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Polling Student Voices for School Improvement A Guide for Educational Leaders - 2nd Edition

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2024. Paperback 979-8-88730-438-0 \$52.99. Hardcover 979-8-88730-439-7 \$94.99. eBook 979-8-88730-440-3 \$85.

The purpose of this book is to help secondary school principals and college faculty fulfill their key role for continuous improvement planning of educational practices and safety at their institution. Rapid social and technological advances have motivated the consideration of student voice in schools across the United States. By merging student voice and educator expertise, an intergenerational perspective can emerge that more accurately portrays the strengths and limitations of a school.

Strom and Strom began their research on student voice by partnering with adolescents and principals from several schools to identify topics they saw as appropriate for polling to improve schools. This effort led to the development of ten polls on school stress, career exploration, time management, attention and distraction, tutoring, peer support, school cheating, frustration, cyberbullying, and Internet learning. Every poll contains 15 to 20 multiple-choice items. The process model for polling includes a step-by-step procedure that educational leaders can use to plan and implement school improvement. Different methods of data analysis and ways to report overall evidence-based school results are presented by age, gender, grade and ethnicity. Student polling is distinctive from other assessment strategies because the target for data gathering is a single school, without comparison to other schools. This narrow base to assess student voice ensures poll results are anonymous and have local relevance to guide stakeholder responses.

The results of polling can provide data-based evidence that can be used for continuous education improvement planning. An additional benefit is to separately assess students in special education, gifted and talented programs, and second language acquisition learners. Our web site at learningpolls.org is intended to further inform educational leaders and invite their collaboration.

CONTENTS: Preface: A Guide for Educational Leaders, *Paris S. Strom and Robert D. Strom*. **PART I: MENTAL HEALTH CONDITIONS OF LEARNING.** Learning From Students How to Improve Their School, *Paris S. Strom, Robert D. Strom, and Charlotte I. Wing*. High School Student Stress and School Improvement, *Paris S. Strom, Kelli L. Hendon, Robert D. Strom, and Chih-hsuan Wang*. Frustration and Self-Control, *Paris S. Strom and Robert D. Strom*. **PART II: IDENTITY AND STATUS CONDITIONS OF LEARNING.** Career Exploration and Identity, *Paris S. Strom, Robert D. Strom, and Leah S. Whitten*. Time Management, *Paris S. Strom, Robert D. Strom, and Tricia Sindel-Arrington*. Cheating and Values, *Paris S. Strom and Robert D. Strom*. **PART III: COGNITIVE AND ACADEMIC CONDITIONS OF LEARNING.** Student Attention and Distraction in Community College, *Paris S. Strom, Robert D. Strom, Tricia Sindel-Arrington, and Renée V. Rude*. Assessment of Internet Learning for High School Students, *Paris S. Strom, Kelli L. Hendon, and Robert D. Strom*. Tutoring Support and Student Voice in Middle School, *Paris S. Strom, Robert D. Strom, Tricia Sindel-Arrington, and Chih-hsuan Wang*. **PART IV: SOCIAL AND EMOTIONAL CONDITIONS OF LEARNING.** How Peers Support and Inhibit Learning, *Paris S. Strom, Kelli L. Hendon, Robert D. Strom, and Chih-hsuan Wang*. Cyberbullying and Student Safety, *Paris S. Strom, Robert D. Strom, and Julius J. Wingate*. Author/Editor Bios.



Adolescents in the Internet Age A Team Learning and Teaching Perspective Third Edition

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

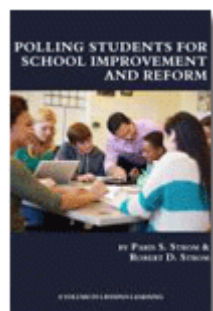
2021. Paperback 978-1-64802-381-1 \$52.99. Hardcover 978-1-64802-382-8 \$94.99. eBook 978-1-64802-383-5 \$85.

This book is intended for prospective secondary teachers, university education and human development faculty and students, and in-service secondary school teachers. The text focuses on the current environment of adolescents. Physical growth, sexuality, nutrition, exercise, and substance abuse receive attention. Social development depends on consideration of advice given by peers and adults. Neuroscience insights are reported on information processing, attention and distraction. Detection of cheating, cyber abuse, and parental concerns are considered. Career exploration issues are

discussed. Visual intelligence, creative thinking, and Internet learning are presented with ways to help students gauge risks, manage stress, and acquire resilience.

Peers become the most prominent influence on social development during adolescence, and they recognize the Internet as their greatest resource for locating information. Teachers want to know how to unite these powerful sources of learning, peers and the Internet, to help adolescents acquire teamwork skills employers will expect of them. This goal is achieved by implementing Collaboration Integration Theory. Ten Cooperative Learning Exercises and Roles (CLEAR) at the end of chapters allow each student to choose one role per chapter. Insights gained from these roles are shared with teammates before work is submitted to the teacher. This approach enables students to select assignments, expands group learning, and makes everyone accountable for instruction. The adult teacher role becomes more creative as they design exercises and roles that differentiate team learning. Using Zoom or other platforms a teacher can observe or record cooperative team sharing. Involvement with CLEAR can enable prospective teachers to apply this system to empower their secondary students.

CONTENTS: Preface, Authors, and Acknowledgment. **PART I: IDENTITY EXPECTATIONS** Chapter 1: Adolescence: Theory and Research. Chapter 2: Cultural Change and Education. Chapter 3: Career Exploration and Adult Status. **PART II: COGNITIVE EXPECTATIONS** Chapter 4: Mental Abilities and Achievement. Chapter 5: The Internet and Media Literacy. Chapter 6: Creative Thinking and Problem Solving. **PART III: SOCIAL EXPECTATIONS** Chapter 7: Peer Socialization and Teamwork. Chapter 8: Risks for Adolescents and Schools. Chapter 9: Values, Ethics, and Integrity. **PART IV: HEALTH EXPECTATIONS** Chapter 10: Physical Health and Lifestyle. Chapter 11: Peer Abuse and Civil Behavior. Chapter 12: Student Stress and Resilience.



Polling Students for School Improvement and Reform

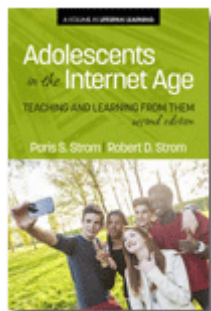
Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2015. Paperback 9781681233536 \$52.99. Hardcover 9781681233543 \$94.99. eBook 9781681233550 \$85.

People generally acknowledge the superiority of adolescents in using technology tools needed for learning in the future. The purpose of this book is to describe an online polling strategy that allows adolescents to make known how they view conditions of learning at their school. A school improvement model illustrates how to combine results of student polling with stakeholders' perceptions in the scheme of school reform. Student polling differs from other strategies because the target for gathering data is a single school. This deliberately narrow base for sampling student opinion ensures poll results have local relevance that can motivate stakeholder involvement and guide their response. Over 14,000 secondary students have completed polls examined in the text. These ten polls include: career exploration, time management, selective attention and distraction, motivation for Internet learning, tutoring, peer support, cheating, frustration, cyberbullying, and school stress.

Students are the stakeholders with the most to gain or lose in efforts to keep American education competitive. Accordingly, their views should be sought as part of decision making about reform. When student opinion and adult observation are considered, an intergenerational perspective can emerge that more accurately portrays institutional strengths and limitations. School principals, superintendents, and state department of education leaders are invited to consider a collaborative project with the authors. Software offers administrators rapid feedback on whole school results. Finding out how special education, gifted and talented, and second language acquisition students view their conditions of learning gives additional insight about school improvement.

CONTENTS: 1. Learning from Students How to Improve Their School. **PART I. Polls Related to Identity Conditions** 2. Career Exploration and Identity. 3. Time Management and Priorities. **PART II. Polls Related to Cognitive Conditions** 4. Selective Attention and Distraction. 5. Motivation for Internet Learning. 6. Tutoring and Progress in School. **PART III. Polls Related to Social Conditions** 7. Peer Support and Teamwork Skills. 8. School Cheating and Values. **PART IV. Polls Related to Health Conditions** 9. Frustration and Self-Control. 10. Cyberbullies and Student Protection. 11. School Stress and Resilience.



Adolescents In The Internet Age, 2nd Edition Teaching And Learning From Them

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2014. Paperback 9781623967628 \$72.99. Hardcover 9781623967635 \$104.99. eBook 9781623967642 \$85.

Teaching adolescents and learning from them is the paradigm elaborated throughout this second edition of *Adolescents in the Internet Age*. The premise is based upon four assumptions: (1) Adolescents have unique experiences that qualify them as the most credible source on what growing up is like in the current environment; (2) Adolescents are more competent than many adults with tools of technology that will be needed for learning in the future; (3) Adolescents and adults can support mutual development by adopting the concept of reciprocal learning; and (4) The common quest of adolescents to gain adult identity could be attained before employment.

Expectations are the theme for every chapter. The reason expectations are so important is because they influence goals, determine priorities, and are used to evaluate progress and achievements of individuals and institutions. When teacher expectations correspond with the abilities and interests of students, achievement and satisfaction are common outcomes. In contrast, if teachers expect too little, student potential can be undermined. There is also concern if expectations that students have for themselves surpass their abilities. This occurs if teachers do not inform students about their deficits. Multitasking, doing too many things at the same time, detracts from productivity. Sharing accountability depends upon complimentary and attainable expectations that can be met by students, teachers, and parents. To support appropriate expectations, this book for secondary teachers and high school students seeking a broader understanding of their own generation is organized in four parts about aspects of learning and development.

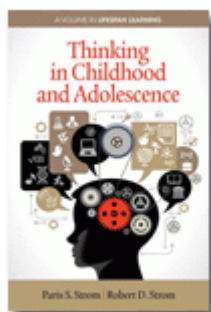
(1) Identity expectations introduce traditional perspectives on adolescence, changes related to sources of learning, evolving emphasis of schools, and ways to support motivation, goal setting, and formation of identity.

(2) Cognitive expectations examine mental abilities, academic standards, emergence of the Internet as a learning tool, development of media literacy, creative problem solving, and encouragement of higher order thinking skills.

(3) Social expectations explore the need for giving greater attention to social development, importance of teamwork skills, involvement with social networking, adoption of civil behavior, school safety, and values as a basis for ethical behavior and character.

(4) Health expectations center on decisions that influence physical health, well-being, and lifestyle choice. Consideration is given to stress management, emotional intelligence, and risk assessment strategies for individual teenagers and the schools that they attend.

CONTENTS: PART I: IDENTITY EXPECTATIONS 1 Perspectives on Adolescence. 2 Cultural Change, Families, and Education. 3 Goals, Identity, and Motivation. **PART II: COGNITIVE EXPECTATIONS** 4 Mental Abilities and Achievement. 5 The Internet and Media Literacy. 6 Creative Thinking and Problem Solving. **PART III: SOCIAL EXPECTATIONS** 7 Peer Socialization and Teamwork. 8 Risks for Adolescents and Schools. 9 Values and Ethics. **PART IV: HEALTH EXPECTATIONS** 10 Physical Health and Lifestyle. 11 Peer Abuse and School Safety. 12 Stress and Resilience. References.



Thinking in Childhood and Adolescence

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2013. Paperback 978-1-62396-433-7 \$52.99. Hardcover 978-1-62396-434-4 \$94.99. eBook 9781623964351 \$85.

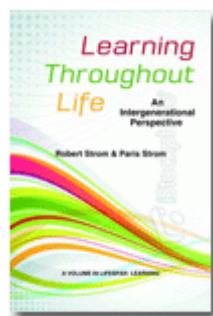
Until recently educators were expected to provide all the knowledge students would need to ensure their future. However, the Internet has altered conditions of learning in ways that motivate students to be more self-directed and less dependent

on direct instruction. Neuroscience discoveries about brain functioning also urge schools to adopt thinking as an aspect of core curriculum. Students who acquire thinking skills needed to locate information, process and organize data, generate creative and practical ideas, communicate with all age groups, and collaborate can adapt to technology change and social evolution.

Encouraging adolescents to choose some goals they pursue respects their need for autonomy. Recognizing the need to amend certain goals is important so a person knows when change in personal direction is warranted. Exploring careers in a low risk setting motivates realistic aspirations and helps students to shape their future. Employer expectations for teamwork require attention. Performing well in groups including peer and self-evaluation yields productive thinking and is conducive to mental health.

The intended audience for this book is college students preparing to become teachers in preschool, elementary or secondary education. The book describes ways schools and families can support higher order thinking during childhood and adolescence. Learning that occurs outside school is ignored by tests that reflect only classroom lessons. New instruments that measure thinking are needed to enable transformation of school goals and evaluation of student progress. Shifting to a dual emphasis on thinking and learning is a challenge for teachers of all grade levels.

CONTENTS: Part I. ADJUSTMENT TO CHANGE 1. Thinking and Attention. 2. Thinking and Internet. 3. Thinking and Fears. 4. Thinking and Stress. 5. Thinking and Cultures. **Part II. SCOPE OF ACHIEVEMENT** 6. Thinking and Curiosity. 7. Thinking and Discipline. 8. Thinking and Creativity. 9. Thinking and Integrity. 10. Thinking and Theories. **Part III. PLANNING AND DIRECTION** 11. Thinking and Goals. 12. Thinking and Reflection. 13. Thinking and Decisions. 14. Thinking and Perspectives. 15. Thinking and Risks.



Learning Throughout Life An Intergenerational Perspective

Robert D. Strom, Arizona State University; Paris S. Strom, Auburn University

2012. Paperback 9781623960469 \$72.99. Hardcover 9781623960476 \$104.99. eBook 9781623960483 \$85.

The dangers of age segregation and the benefits of age integration are examined. Each generation should be recognized as an essential source for learning. Harmony will increasingly depend on general awareness of how other age groups interpret events, respect for values that guide their behavior, responsiveness to their needs and concerns, consideration of their criticisms and solutions, and acknowledgement of their contributions.

This book describes: (a) personality assets and mental abilities to focus learning at each stage of development; (b) obstacles to anticipate and overcome; (c) a rationale to make reciprocal learning common; (d) research findings which identify generational learning needs; and (e) benefits of providing lifelong education. Six stages are explored: infancy and early childhood (birth-age 6); middle and later childhood (ages 6-10); adolescence (ages 10-20); early adulthood (ages 20-40); middle adulthood (ages 40-60); and older adulthood (age 60+). Some outcomes of lifelong learning include self-control, patience, integrity, resilience, persistence, problem solving ability, acceptance of criticism, and generativity. The intended audiences for this book are professionals working with individuals and families.

CONTENTS: Preface. **PART I: INFANCY AND EARLY CHILDHOOD (BIRTH-AGE 6)** 1. Language and Socialization. 2. Self-Control and Patience. 3. Reflection and Imagination. 4. Fear and Critical Thinking. **PART II: MIDDLE AND LATER CHILDHOOD (AGES 6-10)** 5. Television and Social Networks. 6. Thinking and Selective Attention. 7. Integrity and Ethical Standards. **PART III: ADOLESCENCE (AGES 10-20)** 8. Identity Status and Goals. 9. Team Skills for School and Work. 10. Physical Health and Risks. **PART IV: EARLY ADULTHOOD (AGES 20-40)** 11. Creative Thinking and Innovation. 12. Resilience and Stress. 13. College and Family Choices. **PART V: MIDDLE ADULTHOOD (AGES 40-60)** 14. Self-Evaluation and Maturity. 15. Reciprocal Learning and Teaching. 16. Caregivers and Aging Parents. **PART VI: OLDER ADULTS (AGE 60+)** 17. Grandparents and Generativity. 18. Cognitive Health and Education. 19. Longevity and Identity Change. References.



Adult Learning and Relationships

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2011. Paperback 978-1-61735-387-1 \$52.99. Hardcover 978-1-61735-388-8 \$94.99. eBook 9781617353895 \$85.

The communication and technology revolution presents each age group of adults with new expectations for learning. This book describes how education for young adults (20 to 40 years of age), persons of middle age (40 to 60 years of age) and older adults (age 60 +) can be differentiated to fulfill changing role demands emerging in response to social transformation. Developmental tasks for a society of longevity are defined including why youth should be seen as essential sources of learning for adults. Themes for each generation are school, work, family, and personal identity.

The way to ensure consideration of cultural evolution and cultural preservation is for intergenerational communication to become a common obligation. Reliance on age-segregated communication is popular and comfortable because peer conversations have greater agreement and less uncertainty. However, this practice prevents reflection on views regarded as important by other age groups. When greater amounts of time are devoted to intergenerational dialogue, the usual outcomes are reciprocal learning, mutual respect, and harmony. This book identifies and elaborates the conditions of learning needed to motivate an age-integrated society.

This book is for several audiences. Faculty and students studying development will find insights on learning at successive ages. Counselors will learn about client needs across the full age range of adulthood. Social service providers will recognize transition in family relationships. Nurses and administrators will discover ways to help assisted living residents maintain mental abilities and build social networks. General readers will understand ways to improve life for relatives, friends, co-workers, and themselves.

CONTENTS: Preface. **PART I: YOUNG ADULTS AGE 20-40.** 1. The College Experience. 2. Stress and Resilience at Work. 3. Parent Obligations to Children. 4. Creative Thinking and Teamwork. **PART II: MIDDLE AGE 40-60.** 5. Self-Evaluation and Revision of Goals. 6. Reciprocal Learning With Adolescents. 7. Adjustment in Relationships With Parents. 8. Grandparents Raising Grandchildren. **PART III: OLDER ADULTS AGE 60+.** 9. Support for Younger Generations. 10. Longevity and Identity Change. 11. Group Communication Skills. 12. Mental Abilities in Transition. References



Parenting Young Children Exploring the Internet, Television, Play, and Reading

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2010. Paperback 978-1-60752-326-0 \$52.99. Hardcover 978-1-60752-327-7 \$94.99. eBook 978-1-60752-328-4 \$85.

Parents feel that a fast-paced lifestyle requires constant hurry to complete the next task and causes them to lose control over how time is spent. This environment makes it more difficult to build relationships with their children and teach them to honor priorities, care about others, maintain health, manage conflicts, and achieve balance.

Our cross-cultural studies of families have found that the most important gift parents can give their children is spending time together. Being together without multitasking or other interruptions increases sharing, in depth conversations, learning, and closeness. This book shows how to prepare children for school by providing the following experiences.

- Parents have a new obligation, introducing their children to the Internet. Parent and child Internet visits are presented for each chapter with guidelines for teaching online. Information about child development stages are provided for parents on additional Web sites. You can link to these Web sites at Information Age Publishing (<http://www.infoagepub.com/strom-young-children>)

- Parents and children spend more time watching television together than doing other things. Conversation questions are provided as a tool that parents can use to find out how children interpret events they see and detect learning needs.

- Children will more likely become creative adults if they receive support for imagination and curiosity. Examples illustrate the merits of playing alone, playing with friends, and pretending with parents.
- Boys and girls like bedtime stories and are motivated to read when they see parents read for pleasure. Children's books that are recommended for discussion reinforce values parents hope to convey.
- Parents are responsible for teaching foundation lessons about socialization. Methods are described to foster development of child self-control, getting along with others, managing fears, and setting goals.
- Parents benefit from feedback on how well their goals and practices reflect principles of child development. A parent self-evaluation form includes questions and answers to identify personal strengths and learning needs.

This book is for parents, grandparents, and other educators of young children ages 3 to 8.

CONTENTS: PART I: TEACHING AND LEARNING 1. Exploring the Internet Together. 2. Conversations and Socialization. 3. Young Children as Consumers. **PART II: FRUSTRATIONS AND FEARS** 4. Hurry, Patience, and Frustration. 5. Understanding the Preschool Soldier. 6. Managing Fears and Worries. **PART III: SELF-CONTROL AND DECISION MAKING** 7. Self-Control and Adaptability. 8. Mutual Rights and Getting Along. 9. Setting Goals and Self-Evaluation. **PART IV: PLAY AND IMAGINATION** 10. In Defense of Pretenders. 11. Learning to Play With Children. 12. Observing Children at Play. **PART V: CREATIVITY AND CURIOSITY** 13. Curiosity and Asking Questions. 14. Guidelines for Watching Television. 15. Solitude and Reflective Thinking. References



Adolescents in the Internet Age

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

2009. Paperback 978-1-60752-118-1 \$72.99. Hardcover 978-1-60752-119-8 \$104.99. eBook 9781607522492 \$85.

The tools of communication technology have transformed socialization and education of adolescents. They are the first generation to be growing up with the Internet, cell phones, iPods, computers, electronic hand helds and satellite television. Building friendships and social networks are common experiences online. Most teenagers prefer the Internet as the main source of learning. Because students know things that are unknown to teachers, their traditional relationship can shift to provide greater benefit for both parties if they pursue reciprocal learning.

This book introduces a new set of core topics to reflect current conditions of the adolescent environment instead of life in yesterday's world. The discussion shows how the Internet can be used to practice skills needed for learning and working in the future. Visual intelligence and media literacy are essential for critical thinking. Creative thinking should be encouraged in classrooms and become a more common outcome of schooling. Social maturity can improve when networking includes interaction with adults as well as peers. Prevention of cheating and cyber abuse presents unprecedented challenges. Understanding sexuality, nutrition, exercise, and stress contribute to a healthy lifestyle.

Teamwork skills, peer evaluation, and exercises for cooperative learning groups are presented. Classroom applications address the practical concerns of teachers. The book is organized in four domains of identity, cognitive, social, and health expectations. Each chapter includes student polls to assess conditions of learning and websites that augment the book content. The target audience is prospective teachers, in-service teachers, and school administrators studying adolescent development on campus and by distance learning.

CONTENTS: Preface. **PART I: IDENTITY EXPECTATIONS** 1. Perspectives on Adolescence. 2. Cultural Change and Education. 3. Goals, Identity, and Motivation. **PART II: COGNITIVE EXPECTATIONS** 4. Mental Abilities and Achievement. 5. The Internet and Media Literacy. 6. Creative Thinking and Problem Solving. **PART III: SOCIAL EXPECTATIONS** 7. Social Maturity and Teamwork. 8. Risks for Adolescents and Schools. 9. Values and Ethical Character. **PART IV: HEALTH EXPECTATIONS** 10. Physical Health and Lifestyle. 11. Self Control and Safe Schools. 12. Emotions and Resilience. References



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