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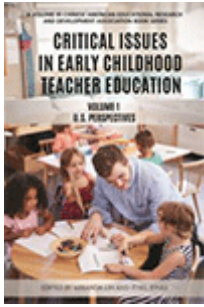
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Critical Issues in Early Childhood Teacher Education Volume 1 - US Perspectives

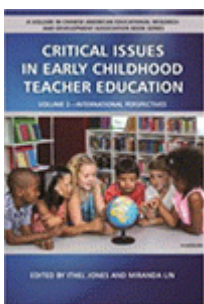
Miranda Lin, Illinois State University; Ithel Jones, Florida State University

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 Maureen Hudson*. Promoting Empathy and Social Democracy in Early Childhood Teacher Education: An Autoethnographic Journey of Three Early Childhood Educators, *MinSoo Kim-Bossard, Jody Eberly, and Arti Joshi*. Teaching Through Social Democratic Practices in Early Childhood Classrooms: Lessons Learned From In-Service Teachers, *Martha Lash and Sandra Pech*. A Case Study of Collaborative Approach to Field Experience: Preparing Preservice Teachers to Work With Culturally and Linguistically Diverse Learners, *Miranda Lin and Adrienne Herrell*. Culturally Responsive Awareness and Competence in Early Childhood Teacher Candidates, *Deborah Young, Samara Madrid Akpovo, and Sapna Thapa*. Striking a Collaborative Tone in Early Childhood Educator Preparation to Give Voice to the Rural Realities, *Kristin Javorsky, Madhurima Musser, and Julie Parker*. Empowering Early Childhood Teacher Candidates: Identifying Challenges and Facilitating Factors in Implementing the Clinical Model of Teacher Preparation, *Sara Hartman, Jennifer Ottley, Marcy Kennedy, and Jeesun Jung*. Designing and Implementing a Culturally Responsive Early Childhood General/Special Education Teacher Preparation Program Through Collaboration and Continuous Improvement, *Elisa L. Klein, Christy Tirrell-Corbin, and Joan L. Lieber*. About the Authors.



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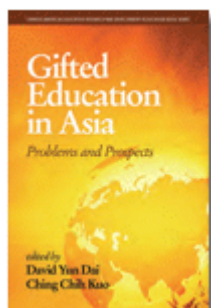
Ithel Jones, Florida State University; Miranda Lin, Illinois State University

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

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Gifted Education in Asia Problems and Prospects

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

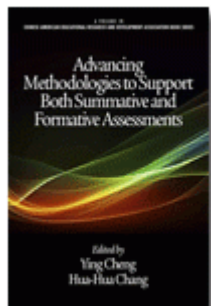
2015. Paperback 978-1-68123-209-6 \$52.99. Hardcover 978-1-68123-210-2 \$94.99. eBook 978-1-68123-211-9 \$85.

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.

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Advancing Methodologies to Support Both Summative and Formative Assessments

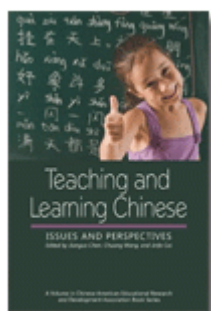
Ying Cheng, University of Notre Dame; Hua-Hua Chang, University of Illinois at Urbana-Champaign

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 wellinformed 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

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