Book Series

**Current Perspectives on School/University/Community Research**

Series Editors
R. Martin Reardon, *East Carolina University*; Jack Leonard, *University of Massachusetts, Boston*

Bryk (2015) referred to the discrepancy between the achievements to which reforms aspire and their outcomes as a chasm. Bryk envisaged the confluence of knowledge and the empirical warrants that together constitute practice-based evidence as offering a viable approach to dealing with high-leverage problems in education. Cooper and Shewchuk (2015) referred to knowledge mobilization as "iterative, social processes involving interaction among two or more different groups or contexts (researchers, policymakers, practitioners, third party agencies, community members) in order to improve the broader education system" (p. 2).

This book series provides a platform for showcasing research on high-leverage problems in education. In particular, this series will highlight research in which knowledge mobilization among all three stakeholder groups in education (practitioners, researchers, and community members) is salient.

**Books in this series:**
- Integrating Digital Technology in Education
- Innovation and Implementation in Rural Places
- Making a Positive Impact in Rural Places
- Exploring the Community Impact of Research-Practice Partnerships in Education

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This fourth volume in the Current Perspectives on School/University/Community Research series brings together the perspectives of authors who are deeply committed to the integration of digital technology with teaching and learning. Authors were invited to discuss either a completed project, a work-in-progress, or a theoretical approach which aligned with one of the trends highlighted by the New Media Consortium’s NMC/CoSN Horizon Report: 2017 K-12 Edition, or to consider how the confluence of interest and action (Thompson, Martinez, Clinton, & Díaz, 2017) among school-university-community collaborative partners in the digital technology in education space resulted in improved outcomes for all—where “all” is broadly conceived and consists of the primary beneficiaries (the students) as well as the providers of the educational opportunities and various subsets of the community in which the integrative endeavors are enacted.

The chapters in this volume are grouped into four sections: Section 1 includes two chapters that focus on computational thinking/coding in the arts (music and visual arts); Section 2 includes three chapters that focus on the instructor in the classroom, preservice teacher preparation, and pedagogy; Section 3 includes four chapters that focus on building the academic proficiency of students; and Section 4 includes two chapters that focus on the design and benefits of school-university-community collaboration.

**CONTENTS:**

repeatedly witnessed in this volume, in collaboration with universities, schools in rural places and the communities that both sustain and rely on them can appropriately configure the educational environment to optimally nurture the intellectual growth of children.

The chapters in this volume are grouped into three parts that explore, in turn, the design features of innovative school-university-community collaborations, some novel approaches to such collaborations, and the contours of parental and community involvement in such collaborations. Chapters discuss both larger scale collaborations that involve many school districts across wide-spread regions, and smaller scale collaborations that involve intensive engagements among the educators and members of smaller communities, and offer theoretical insights into the collaborative process itself. As mentioned above, two narrative threads run through the chapters: that effective collaborations address goals and aspirations expressed by those who are privileged to live in rural America, and that effective collaborations are oriented to building on the strengths inherent in the social fabric of those rural communities.


Making a Positive Impact in Rural Places
Change Agency in the Context of School-University-Community Collaboration in Education

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston


Following on from the preceding volume in this series that focused on innovation and implementation in the context of school-university-community collaborations in rural places, this volume explores the positive impact of such collaborations in rural places, focusing specifically on the change agency of such collaborations. The relentless demand of urban places in general for the food and resources (e.g., mineral and energy resources) originating in rural places tends to overshadow the impact of the inevitable changes wrought by increasing efficiency in the supply chain. Youth brought-up in rural places tend to gravitate to urban places for higher education and employment, social interaction and cultural affordances, and only some of them return to enrich their places of origin. On one hand, the outcome of the arguable predominance of more populated areas in the national consciousness has been described as “urbanornativity”—a sense that what happens in urban areas is the norm. By implication, rural areas strive to approach the norm. On the other hand, a mythology of rural places as repositories of traditional values, while flattering, fails to take into account the inherent complexities of the rural context.

The chapters in this volume are grouped into four parts—the first three of which explore, in turn, collaborations that target instructional leadership, increase opportunities for underserved people, and target wicked problems. The fourth part consists of four chapters that showcase international perspectives on school-university-community collaborations between countries (Australia and the United States), within China, within Africa, and within Australia. The overwhelming sense of the chapters in this volume is that the most compelling evidence of impact of school-university community collaborations in rural places emanates from collaborations brokered by schools-communities to which universities bring pertinently...
Exploring the Community Impact of Research-Practice Partnerships in Education

R. Martin Reardon, East Carolina University; Jack Leonard, University of Massachusetts, Boston


This volume explores the impact of research-practice partnerships in education (broadly conceived) on communities in which such partnerships operate. By invitation, some of the partnerships celebrated in this volume are firmly established, while others are more embryonic; some directly engage community members, while others are nurtured in and by supportive communities. Collectively, however, the eleven chapters constitute a range of compelling instances of knowledge utilization (knowledge mobilization), and offer a counter-narrative to the stereotypical divide between researchers and practitioners.

Educational researchers and educational practitioners reside in and are both politically supported and socially sustained by their local communities. The nesting of researchers’ and practitioners’ collaborative decision-making and action in the financial, social, organizational, and political contexts of the community—together with the intended and unintended outcomes of those decisions and actions—speaks to the essence of community impact in the context of this volume.

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