The Literacy, Language, and Learning Series, based on the Socio-Cultural Perspective, presents reading, writing, listening, speaking, and viewing as integral components for the development of thoughtful citizens. The authors believe that thoughtful citizens are those who are capable of understanding the principles of a pluralistic and democratic society and the power of multimedia on the human condition. Therefore, the authors conclude that educators have a special responsibility to challenge our children to analyze, question, and take action for the common good.

The books in the Literacy, Language, and Learning Series present literacy learning as essential to language development and school success. Specifically, these books pursue action research, culturally responsive teaching, inspiring writing, English language learning, and successful communication for home, school, and community connections. While reading and reflecting on these books, preservice and inservice educators will learn the most recent literacy education information while enhancing their professional lives.

Books in this series:
- Collaborative Learning in a Global World
- Views from Inside
- Listening to the Voices of Boys
- Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism
- Chinese Education from the Perspectives of American Educators
- Getting to Know Ourselves and Others Through the ABCs
- Getting to the Common Core
- Learner's Privilege and Responsibility
- International Collaborations in Literacy Research and Practice
- Struggling Readers Can Succeed
- Learning from the Boys
- Inspiring Student Writers
- Multicultural Families, Home Literacies, and Mainstream Schooling
- The Perfect Norm
- Closing the Gap
- African-American Middle-Income Parents
- Research and Reflection
- ABC's of Cultural Understanding and Communication
- Preparing Educators to Communicate and Connect with Families and Communities
- Reading and Writing Ourselves into Being
- Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism

Special Paperback Set Price:
$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: http://www.infoagepub.com/series/Literacy-Language-and-Learning

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
Collaborative Learning in a Global World

Miri Shonfeld, Kibbutzim College of Education; David Gibson, Curtin University


The 21st century has brought about changes in every aspect of life through ubiquitous technology and Internet-based social media. The distances between cultures and continents have narrowed, the world has become flat, and multicultural work-teams composed of members from different countries have become a daily reality in global businesses. However, in many ways these global changes in work practices have only just begun to have an impact on education.

To better prepare students for the information age, researchers and policy makers largely agree about the skills needed for shared knowledge construction. Indeed, the education systems in several different countries have begun to integrate these skills into teaching and learning and are placing a strong emphasis on their implementation (Melamed et al, 2010; Resta et al, 2011). In 2015 the OECD PISA exam for the first time, included assessment of collaborative problem-solving in its country-by-country comparison.

Collaborative learning is not a trivial challenge nor is it intuitive for all teachers and learners. One must acquire and practice the essential skills in order to successfully work in a team. Consequently it is essential to train teachers in collaborative teamwork, as they must serve as role models for students. In addition, new tools and practices become available at a rate that outpaces the abilities of many higher education institutions to adopt and implement. This book surveys the current state of the field and provides theoretical guidance and practical examples to help meet the gaps in research, development and practice.


Views from Inside Languages, Cultures, and Schooling for K-12 Educators

Joy Egbert, Washington State University; Gisela Ernst-Slavit, Washington State University


The goal of this text is to help teachers in diverse classrooms understand the importance of students’ culture, languages, and schooling experiences to curriculum, assessment, and student achievement. Readers will learn about aspects of specific cultures and languages that are important to their understanding of their students, and they will discover that cultures that are often considered similar may not be so (and why they aren’t). Finally, the text focuses on how teachers can integrate languages and cultures into classrooms and how to account for students’ backgrounds and funds of
knowledge when devising tasks.

The text starts with an introduction to language and culture that presents a research-based explanation of why these concepts are important for teachers to understand (Chapter 1). Then, the middle 28 chapters each address one country/culture. Each chapter starts with a school scenario in the US. Part 2 of each chapter includes evidence-based demographic and background data on the country, including historical events that may have an impact on our students and their families. Part 3 includes a look at education, schooling, and culture, including famous people, contributions to the world, personal characteristics, important religious information, focal customs, and other aspects that are important to cultural insiders. Part 4 is about language and literacy traditions and how they relate to the culture, a number of words that teachers can learn (e.g., yes, no, thank you, please, hello), how the language is different from and similar to English, and what those differences and similarities might mean for English language learners from that culture. Part 5 comprises advice, resources, and ideas for teachers (for example, if it is an oral culture, the teacher might consider working with students on oral storytelling before transitioning to written stories, or incorporate both using technology). Each chapter also contains recommended readings and resources and short exercises that extend the chapter information. The final chapter presents parting notes for teachers and additional suggestions for addressing diversity.


Listening to the Voices of Boys
Exploring the Motivation of Primary Boys to Engage in Reading

Krista Griffin, Metropolitan State University of Denver


Motivation to engage in reading is a consistent problem for students in general and boys in particular. To solve this problem, we often seek answers from everyone but those we are hoping to motivate. We read the latest article on motivation and think we have finally come up with the recipe that will motivate all of the boys in our class. When it doesn’t work for everyone, we go back to the drawing board and try something else until we finally understand that all boys are motivated by different things.

That is the basis of this book: nothing will work for ALL boys, but there are ways to equip teachers to find out how the boys in their classes are motivated. It provides them with a direction to go once they’ve established the needs of their students and offers suggestions for how to meet individual motivational needs. Each chapter addresses a different motivational need, providing background information and practical classroom applications.

Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism
2nd Edition
Patricia Ruggiano Schmidt, Le Moyne College; Althier Lazar, St. Joseph's University

The 2nd Edition of Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism honors the genius of Dr. Peter Mosenthal. His contributions to the field of literacy were unprecedented. Many described him as a superb researcher who never lost sight of the purpose of education. He made us laugh as he led us in a nursery rhyme song during his National Reading Conference (LRA) Presidential Address and made us think as he explained the significance of educational implications in all research articles. He also mentored and taught graduate students in gentle and carefully attentive ways, showing his respect and appreciation for the work of each individual in the field. He was a remarkable person.

The second edition of this book includes many experienced and new scholars from around the world. Qualitative and quantitative research methodologies are scattered throughout and the practical and theoretical are well represented. New Literacies and Global Perspectives are added sections in this volume. In this era of the "Common Core", Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism, presents a rational educational balance for literacy development across the curriculum.


SECTION VI: TEACHER EDUCATION. From Minding the Gaps to Mending the Gaps: Lessons from Community-Based Learning in Adolescent Literacy Methods Courses, Diane Zigo and Christopher Gorton. Beyond Pedagogy in Teacher Education: Developing Teacher Candidates’ Linguistic Knowledge of English and Students’ Native Languages, Shelley Hong Xu. Critical Conversations in Teacher Education: Using Video Analysis to Discuss the Identity Positions of Preservice Teachers, Amy Vetter, Melissa Schieble and Mark Meacham. "How Are We Going to Be Testing That?" Challenges to Implementing Culturally Responsive Literacy Instruction, Rebecca Powell, Susan Cantrell and Pamela Correll. Author Biographies.

Chinese Education from the Perspectives of American Educators
Chuang Wang, University of North Carolina at Charlotte; Wen Ma, Le Moyne College; Christie L. Martin, University of South Carolina

This book is written by a diverse cohort of American educators, including professors, teachers, and school administrators.
from pre-K to college levels. They come from disciplinary areas of child development, special education, English as a second language, counseling, technology, school administration, educational psychology, educational measurement and testing, as well as mathematics education. The chapters explore various topics, ranging from standardized testing, roles of central office, teacher evaluation, teacher professional development, gender differences, diversity, student engagement and parental involvement, student services provided at school, use of technology with teacher and students’ perspectives of technology use, self-efficacy beliefs, to teacher’s perspectives of play in early childhood settings. While the chapters reflect diverse conceptual and theoretical orientation, disciplinary focus, methodological emphasis, writing styles, and educational implications, they add together to present a more holistic picture of Chinese education across disciplinary areas.

Taken together, these chapters reveal salient similarities and differences in theoretical underpinnings, pedagogical principles and classroom practices in China and in the United States. They also shed light on some of the larger conceptual/theoretical orientations between learning and learners in the two countries. They debunk some common misconceptions of education in the two countries as well. Since many chapters are written by American authors that reflect directly on their study abroad experiences in China, this allows fresh insight that helps to transform the view that these countries learning from one another would be a challenge into the realization that learning from one another is not only invaluable but also essential.


Getting to Know Ourselves and Others Through the ABCs: A Journey Toward Intercultural Understanding

Claudia Finkbeiner, Universitaet Kassel; Althier Lazar, St. Joseph’s University


This book is a valuable resource for teachers and other professionals who are looking for a proven way to increase cultural appreciation and awareness. New applications of the ABCs model of Cultural Understanding and Communication are presented and discussed in this new volume, based on studies done in the United States, and Canada and Europe. In this ground-breaking project, the authors describe how the ABCs model complicated and challenged and changed the cultural perceptions of those who participated in it, even those who were initially highly resistant to such possibilities. At the heart of the project is the exchange of narratives – life stories that give insight into the cultural worlds of selves and others. In addition to the narratives, other instruments including the Transcultural Competence Scale (TCC), provide further evidence of the positive impact of the ABCs on participants’ receptivity toward cultural differences.

In the TRANSABCs project, researchers from both sides of the Atlantic invited teacher candidates, students who will become workplace and other professionals to write an autobiography (A) of themselves from various cultural perspectives, a biography (B) of an individual who is culturally different from themselves along particular dimensions, and to use these documents to conduct cross-cultural comparisons (C) between themselves and the person they interviewed. Furthermore, candidates developed culturally responsive ideas for the school or the workplace (C). These exchanges and analyses produced epiphanies and insights that translated into specific actions to improve cultural understanding and communication in classrooms and workplaces. Educators and professionals can take from these examples to inspire their
own personal journey toward greater cultural understanding and sensitivity.


Getting to the Common Core
Using Research-based Strategies that Empower Students to Own Their Own Achievement

Sharon L. Spencer, North Carolina Central University; Sandra Vavra, North Carolina Central University


The Common Core Standards have recently been adopted in most states across the nation and teachers are in the process of getting to the core of these standards. Teaching to standards is not a new concept; teachers have adapted to new standards every few years for quite some time. And teachers are adaptable, as can be seen in this book. We are writing this book to demonstrate how teachers use research-based strategies to meet Common Core Standards while still focusing on students. Our goal is to help teachers visualize students in action as other teachers describe the implementation of research-based strategies in their own classrooms, show student work samples, and provide reflections of student success in achieving the standards. Many Common Core Standards books focus on the standards, but our approach focuses on strategies that engage the students in the classroom—showing how different teachers at varying grade levels have used the strategies to meet the standards. With this focus, we believe that teachers gain a new and positive perspective on approaching the new standards and see the flexibility of strategies for meeting standards across subject areas.

We have examined research on the strategies with the purpose of giving teachers a brief description of why these strategies work before giving actual examples from classrooms. We also work closely with teachers in the public schools and have our finger on the pulse of what is happening in the public schools—one of the current stressors being unpacking the Common Core Standards

This book actually focuses on practice. We begin by laying out a rationale in our first chapter---The Core Value(s) of Education. Then, each chapter focuses on a strategy, including 1) a brief description about the research supporting each strategy and 2) several examples from different grade levels, which include a description of how the strategy was used, student work samples, and a reflection on the use of the strategy. The research descriptions are fairly short because, while we believe professional educators (aka teachers, in this case) should know the research that supports practice, we know they are not typically interested in long diatribes about the research.

CONTENTS: Foreword, Sarah Henchey. Preface. Acknowledgements. 1 The Core Value(s) of Education. 2 Learning Styles and Interest Inventories. 3 Anchor Activities. 4 Cooperative Learning. 5 Foldables, Graphic Organizers, and Mind Maps. 6 Learning Centers and Learning Stations. 7 Learning Contracts, Independent Studies, and Project-/Problem-Based Learning. 8 Literacy. 9 Mnemonics. 10 Movement. 11 Summarizing and Note-Taking. 12 Kindergarten Classroom Examples. 13 First Grade Classroom Examples. 14 Second Grade Classroom Examples. 15 Third Grade Classroom Examples. 16 Fourth Grade Classroom Examples. 17 Fifth Grade Classroom Examples. 18 Middle-Grades Language Arts and Social Studies Classroom Examples. 19 Middle Grades Mathematics Examples. About the Authors.
This book is about the learner side of the teaching and learning equilibrium, centering on the educational experiences and perspectives of Chinese students in the United States. These students ranged from kindergarteners, adolescents, undergraduate, graduate, to adult learners, across the educational spectrum. Because Chinese students are the largest cohort among all international students in the U.S., and their prior educational experiences and perspectives in China are so different from those in the U.S., exploring who they are, what their learning experiences have been, and how their learning needs can be better met, may not only allow U.S. educators to teach them more effectively, but also help the educational community in both countries better learn about and from each other.

The chapters in the book examine the constructs of learner privilege and responsibility in the teaching and learning equation, cultural and linguistic challenges and transitional adjustments, self-concept, learning strategies, comparison and contrast of differences and similarities between Chinese and American students, and/or critical reflections on significant issues confronting Chinese learners. While each chapter is situated in its own research literature and connects with its own teaching and learning practices, all of them are united around the overarching themes of the book: the experiences and perspectives of diverse learners from Chinese backgrounds in the United States. The chapters also flesh out some of the larger theoretical/pedagogical issues between education in China and in the United States, provide useful lenses for rethinking about and better understanding their differences and similarities, as well as offer pertinent suggestions about how the educational community in both countries may benefit from learning about and from each other.


International Collaborations in Literacy Research and Practice

Cynthia B. Leung, University of South Florida St. Petersburg; Janet C. Richards, University of South Florida; Cynthia A. Lassonde, SUNY College at Oneonta


In spite of No Child Left Behind and the support provided by Response To Intervention, significant numbers of students continue to struggle with literacy. This text addresses learning-related needs of individual students in addition to interventions for the challenges they face. Struggling readers represent many different ethnicities, socio-economic levels, languages, and dialects in any combination and possess an even wider variety of social, cultural, motivational, literacy, and real world experiences. Through the presentation of case studies, this book considers these factors and their influence on literacy development and suggests ways to adapt research-based instructional strategies and approaches, as well as classroom practices to address them. It also includes related recommended resources. The text appeals to the concerns of classroom teachers, reading specialists, and faculty in teacher education programs, as well as anyone looking for practical, research-based ways to further the literacy development of individuals who struggle to read.

Learning from the Boys
Looking Inside the Reading Lives of Three Adolescent Boys
Valarie G. Lee, Rowan University

The “Boy Crisis” is cited often in educational and news reports due to the consistent reading achievement gap for boys and the statistics paint a dismal picture of boys in school. Politicians and researchers often focus on boys’ low scores on reading achievement tests and compare these scores to the girls’ scores with little consideration for the actual reading lives of boys. As a result, adolescent boys’ vernacular reading is most often misunderstood.

This book documents my journey as a mother of three boys and teacher of adolescents, as I attempt to articulate both the in-school and out-of-school experiences of boys. The book describes my attempts at creating a more complete picture of the reading lives and experiences of adolescent boys by describing three boys and their reading experiences in their natural contexts. It provides a rich description, revealing disconnects between school literacy practices and boys’ vernacular literacy practices.

In this book, parents, administrators, and teachers will find discover the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for “the boy problem” so often seen in response to low test scores. This book provides parents, administrators, and teachers with an in-depth description of three boy readers. What emerges is a description of the complexity of boys as readers, challenging educators to pursue effective practice and curricular decisions which go beyond the quick fixes for “the boy problem” so often seen in response to low test scores. Teachers interested in mentoring boy readers will find this book helpful. This book can also be used with pre-service and in-service teachers, in undergraduate and graduate courses, and in professional development.


Inspiring Student Writers
Strategies and Examples for Teachers
Tom Scheft, North Carolina Central University

Getting our students to write and write well is a process Tom Scheft explains and explores—offering practical and theoretical guidance, while providing uplifting, thought provoking examples of a writing assignment for students middle grades through master’s level.

An invaluable supplemental text for teacher education programs and in-service programs, Scheft mines his experience working with student writers in public schools and universities. He also covers

• the research-backed case for autobiographical, reflective writing,
• helping student writers understand and deal with rejection, and
• honest, practical strategies for dealing with dialect differences.

Professors, English teachers, and students: This book will help enhance writing through time-tested, user-friendly strategies and powerful examples.
Lack of knowledge about immigrant and minority students’ learning outside school has contributed to the difficulties educators encounter when trying to embrace cultural diversity. Many educators do not have the knowledge base about immigrant and minority children’s culturally-specific ways of learning in nonschool settings. Given the changing cultural landscapes in today’s schools, we have an imperative to develop more situated understandings of immigrant and minority children’s literacy learning experiences embedded in the social and cultural fabrics of their everyday lives outside school. This volume of research meets this important need in the field. It not only focuses on the complexity of literacy learning in diverse home contexts, but also examines how literacy is practiced and lived in multiple ways within families of various backgrounds including those of Asian, African and African-American, Hispanic, White European and mixed heritages. In addition, it explores how these various culturally embedded home practices will inform school education and policy making in a larger socio-political context. The book makes an original and significant contribution to the fields of literacy education and school, home, and community partnerships.

Since immigrant and minority families’ literacy activities and the cultural contexts of their practices at home are not readily accessible to school personnel, program developers, policy makers or even researchers and educators, this book will serve as an important resource for teachers, practitioners, undergraduate and graduate students, teacher educators, and university researchers who are in the fields of literacy education, family literacy and new literacy studies, minority and/or immigrant education, and second language education.


**Multicultural Families, Home Literacies, and Mainstream Schooling**

Guofang Li, Michigan State University


Our goal in writing this book was to validate teachers for strong efforts in their life's work. We often observe teachers' frustrations with what they perceive to be a multitude of different “hot topics” in education that they must attend to now, but which they expect to come and go, like the last “hot topics.” So, we wanted to help readers see similarities between many of these “hot topics”—differentiation, multiple intelligences, culturally responsive teaching, “brain-friendly” strategies, authentic assessment, and ethical classroom management—which we feel are not “flashes in the pan.” And we trust that serious practitioners will not oversimplify the findings of neuroscientists and their application to education. Reading studies and books by scientists, a number of which are user-friendly, can help ensure that teachers separate the hype from credible information. We have seen this professionally judicious approach in the work of graduate students (Kolinski, 2007) in adopting “brain-friendly” strategies.

We have intentionally packed both theoretical/research-based and practical information in this book because professional educators want to know why they should use certain approaches, models, and strategies. In turn, as professionals, we should be able to explain why we teach the way we do—not to justify, but to educate others about our knowledge-based, reflective, decision-making processes and the impact on student learning. Thus, it is important to read Chapter 1 because it lays a foundation.

Each succeeding chapter (2-6) has unique and compelling twists and turns—chock full of ideas to use or to adapt. It is possible to gain lots of ideas, processes, and strategies from reading and implementing (or adapting) even one of the unit chapters, or a part of it. While some of the units are explicitly about literacy, others focus on content using reading, writing, speaking, and listening as critical in the learning process. Thus, literacy skills are reinforced and strengthened. Additionally, some of our colleagues and public school partners have given us feedback that they wanted to implement some of the units and activities themselves. So, feel free to use this book for self-exploration and professional development.

CONTENTS: Acknowledgements Foreword, Patricia Ruggiano Schmidt Preface 1 A Case for Differentiation and Much More 2 The Fabric of My Life: Using Poetry, Prose, and Graphic Novels to Help Students Reflect Upon Their Identities 3 Choices That Change Our Lives: Using Realistic Fiction and Nonfiction to Help Students Reflect Upon Their Identities 4 Community and Culture: Understanding Ourselves and Others in the Global Community 5 A Journey from Innocence to Experience: A Course in Young Adult Literature for Future Teachers 6 Convince Me: A Syllabus for a Freshman Composition Course Focused on Writing Arguments About the Authors

Without contraries there is no progression. ---William Blake

This is a book about reality and hope. Its chapters reframe the concept of gap, acknowledging distances (for example, acknowledging old insights and theory while also honoring teacher discovery). However, it refuses to bow under the weight of these challenges. Its contributors focus, instead on how to overcome acknowledged inadequacies in learning how to teach writing as well as how to practice principled literacy instruction. These contributors see gaps not as unbridgeable chasms, but rather as opportunities to educate their students to use writing to understand the broader context of their education and pre-service candidates to adapt curriculum creatively.

Contributors include new and seasoned secondary school teachers, graduate students, and university faculty who together
remind us of “old insights needing to be passed along” (Villanueva) and show us new practices that challenge the
customs of the status quo and promote social justice. To close the gaps, in short, they demonstrate how rhetoric and
truth are intertwined. In a time when too many children continue to be left behind, this book should be required reading
for all literacy teachers because it is in our continued willingness to learn from each other that hope resides.

CONTENTS: Editors’ Notes: The Competing Rites and Methodological Rights of Teaching Writing, Foreword, Victor
Villanueva, PART I Closing Gaps in Teacher Preparation, Teaching Writing: A Matter of Identity, Disposition, and Standard
Practice, Sandra Vavra and Sharon Spencer, Reflective Writing: Transforming Lives, Ideas, and the Future of English
Education, Arlette Ingram Willis and Catherine D. Hunter, Teacher Advocacy in English Education, Amy Goodburn and
April Lambert, Places of Possibility, Sites of Action: Reseeing the Gaps between High School and College Writing
Instruction, Hephzibah Roskelly and Kathleen J. Ryan, Crossing Boundaries: English Education, Teaching Writing, and
Connections to the “Real World”, Kia Jane Richmond, The Role of the National Writing Project in Closing the Gap between
Teacher Preparation and Teaching Writing in Secondary Schools, Matthew Killian McCurrie, PART II Closing Gaps in the
Writing Classroom, Closing the Gap with Culturally Relevant Pedagogy in the Urban English Classroom, Patricia Ruggiano
Schmidt and Kevin Salamone, “I Know I Can, Be What I Want to Be”: Using Rap Lyrics to Encourage Self-Reflection and
Meaningful Writing from Students of Color, Karen Keaton Jackson, The Power of Their Texts: Using Hip Hop to Help Urban
Students Meet NCTE/IRA National Standards For the English Language Arts, David E. Kirkland, Beyond Formulas: Closing
the Gap Between Rigid Rules and Flexible Strategies for Student Writing, Chris M. Anson, Afterword: Success and the
Status Quo, William Thelin, About the Contributors.

African-American Middle-Income Parents
How Are They Involved in Their Children's Literacy Development?

Ethel Swindell Robinson, Swindell Associates


"Ethel Robinson has written an amazing book. As she wisely argues, despite a rapidly growing middle and upper class,
popular media and public debates continue to view African-American families from a deficit perspective. Portrayals of
African-American families in newspapers, television, and contemporary scholarship tend to focus on single-parent
households, low parental expectations, and lack of family involvement in schooling. The families you will meet in this book
contradict these stereotypes. In carefully crafted vignettes, Dr. Robinson paints an alternative portrait of life in African-
American households. In this marvelous book, you will see eight intact families intimately involved in the academic and
social lives of their children. Some volunteer in their children’s classrooms; others serve as devoted tutors and mentors;
still others are active advocates, arguing passionately for school services; all hold fast to the hope that their children will
achieve their piece of the American dream. This book is a powerful antidote to the negative portrayals of African-American
families that abound in mainstream media. It is a ‘must-read’ for researchers, educators, and all who wish to look beyond
and beneath the stereotypes of African-American family life.” ~ Susan Hynds, Ph.D., Professor of English Education,
Syracuse University Reading and Language Arts Center

Religion: The Umbrella for Parental Perceptions of Involvement. Involvement Roles: Not Fifty–Fifty. Involvement and
Literacy Dilemma. Uncovering the Key Meaning of Parental Involvement. Conclusion. References. About the Author.

Research and Reflection
Teachers Take Action for Literacy Development

Andrea Izzo, Gallaudet University

This book is designed to encourage and support in-service and pre-service teachers who want to conduct classroom-based action research about literacy teaching and learning. It can be used by individuals, small groups, or in education courses that include action research projects. The aim of the text is to facilitate active engagement in the process of action research. Comprehensive explanations of various research methods and approaches are not included; the content is pragmatic and provides the novice researcher with a solid, experience-based foundation for developing research knowledge and skills. It is hoped that readers, upon completing this text, will continue learning about and conducting action research, honing their skills and increasing their knowledge. Additional resources for further development are included in the final chapter of the book.


ABC's of Cultural Understanding and Communication
National and International Adaptations
Claudia Finkbeiner, Universitaet Kassel; Patricia Ruggiano Schmidt, Le Moyne College

This book is a valuable one for teacher educators and teacher education programs in the United States and Europe, since it is organized around numerous data sources. It contains national and international adaptations of the ABC’s of Cultural Understanding and Communication. Authors for this book represent many languages and cultures and know, first hand, the socially constructed issues related to language, culture, and ethnicity.

This book promises to make a significant contribution to preparing teachers to work with families and children. It should be read by all teacher educators as well as preservice and inservice teachers. In the new millennium teachers must redefine their responsibilities to ensure that ALL children have the opportunity to succeed. ABC’s of Cultural Understanding and Communication: National and International Adaptations is a perfect place to start.


Preparing Educators to Communicate and Connect with Families and Communities
Patricia Ruggiano Schmidt, Le Moyne College

This unique and visionary text is a compilation of fascinating case studies by New York State teachers, parents and professors. These down-to-earth case studies highlight effective specific approaches to provide bridges between home and
This text is a study of literacy based upon a set of correspondence, the Osborne Family Papers, 1812–1968, housed in the Special Collections Research Center of Syracuse University. A collection of some 358 boxes, it is particularly well suited for a study on literacy. In addition to the voluminous public and private correspondence of prison reformer Thomas Mott Osborne (1859–1926), a vast and rich store of the family’s literacy “works” have been carefully preserved. In addition to hundreds of letters, many between and among the women of the family, it also abounds with other literacy documents of interest such as ledgers, account books, travelogues, verse, diaries, and notes. Unusually and quite valuably, even scraps of children’s writing have been preserved, making possible studies regarding emergent literacy practices of the times.


This book offers a array of essays with challenging ideas and provoking new analyses of power asymmetries, multiple epistemologies and vital concerns for the education of a different America, the America of new immigrants, people of color with other cultures, languages and values. The new American that many want to ignore and is becoming the only America. This book also forces us to reflect on the educational challenges we must face, especially in teacher education and the preparation of intellectual leaders. None of the major agenda items associated with a new era of social justice can be either comprehended or accomplished without a profound understanding of multicultural literacy, and of its relationship to ethnic, racial, cultural and linguistic diversity. While in previous decades we used frequently a rhetoric of
multiculturalism (at a safe distance), today we are living multiculturalism and practicing ethnic, cultural and racial diversity in our daily lives as we seek a marriage partner, a business associate, a friend, a church. Most of all, we must live multiculturalism as we go school and see children’s faces. There is no way to escape the reality of ethnic, racial and linguistic diversity as it comes entangled with many other cultural and class differences between and within each group we encounter. Suddenly, an abrupt awakening for many mainstream educators, what was peculiar of some areas in the Southwest, has become common scenario in most metropolis and large cities. The present volume brings us face to face with issues and challenges we can no longer sweep under the rug. This outstanding volume lays down a solid general conceptual foundation that permits us to link our theoretical past with the post-modern era. It also provides a clear context for the disussion of contrasting notions of monocultural literacy and the relationship of literacy and power. The volume goes on to deal with the relationship of literacy and culture (actually to specific cultures, especially African American). At this point the discourse turns to strategies for incorporating minority perspectives into the literacy curriculum and including the home cultures of disenfranchised peoples. The last section of the book offers help on the practical issues of teacher education for student populations often ignored, and linkages between schools and homes in order to empower the disenfranchised and isolated.

**Special Paperback Set Price: $36.50 per book + FREE SHIPPING when you order the complete series.**

<table>
<thead>
<tr>
<th>Title</th>
<th>Qty</th>
<th>$ Paperback</th>
<th>$ Hardcover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Learning in a Global World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Views from Inside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the Voices of Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese Education from the Perspectives of American Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting to Know Ourselves and Others Through the ABCs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting to the Common Core</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner’s Privilege and Responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Collaborations in Literacy Research and Practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Struggling Readers Can Succeed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning from the Boys</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspiring Student Writers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Families, Home Literacies, and Mainstream Schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Perfect Norm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing the Gap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American Middle-Income Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Reflection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC’s of Cultural Understanding and Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing Educators to Communicate and Connect with Families and Communities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing Ourselves into Being</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reconceptualizing Literacy in the New Age of Multiculturalism and Pluralism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Standard Shipping and Handling for Books:*
$7.50 handling fee on U.S. orders; $9.00 for the rest of the world
plus $3.00 shipping per book

*Online shopping available at www.infoagepub.com*

Card Number: _____________________________  Exp. Date: __________  CVV2 Code: ________

Name on card: _____________________________  Signature: _____________________________

Billing Address: _____________________________
Shipping Address: 

City: _______________ State/Province: _________ Postal Code: _________ Country: ____________

Phone: _______________ Fax: _______________ Email: ___________________________________________________________________

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com