99 9781681239231	\$94.99 9781681239248
The Subjectified and Subjectifying Mind Min Han; Carla Cunha <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2017	\$52.99 9781681236223	\$94.99 9781681236230
The Timing of Neural and Behavioral Events: Its Relation to Human Experience Rumjahn Hoosain, The University of Hong Kong	2017	\$52.99 9781681237701	\$94.99 9781681237718
The Transformational Odyssey: Finding Your Path to Personal Transformation and Self-Renewal Robert Barner	2017	\$28.75 9781681239828	\$40.25 9781681239835

Amerindian Paths: Guiding Dialogues With Psychology Danilo Silva Guimarães, University of São Paulo <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2016	\$52.99 9781681233451	\$94.99 9781681233468
Applied Psychometrics using SPSS and AMOS Holmes Finch, Ball State University; Brian F. French, Washington State University; Jason C. Immekus, University of Louisville	2016	\$52.99 9781681235264	\$94.99 9781681235271
Challenges and Innovations in Educational Psychology Teaching and Learning M Cecil Smith, Southern Illinois University Carbondale; Nancy DeFrates-Densch, Northern Illinois University	2016	\$72.99 9781681233963	\$104.99 9781681233970
Counseling African American Males: Effective Therapeutic Interventions and Approaches Dr. William Ross, Prairie View A&M University <i>Series: African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling</i>	2016	\$52.99 9781681235493	\$94.99 9781681235509
Cultural Psychology of Musical Experience Sven Hroar Klempe, Norwegian University of Science and Technology <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2016	\$52.99 9781681234847	\$94.99 9781681234854
From Socrates to Summerhill and Beyond: Towards a Philosophy of Education for Personal Responsibility Ronald Swartz, Oakland University, Professor Emeritus <i>Series: Landscapes of Education</i>	2016	\$72.99 9781681235523	\$104.99 9781681235530
Making of The Future: The Trajectory Equifinality Approach in Cultural Psychology Tatsuya Sato, Ritsumeikan University; Naohisa Mori, Sapporo Gakuin University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2016	\$52.99 9781681235462	\$94.99 9781681235479
Neuroscience and Christian Formation Mark A. Maddix, Point Loma Nazarene University; Dean G. Blevins, Nazarene Theological Seminary	2016	\$34.49 9781681236735	\$80.49 9781681236742
Teach & Thrive: Wisdom from an Urban Teacher's Career Narrative Kristina Valtierra, Colorado College <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i>	2016	\$52.99 9781681235813	\$94.99 9781681235820
Teaching ELLs Across Content Areas: Issues and Strategies Nan Li, Claflin University	2016	\$52.99 9781681234878	\$94.99 9781681234885
Analyzing Influences: Research on Decision Making and the Music Education Curriculum Mark Robin Campbell, SUNY at Potsdam; Linda K. Thompson, Lee University <i>Series: Advances in Music Education Research</i>	2015	\$52.99 978-1-68123-137-2	\$94.99 978-1-68123-138-9
Contemporary Pioneers in Teaching and Learning Héfer Bembenutty, Queens College of The City University of New York <i>Series: Contemporary Pioneers in Educational Psychology: Theory, Research, and Applications</i>	2015	\$52.99 978-1-68123-221-8	\$94.99 978-1-68123-222-5
Cultural Psychology of Recursive Processes Zachary Beckstead, Grand Valley State University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2015	\$52.99 978-1-68123-018-4	\$94.99 978-1-68123-019-1

Instructional Guidance: A Cognitive Load Perspective Slava Kalyuga, University of New South Wales	2015	\$52.99 978-1-68123-134-1	\$94.99 978-1-68123-135-8
Integrating Experiences: Body and Mind Moving Between Contexts Brady Wagoner, Aalborg University; Nandita Chaudhary, University of Delhi; Pernille Hviid, University of Copenhagen <i>Series: Niels Bohr Professorship Lectures in Cultural Psychology</i>	2015	\$52.99 978-1-68123-007-8	\$94.99 978-1-68123-008-5
Making Meaning, Making Motherhood Kenneth R. Cabell, Clark University; Giuseppina Marsico, University of Salerno; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Carlos Cornejo, Pontificia Universidad Católica de Chile <i>Series: Annals of Cultural Psychology</i>	2015	\$72.99 978-1-68123-140-2	\$104.99 978-1-68123-141-9
Making Our Ideas Clear: Pragmatism in Psychoanalysis Philip Rosenbaum, Haverford College <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2015	\$52.99 9781623968670	\$94.99 9781623968687
Organizational Behavior: An Evidence-Based Approach, 13th Ed. Fred Luthans, University of Nebraska, Lincoln; Brett C. Luthans, Missouri Western State University; Kyle W. Luthans, University of Nebraska at Kearney	2015	\$80.49 978-1-68123-119-8	\$114.99 978-1-68123-120-4
Particulars and Universals in Clinical and Developmental Psychology: Critical Reflections - A book honoring Roger Bibace Meike Watzlawik, Sigmund Freud Privat Universität; Alina Kriebel, Universität Osnabrück; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Perspectives on Human Development</i>	2015	\$52.99 9781681233598	\$94.99 9781681233604
Pathfinders in International Psychology Grant J. Rich, Consulting Psychologist, Juneau, Alaska; Uwe Gielen, St. Francis College <i>Series: International Psychology</i>	2015	\$52.99 978-1-68123-143-3	\$94.99 978-1-68123-144-0
Psychology in Black and White: The Project of a Theory-Driven Science Sergio Salvatore, University of Salento <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2015	\$52.99 978-1-68123-116-7	\$94.99 978-1-68123-117-4
Reflexivity and Psychology Giuseppina Marsico, University of Salerno; Ruggero Andrisano Ruggieri, University of Salerno; Sergio Salvatore, University of Salento <i>Series: Yearbook of Idiographic Science</i>	2015	\$52.99 9781681233369	\$94.99 9781681233376
School Counseling for Black Male Student Success in 21st Century Urban Schools Malik S. Henfield, Loyola University Chicago; Ahmad R. Washington, University of Louisville <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i>	2015	\$52.99 978-1-68123-194-5	\$94.99 978-1-68123-195-2
Self-Concept, Motivation and Identity: Underpinning Success with Research and Practice Frédéric Guay, Université Laval Québec; Herbert Marsh, Australian Catholic University; Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, Australian Catholic University <i>Series: International Advances in Self Research</i>	2015	\$52.99 978-1-68123-167-9	\$94.99 978-1-68123-168-6

The Social Dynamics of Organizational Justice

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

Series: Research in Social Issues in Management

2015 \$52.99 \$94.99
9781623968601 9781623968618

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

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

Series: Stress and Quality of Working Life

2015 \$52.99 \$94.99
9781681233390 9781681233406

Temporality: Culture in the Flow of Human Experience

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

Series: Advances in Cultural Psychology: Constructing Human Development

2015 \$72.99 \$104.99
9781623969677 9781623969684

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

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University

Series: Critical Constructions: Studies on Education and Society

2015 \$52.99 \$94.99
978-1-68123-125-9 978-1-68123-126-6

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

Mark Abendroth, SUNY Empire State College; Brad J. Porfilio, Seattle University

Series: Critical Constructions: Studies on Education and Society

2015 \$72.99 \$104.99
978-1-68123-122-8 978-1-68123-123-5

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

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

Series: Current Perspectives on Cognition, Learning and Instruction

2015 \$52.99 \$94.99
978-1-68123-101-3 978-1-68123-102-0

Advancing Methodologies to Support Both Summative and Formative Assessments

Ying Cheng, University of Notre Dame; Hua-Hua Chang, University of Illinois at Urbana-Champaign

Series: Chinese American Educational Research and Development Association Book Series

2014 \$52.99 \$94.99
9781623965952 9781623965969

Applied Psychometrics using SAS

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

2014 \$52.99 \$94.99
9781623966942 9781623966959

Biographical Ruptures and Their Repair: Cultural Transitions in Development

Amrei C. Joerchel, Sigmund Freud Privatuniversität; Gerhard Benetka, Sigmund Freud Privatuniversität

Series: Advances in Cultural Psychology: Constructing Human Development

2014 \$52.99 \$94.99
9781623968380 9781623968397

Cultural Psychology and Its Future: Complementarity in a New Key

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

Series: Niels Bohr Professorship Lectures in Cultural Psychology

2014 \$52.99 \$94.99
9781623966256 9781623966263

Culture and Political Psychology: A Societal Perspective Thalia Magioglou, EPoPS, FMSH/Centre Edgar Morin, EHESS, France <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2014	\$72.99 9781623963675	\$104.99 9781623963682
Fooling Around: Creative Learning Pathways Lene Tanggaard, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2014	\$52.99 9781623965921	\$57.49 9781623965938
Multicentric Identities in a Globalizing World Sergio Salvatore, University of Salento; Alessandro Gennaro, University of Salento; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Yearbook of Idiographic Science</i>	2014	\$72.99 9781623967178	\$104.99 9781623967185
No Small Lives: Handbook of North American Early Women Adult Educators, 1925-1950 Susan Imel, The Ohio State University; Gretchen T. Bersch, University of Alaska Anchorage	2014	\$52.99 9781623968830	\$94.99 9781623968847
The Role of Values in Careers Mark Pope, University of Missouri - Saint Louis; Lisa Y. Flores, University of Missouri - Columbia; Patrick J. Rottinghaus, Southern Illinois University Carbondale	2014	\$52.99 9781623966461	\$94.99 9781623966478
Adolescence in the 21st Century: Constants and Challenges Frances R. Spielhagen, Mount Saint Mary College; Paul D. Schwartz, Mount Saint Mary College	2013	\$52.99 9781623964962	\$94.99 9781623964979
Advances in Help-Seeking Research and Applications: The Role of Emerging Technologies Stuart A. Karabenick, University of Michigan; Minna Puustinen, INS HEA	2013	\$52.99 9781623963347	\$94.99 9781623963354
Advancing Cross-Cultural Perspectives on Educational Psychology: A Festschrift for Dennis McInerney Gregory Arief D. Liem, University of Sydney; Allan B. I. Bernardo, University of Macau	2013	\$52.99 978-1-62396-385-9	\$94.99 978-1-62396-386-6
Applications of Self-Regulated Learning across Diverse Disciplines: A Tribute to Barry J. Zimmerman Héfer Bembenutty, Queens College of The City University of New York; Timothy J. Cleary, Rutgers University; Anastasia Kitsantas, George Mason University	2013	\$72.99 9781623961329	\$104.99 9781623961336
Beyond Academics: Supporting the Mental, Emotional, and Behavioral Health of Students in Catholic Schools James M. Frabutt, University of Notre Dame	2013	\$52.99 9781623962869	\$94.99 9781623962876
Brown Skin, White Minds: Filipino -/ American Postcolonial Psychology E. J. R. David, University of Alaska Anchorage	2013	\$34.49 9781623962074	\$57.49 9781623962081
Cross-Cultural Psychology: Why Culture Matters Krum Krumov, Sofia University, Bulgaria; Knud S. Larsen, Oregon State Univeristy <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$72.99 9781623963163	\$104.99 9781623963170
Crossing Boundaries: Intercontextual Dynamics Between Family And School Giuseppina Marsico, University of Salerno; Koji Komatsu, Osaka Kyoiku University; Antonio Iannaccone, University of Neuchâtel <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$72.99 9781623963941	\$104.99 9781623963958

A Curriculum of Imagination in an Era of Standardization: An Imaginative Dialogue with Maxine Greene and Paulo Freire Robert Lake, Georgia Southern University <i>Series: Landscapes of Education</i>	2013	\$52.99 9781623962654	\$94.99 9781623962661
Dialogic Formations: Investigations into the Origins and Development of the Dialogical Self Marie-Cécile Bertau, Ludwig Maximilians-University; Miguel M. Gonçalves, University of Minho; Peter T. F. Raggatt, James Cook University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$52.99 9781623960377	\$94.99 9781623960384
Dialogical Approaches to Trust in Communication Per Linell, University of Linköping, Sweden; Ivana Markova, University of Stirling, Scotland <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$52.99 9781623964481	\$94.99 9781623964498
Informing the Practice of Teaching Using Formative and Interim Assessment: A Systems Approach Robert W. Lissitz, University of Maryland <i>Series: The MARCES Book Series</i>	2013	\$52.99 9781623961114	\$94.99 9781623961121
Inheriting As People Think It Should Be: From Money To Mementos Jacqueline J. Goodnow, Emeritus Professor; Jeanette A. Lawrence, The University of Melbourne	2013	\$52.99 9781623962951	\$94.99 9781623962968
Integrating Play Techniques in Comprehensive School Counseling Programs Jennifer Curry, Louisiana State University; Laura Fazio-Griffith, Southeastern Louisiana University	2013	\$72.99 9781623963040	\$104.99 9781623963057
Interplays Between Dialogical Learning and Dialogical Self M. Beatrice Ligorio, Università degli Studi di Bari; Margarida César, Universidade de Lisboa, Instituto de Educação <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$72.99 9781623960643	\$104.99 9781623960650
Killing ideas softly?: The promise and perils of creativity in the classroom Ronald A. Beghetto, University of Oregon	2013	\$28.74 9781623963644	\$57.49 9781623963651
Learning Through Visual Displays Gregory Schraw, University of Nevada - Las Vegas; Matthew T. McCrudden, Victoria University of Wellington; Daniel Robinson, Colorado State University <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2013	\$72.99 9781623962333	\$104.99 9781623962340
Lives And Relationships: Culture in Transitions Between Social Roles Yasuhiro Omi, University of Yamanashi, Japan; Lilian Patricia Rodriguez, Universidad de La Sabana, Colombia; María Claudia Peralta-Gómez, Universidad de La Sabana, Colombia <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2013	\$72.99 9781623964276	\$104.99 9781623964283
Making Sense of Infinite Uniqueness: The Emerging System of Idiographic Science Sergio Salvatore, University of Salento; Alessandro Gennaro, University of Salento; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Yearbook of Idiographic Science</i>	2013	\$52.99 9781623960254	\$94.99 9781623960261

On the Move: Mobile Learning for Development Wanjira Kinuthia, Georgia State University; Stewart Marshall, The University of the West Indies <i>Series: Educational Design and Technology in the Knowledge Society</i>	2013	\$52.99 9781623963071	\$94.99 9781623963088
Spiritual Leadership in Action: The CEL Story Achieving Extraordinary Results Through Ordinary People Louis W. Fry, Texas A&M University Central Texas; Yochana Altman, Bordeaux Management School <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i>	2013	\$34.49 978-1-62396-409-2	\$57.49 978-1-62396-410-8
Structural Equation Modeling: A Second Course (2nd ed.) Gregory R. Hancock, University of Maryland; Ralph O. Mueller, University of Hartford <i>Series: Quantitative Methods in Education and the Behavioral Sciences: Issues, Research, and Teaching</i>	2013	\$87.39 9781623962449	\$144.89 9781623962456
Theory Driving Research:: New Wave Perspectives On Self-Processes And Human Development Dennis M. McInerney, The Education University of Hong Kong; Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Frédéric Guay, Université Laval Québec <i>Series: International Advances in Self Research</i>	2013	\$52.99 9781623962364	\$94.99 9781623962371
Thinking in Childhood and Adolescence Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2013	\$52.99 978-1-62396-433-7	\$94.99 978-1-62396-434-4
Advances in Longitudinal Methods in the Social and Behavioral Sciences Jeffrey R. Harring, University of Maryland; Gregory R. Hancock, University of Maryland <i>Series: CILVR Series on Latent Variable Methodology</i>	2012	\$52.99 978-1-61735-889-0	\$94.99 978-1-61735-890-6
Autism Spectrum Disorders: Inclusive Community for the 21st Century Julie A. Deisinger, Saint Xavier University; Sandra Burkhardt, Saint Xavier University; Timothy J. Wahlberg, Wahlberg and Associates; Anthony F. Rotatori, Saint Xavier University; Festus E. Obiakor, Sunny Educational Consulting <i>Series: Contemporary Perspectives in Special Education</i>	2012	\$52.99 978-1-61735-780-0	\$94.99 978-1-61735-781-7
Beyond Well-Being: Spirituality and Human Flourishing Maureen Miner, University of Western Sydney; Martin Dowson, Australian College of Ministries; Stuart Devenish, Booth College	2012	\$52.99 978-1-61735-804-3	\$94.99 978-1-61735-805-0
Coping and Prevention Ana Maria Rossi, International Stress Management Association; Pamela L. Perrewé, Florida State University; James A. Meurs, University of Mississippi <i>Series: Stress and Quality of Working Life</i>	2012	\$52.99 978-1-61735-701-5	\$94.99 978-1-61735-702-2
Cultural Psychology of Human Values Angela Uchoa Branco, University of Brasilia; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2012	\$52.99 978-1-61735-822-7	\$94.99 978-1-61735-823-4

Culture and Social Change: Transforming Society through the Power of Ideas

Brady Wagoner, Aalborg University; Eric Jensen, University of Warwick; Julian A. Oldmeadow, University of York
 2012 \$52.99 \$94.99
 978-1-61735-757-2 978-1-61735-758-9
 Series: *Advances in Cultural Psychology: Constructing Human Development*

Encouraging a Continuing Personal Investment in Learning:

Motivation as an Instructional Outcome
 Martin L. Maehr, The University of Michigan
 2012 \$52.99 \$94.99
 978-1-61735-713-8 978-1-61735-714-5

Encyclopedia of Sports & Recreation for People with Visual Impairments

Andrew Leibs
 2012 \$52.99 \$94.99
 9781623960407 9781623960414
 Series: *Critical Concerns in Blindness*

Impacts of Teacher Evaluation and Professional Development on Student Outcomes

Edward Crowe, The Bench Group; Rena F. Subotnik, American Psychological Association
 2012 \$52.99 \$94.99
 978-1-61735-862-3 978-1-61735-863-0
 Series: *Levers of Change*

Learning Throughout Life: An Intergenerational Perspective

Robert D. Strom, Arizona State University; Paris S. Strom, Auburn University
 2012 \$72.99 \$104.99
 9781623960469 9781623960476
 Series: *Lifespan Learning*

Psychology of Religion and Workplace Spirituality

Peter C. Hill, Biola University; Bryan J. Dik, Colorado State University
 2012 \$52.99 \$94.99
 978-1-61735-662-9 978-1-61735-663-6
 Series: *Advances in Workplace Spirituality: Theory, Research and Application*

Putting it into Practice: Developing Student Critical Thinking Skills in Teacher Education – the Models, Methods, Experiences and Results

Paula Jones, Eastern Kentucky University; Debbie Haydon, Eastern Kentucky University
 2012 \$52.99 \$94.99
 978-1-61735-674-2 978-1-61735-675-9

Researcher Race: Social Constructions in the Research Process

Lauren Mizock; Debra Harkins
 2012 \$52.99 \$94.99
 978-1-61735-698-8 978-1-61735-699-5
 Series: *Advances in Cultural Psychology: Constructing Human Development*

Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody and Thoreau

John P. Miller, University of Toronto
 2012 \$34.5 \$63.25
 978-1-61735-584-4 978-1-61735-585-1
 Series: *Current Perspectives in Holistic Education*

Apprentice in a Changing Trade

Jean-François Perret; Anne-Nelly Perret-Clermont; Danièle Golay Schilter; Claude Kaiser; Luc-Olivier Pochon
 2011 \$52.99 \$94.99
 978-1-61735-411-3 978-1-61735-412-0
 Series: *Advances in Cultural Psychology: Constructing Human Development*

Asian American Education: Identities, Racial Issues, and Languages

Xue Lan Rong, University of North Carolina - Chapel Hill; Russell Endo, University of Colorado
 2011 \$52.99 \$94.99
 978-1-61735-461-8 978-1-61735-462-5
 Series: *Research on the Education of Asian Pacific Americans*

Assessment of Higher Order Thinking Skills

Gregory Schraw, University of Nevada - Las Vegas; Daniel H. Robinson, University of Texas at Arlington
 2011 \$72.99 \$104.99
 978-1-61735-505-9 978-1-61735-506-6
 Series: *Current Perspectives on Cognition, Learning and Instruction*

Beyond Ethics to Post-Ethics: A Preface to a New Theory of Morality and Immorality Peter Baofu	2011	\$72.99 978-1-61735-311-6	\$104.99 978-1-61735-312-3
Cultural Psychology and Psychoanalysis: Pathways to Synthesis Sergio Salvatore, University of Salento; Tania Zittoun, University of Neuchâtel (Switzerland) <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2011	\$52.99 978-1-61735-514-1	\$94.99 978-1-61735-515-8
Dial M for Mentor: Reflections On Mentoring in Film, Television and Literature Jonathan Gravells, Fargo Associates; Susan Wallace, Nottingham Trent University	2011	\$52.99 978-1-61735-429-8	\$94.99 978-1-61735-430-4
Personality, Stress, and Coping: Implications for Education Gretchen M. Reevy, California State University, East Bay; Erica Frydenberg, University of Melbourne, Australia <i>Series: Research on Stress and Coping in Education</i>	2011	\$52.99 978-1-61735-523-3	\$94.99 978-1-61735-524-0
Sociocultural Theories of Learning and Motivation: Looking Back, Looking Forward Dennis M. McInerney, The Education University of Hong Kong; Richard A. Walker, The University of Sydney; Gregory Arief D. Liem, University of Sydney <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2011	\$52.99 978-1-61735-438-0	\$94.99 978-1-61735-439-7
Students as Designers of Their Own Life Curricula: The Reconstruction of Experience in Education Vincent Izuegbu, Wells Preparatory Academy Chicago, Illinois	2011	\$52.99 978-1-61735-348-2	\$94.99 978-1-61735-349-9
Embodied Wisdom: Meditations on Memoir and Education Alison Pryer, University of British Columbia	2010	\$52.99 978-1-61735-221-8	\$94.99 978-1-61735-222-5
Living in Poverty: Developmental Poetics of Cultural Realities Ana Clara S. Bastos; Elaine P. Rabinovich <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2010	\$72.99 978-1-60752-317-8	\$104.99 978-1-60752-318-5
Methodological Thinking in Psychology: 60 Years Gone Astray? Aaro Toomela, Tallinn University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2010	\$52.99 978-1-60752-430-4	\$94.99 978-1-60752-431-1
Publish Don't Perish: 100 Tips that Improve Your Ability to get Published Robert N. Lussier, Springfield College	2010	\$34.49 978-1-61735-113-6	\$57.49 978-1-61735-114-3
Reel Character Education: A Cinematic Approach to Character Development William B. Russell, University of Central Florida; Stewart Waters, University of Central Florida	2010	\$52.99 978-1-61735-125-9	\$94.99 978-1-61735-126-6
Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches Kathleen M. T. Collins, University of Arkansas at Fayetteville; Anthony J. Onwuegbuzie, Sam Houston State University; Qun G. Jiao, Baruch College, CUNY <i>Series: Research on Stress and Coping in Education</i>	2010	\$72.99 978-1-59311-720-7	\$104.99 978-1-59311-721-4
Utilize Motivation to Fulfill Potentials: Tips for Teaching and Learning Dennis M. McInerney, The Education University of Hong Kong; Rebecca Wing-yi Cheng, Hong Kong Institute of Education; Miranda Po-yin Lai, Hong Kong Institute of Education	2010	\$22.99 978-1-60752-425-0	

Adolescents in the Internet Age Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2009	\$72.99 978-1-60752-118-1	\$104.99 978-1-60752-119-8
Culture, Self, and, Motivation: Essays in Honor of Martin L. Maehr Avi Kaplan, Ben Gurion University of the Negev; Stuart A. Karabenick, University of Michigan; Elisabeth De Groot, University of Michigan	2009	\$52.99 978-1-60752-107-5	\$94.99 978-1-60752-108-2
Relating to Environments: A New Look at Umwelt Rosemarie Sokol Chang <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2009	\$52.99 978-1-60752-136-5	\$94.99 978-1-60752-137-2
Rethinking Language, Mind, and World Dialogically Per Linell, University of Linköping, Sweden <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2009	\$72.99 978-1-59311-995-9	\$104.99 978-1-59311-996-6
Stress and Quality of Working Life: The Positive and The Negative Ana Maria Rossi, International Stress Management Association; James Campbell Quick, The University of Texas at Arlington; Pamela L. Perrewé, Florida State University <i>Series: Stress and Quality of Working Life</i>	2009	\$52.99 978-1-60752-058-0	\$94.99 978-1-60752-059-7
Taking Play Seriously: Children and Play in Early Childhood Education – an Exciting Challenge Ole Fredrik Lillemyr, Queen Maud University College	2009	\$52.99 978-1-60752-114-3	\$94.99 978-1-60752-115-0
Deep Listening: Hidden Meanings in Everyday Conversation Robert E. Haskell, University of New England	2008	\$52.99 978-1-59311-917-1	
Innovating Genesis: Microgenesis and the Constructive Mind in Action Emily Abbey, College of the Holy Cross; Rainer Diriwächter, California Lutheran University, USA <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2008	\$52.99 978-1-59311-909-6	\$94.99 978-1-59311-910-2
Recovery the Native Way: A Therapist's Manual Dr. Alf H. Walle, Erskine College	2008	\$52.99 978-1-59311-833-4	
Recovery the Native Way: A Client Reader Dr. Alf H. Walle, Erskine College	2008	\$52.99 978-1-60752-014-6	
Recovery the Native Way - Workbook Dr. Alf H. Walle, Erskine College	2008	\$52.99 978-1-59311-891-4	
Self-Processes, Learning and Enabling Human Potential: Dynamic New Approaches Herbert Marsh, University of Western Sydney; Rhonda G. Craven, University of Western Sydney; Dennis M. McNerney, The Education University of Hong Kong <i>Series: International Advances in Self Research</i>	2008	\$72.99 978-1-59311-903-4	\$104.99 978-1-59311-904-1
Statistical Theories of Mental Test Scores Frederic M. Lord; Melvin R. Novick	2008	\$59.99 978-1-59311-934-8	
What the West Can Learn From the East: Asian Perspectives on the Psychology of Learning and Motivation Oon Seng Tan, National Institute of Education, Nanyang Technological University Singapore; Dennis M. McNerney, The Education University of Hong Kong; Gregory Arief D. Liem, University of Sydney; Ai-Girl Tan, National Institute of Education, Nanyang Technological University Singapore <i>Series: Research in Multicultural Education and International Perspectives</i>	2008	\$52.99 978-1-59311-987-4	\$94.99 978-1-59311-988-1

Advances in the Psychology of Justice and Affect David DeCremer, Erasmus University	2007	\$52.99 978-1-59311-773-3	\$94.99 978-1-59311-774-0
Culture, Motivation and Learning: A Multicultural Perspective Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong <i>Series: Research in Multicultural Education and International Perspectives</i>	2007	\$72.99 978-1-59311-698-9	\$104.99 978-1-59311-699-6
Discovering Cultural Psychology: A Profile and Selected Readings of Ernest E. Boesch Walter J. Lonner, Western Washington University; Susanna A. Hayes, Western Washington University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2007	\$72.99 978-1-59311-746-7	\$104.99 978-1-59311-747-4
Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology Joel R. Levin, University of Arizona; Jerry Carlson, University of California - Riverside <i>Series: Psychological Perspectives on Contemporary Educational Issues</i>	2007	\$52.99 978-1-59311-611-8	\$94.99 978-1-59311-612-5
Emerging Thought and Research on Student, Teacher, and Administrator Stress and Coping Gordon S. Gates, Washington State University; Mimi Wolverton; Walter H. Gmelch, University of San Francisco <i>Series: Research on Stress and Coping in Education</i>	2007	\$52.99 978-1-59311-718-4	\$94.99 978-1-59311-719-1
The Nation: A Study in Ideology and Fantasy Richard A. Koenigsberg	2007	\$52.99 978-1-59311-857-0	
Otherness in Question: Development of the Self Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Livia Mathias Simão, University of Sao Paulo <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2007	\$72.99 1-59311-232-7	\$104.99 1-59311-233-5
A Recipe For Success: What YOU can Learn About Coping in a Food-Bombarded World From People With Prader-Willi Syndrome, an Extreme Eating Disorder Shelley Kinash	2007	\$52.99 978-1-59311-843-3	\$94.99 978-1-59311-844-0
Semiotic Rotations: Modes of Meanings in Cultural Worlds SunHee Kim Gertz, Clark University; Jaan Valsiner, Niels Bohr Professor of Cultural Psychology, Aalborg University; Jean-Paul Breaux, Clark University <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2007	\$52.99 978-1-59311-609-5	\$94.99 978-1-59311-610-1
Trust and Distrust: Sociocultural perspectives Ivana Markova, University of Stirling, Scotland; Alex Gillespie, University of Stirling <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2007	\$52.99 978-1-59311-841-9	\$94.99 978-1-59311-842-6
Applied Developmental Psychology: Theory, Practice, and Research from Japan Barbara J. Shwalb, Southeastern Louisiana University; Jun Nakazawa, Chiba University; David Shwalb, Southeastern Louisiana University <i>Series: Advances in Applied Developmental Psychology</i>	2006	\$52.99 1-59311-262-9	\$94.99 1-59311-263-7

Becoming Other: From Social Interaction to Self-Reflection Alex Gillespie, University of Stirling <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2006	\$52.99 978-1-59311-230-1	\$94.99 978-1-59311-231-8
The Cognitive Revolution on Educational Psychology James M. Royer, University of Massachusetts <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2006	\$52.99 1-59311-162-2	\$94.99 1-59311-163-0
Death and Delusion: A Freudian Analysis of Mortal Terror Jerry S. Piven, New School University, New York City	2006	\$29.89 1-59311-124-X	\$49.44 1-59311-249-1
Educating Adolescents: Challenges and Strategies Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i>	2006	\$52.99 1-59311-153-3	\$94.99 1-59311-154-1
Helping Kids Achieve Their Best: Understanding and Using Motivation in the Classroom (revised edition) Dennis M. McInerney, The Education University of Hong Kong	2006	\$52.99 1-59311-340-4	
New Frontiers for Self Research Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney <i>Series: International Advances in Self Research</i>	2006	\$72.99 1-59311-155-X	\$104.99 1-59311-156-8
Optimizing Student Success in School with the Other Three Rs: Reasoning, Resilience, and Responsibility Rena F. Subotnik, American Psychological Association; Robert J. Sternberg, Yale University <i>Series: Research in Educational Productivity</i>	2006	\$52.99 1-59311-430-3	\$94.99 1-59311-431-1
Self-Efficacy Beliefs of Adolescents Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i>	2006	\$52.99 1-59311-366-8	\$94.99 1-59311-367-6
Stress and Quality of Working Life: Current Perspectives in Occupational Health Steven L. Sauter, National Institute for Occupational Safety and Health; Pamela L. Perrewé, Florida State University; Ana Maria Rossi, International Stress Management Association <i>Series: Stress and Quality of Working Life</i>	2006	\$52.99 1-59311-485-0	\$94.99 1-59311-486-9
Thriving, Surviving or Going Under: Coping with Everyday Lives Erica Frydenberg, University of Melbourne, Australia <i>Series: Research on Stress and Coping in Education</i>	2006	\$52.99 1-59311-195-9	\$94.99 1-59311-196-7
Transfer of Learning from a Modern Multidisciplinary Perspective Jose P. Mestre, University of Massachusetts, Amherst <i>Series: Current Perspectives on Cognition, Learning and Instruction</i>	2006	\$72.99 1-59311-164-9	\$104.99 1-59311-165-7
Transitions: Symbolic Resources in Development Tania Zittoun, University of Neuchâtel (Switzerland) <i>Series: Advances in Cultural Psychology: Constructing Human Development</i>	2006	\$52.99 1-59311-226-2	\$94.99 1-59311-227-0
Understanding Teacher Stress in an Age of Accountability Christopher J. McCarthy, University of Texas at Austin; Richard G. Lambert, University of North Carolina at Charlotte <i>Series: Research on Stress and Coping in Education</i>	2006	\$52.99 1-59311-473-7	\$94.99 1-59311-474-5
Big Theories Revisited Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2004	\$52.99 1-59311-052-9	\$94.99 1-59311-053-7

Contemporary Perspectives on Play in Early Childhood Education Bernard Spodek, University of Illinois; Olivia Saracho, University of Maryland <i>Series: Contemporary Perspectives in Early Childhood Education</i>	2003	\$52.99 1-930608-30-6	\$94.99 1-930608-31-4
International Advances in Self Research - volume 1 Dennis M. McInerney, The Education University of Hong Kong; Rhonda G. Craven, University of Western Sydney; Herbert Marsh, University of Western Sydney <i>Series: International Advances in Self Research</i>	2003	\$72.99 1-59311-004-9	\$104.99 1-59311-005-7
International Perspectives on Adolescence Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i>	2003	\$72.99 1-59311-066-9	\$104.99 1-59311-067-7
Toward Wellness: Prevention, Coping, and Stress Mimi Wolverton; Gordon S. Gates, Washington State University <i>Series: Research on Stress and Coping in Education</i>	2003	\$52.99 1-931576-34-3	\$94.99 1-931576-35-1
Academic Motivation of Adolescents Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i>	2002	\$52.99 1-931576-62-9	\$94.99 1-931576-63-7
Adolescence and Education: General Issues in the Education of Adolescents Frank Pajares, Emory University; Tim Urdan, Santa Clara University <i>Series: Adolescence and Education</i>	2002	\$52.99 1-931576-44-0	\$94.99 1-931576-45-9
Research on Sociocultural Influences on Motivation and Learning - 2nd Volume Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2002	\$52.99 1-931576-32-7	\$94.99 1-931576-33-5
Research on Sociocultural Influences on Motivation and Learning - 1st Volume Shawn Van Etten, SUNY Cortland; Dennis M. McInerney, The Education University of Hong Kong <i>Series: Research on Sociocultural Influences on Motivation and Learning</i>	2001	\$72.99 1-930608-62-4	\$104.99 1-930608-63-2
The Fantasy of Oneness and the Struggle to Separate: Towards a Psychology of Culture Richard A. Koenigsberg		\$52.99 978-1-59311-858-7	

International Distributors

Canada

Login Brothers Canada
324 Saultheaux Crescent
Winnipeg, MB R3J3T2
Tel: 204-837-2987
Fax: 204-837-3116
<http://www.lb.ca>

Australia

Co Info Pty Ltd
200A Rooks Road
Vermont, VIC 3133
Australia
Tel.: +613 9210 7777
Fax: + 613 9210 7788
website: www.coinfo.com.au

China

Taylor & Francis Asia Pacific
Room 1108B, Culture Square
No. 59 Jia, Zhongguancun St.
Haidian District
Beijing 100872
P.R. China
Tel : +86 (10) 82502670
Jeffrey Lim, Books Sales Director
Email: jeffrey.lim@tandf.com.sg
Cynthia Ji, Account Manager
Email: cynthia.ji@tandf.com.sg

China - Shanghai Region
Chris Ye, Account Manager
Room 916, Jinjiang Xiangyang Building
993 Nanjing West Road
Shanghai 200041
P.R. China
Tel: +86 21 62316030
Email: chris.ye@tandf.com.sg

China - Guangdong Region
Cherry Wang, Sales Executive
Email: cherry.wang@tandf.com.sg

Indo-China

Jeffrey Lim, Books Sales Director
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Europe

The Eurospan Group:
You can order from Eurospan by mail, fax, email
or telephone:

Eurospan Group
c/o Turpin Distribution
Pegasus Drive
Stratton Business Park
Biggleswade, Bedfordshire SG18 8TQ, UK
Tel: +44 (0) 1767 604972
Fax: +44 (0) 1767 601640
Orders: eurospan@turpin-distribution.com
Other info: info@eurospangroup.com

Orders from buyers in UK, Continental Europe,
Middle East and Africa can be supplied directly
by our stockist in the UK: Eurospan. Please click
here: www.eurospanbookstore.com/infoagepub

Hong Kong

Taylor & Francis Asia Pacific
Suite 153, Somptueux Central
52-54 Wellington Street
Central
Hong Kong
Tel: +852 3752 0625/3752 0626
Jeffrey Lim, Books Sales Director
E-mail: jeffrey.lim@tandf.com.sg
Andrew Kwan, Manager
E-mail: andrew.kwan@tandf.com.sg

India

Sara Books Pvt Ltd
G-1, Vardaan House
7/28, Ansari Road, Daryaganj
New Delhi - 110002
India
Phones : 00-91-11-23266107
Fax : 00-91-11-23266102
e mail : ravindrasaxena@sarabooksindia.com
Web : www.sarabooksindia.com
Contact Person : Ravindra.Saxena

Indonesia

Mohamed Feroz, *Assistant Sales Manager*
Singapore Sales Office
Email: mohamed.feroz@tandf.com.sg

Japan

Maruzen Co. Ltd.
9F Maruzen Building, 2-3-10
Nihombashi, Chuoku, Tokyo
Japan 103-8245
Tel: +81-3-3272-3851
Fax: +81-3-3272-3920
promote@maruzen.co.jp

Korea

Barry Clarke, *Managing Director*
Singapore Office
Email: barry.clarke@tandf.com.sg

Malaysia and Brunei

Taylor & Francis Publishing Services
Taylor & Francis Asia Pacific
No. 23-2, Jalan PJS 8/18
Dataran Mentari,
46150 Petaling Jaya
Selangor Darul Ehsan
Malaysia
Tel: +603 56301361
Fax: +603 56301732
Mobile: +60 (0)16 331 9923
David Yeong, *General Manager*
Email: david.yeong@tandf.com.sg

Philippines

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Puerto Rico, The Caribbean, South America:

Cranbury International
7 Clarendon Ave., Suite 2
Montpelier, VT 05602
Tel: 802-223-6565
Fax: 802-223-6824
email: eatkin@cranburyinternational.com

Singapore

Taylor & Francis Asia Pacific
60 MacPherson Road
Block 1 #06-09
Siemens Centre
Singapore 348615
Tel: +65 65082888
Fax: +65 6742 9356
Email: sales@tandf.com.sg
Mohamed Feroz, *Assistant Sales Manager*
Email: mohamed.feroz@tandf.com.sg

Taiwan

Taylor & Francis Asia Pacific
Room 629, 6F, No. 6, Sec. 4, Hsinyi Road
Da-an District
Taipei 10683
Taiwan (R.O.C.)
Tel: +886 (2) 5551 1266 ext. 6291
Jeffrey Lim, *Books Sales Director*
Email: jeffrey.lim@tandf.com.sg
Jason Lin, *Sales Manager*
Email: jason.lin@tandf.com.sg

Thailand

Taylor & Francis Asia Pacific
Tel & Fax: +66 2 6391333 ext. 3612
Jeffrey Lim, *Books Sales Director*
Email: jeffrey.lim@tandf.com.sg
Nonglak Sawaitong, *Account Manager*
Email: s.nonglak@tandf.com.sg

Vietnam

Jeffrey Lim, *Books Sales Director*
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Order Form/ Library Recommendation Form:

Books/Journals:

ISBN/ISSN	Title	Price

Please place a check on the appropriate line:

☐ Visa ☐ Mastercard ☐ American Express ☐ Check Enclosed

Card Number: _____ Exp. Date & Security Code: _____

Name: _____

Signature: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

Shipping and Handling for Books:

Domestic Handling Fee is \$7.50; International Handling fee is \$9.00 (one time fee per order) Shipping is \$3 per book (quantity)

Shipping and Handling for Journals:

Outside the U.S. add \$30.00 for surface mail

Personal subscription rates are valid only on orders paid for with a personal check or credit card.

Institutional checks will not be honored for personal subscriptions.

IAP - Information Age Publishing Inc.

P.O. Box 79049

Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com