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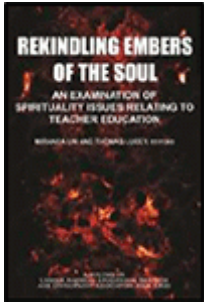
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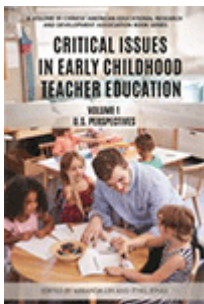
## Rekindling Embers of the Soul An Examination of Spirituality Issues Relating to Teacher Education

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

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.

**CONTENTS:** Preface, *Cheryl A. Torrez*. Acknowledgments. Introduction, *Miranda Lin and Thomas Lucey*. **PART I.** Compassion and Transformational Pedagogy: A Reflexive Approach, *Eilidh Lamb*. The Many Ways to Talk About Spirit and Spirituality in Teacher Education: The Decolonizing Potential of Dialogues About Spirit, *Shannon Leddy*. The Electricity of the Religious Education Classroom: Lessons From Buber and Levinas, *Mary Shanahan*. The Woke Spirit: Teaching John Coltrane to Examine What Lives Inside, *Susan Browne and Yvette Onofre*. **PART II.** Enabling Those Becoming Teachers of Young Children to Nurture Spiritual Growth: Challenges, Dilemmas, and Opportunities, *Tony EAUDE*. "Who Am I Now?": Spirituality in a Faith-Based Teacher Education Program in Canada, *Allyson Jule, Carolyn Kristjansson, Yu-Ling Lee, and Kevin Mirchandani*. Connecting the Heart and Soul of Teaching Through Service-Learning, *Vickie E. Lake, Ithel Jones, Christian Winterbottom, and Miranda Lin*. Havens for Acceptance, Faith, and Affirmation: The Spiritual Dimension of Reflection in Teaching for Democracy, *Rob Martinelle*. Spiritual Expression in Historical Narration: Implications for History Teacher Education, *Travis L. Seay*. Spiritual Underpinnings of a Teacher Education Program, *Ann Mary Roberts and Thomas Lucey*. About the Authors.



## Critical Issues in Early Childhood Teacher Education Volume 1 - US Perspectives

Miranda Lin, Illinois State University; Ithel Jones, Florida State University

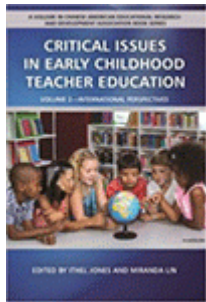
2020. Paperback 978-1-64113-722-5 \$52.99. Hardcover 978-1-64113-723-2 \$94.99. eBook 978-1-64113-724-9 \$85.

In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers.

An awareness of pressing issues in the field of early childhood teacher education led the editors to develop this volume. The chapters in these two volumes bring together scholars from across the US and the globe who are interested in improving the quality of early childhood teacher education. The chapters present their experiences, perspectives, and lessons learned as they addressed some of the challenging issues concerning the education and preparation of future early childhood teachers. The various issues and perspectives from different states in the US or countries across the globe provide insights into current issues and dilemmas facing the field. The contributions of these scholars should inform the discourse on early childhood teacher education and help those who work with preservice teachers improve the quality of their work.

**CONTENTS:** Acknowledgments. Volume 1—Introduction: Critical Issues in Early Childhood Teacher Education, *Miranda Lin and Ithel Jones*. Critically Imagining Early Childhood Curriculum Practices, *Daniel Castner, Lacy Peters, and Stephanie Reinke*. One Course Is Not Enough: Preparing Preservice Teachers to Facilitate the Learning of All Young Children, *Leigh O'Brien*. The Teacher as a Mindful Model: Creating Peaceful Classrooms From the Inside-Out, *Blythe F. Hinitz and*

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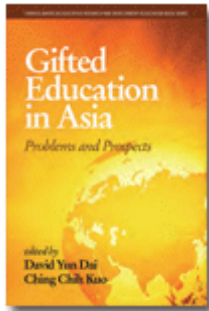
Ithel Jones, Florida State University; Miranda Lin, Illinois State University

2020. Paperback 978-1-64113-740-9 \$52.99. Hardcover 978-1-64113-741-6 \$94.99. eBook 978-1-64113-742-3 \$85.

In recent years there have been significant changes in education across the globe, largely as a result of changing demographics, technological developments, and increased globalization. Relatedly, the changing needs of societies and families, along with new research findings, provide new directions in early childhood education. Consequently, early childhood teachers today are faced with higher and more complex expectations to help ensure that their students achieve their full potential. Such expectations suggest that early childhood teachers should be professionals who are able to draw on a robust knowledge base in making educational decisions. It follows that teacher education programs should develop and implement innovative programs that can potentially enhance the quality of our future teachers.

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## Gifted Education in Asia Problems and Prospects

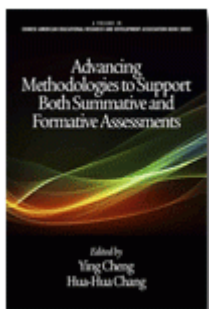
David Yun Dai, SUNY- Albany; Ching Chih Kuo, National Taiwan Normal University

2015. Paperback 978-1-68123-209-6 \$52.99. Hardcover 978-1-68123-210-2 \$94.99. eBook 978-1-68123-211-9 \$85.

The book “Gifted Education in Asia: Problems and Prospects” is the first of its kind in terms of providing a critical assessment of the state of gifted education in nine representative countries or regions in Asia (Hong Kong, India, Japan, Mainland China, Saudi Arabia, Singapore, South Korea, Taiwan, and Turkey), five commentaries that put gifted education in a global context, and a conclusion chapter that provides a long-term projection of future developments in gifted education in an information age and knowledge economy in the 21st century, and what challenges and opportunities lie ahead for Asian countries. As Asia has become an economic powerhouse globally, and its education has also gained global attention (e.g., its stellar performance in international comparisons such as PISA), gifted education gearing toward the cultivation of the most precious human capital gains added importance.

Authors of the 15-Chapter volume come from Asia, Europe, and North America, and they represent top experts in the field of education. The book is an authoritative source of knowledge for anyone interested in gifted education, talent development, and creativity in this region. Policy makers, business and school leaders, teachers, educational researchers, and parents will find this book informative and thought-provoking.

**CONTENTS:** Introduction: State of Gifted Education in Asia: The Need for a Critical Assessment, *David Yun Dai and Ching Chih Kuo*. **PART I: CRITICAL ASSESSMENT OF GIFTED EDUCATION IN REPRESENTATIVE NATIONS AND REGIONS.** The Long View of Gifted Education in Hong Kong, 1990–2015 and Beyond, *Stephen D. Tommis*. Gifted and Talented Education in Taiwan: A 40-Year Journey, *Wu-Tien Wu and Yi-Lung Kuo*. Gifted Education in Mainland China: How It Serves a National Interest and Where It Falls Short, *David Yun Dai, Saiying Steenbergen-Hu, and Yang Yang*. Gifted Education in Singapore, *Maureen Neihart and Liang See Tan*. Gifted Education in the Republic of Korea: Nurturing Creativity of the STEM Talented Students, *Seokhee Cho and Jaeboon Lee*. Virtual Gifted Education in Japan, *Nobutaka Matsumura*. A Critical Assessment of Gifted Education in India, *Paromita Roy and Anitha Kurup*. A Critical Assessment of the Education for Gifted and Talented Students in Turkey, *Ugur Sak, Bahadır Ayas, Bilge Bal-Sezerel, Ercan Öpengin, N. Nazlı, Özdemir, and Şule Demirel-Gürbüz*. Gifted Education in Saudi Arabia: A Review, *Abdullah Aljughaiman, Mohammad Nofal, and Sascha Hein*. **PART II COMMENTARIES: GIFTED EDUCATION IN ASIA IN A GLOBAL CONTEXT** Lessons in Gifted Education From Asia, *Shane N. Phillipson and Sivan Phillipson*. Cultural Variations in Ideas of Gifts and Talents With Special Regard to the Eastern and Western Worlds, *Joan Freeman*. The Science and Education of the Individual: Gifted Education for All, *Yong Zhao*. Embracing Education for All Creatively: A Commentary on Gifted Education in East Asia, *Ai-Girl Tan*. Gifted Education in Modern Asia: Analyses From a Systemic Perspective, *Wilma Vialle and Albert Ziegler*. **PART III CONCLUSION** Looking Back to the Future: Toward a New Era of Gifted Education, *David Yun Dai*.



## Advancing Methodologies to Support Both Summative and Formative Assessments

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

2014. Paperback 9781623965952 \$52.99. Hardcover 9781623965969 \$94.99. eBook 9781623965976 \$85.

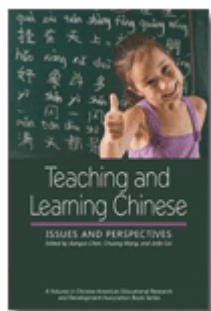
Over the past thirty years, student assessment has become an increasingly important component of public education. A variety of methodologies in testing have been developed to obtain and interpret the wealth of assessment outcomes. As assessment goals are getting increasingly multifaceted, new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes, such as students' critical thinking and problem-solving skills.

Testing methodologies are needed to extract information from assessments on such complicated skills, in order to advise teachers about certain areas of students that need intervention. It is even a bigger challenge, and a vital mission of today's large-scale assessments, to gain such information from testing data in an efficient manner. For example PARCC and



Smarter Balanced Assessments consortia are both striving to offer formative assessments through individualized, tailored testing. The book provides state-of-the-art coverage on new methodologies to support traditional summative assessment, and more importantly, for emerging formative assessments.

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## Teaching and Learning Chinese Issues and Perspectives

Jianguo Chen, University of Delaware; Chuang Wang, University of North Carolina at Charlotte; Jinfa Cai, University of Delaware

2010. Paperback 978-1-61735-064-1 \$52.99. Hardcover 978-1-61735-065-8 \$94.99. eBook 9781617350665 \$85.

The book is linked to the annual theme of the 2008 CAERDA International Conference with contributing authors serving as keynote speakers, invited panelists, paper presenters, as well as specialists and educators in the field. The book provides a most comprehensive description of and a theoretically well-informed and a scholarly cogent account of teaching and learning Chinese in general and in the United States in particular. It examines a wide range of important issues in Chinese teaching and learning: current state in teaching Chinese as a Second Language (TCSL) in the United States, US national standards for learning foreign languages K-12, policy making about how to meet the growing demand for Chinese language and cultural education with regard to a national coordination of efforts, professional teacher training in terms of the quantity and quality of Chinese language teachers at all levels, promotion of early language learning, characteristics of Chinese pedagogy, aspects of Chinese linguistics, methods and methodology in teaching TCSL, techniques and technology in Chinese language education, curriculum and instruction in TCSL, cultural aspects of teaching Chinese as a Second Language, issues in Chinese pedagogy, development of Chinese as a Heritage Language (HL) and the issue of cultural identity for bilingual/multilingual learners (particularly bilingual/multilingual children), testing and evaluation in TCSL, Chinese literacy and reading, approaches to instruction and program design, etc.

**CONTENTS:** Introduction: Teaching and Learning Chinese in a Global Era—Issues and Perspectives, *Jianguo Chen, Chuang Wang, and Jinfa Cai*. **PART I: CHINESE LANGUAGE EDUCATION—A HISTORICAL PERSPECTIVE.** Chinese Language Education in the United States: A Historical Overview and Future Directions, *Shuhan Wang*. A Historical Perspective of Teaching Chinese as a Second Language, *Zhiping Zhu*. **PART II: CHINESE LANGUAGE EDUCATION—CASE STUDIES AT COLLEGE LEVEL.** Effects of Using Prompt Sentences in Beginning Chinese Classes, *Yongan Wu*. Creative Writing in CFL Curriculum, *Hong Wei*. Language Attitudes Among American College Students in Chinese Language Classes, *Ko-yin Sun*. Motivating U.S. Students to Learn Chinese as a Second Language: Understanding the Interactions Among Motivation, Ethnicity, and Teaching Strategies, *Aubrey Wang*. **PART III: CHINESE LANGUAGE EDUCATION—CASE STUDIES AT K-12 SCHOOL LEVEL.** What Difficulties Do Children Experience While Learning to Read and Write Chinese? *Hui-Hua Wang and Alice Sterling Honig*. Literacy Practices in the Family Household of Taiwanese American Children, *Hui-Ching Yang*. Acquiring Chinese Simultaneously with Two Other Languages: Effective Home Strategies, *Xiao-Lei Wang*. **PART IV: PROGRAM DEVELOPMENT, CURRICULUM DESIGN, AND THE ACQUISITION OF CHINESE LITERACY.** The Role of Chinese Culture and Language in Global Education: The Chinese International Engineering Program at University of Rhode Island, *Xiong Wen and John Grandin*. Curriculum Design and Special Features of “Computer Chinese” and Chinese For Tomorrow, *Wayne W. He and Dela Jiao*. Morphological Awareness: Why and How to Link it to Chinese Literacy Teaching and Learning, *Phil D. Liu, Yanling Zhou, and Catherine McBride-Chang*. An Analysis of Orthographic Processing: Non-Chinese and Chinese Readers’ Visual-Spatial Concept, *Pei-Ying Lin and Ruth A. Childs*. **PART V: ISSUES IN TEACHING CHINESE LITERATURE IN AMERICAN CLASSROOM.** Teaching Chinese Literature in the Post-American World, *Rujie Wang*. To Be or Not to Be?: Death as the Paradox of Survival—Chinese Literature in the American Classroom, *Jianguo Chen*. About the Editors and Contributors.



## Model Minority Myth Revisited

### An Interdisciplinary Approach to Demystifying Asian American Educational Experiences

Guofang Li, Michigan State University; Lihshing Wang, University of Cincinnati

2008. Paperback 978-1-59311-950-8 \$52.99. Hardcover 978-1-59311-951-5 \$94.99. eBook 9781607529132 \$85.

This is the first in the book series on educational research sponsored by Chinese American Educational Research and Development Association (CAERDA, [www.caerda.org](http://www.caerda.org)).

**CONTENTS:** Foreword, *Stacey J. Lee*. Preface: Interdisciplinary Research in the Era of Globalization, *Lihshing Wang, Duc-Le To, and Jinfa Cai*. Introduction: The Old Myth in a New Time, *Guofang Li and Lihshing Wang*. SECTION ONE: SOCIOCULTURAL PERSPECTIVE. Myths and Realities of Asian American Success: Reassessing and Redefining the “Model Minority” Stereotype, *L. Ling-chi Wang*. The “Model Minority” Struggling in College: Voices of Working-Class Chinese Americans, *Vivian Louie*. Community, Ethnic Identity, and Social Discourse: Case Study of the Impact of the Model Minority Myth on a Suburban Chinese American Community, *Liang Du*. SECTION TWO: PSYCHOLOGICAL PERSPECTIVE. Career and Work Implications of the Model Minority Myth and Other Stereotypes for Asian Americans, *Frederick T. L. Leong and James Grand*. Psychological Impacts of “Model Minority” on Asian Americans, *Mei Tang*. The Other Side of the Model Minority Story: Understanding Psychological and Social Adjustment of Chinese American Students, *Desirée Baolian Qin*. Racial Climate and Psychological Distress in Asian Americans: The Question of Multiple Identities, *Matthew R. Lee and Jacqueline Mac*. SECTION THREE: EDUCATIONAL PERSPECTIVE. Where Chinese American Students Might Fall Short: What the “Model Minority” Debate Might Have Missed, *David Yun Dai*. Interactions between Chinese Parents and Special Education Professionals in IEP Meetings: Implications for the Education of Chinese Immigrant Children with Disabilities, *Lusa Lo*. Other People’s Success: Impact of the “Model Minority” Myth on Underachieving Asian Students in North America, *Guofang Li*. Whither the “Whiz Kids” Went: Asian American Students’ Transition to College, *Julia Dmitrieva, Chuansheng Chen, and Ellen Greenberger*. SECTION FOUR: METHODOLOGICAL PERSPECTIVE. Researcher Roles, Relations, and Representations in Ethnographic Studies of Asian American Students, *Annette Hemmings*. Coping with Methodological Problems in Quantitative Research on Model Minority, *Wei Pan and Haiyan Bai*. Methodological Confounding in Cross-Cultural Research: A Case Study of Instrumentation and Analysis in Demystifying the Asian Success Formula, *Lihshing Wang and Duc-Le To*. SECTION FIVE: POLICY PERSPECTIVE. Methodological Issues in Model Minority Research: Where Do We Go from Here? Duc-Le To. Policy Implications of Model Minority Educational Research, *Yong Zhao and Wei Qiu*. About the Editors and Contributors.



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