



Book Series

Adolescence and Education

Series Editors

Ben Kirshner, *University of Colorado School of Education*

Adolescence and Education is a book series devoted to presenting quality research aimed at understanding and enhancing the education of adolescent students.

Books in this series:

- Black Girl Civics
- Power, Equity and (Re)Design
- The Changing Landscape of Youth Work
- #youthaction
- Peer Relationships and Adjustment at School
- The Ones We Remember
- Self-Efficacy Beliefs of Adolescents
- Educating Adolescents
- International Perspectives on Adolescence
- Academic Motivation of Adolescents
- Adolescence and Education

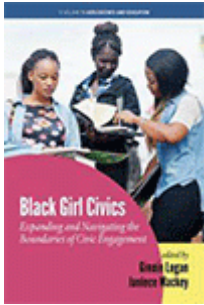
Special Paperback Set Price:

\$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: <http://www.infoagepub.com/series/Adolescence-and-Education>

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com



Black Girl Civics Expanding and Navigating the Boundaries of Civic Engagement

Ginnie Logan, University of Colorado-Boulder; Janiece Mackey, University of Denver

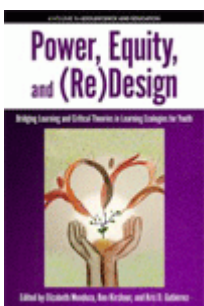
2020. Paperback 978-1-64802-216-6 \$45.99. Hardcover 978-1-64802-217-3 \$85.99. eBook 978-1-64802-218-0 \$65.

What does it mean to be a civic actor who is Black + Young + Female in the United States? Do African American girls take up the civic mantle in the same way that their male or non-Black peers do? What media, educational, or social platforms do Black girls leverage to gain access to the political arena, and why? How do Black girls negotiate civic identity within the context of their racialized, gendered, and age specific identities? There are scholars doing powerful work on Black youth and civics; scholars focused on girls and civics; and scholars focused on Black girls in education. But the intersections of African American girlhood and civics have not received adequate attention. This book begins the journey of understanding and communicating the varied forms of civics in the Black Girl experience.

Black Girl Civics: Expanding and Navigating the Boundaries of Civic Engagement brings together a range of works that grapple with the question of what it means for African American girls to engage in civic identity development and expression. The chapters collected within this volume openly grapple with, and disclose the ways in which Black girls engage with and navigate the spectrum of civics. This collection of 11 chapters features a range of research from empirical to theoretical and is forwarded by Black Girlhood scholar Dr. Venus Evans-Winters.

The intended audience for this volume includes Black girlhood scholars, scholars of race and gender, teachers, civic advocacy organizations, civic engagement researchers, and youth development providers.

CONTENTS: Foreword, *Venus Evans-Winters*. Introduction: Towards an Emergent Theory of Black Girl Civics, *Ginnie Logan and Janiece Mackey*. **SECTION I: KINSHIP REFLECTIONS.** Generation to Generation: Learning to Othermother, *Kel Hughes Jones*. A Tale of Two Black Girl Civic Identities: A Mother/Daughter Critical Autoethnography on Language, Literacy, and the Black Lives Matter Movement, *Celicia L. Bell and Jasmine A. Clayton*. Hood Civics: Intergenerational Healing and the Quest for Educational Justice for/With Black Girl Artists, *Jeanette K. Hope and Vajra M. Watson*. Sisters, Friends, and Kin: Critical Pedagogies and Black Girl Civics, *Sabrina J. Curtis*. **SECTION II: TOWARD EDUCATIONAL JUSTICE.** Standing Up and Speaking Out: Black Girls' Agency and Activism in Elite Independent Schools, *Charlotte E. Jacobs*. #Blackgirlmagic in the Everyday: Black Women and Civic Identity in Post Secondary Education, *Alaina Neal-Jackson*. Black Women's Activism in Graduate School, *Tracie A. Lowe*. Black Femme Youth Organizing for Transformation, *Julia Daniel and Annie Thomas*. **SECTION III: MEDIA INTERSECTIONS.** Claiming a Seat at the Table: Highlighting the Civic Engagement of Young Black Girls, *Cassandra Jean and Dana McCalla*. The Clapback: Black Girls Responding to Injustice Through National Civic Engagement, *Cierra Kaler-Jones, Autumn Griffin, and Stephanie Lindo*. Texting, Tweeting, and Talking Back to Power: How Black Girls Leverage Social Media as a Platform for Civic Engagement, *Tiera Tanksley*. About the Editors. About the Contributors.



Power, Equity and (Re)Design Bridging Learning and Critical Theories in Learning Ecologies for Youth

Elizabeth Mendoza, University of California, Irvine; Ben Kirshner, University of Colorado School of Education; Kris D. Gutiérrez, University of California, Berkeley

2018. Paperback 9781641131780 \$45.99. Hardcover 9781641131797 \$85.99. eBook 9781641131803 \$65.

This volume brings together design thinking, critical social theory, and learning sciences to describe promising learning innovations that foster rights, dignity, and social justice for youth. The contributors are emerging scholars who are leading voices working at the intersections of theory and practice for educational equity.

Chapters in this volume take up themes of power and equity in the design and redesign of learning opportunities for young people. The chapters show variation in the kinds of learning--from complex ecologies spanning multiple institutions and age groups to specific classroom or after-school spaces. Chapters also vary in the focal ages of participants. Although most discuss experiences of young people between the ages of 12-25, some also explore the learning of elementary age youth. All of the chapters include the authors--who were researchers, designers, teachers, and facilitators--part of the narrative

and process of learning. We are especially thankful that the authors of these chapters invite the reader into their thinking process and the tensions and contradictions that emerged as they sought to catalyze transformative learning spaces.

CONTENTS: Introduction: Power, Equity, and (Re) design: Bridging Learning and Critical Theories in Learning Ecologies for Youth, *Elizabeth Mendoza, Kris Gutiérrez, and Ben Kirshner*. (Re)Conceptualizing Sociopolitical Designs for Learning and Practice: How “Social Justice” Became Unjust in a Youth Hackathon, *Sepehr Vakil and Maxine McKinney de Royston*. The Community Cooperative Project and Critical Service-Learning: Using Participatory Action Research, *Joanne Tien, Exequiel Ganding, and Christyna Serrano*. Becoming a More Disruptive Teacher by Engaging in Side-by-Side Learning With Children Rather Than Avoiding Discomfort, *Quinton Freeman and A. Susan Jurow*. Critical Race Design: Emerging Principles for Designing Critical and Transformative Learning Spaces, *Deena Khalil and Meredith W. Kier*. Roda Real Talk: A Physical Education Teacher’s Efforts to Use the Capoeira Circle as a Tool to Encourage Critical Dialogue, *Vernon C. Lindsay*. Truth Does Not Always Taste Good: Flipping the Script to Promote Equity on Campus, *Joy Howard*. Building Science-Learning Communities: Designing for Equitable Participation in Scientific Practices Using Students’ Lived Experiences, *Deb Morrison*. Schools for Community Action: Public School Design As a Revolutionary Act, *Antero Garcia, Mark Gomez, and Katie Rainge Briggs*. Practitioner-Experts and Researchers in Layers of Learning: Researching and Designing Interventions in Postsecondary Education Through the Grammar of Equity, *Christina H. Paguyo and Taé Nosaka*.



The Changing Landscape of Youth Work Theory and Practice for an Evolving Field

Kristen M. Pozzoboni, San Francisco State University; Ben Kirshner, University of Colorado School of Education

2016. Paperback 9781681235639 \$45.99. Hardcover 9781681235646 \$85.99. eBook 9781681235653 \$65.

The purpose of this book is to compile and publicize the best current thinking about training and professional development for youth workers. School age youth spend far more of their time outside of school than inside of school. The United States boasts a rich and vibrant ecosystem of Out-of-School Time programs and funders, ranging from grassroots neighborhood centers to national Boys and Girls Clubs. The research community, too, has produced some scientific consensus about defining features of high quality youth development settings and the importance of after-school and informal programs for youth. But we know far less about the people who provide support, guidance, and mentoring to youth in these settings. What do youth workers do? What kinds of training, certification, and job security do they have?

Unlike K-12 classroom teaching, a profession with longstanding – if contested – legitimacy and recognition, “youth work” does not call forth familiar imagery or cultural narratives. Ask someone what a youth worker does and they are just as likely to think you are talking about a young person working at her first job as they are to think you mean a young adult who works with youth. This absence of shared archetypes or mental models is matched by a shortage of policies or professional associations that clearly define youth work and assume responsibility for training and preparation. This is a problem because the functions performed by youth workers outside of school are critical for positive youth development, especially in our current context governed by widening income inequality. The US has seen a decline in social mobility and an increase in income inequality and racial segregation. This places a greater premium on the role of OST programs in supporting access and equity to learning opportunities for children, particularly for those growing up in neighborhoods of concentrated poverty.

Fortunately, in the past decade there has been an emergence of research and policy arguments about the importance of naming, defining, and attending to the profession of youth work. A report released in 2013 by the DC Children and Youth Investment Corporation suggests employment opportunities for youth workers are growing faster than the national average; and as the workforce increases, so will efforts to professionalize it through specialized training and credentials. Our purpose in this volume is to build on that momentum by bringing together the best scholarship and policy ideas – coming from in and outside of higher education – about conceptions of youth work and optimal types of preparation and professional development.

CONTENTS: Introduction: The Changing Landscape of Youth Work: Theory and Practice for an Evolving Field, *Kristen M. Pozzoboni and Ben Kirshner*. **SECTION I: CONCEPTIONS OF YOUTH WORK AND YOUTH WORKERS.** Voluntary Association, Youth Voice, and Collective Action: Youth Work in Places Where There Are No (Professional) Youth Workers, *Carole MacNeil, Steven Eric Krauss, and Shepherd Zeldin*. Credentialing for Youth Work: Expanding Our Thinking, *Elizabeth Starr and Ellen Gannett*. Youth Worker Professional Development: Moving from Practicing the Symbolic to Working Substantively, *Michael L. Baizerman and Ross VeLure Roholt*. **SECTION II: HOW SHOULD YOUTH WORKERS BE PREPARED?** Not Anyone Can Do This Work: Preparing Youth Workers in a Graduate School of Education, *Gretchen*

Brion-Meisels, Mandy Savitz-Romer, and Deepa Vasudevan. Building Pathways from Research to Practice: Preparing Youth Development Professionals through a Blended Online Master's Degree Program, Barry A. Garst, Edmond P. Bowers, William Quinn, and Ryan J. Gagnon. Becoming a Youth Worker in a University-Based Community of Practice, Laurie Ross. Honoring and Supporting Youth Work Intellectuals, Michael Heathfield and Dana Fusco. Professional Learning Communities: An Alternative to the One-Stop Workshop, Femi Vance, Emily Salvaterra, Jocelyn Atkins Michelsen, and Corey Newhouse. Compelling Models of Youth Worker Recruitment and Preparation, Maranda Ward and Jeanne Dairaghi.

SECTION III: WHAT SHOULD YOUTH WORKERS KNOW? *Re-Envisioning Youth Work Education for Mental Health Care and Suicide Intervention, Patti Ranahan and Jennifer White. Rethinking Evaluation Capacity in Youth Development Programs: A New Approach for Engaging Youth Workers in Program Evaluation, Mary E. Arnold, Melissa Cater, and Marc T. Braverman. Ethical Dilemmas Experienced By Youth Workers: Implications for Practice and Professional Development, Kathrin Walker and Tamara Ginger Weiss. Youth Work for Social Change: Preparing Individuals to Work with Youth in Diverse Urban Contexts, Kristen Atkinson, Emilia Chico, and Stacey S. Horn. About the Editors. About the Contributors.*



#youthaction Becoming Political in the Digital Age

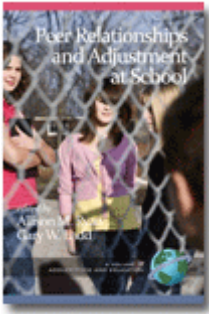
Ben Kirshner, University of Colorado School of Education; Ellen Middaugh, Mills College

2014. Paperback 9781623967956 \$45.99. Hardcover 9781623967963 \$85.99. eBook 9781623967970 \$65.

Social media and digital tools permeate the everyday lives of young people. In the early stages of commentary about the impact of the digital age on civic life, debates revolved around whether the Internet enhanced or discouraged civic and political action. Since then we have seen new media move to center stage in politics and activism—from the 2008 US election to the 2011 Arab Spring to the Occupy movement. We have also seen new patterns in how different sub-groups make use of digital media. These developments have pushed people to move beyond questions about whether new media are good or bad for civic life, to ask instead: how, under what conditions, and for whom, do new digital tools become resources for political critique and action by the young?

This book will provide a platform for a new wave of scholarship about young people's political participation in the digital age. We define "youth" or "young people" as roughly between the ages of 12 and 25. We include perspectives from political science, education, cultural studies, learning sciences, and youth development. We draw on the framework developed by the MacArthur Research Network on Youth and Participatory Politics (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012), which defines participatory politics as, "interactive, peer-based acts through which individuals and groups seek to exert both voice and influence on issues of public concern."

CONTENTS: Foreword, *Biko Baker. Educating Powerful Citizens in a Changing World, Ellen Middaugh and Ben Kirshner. And the Weapon of Choice Was, McCrae Adams Parker. Phones Aren't Smart Until You Tell Them What to Do, Elisabeth Soep. Leveraging New Media and Youths' Repertoires of Practice toward Connected Learning, Kris D. Gutiérrez, Althea Scott Nixon, and Jevon D. Hunter. COMPUGIRLS Speak: How We Use Social Media for Social Movements, Mitzi Vilchis, Kimberly A. Scott, and Courtney Besaw. "Son Enough": Developing Girls' Agency in India across Domestic and Civic Spheres through Feminist Media Practice, Glynda Hull, Mark Jury, and Urvashi Sahni. Lost, Sweaty, and Engaged in Dialogue: The Civic Opportunities of Geospatial Play, Antero Garcia and Ellen Middaugh. Dialogue across Difference: A Case Study of Facing History and Ourselves' Digital Media Innovation Network, Justin Reich, Anna L. Romer, and Dennis Barr. Blogging as Civic Engagement: Developing a Sense of Authority and Audience in an Urban Public School Classroom, Katherine Schultz, Erica Hodgkin, and Johanna Paraiso. The Making of a Global Citizen: A Model of Supporting Civic Learning Opportunities among Urban Latino Youth, Brendesha M. Tynes and Vanessa Monterosa. Politically Engaged and Alienated Youth: Reevaluating 2010 UK Student Protests, Allen L. Linton. Sustaining Innovation: Lessons for Digitally Mediated Civic Education, Ellen Middaugh.*



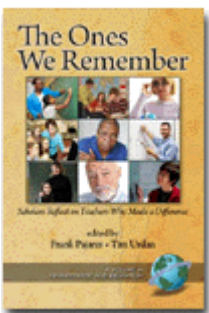
Peer Relationships and Adjustment at School

Allison M. Ryan, University of Michigan, Ann Arbor; Gary W. Ladd, Arizona State University

2012. Paperback 978-1-61735-807-4 \$45.99. Hardcover 978-1-61735-808-1 \$85.99. eBook 978-1-61735-809-8 \$65.

This volume brings together an impressive array of respected scholars to examine the varied and complex ways in which peers influence adolescents' beliefs and behaviors in the school context. The breadth of peer influence on academic and social adjustment is evident in the wide variety of topics covered in the present volume. Throughout the chapters, scholars provide unique insights regarding the complex ways that the academic and social spheres of adolescents' lives are interconnected. Collectively, the chapters in this volume expand current knowledge and theory in peer relations research by (a) exploring different types of peer relations (e.g., close friendships, peer groups) and different peer dynamics (e.g., popularity, bullying) that emerge in the school context, (b) examining different processes that explain why and how peers influence each other in school, (c) considering developmental issues during adolescence that may be critical to understanding peers and adjustment at school and (d) providing information about how teacher practices or programs influence peer relations and school adjustment. *Peer Relationships and Adjustment in School* is an important volume for researchers and practitioners interested in social development, peer relationships and youth engagement and achievement in school.

CONTENTS: *Peer Relationships and Adjustment at School: An Introduction*, Allison M. Ryan. **PART I: PEER RELATIONSHIPS: NATURE, PROCESS, AND IMPLICATIONS FOR SCHOOL ADJUSTMENT.** Classroom Peer Relations and Children's Social and Scholastic Development: Risk Factors and Resources, Gary W. Ladd, Becky Kochenderfer-Ladd, Kari Jeanne Visconti, and Idean Ettekal. Will the Real Peer Group Please Stand Up? A "Tensegrity" Approach to Examining the Synergistic Influences of Peer Groups and Friendship Networks on Academic Development, Thomas A. Kindermann and Ellen A. Skinner. Peer Relationships and Social Motivational Processes, Kathryn R. Wentzel, Alice Donlan, and Danette Morrison. Children's Achievement-Related Discourse with Peers: Uncovering the Processes of Peer Influence, Ellen Rydell Altermatt. Popularity and School Adjustment, Antonius H. N. Cillessen and Yvonne H. M. van den Berg. Social Achievement Goals and Adjustment at School During Early Adolescence, Allison M. Ryan, Rhonda S. Jamison, Huiyoung Shin, and Geneene N. Thompson. **PART II: PRACTICES AND INTERVENTIONS THAT SUPPORT POSITIVE PEER RELATIONSHIPS AT SCHOOL.** Teachers as Managers of Students' Peer Context, Jan N. Hughes. Peer Cultures of Academic Effort and Achievement in Adolescence: Why They Matter, and What Teachers Can Do About Them, Jill V. Hamm, Abigail Hoffman, and Thomas W. Farmer. *The Coping Power Program for At-Risk Aggressive Students*, John E. Lochman, Caroline Boxmeyer, Nicole Powell, Joan Barth, and Edward D. Barker. *KiVa Anti-Bullying Program: Implications for School Adjustment*, Christina Salmivalli, Claire F. Garandeau, and René Veenstra.



The Ones We Remember Scholars Reflect on Teachers Who Made a Difference

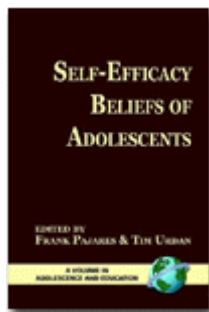
Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2008. Paperback 978-1-59311-943-0 \$19.99. Hardcover 978-1-59311-944-7 \$59.99. eBook 9781607529828 \$65.

Paulo Freire wrote that "sometimes a simple, almost insignificant gesture on the part of a teacher can have a profound formative effect on the life of a student." Sometimes, of course, this formative effect is not the result of a simple, isolated gesture but rather of a proactive and sustained series of gestures on the part of a teacher. Many of us have been deeply influenced by one or more teachers who have exercised a formative effect in our development as students and individuals. We remember these teachers with fondness, tell their stories to our own children, think of them with affection, respect, gratitude, even reverence. Sometimes, we recognized this influence as it was happening, and we grew close to these remarkable individuals, keeping them in our lives even after we graduated from their classes. Often, however, they themselves were unaware of the influence they exercised over us, for it was not until years passed that we realized their effect. If time and distance did not prevent it, perhaps we found our way back to these educators and shared with them our appreciation and gratitude.

In this volume, outstanding scholars in the fields of adolescence and education provide short stories describing their most memorable teacher. Some provide the story on its own; other follow it with a brief analysis drawn from theory and research in education, psychology, and human development to identify key concepts and principles that apply in explaining why the selected teacher was so effective and memorable. Some write about one specific teacher; others write about the qualities that they believe contribute to teaching excellence, including anecdotes from various teachers to support the qualities they identified. Each tells the story with an eye toward being accessible to a wide audience of readers. One need not be an academic, or an expert in education or psychology, to understand and find meaning in these stories. In essence, these are stories and analyses that capture just what it is that makes a particular teacher, as our title describes, unforgettable. This book would be excellent for teacher preparation courses, educational psychology courses, and for anyone who is interested in the art and science of teaching.

CONTENTS: Foreword. Learning Not to Be a Child: Lessons from a Master Teacher, *Tim Urdan*. Passing the Torch: The Legacy of Inspirational Teachers, *Jeffrey Jensen Arnett*. Tears of a Teacher, *Mimi Bong*. The Memorable Sister Candida and Her Passion for Poetry, *Revathy Kumar*. The Art and Heart of the Skilled Teacher: A Personal Reflection, *Julian G. Elliott*. In Search of Miss Steepleton, *Vanessa Siddle Walker*. Mrs. Miller, *Frank Pajares*. An Amotivated Adolescence: How One Rugby Game and Two Teachers Changed My Self-Beliefs and the Course of My Academic Life, *Robert Klassen*. Mr. Webb's Zoology Class: How One Teacher Motivated and Transformed High School Students, David A. Bergin. On Relating to a Special Teacher, *Lyn Corno*. I Dared to Proclaim: The Influence of African American Women Teachers, *Jacqueline Jordan Irvine*. A Teacher's Influence: A Conversation, *Avi Kaplan*. "I Will Not Let This Be an Intellectual Wasteland": The Legacy and Limitations of an Inspiring Teacher, *Michael Middleton*. F Equals Your Mother and the Continuing Saga of Sherman and Mr. Peabody: Or What I Learned in High School Physics, *Allison J. Kelaher Young*. Teacher Influences on Students' Learning: High School Experiences of Iranian Students, *Farideh Salili*. Too Good To Last: The Short But Inspiring Career of an Autonomy-Supportive English Teacher, *Richard M. Ryan*. A Teacher's Son: The Learning-Instruction Process Up Close and Personal, *Barry J. Zimmerman*. Stories of Teaching: Four Lessons, *Anita Woolfolk Hoy*. You Must Be One of Mine, *Gio Valiante*. Two Teachers Who Wanted Students to Think, *William Crain*. Strangers, Mentors, and Freud, *Daniel K. Lapsley*. A Culture and its Representatives, *David C. Berliner*. How to Become the Teacher Who Makes the Difference: An Anti-Romantic Theory of Pedagogy—Principles, Not Personalities, *Marshall Gregory*.



Self-Efficacy Beliefs of Adolescents

Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2006. Paperback 1-59311-366-8 978-1-59311-366-7 \$45.99. Hardcover 1-59311-367-6 978-1-59311-367-4 \$85.99. eBook 9781607527503 \$65.

The introduction of the psychological construct of self-efficacy is widely acknowledged as one of the most important developments in the history of psychology. Today, it is simply not possible to explain phenomena such as human motivation, learning, self-regulation, and accomplishment without discussing the role played by self-efficacy beliefs. In this, the fifth volume of our series on adolescence and education, we focus on the self-efficacy beliefs of adolescents. We are proud and fortunate to be able to bring together the most prominent voices in the study of self-efficacy, including that of the Father of Social Cognitive Theory and of self-efficacy, Professor Albert Bandura. It is our hope, and our expectation, that this volume will become required reading for all students and scholars in the areas of adolescence and of motivation and, of course, for all who play a pivotal role in the education and care of youth.

CONTENTS: Foreword. *Frank Pajares and Tim Urdan*. Adolescent Development from an Agentic Perspective. *Albert Bandura*. Adolescents' Development of Personal Agency: The Role of Self-Efficacy Beliefs and Self-Regulatory Skill. *Barry J. Zimmerman and Timothy J. Cleary*. Self-Efficacy Development in Adolescence. *Dale H. Schunk and Judith L. Meece*. The Impact of Perceived Family Efficacy Beliefs on Adolescent Development. *Gian Vittorio Caprara, Eugenia Scabini, and Camillo Regalia*. Teacher Self-Efficacy and its Influence on the Achievement of Adolescents. *Anita Woolfolk Hoy and Heather A. Davis*. Self-Efficacy, Adolescents' Risk-Taking Behaviors, and Health. *Ralf Schwarzer and Aleksandra Luszczynska*. Self-Efficacy and Adolescents in Sport and Physical Activity. *Deborah L. Feltz and T. Michelle Magyar*. Too Much Confidence? The Self-Efficacy of Adolescents with Learning Disabilities. *Robert M. Klassen*. Preparing Adolescents to Make Career Decisions: A Social Cognitive Perspective. *Steven D. Brown and Robert W. Lent*. Developing and Using Parallel Measures of Career Self-Efficacy and Interests with Adolescents. *Nancy E. Betz*. Culture and Self-Efficacy in Adolescents. *Gabriele Oettingen and Kristina M. Zosuls*. Factors Influencing Academic Achievement in Relational Cultures: The Role of Self-, Relational, and Collective Efficacy. *Uichol Kim and Young-Shin Park*. Asking the Right Question: How Confident Are You That You Could Successfully Perform These Tasks? *Mimi Bong*. Guide for Creating Self-Efficacy Scales. *Albert Bandura*. Self-Efficacy and Adolescence: Implications for Teachers and Parents. *Frank Pajares*.



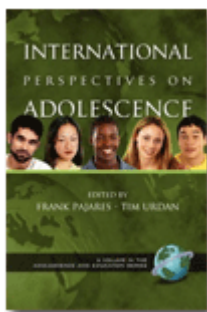
Educating Adolescents Challenges and Strategies

Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2006. Paperback 1-59311-153-3 978-1-59311-153-3 \$45.99. Hardcover 1-59311-154-1 978-1-59311-154-0 \$85.99. eBook 9781607524816 \$65.

This volume of Adolescence and Education is devoted to an exploration of the challenges facing adolescents and their teachers as well as some of the strategies that have been adopted to address these challenges. Although it is true that most adolescents survive this period of development with few enduring academic or psychological problems, it is also true that a substantial proportion experience depression, bullying and violence in school, sexual harassment, and a widening gap between their personal and academic needs. Many of these problems emerge for the first time during adolescence.

CONTENTS: Foreword, *Tim Urdan and Frank Pajares*. Risk Factors Related to Academic Achievement in Adolescence, *Daniel J. Flannery and Kelly L. Wester*. A Self-regulation Approach to Understanding Adolescent Depression in the School Context, *Karen D. Rudolph*. Abusive, Wanted, and Illegal Sexual Experiences in Adolescence, *Nancy D. Kellogg*. Ethnicity and Peer Harassment during Early Adolescence: Exploring the Psychological Benefits of Ethnic Diversity from an Attributional Perspective, *Sandra Graham*. Adolescent Victimization and Weapon Use on School Grounds: An Empirical Study from Israel, *Ron Avi Astor, Rami Benbenishty, Heather A. Meyer, and Michelle Elena Rosemond*. Looking at Adolescents through International Assessments, *Gerald W. Bracey*. Enrollment, Achievement, and Motivational Profiles of Immigrant and Native Adolescents, *Tim Urdan and Deborah Garvey*. The Schools-within-Schools Reform: A Viable Solution to the Problems of Large High Schools? *Valerie E. Lee and Douglas D. Ready*. Bridging Social and Academic Identities: Peer Relations, Friendship, and Educational Experiences, *Donna Eder and Janice McCabe*. The "Identity-Education" Link: Six Themes in an Educational Setting that Influence Adolescent Identity Development and Well-Being, *Gerald R. Adams and Susan Palijan*. Religion and the Educational Experiences of Adolescents, *Geoffrey L. Ream and Ritch C. Savin-Williams*. Index.

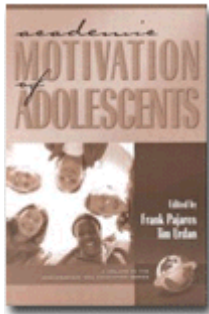


International Perspectives on Adolescence

Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2003. Paperback 1-59311-066-9 978-1-59311-066-6 \$45.99. Hardcover 1-59311-067-7 978-1-59311-067-3 \$85.99. eBook 9781607527534 \$65.

CONTENTS: Foreword, *Frank Pajares and Tim Urdan*. The Education of Persons in Multicultural Canada, *Jack Martin, Jeff Sugarman, and Sarah Hickinbottom*. Educating Adolescents in Australia: Motivation and the Middle School Years, *Dennis M. McInerney, Katrina Simpson, and Martin Dowson*. Cognitive Style and School Performance in Adolescents: A UK Perspective, *Richard J. Riding*. The Long Transition to Adulthood: An Italian View, *Gian Vittorio Caprara, Eugenia Scabini, and Giovanni B. Sgritta*. Adolescence in Dutch Culture: A Self-Regulation Perspective, *Monique Boekaerts*. Tools for Life-Long Learning: The Growing Emphasis on Learning-to-Learn Competencies and ICT in Adolescent Education in Finland, *Markku Niemivirta and Sanna Järvelä*. Dialectic Contradictions in the Experiences of Israeli Jewish Adolescents: Efficacy and Stress, Closeness and Friction, and Conformity and Noncompliance, *Ofra Mayseless and Gavriel Salomon*. Adolescents' Self-Image in Lebanon: Implications for Education, *Huda Ayyash-Abdo*. Career Education and Development of Adolescents in Argentina, *Edgardo R. Perez and Maria C. Osuna*. Adolescence and Education: Contemporary Trends in Brazilian Research, *Jose A. Bzuneck and Evely Boruchovitch*. High School Education in Peru: Perspectives from the Third World, *Juana Pinzas*. Youth Identity and Education in Post-Apartheid South Africa, *Crain Soudien and Joy Alexander*. Adolescent Education in Hong Kong and Mainland China: Effects of Culture and Context of Learning on Chinese Adolescents, *Farideh Salili, Hui Zhou, and Rumjahn Hoosain*. Characteristics and Problems for the Development of Adolescents in Taiwan, *Der-Hsiang Huang*. Choices, Evaluations, and Opportunities for Success: Academic Motivation of Korean Adolescents, *Mimi Bong*. Education of Adolescents in India: Context and Constraints, *T. S. Saraswathi, Nandini Manjrekar, and Prarthana Pant*. Adolescents' Self-Efficacy and Self-Regulated Learning Practices in Science: A Malaysian Case Study, *Heng-Loke Siow and Mary Siew-Lian Wong*.



Academic Motivation of Adolescents

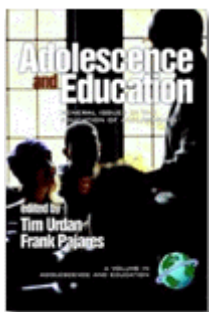
Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2002. Paperback 1-931576-62-9 978-1-931576-62-8 \$45.99. Hardcover 1-931576-63-7 978-1-931576-63-5 \$85.99. eBook 9781607525547 \$65.

Few academic issues are of greater concern to teachers, parents, and school administrators than the academic motivation of the adolescents in their care. There are good reasons for this concern. Students who are academically motivated perform better in school, value their schooling, are future-oriented in their academic pursuits, and possess the academic confidence and positive feelings of self-worth so necessary to increasing academic achievement. Because academically motivated students engage their schoolwork with confidence and interest, they are less likely to drop out of school, suffer fewer disciplinary problems, and prove resilient in the face of setbacks and obstacles. It is precisely because academic motivation is so essential to academic achievement that motivation has taken a place along with cognition as one of the most followed lines of inquiry in educational psychology. In this volume, we are fortunate to gather together some of the most eminent scholars who have written extensively about the academic motivation of adolescents. We are fortunate also in that they represent the varied theories and lines of inquiry that currently dominate research in this area.

In all, we believe that in the dozen chapters that comprise this volume, the authors provide elegant insights regarding the academic and social motivation of adolescents that will prove of interest to researchers, students, teachers, school administrators, parents, policymakers, and all others who play a pivotal role or are otherwise invested in the lives of adolescents in today's society. It is our hope that these insights will not only further the conversation on adolescence and education, but will serve as the impetus for further research capable of generating the creative ideas, programs, and structures so necessary to better the lives of the young people in our care.

CONTENTS: Foreword, *Frank Pajares and Tim Urdan*. Achieving Self-Regulation: The Trial and Triumph of Adolescence, *Barry J. Zimmerman*. Self-Efficacy and Adolescents' Motivation, *Dale H. Schunk and Samuel D. Miller*. Adolescents' Expectancies for Success and Achievement Task Values during the Middle and High School Years, *Allan Wigfield and Stephen Tonks*. The Pivotal Role of Frames of Reference in Academic Self-Concept Formation: The "Big Fish-Little Pond" Effect, *Herbert W. Marsh and Rhonda G. Craven*. Adolescents' Achievement Goals: Situating Motivation in Sociocultural Contexts, *Avi Kaplan and Martin L. Maehr*. Rewards and Intrinsic Motivation: A Needs-Based Developmental Perspective, *Martin V. Covington*. What Adolescents Need: A Self-Determination Theory Perspective on Development within Families, School, and Society, *Jennifer G. La Guardia and Richard M. Ryan*. From Duty to Desire: The Role of Students' Future Time Perspective and Instrumentality Perceptions for Study Motivation and Self-Regulation, *Willy Lens, Joke Simons, and Siegfried Dewitte*. Interest and Adolescence, *Suzanne Hidi and Mary Ainley*. Social Determinants of Public Behavior of Middle School Youth: Perceived Peer Norms and Need to be Accepted, *Jaana Juvonen and R. Jean Cadigan*. The Development and Consequences of Stereotype Vulnerability in Adolescents, *Joshua Aronson and Catherine Good*. Studying Motivation to Learn during Early Adolescence: A Holistic Perspective, *Robert W. Roeser and Mollie K. Galloway*.



Adolescence and Education General Issues in the Education of Adolescents

Frank Pajares, Emory University; Tim Urdan, Santa Clara University

2002. Paperback 1-931576-44-0 978-1-931576-44-4 \$45.99. Hardcover 1-931576-45-9 978-1-931576-45-1 \$85.99. eBook 9781607526964 \$65.

In this inaugural volume, we solicited chapters from leading scholars in a variety of fields related to education. Our aim was to provide a broad overview of several of the most pressing concerns regarding the education of adolescent students. The volume begins with an historical perspective from Barbara Finklestein, who provides background regarding America's changing perceptions of adolescence as a developmental period and how American society has approached the task of educating this age group over time. This is followed by chapters from Carol Midgley and from Sanford Dornbusch and Jeanne Kaufman regarding the organization, purpose, and function of schools designed to serve early and late adolescents. Midgley uses an achievement goal theory lens to analyze middle level schools; Dornbusch and Kaufman consider senior high schools, adopting a more sociological perspective.

CONTENTS: Foreword, *Tim Urdan and Frank Pajares*. Is Adolescence Here to Stay? Historical Perspectives on Youth and Education, *Barbara Finkelstein*. A Goal Theory Perspective on the Current Status of Middle Level Schools, *Carol Midgley*. The Social Structure of the American High School, *Sanford M. Dornbusch and Jeanne G. Kaufman*. Social Relationships and School Adjustment, *Kathryn R. Wentzel and Ann A. Battle*. Teaching Adolescents: Engaging Developing Selves, *Anita Woolfolk Hoy, Peter Demerath, and Stephen Pape*. Motivation in the Second Decade of Life: The Role of Multiple Developmental Trajectories, *Akane Zusho and Paul R. Pintrich*. The Effects and Implications of High Stakes Achievement Tests For Adolescents, *Marguerite Clarke, Lisa Abrams, and George Madaus*. Race and Gender Influences on Teen Parenting: An Identity-Focused Cultural-Ecological Perspective, *Margaret Beale Spencer, Lauren J. Silver, Gregory Seaton, Sharon R. Tucker, Michael Cunningham, and Vinay Harpalani*. Dropping Out of High School: Detours in the Life Course, *Philip Kaufman*.



Book Order Form

IAP - Information Age Publishing, Inc.
Special Sale Price: \$39.99 for each paperback and \$69.99 for each hardcover (plus s/h)

Special Paperback Set Price: \$36.50 per book + FREE SHIPPING when you order the complete series.

Title	Qty	\$ Paperback	\$ Hardcover
Black Girl Civics			
Power, Equity and (Re)Design			
The Changing Landscape of Youth Work			
#youthaction			
Peer Relationships and Adjustment at School			
The Ones We Remember			
Self-Efficacy Beliefs of Adolescents			
Educating Adolescents			
International Perspectives on Adolescence			
Academic Motivation of Adolescents			
Adolescence and Education			

Standard Shipping and Handling for Books:
\$7.50 handling fee on U.S. orders; \$9.00 for the rest of the world
plus \$3.00 shipping per book
Online shopping available at www.infoagepub.com

Subtotal: _____
 Handling: _____
 Shipping: _____
 Order Total: _____

Card Number: _____ Exp. Date: _____ CVV2 Code: _____

Name on card: _____

Signature: _____

Billing Address: _____

Shipping Address: _____

City: _____ State/Province: _____ Postal Code: _____ Country: _____

Phone: _____ Fax: _____ Email: _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com