



Book Series

Psychological Perspectives on Contemporary Educational Issues

Series Editors

Jonathan Plucker, *Johns Hopkins University*

For over 100 years, psychology has contributed to our understanding of education. These contributions have led to advances in instruction, assessment, student learning, creativity, talent development, and education policy, among many other areas. This series provides a venue for scholars to examine important, contemporary issues within education from a psychological perspectives, with a goal of proposing new ways to think about and potentially address these key issues. Proposals that use the lens of psychology to provide new insights about vexing problems within both formal and informal education are especially encouraged.

The editor for this series, from Information Age Publishing, is seeking book proposals from volume authors or editors. The series editors are open to proposed volumes of the series to be either edited volumes with multiple contributors or authored volumes (single or coauthors). Unique approaches or formats are of particular interest.

Topics of interest include:

- > Psychological theories applied to practice
- > Psychological perspectives on both the process and goals of education policy
- > Advances in the use of technology to promote and enhance student learning
- > Talent development, creativity, and intelligence
- > Affective outcomes of education
- > Application of sociocultural and emerging theoretical perspectives to learning and instruction
- > Explorations of how psychological research on education can be strengthened

Proposal Guidelines include:

- > The theme/topic for the volume
- > A preliminary table of content
- > A rationale that describes the significance of the topic and how it contributes something new to the topic of learning environments.
- > 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?)
- > 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.
- > Proposed timeline from start to submission to publisher in final form.
- > Ideas for dissemination, such as professional organizations that may be willing to help circulate information about the work.

Proposal Submission:

The series editor is accepting submissions on a rolling basis. For questions about the series or proposal preparation, or to submit your proposal, please e-mail the series editor.

Send Inquiries to: Jonathan Plucker: jplucker@jhu.edu

Books in this series:

- Exploding the Castle

- Instructional Strategies for Improving Students' Learning
- Educating the Evolved Mind
- The Case of the No Child Left Behind Legislation

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Exploding the Castle Rethinking How Video Games & Game Mechanics Can Shape the Future of Education

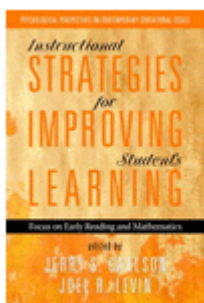
Michael F. Young, University of Connecticut; Stephen T. Slota, University of Connecticut

2017. Paperback 9781681239354 \$45.99. Hardcover 9781681239361 \$85.99. eBook 9781681239378 \$65.

Lacking a digital crystal ball, we cannot predict the future of education or the precise instructional role games will have going forward. Yet we can safely say that games will play some role in the future of K-12 and higher education, and members of the games community will have to choose between being passive observers or active, progressive contributors to the complex and often political process of weaving together pedagogy, technology, and culture. This will involve agreeing that games—or, more specifically, game mechanics and the engagement in joyful learning that they engender—are not only critical for shaping online and classroom instruction but also the evolution of schooling as a whole. Likewise, it will involve a hard push beyond questions like “Are video games ‘good’ or ‘bad’ for education?” and “Are games ‘better’ for all students than traditional face-to-face teaching” to unpack how game experiences vary with individual learner goals as an interaction with the parameters of an educational environment. Simply put, we need to form a cohesive, compelling argument in support of the notion that games are entire learning ecologies in and of themselves.

This edited volume is designed to anchor collective thinking with respect to the value-added nature of games for learning and the complexities involved in player experience, narrative context, and environmental-player interactions. As could be expected, we are not interested in debates about “gamification,” game violence, individual game quality, and other topics that have become standard fare in extant games literature. Instead, we seek to emphasize issues of scalability, the induction of player goal adoption, affordances of game-based instructional environments, relationships between play and transfer, and the value of games as part of an ecopsychological worldview. As long-time contributors in a field that has made a habit of playing it safe—pun intended—we seek to bring the dialogue in a more nuanced and meaningful direction that will reach teachers, researchers, designers, and players alike.

CONTENTS: Introduction: Castle Upon a Hill, *Michael F. Young and Stephen T. Slota*. What Homeric Epic Can Teach Us About Educational Affordances of Interactive Narrative, *Roger Travis*. Structures of Play: Literacy, Games, and Creative Writing, *W. Trent Hergenrader*. Development: The Role of Digital Games in a Classroom Ecology: Exploring Instruction With Video Games, *Amanda Bell and Melissa Gresalfi*. More Than an Avatar: Unmasking the Player’s Impact on an Educational Game, *Jackie Barnes and Melissa Gresalfi*. Ask Not What You Can Do for Badges; Ask What Badges Can Do for You, *Peter Samuelson Wardrip and Samuel Abramovich*. An Ecocentric Framework for Game-Enabled Impact: Lessons Learned From the Quest2Teach Project, *Sasha Barab and Anna Arici*. Educating Digital Natives: Possible and Prospective Futures of Students in Learning Ecologies, *W. Ian O’Byrne and Nenad Radakovic*. Twist: Measuring and Supporting Learning in Educational Games, *Valerie J. Shute, Seyedahmad Rahimi, and Chen Sun*. Situating Big Data, *Jennifer Dalsen, Craig G. Anderson, Kurt Squire, and Constance Steinkuehler*. Conclusion: Distributed Teaching and Learning Systems in the Wild, *Jeffrey B. Holmes, Kelly M. Tran, and Elisabeth R. Gee*. The Inevitability of Epic Fail: Exploding the Castle With Situated Learning, *Stephen T. Slota and Michael F. Young*.



Instructional Strategies for Improving Students' Learning Focus on Early Reading and Mathematics

Jerry Carlson, University of California - Riverside; Joel R. Levin, University of Arizona

2012. Paperback 978-1-61735-629-2 \$45.99. Hardcover 978-1-61735-630-8 \$85.99. eBook 9781617356315 \$65.

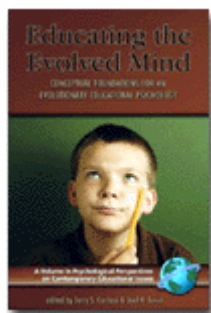
The twin objectives of the series Psychological Perspectives on Contemporary Educational Issues are: (1) to identify issues in education that are relevant to professional educators and researchers; and (2) to address those issues from research and theory in educational psychology, psychology, and related disciplines.

The present volume, consisting of two focal chapters, commentaries, and final responses targets instructional strategies for improving students’ learning in two of the traditional “three R” areas, reading and rithmetic (mathematics), in the elementary school grades. The focal chapters in those two skill areas are written by leading contributors to the reading

and mathematics research literatures, Cathy Collins Block for the reading section and Douglas Clements and Julie Sarama for the mathematics section. Few would dispute the essentiality of these two curricular domains in laying the foundation for the development of students' competencies in a vast array of academic disciplines in both the in- and out-of-school years that lie ahead.

The present volume is intended for practitioners and researchers who are seeking the latest instructional research-based strategies for improving students' early reading and mathematics performance.

CONTENTS: Editors' Introduction. **SECTION 1: READING INSTRUCTIONAL STRATEGIES.** Proven and Promising Reading Instruction: What We Know and What Works, *Cathy Collins Block*. Proven and Promising: The Eye of the Beholder? *Rollanda Estby O'Connor*. Reflections on What's Proven and Where the Promise Lies, *Margaret G. McKeown*. Good Intentions and Unexpected Consequences: The Case of Reading Fluency, *James F. Baumann*. Understanding Reading Research from Different Sociocultural Historical Contexts, *Virginia W. Berninger*. From Proven and Promising Reading Instruction to Paving New Paths: Widening Highways, Crossing Borders, and Repairing Potholes, *Cathy Collins Block*. **SECTION 2: MATHEMATICS INSTRUCTIONAL STRATEGIES.** Learning and Teaching Early and Elementary Mathematics, *Douglas H. Clements and Julie Sarama*. Comments on Learning and Teaching Early and Elementary Mathematics, *Arthur J. Baroody, David J. Purpura, and Erin E. Reid*. The Common Core Mathematics Standards as Supports for Learning and Teaching Early and Elementary Mathematics, *Karen C. Fuson*. You Can't Play 20 Questions with Mathematics Teaching and Learning, and Win, *James W. Stigler and Belinda J. Thompson*. Learning Trajectories Through a Sociocultural Lens, *Anita A. Wager and Thomas P. Carpenter*. Walking the Same Broad Path (with Side Trips): Response to Comments, *Julie Sarama and Douglas H. Clements*. About the Editors.



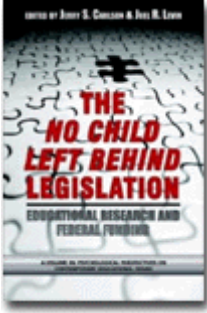
Educating the Evolved Mind Conceptual Foundations for an Evolutionary Educational Psychology

Joel R. Levin, University of Arizona; Jerry Carlson, University of California - Riverside

2007. Paperback 978-1-59311-611-8 \$45.99. Hardcover 978-1-59311-612-5 \$85.99. eBook 9781607525882 \$65.

In this volume, David Geary provides a comprehensive theory that brings children's education into the 21st century, and provides directions for the development of a new discipline, "evolutionary educational psychology." Geary presents the case that a scientifically grounded approach to children's schooling and, to a lesser degree, their later occupational interests can be informed by recent advances in the application of evolutionary theory to the understanding of the human brain, mind, and its development. He develops a taxonomy of evolved cognitive abilities and describes how, from an evolutionary perspective, these abilities are modified and refined during childhood. From there, he lays the framework for understanding the relation between evolved abilities, such as language, and the non-evolved competencies that are built from them with schooling, such as reading. Geary describes the mechanisms, such as working memory, that enable humans to transform evolved cognitive abilities into culturally important, school taught competencies. These are integrated with discussion of human intellectual history and cultural evolution, and the sources of children's motivation to learn inside and outside of the classroom. In all, this may well be the most revolutionary theory of children's schooling since Rousseau.

CONTENTS: Foreword. Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology. *David C. Geary*. Knowledge, Abilities, and Will, *Phillip L. Ackerman*. Instructing Evolved Minds: Pedagogically Primary Strategies for Promoting Biologically Secondary Learning, *Daniel B. Berch*. The Most Educable of Animals, *David F. Bjorklund*. Educating the Evolved and the Developing Mind: Commentary on Geary's "Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology", *Andreas Demetriou*. What is the Meaning of Evolutionary Psychology for Education?, *Earl Hunt*. Evolution of Scientific Thinking: Comments on Geary's "Educating the Evolved Mind", *David Klahr*. Evolutionary Biology and Educational Psychology, *John Sweller*. Educating the Evolved Mind: Reflections and Refinements, *David C. Geary*. About the Authors.



The Case of the No Child Left Behind Legislation Educational Research and Federal Funding

Joel R. Levin, University of Arizona; Jerry Carlson, University of California - Riverside

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CONTENTS: Focal Article: The No Child Left Behind Act and Scientific Research: A View from Washington, D.C., *Valerie F. Reyna*. **Commentaries:** A Matter of Proof: Why Achievement ... Learning, *Patricia A. Alexander and Michelle M. Riconscente*. Federal Intrusion in Research and Teaching and the Medical Model Myth, *Richard L. Allington*. Educational Research and NCLB: A View from the Past, *Robert C. Calfee*. The Education Acts: Political Practice Meets Practical Problems, Scientific Processes, Process Control, and Parkinson's Law, *Earl Hunt*. Why Converging Scientific Evidence Must Guide Educational Policies and Practices, *G. Reid Lyon*. Response to Valerie F. Reyna's The No Child Left Behind Act and Scientific Research: A View from Washington, D. C., *Douglas E. Mitchell*. The No Child Left Behind Act: What if it Worked?, *Angela M. O'Donnell*. Educational Science: More Than Research Design, *Gary D. Phye*. What Role Should the Government Play in a Science of Education?, *Michael Pressley*. Scientific Research is Programmatic, *Daniel H. Robinson*. Prudent Inquiry: Conceptual Complexity Versus Practical Simplicity in Knowing What Works, *William R. Shadish*. Final Words, *Valerie F. Reyna*.



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