



Book Series

Contemporary Perspectives on Learning Environments

Series Editors

Erin A. Mikulec, *Illinois State University*; Hayriye Kayi-Aydar, *University of Arizona*

The concept of “learning environments” is one of those buzz words that scholars and researchers in academic settings frequently use to describe the context of their work. However, this concept is used in many different ways, depending on the focus of the study, the discipline, and many other variables that may influence the environment where learning is examined. This series aims to provide a venue for scholars to explore, in depth, the concept of learning environments in particular, specific contexts, as well as to explore contemporary issues related to those learning environments. Proposed books for this series may focus on theoretical explorations of the concept of learning environments, putting theories related to learning environments into practice, research that explores specific learning environments, or a combination of theory, practice, and/or research.

Call for Volume Authors/Editors

The Contemporary Perspectives on Learning Environments series editors, published by Information Age, are seeking proposals for volume authors or editors for new volumes in the series. The concept of “learning environments” is one of those buzz words that scholars and researchers in academic settings frequently use to describe the context of their work. However, this concept is used in many different ways, depending on the focus of the study, the discipline, and many other variables that may influence the environment where learning is examined. This series aims to provide a venue for scholars to explore, in depth, the concept of learning environments in particular, specific contexts, as well as to explore contemporary issues related to those learning environments

The series editors are open to proposed volumes of the series to be either edited volumes with multiple contributors or authored volumes (single or co-authors). Proposed books for this series may focus on theoretical explorations of the concept of learning environments, putting theories related to learning environments into practice, research that explores specific learning environments, or a combination of theory, practice, and/or research.

Proposal Guidelines

Proposals for volumes must include the following (in a single file in Word or PDF):

1. A clearly described theme/topic for the volume
2. An outline of possible chapter topics
3. A clearly described rationale that describes the significance of the topic and how it contributes something new to the topic of learning environments.
4. A description of the targeted market and how you envision the volume being used (What courses would it be used for? Would it be a primary text or a supplementary text for the course? Are there similar books on the market? If so, how will this volume be different?)

5. If an edited volume, a list of possible contributors, and a brief bio of each contributor. If an authored volume, a bio of each author. A sample chapter may also be included, but is not required.
6. Proposed timeline from start to submission to publisher in final form.

Deadline

While we accept submissions on a rolling basis, we are especially looking for manuscripts that will be ready for publication in 2020 or 2021.

For questions about the series or proposal preparation, or to submit your proposal, please e-mail the series editors: Paul Iida (pchamness@gmail.com), Erin Mikulec (emikule@ilstu.edu), and Hayriye Kayi-Aydar (hkaydar@email.arizona.edu).

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- Narratives of TESOL Professionals
- Effective Learning Environments in Higher Education Online Settings
- Education Abroad

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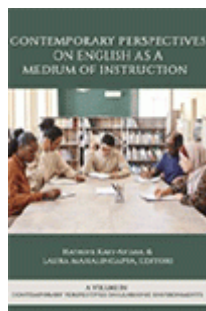
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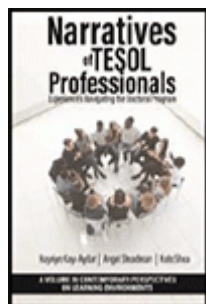
Contemporary Perspectives on English as a Medium of Instruction

Hayriye Kayi-Aydar, University of Arizona; Laura Mahalingappa, University of Maryland

2024. Paperback 979-8-88730-583-7 \$52.99. Hardcover 979-8-88730-584-4 \$94.99. eBook 979-8-88730-585-1 \$85.

English Medium Instruction (EMI) is the use of English to teach academic content in countries where English is not the first language. There continues to be a rapid growth in EMI around the globe and there is often official government support for EMI programs or curriculum. The goal of this volume is to explore current perspectives on EMI from empirical data to theoretical considerations in order to identify strengths and shortcomings of EMI programs and/or curricula, defining ideologies, and dominant methodologies in diverse contexts and offer evidence-based implications for classroom practice, policy, and future research. The chapters reflect the voices of diverse groups of people (e.g., content instructors, classroom teachers, college students, parents, teacher educators, etc.) who experience EMI in their current educational environments in different countries.

CONTENTS: Acknowledgments. Introduction, *Hayriye Kayi-Aydar and Laura Mahalingappa*. Content Instructors' Views on English and Collaboration in EMI: A Discipline-Based Analysis, *Dogan Yuksel and Mehmet Altay*. The Linguistic Background, Histories, and Experience of EMI Students in an Italian University, *Francesca Costa and Cristina Mariotti*. Language Ideologies and the Use of Mother Tongues as the Medium of Instruction and Learning in Namibian Junior Primary Schools: A Case Study, *Kelvin Mubiana Katukula, Beatha Set, and John Nyambe*. Reconceptualizing the E in EMI in Higher Education: Toward English-Within-Multilingualism as a Medium of Instruction, *Tomokazu Ishikawa*. English as a Medium of Instruction and Translingual Practices: Reality Versus Dream for South Asian Education System? *Shaila Sultana*. From Dejima to Sustainable Enclaves of Internationalization: Reframing English-Medium Instruction Programs in Japan, *Howard Brown and Annette Bradford*. Developing Evaluative Standards for English Medium Instruction in Transnational Higher Education Partnerships, *Kate Shea*. Curriculum Design for EMI Professional Development in Higher Education, *Kerry Pusey*. English as Medium of Instruction at Brazilian Universities: Current Challenges and Future Directions, *Camila Höfling and Luciana C. de Oliveira*. Conclusion, *Hayriye Kayi-Aydar and Laura Mahalingappa*. Biographies.



Narratives of TESOL Professionals Experiences Navigating the Doctoral Program

Hayriye Kayi-Aydar, University of Arizona; Angel Steadman, Highline College; Kate Shea, University of Arizona

2023. Paperback 979-8-88730-415-1 \$52.99. Hardcover 979-8-88730-416-8 \$94.99. eBook 979-8-88730-417-5 \$85.

Through insiders' perspectives and narratives, this edited collection provides insight into the lived experiences of recent graduates of various English Applied Linguistics and/or TESOL doctoral programs in North America. The authors document how their personal and professional identities intersected during their doctoral studies and how these doctoral programs, as learning environments, supported them in their professional development and dissertation research. As such, their insider perspectives and narratives are of special value to those contemplating pursuing such a program, or are in progress towards their own degree, as well as the faculty members who advise and support these doctoral students. Chapters focus on topics immediately relevant to success and persistence in a doctoral program, such as developing a network of mentors, establishing a work-life balance, and professional socialization, among others.

All authors are recent graduates of their programs who have been intentionally selected for their recent memories in navigating the process. At a time when doctoral program persistence declines at the intersection of students' gender and racial background (see Okahana & Zhou, 2019) there is a pressing need to share the insights and lived experiences of those less commonly featured in narratives of the successful doctoral scholar. This need is especially true among TESOL professionals who will teach and learn in diverse, global settings throughout their careers following their graduation. This book contributes to that need, and it is an essential resource for scholars in TESOL/English Applied Linguistics and other similar doctoral programs.

CONTENTS: Foreword, *Hayriye Kayi-Aydar, Angel Steadman, and Kate Shea*. Preface: Understanding Doctoral Student

Experience and Intersectional Identities in TESOL Programs: A Narrative Approach, *Hayriye Kayı-Aydar, Angel Steadman, and Kate Shea*. Interlude to a Degree: Autoethnographic Reflections on Dissertating After a Cancer Diagnosis, *Silvia Vaccino-Salvadore*. En La Brega: Puerto Rican Female Scholars Navigating U.S. Educational Pathways, *Nidza V. Marichal and Raisa Ankeny*. A Third Space where I Went into a Slump: Struggles, Inner Conflicts, and Reflections, *Siti Juwariyah*. PhD Pursuit: A Doctoral Mother's Journey to Graduation, *Yuliya Summers*. Spatializing Researcher Identity Through the Multiple Spaces During Dissertation Writing and Motherhood Life, *Inggrit Olivin Tanasale*. Affordances and Constraints of Pursuing a TESOL PhD in an English Studies Model, *Md Mijanur Rahman*. Learning to Teach as an Outsider: The Stories of a Beginning Transnational Educator, *Yue Bian*. Grappling With Native-Speakerism as an International Multilingual Researcher: When Idealism Clashes With Reality, *Yiran Xu*. A Virtual Writing Community: Stories of Personal and Professional Growth, *Elnaz Kia, Idée Edalatishams, and Fatemeh Bordbarjavid*. International First-Generation College Students Pursue TESOL PhD Programs in the U.S.: Navigating the Profession as Emerging Scholars, *Lei Jiang, Shuzhan Li, and Wenyang Sun*. Developing a Network of Support Through Collaboration: My Academic Socialization Journey as a PhD Student, *Wendy Li*. Spreading My Wings in Academia: An International Doctoral Student Developing Scholarly Identity Through Empowering Mentoring Relationships, *Anna Sanczyk-Cruz*. Unveiling the Hidden Curriculum: The Mentoring and Socialization Experiences of an International TESOL Student, *Fares J. Karam and Amanda Kibler*. A Few Final Words and Future Directions, *Hayriye Kayı-Aydar, Kate Shea, and Angel Steadman*. Biographies.



Effective Learning Environments in Higher Education Online Settings

Establishing Social Presence

Karen Moroz, Hamline University; Trish Harvey, Hamline University; Jennifer Carlson, Hamline University

2022. Paperback 979-8-88730-063-4 \$52.99. Hardcover 979-8-88730-064-1 \$94.99. eBook 979-8-88730-065-8 \$85.

Effective online teaching is a well-documented topic, however, this book is different because it specifically addresses the effective and affective pedagogy and learning. It provides methods for building a strong and meaningful online environment that builds community, relationships, and establishes the social presence of each individual learner. This book provides a different perspective as it is written by experienced faculty members in higher education, all of whom have been teaching online for a decade or more. It also addresses the how and why establishing social presence as a necessity for effective online learning.

This book addresses the “Why?” in the need for understanding contemporary approaches for exemplar online teaching with the establishment of social presence. With an increase in online learning, there is a shift in how current teaching practices are impacted and what is important to student learning in this change. This book describes the importance of strong andragogical practices in online teaching: rigor, teacher and learner mindset, and the importance of constructing social presence.

Effective Learning Environments in Higher Education Online Settings: Establishing Social Presence provides pedagogical tools for enhancing the online learning experience. A relevant guide for constructing and teaching virtual / distance / elearning / online / hybrid / blended courses, faculty, instructional designers, professional development leaders, and administrators will find this book a practical and valuable resource for building community and establishing social presence in authentic ways.

CONTENTS: CHAPTER 1: Defining Online Learning Environments. CHAPTER 2: Not Apples to Apples: Contemporary Issues in Online Learning Environments. CHAPTER 3: Theory Into Practice: Our Social Presence Framework. CHAPTER 4: Intentionally Designing Space to Create, Cultivate, and Sustain Social Presence. References. About the Authors.



Education Abroad

Learning Environments in a Global Context

Erin A. Mikulec, Illinois State University; Samantha Potempa, Illinois State University; Kara Pike Inman, University of North Carolina Wilmington

2021. Paperback 978-1-64802-332-3 \$52.99. Hardcover 978-1-64802-333-0 \$94.99. eBook 978-1-64802-334-7 \$85.

Education abroad is an essential part of the university student experience. Initiatives such as IIE's Generation Study Abroad encourage more U.S. undergraduate and graduate students to study abroad. According to the Open Doors 2019 Report by the Institute for International Education (IIE), 341,751 students participated in post-secondary education abroad programs during the 2017/2018 academic year. This figure represents an increase of 2.7% of U.S. students studying abroad from the previous year. Research shows that education abroad provides students with opportunities not only to see the world but also to develop intercultural competence, which is increasingly crucial in the 21st century workplace. There are also numerous studies that show gains in autonomy, confidence, and tolerance for ambiguity in students who complete some type of study abroad experience. In sum, the education abroad experience in itself represents a powerful learning environment that continues to support personal and professional development long after returning home. Nonetheless, these learning environments must be cultivated along with faculty who develop and lead programs, as well as university partners and providers. Furthermore, education abroad programming and assessment is complex and must take into consideration many factors including academic goals, purposeful curricular development, and a balance between academics and leisure activities on site.

This book explores the many aspects of education abroad as a learning environment, such as student learning outcomes, faculty development, and program assessment and evaluation. In addition, several chapters present education abroad experiences as a model for community engagement and activism. The authors represent a diverse range of institutions and perspectives and discuss programs around the globe. The book represents the voices of faculty that lead education abroad programs, students who participate in them, and also those of international students on a U.S. campus reflecting on their personal experiences abroad. Furthermore, this book contributes to the discussion of best practices to assist faculty and program directors in creating robust education abroad programs that meet the needs of their students and institutions.

CONTENTS: Introduction. Toward a Glocality of Teacher Education: Professional Development Abroad in the Chilean Context, *Kenneth J. Fasching-Varner, Michaela P. Stone, and Tina Vo*. It's All in the Mind: Developing New Ways of Thinking and Acting During a Semester Abroad: An Australian Case Study, *Beate Mueller*. Study Abroad as Community Engagement and Activism: Cultivating a Pedagogy of Place, *Gloria Delany-Barmann, Heather McIlvaine-Newsad, and Pedro Bidegaray*. Reflective Interventions: Enhancing Students' Learning From Intercultural Experiences Abroad, *Veronique Schutjens, Gery Nijenhuis, Elma Zijderveld, and Annelou Ypeij*. Abroad in the United States: Reflections From International Students and Scholars, *Adrianna Zabrzewska, Ransford Frempong-Manso, Iresha Jayasinghe, Robby Anggriawan, Syed Answer Shah, Aiding Han, and Md Zahidur Rahman*. Professional Development Through Leading Study Abroad Programs, *Stuart Allen, Jennifer Creamer, Carl Ross, Christine Holtz, Heather Pinson, Jill Kurp, and Dan Shelley*. An Initiative in Student Learning Outcome Assessment for Education Abroad, *Chris Kjonaas, Stuart Henry, and Joshua J. Mitchell*. Assessing Short-Term Study Abroad: A Catalyst for Responsibility, Choices, and Engagement, *Dan O. Nyaronga and Cathleen M. Morreale*. Study Abroad: Success of a Short-Term Study Abroad Aboard a Cruise Ship, *Rachel E. Smith, Minsun Doh, Maren Anderson, and Julie Terstriep*. Small Rural Schools Can Make a Big Impact: Building and Growing Transformative International Experiences for Rural, Low-Income Undergraduate Students, *Celia A. Evans*. About the Contributors.



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