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The topic of "dispositions" is central to teacher education and to teacher educators. Because of perhaps precipitous action on the part of accrediting agencies in teacher education, teacher educators need to define, teach, and assess dispositions in their programs. This book examines the sources of the concept dispositions, how it evolved in teacher education, what forms it has taken in selected programs, and what challenges remain in this arena for teacher educators.

CONTENTS OUTLINE:

- An Overview of Dispositions in Teacher Education
- What is a Disposition?
- Social-Cognitive Perspective in Dispositional Development
- The Perceptual Approach to Teacher Dispositions:
The Effective Teacher as an Effective Person
- A Constructivist-Developmental Perspective
- Teacher Dispositions in Context
- A Formational Approach to Dispositions
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Contemporary Perspectives in Early Childhood Education

Series Editors **Olivia N. Saracho**,
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Contemporary Perspectives on Socialization and Social Development in Early Childhood Education

Edited by **Olivia N. Saracho**, *University of Maryland*
and **Bernard Spodek**, *University of Illinois*

The purpose of this volume is to present a selection of chapters that reflect current issues relating to children's socialization processes that help them become successful members of their society. From birth children are unique in their rates of growth and development, including the development of their social awareness and their ability to interact socially. They interpret social events based on their developing life style and environmental experiences. The children's socialization is influenced by several important social forces including the family and its organization, their peer group, and the significant others in their lives. In "Theories of Socialization and Social Development," Olivia Saracho and Bernard Spodek describe the children's socialization forces and the different developmental theories that have influenced our understanding of the socialization process. These include maturationist theory (developed by Arnold Gesell), constructivist theories (developed by such theorists as Jean Piaget, Lev S. Vygotsky, and Jerome Bruner), psychodynamic theories (developed by such theorists as Sigmund Freud, Erik Erikson, Harry Stack Sullivan, and Alfred Adler), and ecological theory (developed by Urie Bronfenbrenner). Each theory provides interpretations of the meaning of the children's social development and describes the different characteristics for each age group in the developmental sequences.

CONTENTS: Introduction: Explorations in Social Development: The Theory Base, *Olivia N. Saracho and Bernard Spodek*. Theories of Socialization and Social Development, *Olivia N. Saracho and Bernard Spodek*. Humor as a Facilitator of Social Competence in Early Childhood, *Doris Bergen*. Attachment in the Preschool Years: Implications for Social Learning, *Gary Creasey and Patricia A. Jarvis*. Feeling, Thinking, and Playing: Social and Emotional Learning in Early Childhood, *Christopher J. Trentacosta and Carroll E. Izard*. Cognitive Development in Social Context: Implications for Early Childhood Education, *Mary Gauvain*. Social Learning through Social Motivation, *Ole Fredrik Lillemyr*. Social Learning in the Peer Context, *Gary W. Ladd*. Friendships in Very Young Children, *Barbara Davis Goldman and Virginia Buysse*. "Stop Bullying Me and My Friends!": Examining the Role that Peers Play in Promoting Bullying and Victimization in Early Childhood, *Vickie E. Lake*. The Development of Ethnic Prejudice in Early Childhood: Theories and Research, *Drew Nesdale*. Social Learning and Weight-Related Problems, *Moria Golan*. Morality and Gender: Preschool Children's Moral Contracts, *Eva Johansson*. Developmental Perspectives on Social Development, *Olivia N. Saracho and Bernard Spodek*. About the Contributors.

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Contemporary Perspectives on Social Learning in Early Childhood Education

Edited by **Olivia N. Saracho**, *University of Maryland*
and **Bernard Spodek**, *University of Illinois*

Social epistemology is a broad set of approaches to the study of knowledge and to gain information about the social dimensions. This intellectual movement of wide cross-disciplinary sources reconstructs the problems of epistemology when knowledge is considered to be intrinsically social. In the first chapter, "Social Epistemology and Social Learning," Olivia Saracho and Bernard Spodek discuss the social and historical contexts in which different forms of knowledge are formulated based on the perspective of social epistemology. They also discuss the emergence of social epistemology, which guides researchers to investigate social phenomena in laboratory and field settings. Social factors "external" to the appropriate business of science have a major impact in the social studies researchers'—historical case studies. Thus, social studies researchers may be considered social epistemologists, because (a) they focus on knowledge of social influences and (b) they infer epistemologically significant conclusions from their sociological or anthropological research. In addition, analyses indicate that studies of scientific paradigms are basically a struggle for political power rather than reflecting reliable epistemic merit. Social studies researchers focus on knowledge of social influences on knowledge, which is analogous to the knowledge of the social epistemologists. They also use their sociological or anthropological research to infer epistemologically significant conclusions.

CONTENTS: Introduction -Social Learning in the Early Childhood Years, *Olivia N. Saracho and Bernard Spodek*. Social Epistemology and Social Learning, *Olivia N. Saracho and Bernard Spodek*. Social Dynamics of Early Childhood Classrooms: Considerations and Implications for Teachers, *Kathleen Cranley Gallagher, Kimberly Dadisman, Thomas W. Farmer, Laura Huss, and Bryan C. Hutchins*. The Development of Social Identity and Intergroup Attitudes in Young Children, *Kurt Kowalski*. The Development of Ethnic Prejudice in Early Childhood: Theories and Research, *Drew Nesdale*. Executive Function, Behavioral Self-Regulation, and Social-Emotional Competence: Links to School Readiness, *Megan M. McClelland, Claire E. Cameron, Shannon B. Wanless, & Amy Murray*. Capital at Home and at School as Determinants of Child Social Adjustment, *Toby L. Parcel*. Parenting and Schooling Influences on Early Self-Regulation Development, *Abigail M. Jewkes and Frederick J. Morrison*. Positive Parent- Provider Relationships: A Key to Healthy Parent-Child Relationships, *Angela M. Tomlin*. Promoting School Readiness in Foster Children, *Katherine C. Pears, Philip A. Fisher, Cynthia V. Heywood, and Kimberly D. Bronz*. Teaching History and Social Studies to Young Children, *Gary Fertig*. Play as Group Improvisation: A Social Semiotic, Multimodal Perspective on Play and Literacy, *Stacy L. DeZutter*. Social Aspects in Language and Literacy Progress, Problems, and Interventions, *Adriana G. Bus, Maria T. de Jong, and Marinus H. Van IJendoorn*. If you're not Like me Can we Play? Peer groups in Preschool, *Carollee Howes and Linda Lee*. Social Life of Young Children: Co-construction of Shared Meanings and Togetherness, Humour and Conflicts in Child Care Centers, *Elly Singer and Dorian de Haan*. Social Learning as the Basis for Early Childhood Education, *Olivia N. Saracho and Bernard Spodek*.

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Contemporary Language Education

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Spirituality, Social Justice, and Language Learning

Edited by **David I. Smith**, *Calvin College* and **Terry A. Osborn**, *Fordham University*

This book sets out to explore the intersections between matters not frequently yoked in academic discussions: spirituality, social justice, and the learning of world languages. The contributing authors contend not only that these intersections exist, but that they are the site of issues and realities that require the attention of language educators and point to avenues of growth for the language teaching profession. The essays included seek to indicate the possibilities of a neglected area of inquiry, not only in terms of theory but also in terms of the practices of language education. Given this aim of opening up fresh questions, the book is arranged so as to show the relevance of the nexus of spirituality and social justice to teacher education (chapters 3 and 4), language classroom practices (chapters 5 and 6), and the theoretical sources that inform scholarly discussion of language education (chapters 7 and 8). The opening chapters place these explorations in a larger context by showing how they fit into existing social contexts and academic discussions.

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Promoting Independent Movement and Travel In Blind Children: A Developmental Orientation and Mobility (O and M) Approach

By **Joseph Cutter**

The purpose of this book is to contribute to our understanding of Developmental O and M, independent movement and travel in blind children. The goals of this book are:

To increase our knowledge of a *developmental perspective* for the young blind child with positive, useful information, gained from my years of experience working with blind children as an O and M professional

To increase our confidence in thinking about the blind child's O and M needs and our interactions with the blind child

To promote in blind children a positive thinking about their own movement and travel and to view themselves as travelers

To facilitate the setting of age and stage appropriate movement and travel expectations for blind children

To offer an alternative "developmental approach" to conventional practices which derive from an "adult-centered model"

To be a provocative catalyst for positive change in the field of O and M

Unlike many books and articles on orientation and mobility (O&M) for blind children, this one is not about the effect of blindness on movement. Such an inquiry is self defeating from the start, as it often begins with misconceptions and deficit-thinking about blindness and the blind child's early motor development. Instead, this book is about the effect of movement on development and the importance of movement experiences for the development of independent movement and travel in blind children. It has a clear premise: blind children must become "active movers" if they are to become independent "travelers."

CONTENTS: Preface. Chapter 1: Development of a Promotion Model. Chapter 2: Developmental Orientation and Mobility. Chapter 3: Continuum of Progressions in Developmental O and M and

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*****Future Books in the Series*****

The Blind Need Not Apply A History of Overcoming Prejudice in the Orientation and Mobility Profession

by **Ronald J. Ferguson**, *Louisiana Center for the Blind*

This book has been a work in progress. In the spring of 2000 I started this project and began to collect data and conduct interviews. I copied every article I could find in the *Journal of Visual Impairment and Blindness* and its predecessors *Outlook for the Blind* and *New Outlook for the Blind*. I was fortunate to locate *Blindness* the annual publication of the American Association of Workers for the Blind. One of the greatest finds was the library at the American Foundation for the Blind. The library contains dozens of volumes related to orientation and mobility. Within two years I had amassed a considerable collection of resources. I began working through the materials and along the way prepared some papers for various conferences. A dramatic increase in administrative responsibilities, as well as the tyranny of meeting grant deadlines, diverted me from giving concentrated effort to this book. All that changed as I reduced my workload in order to devote almost all my efforts over the past nine months to this project.

CONTENTS: Preface. **Chapter 1:** Challenging the "Taken-for-Granted". **Chapter 2:** Constructing a House of Cards. **Chapter 3:** Battling the Giants in the Land. **Chapter 4:** Good Intentions. **Chapter 5:** The Blind Need Not Apply. **Chapter 6:** The Power of an Idea. **Chapter 7:** Constructing a New Reality. **References.**

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by **Ronald J. Ferguson**, *Louisiana Center for the Blind*

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Edited by **Charalambos Vrasidas**,
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This volume seeks to provide a variety of examples of current developments in education on the role of educational technology for sustainable development, by drawing on advanced contemporary thinking from scholars and practitioners in the field. The editors and authors will attempt to define development in socio-economic, historical and cultural terms.

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To analyze the philosophical, historical, political, and cultural backgrounds and contexts that are constitutive of contemporary challenges and tensions in the role of technology for sustainable development around the world.

To appreciate the contextual and international dimensions of the tensions and challenges faced by education in developing countries and contribute to on-going efforts to sketch a vision for addressing their needs.

To explore ways in which technology can build and sustain communities around the world.

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The focus of this volume in the series is **Educational Technology and Sustainable Development**. The book will provide a variety of theoretical perspectives and applied practices from current developments in education on issues relating to educational technology and sustainable development. We encourage submission of papers that address current trends in the role of technology and various media formats toward achieving sustainable development and bridging existing gaps between the rich and the poor, the haves and the have-nots. Research studies, case studies, theoretical papers, position papers, descriptions of current trends, syntheses of research

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The field of educational technology is exploding in terms of innovations being developed daily. These innovations hold

fascinating promise but enjoy almost no empirical support. There are educational researchers who have done both - developed innovations and tested their potential empirically. This book will capture the latest and most promising innovations from the leading educational technologists in the world, including games, simulations, pedagogical agents, etc. Authors will include such leading researchers. This book will be appropriate for university courses in educational technology for those wishing to showcase the latest innovations.

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Challenging the System?

A Dramatic Tale of Neoliberal Reform in an Australian High School

By **Martin Forsey**, *University of Western Australia*

Review: Forsey cuts through the mealy-mouthed official rhetoric of "education for all" and shows the massive, continuing influence of social class inequalities in Australian society. His book shows that ethnography is alive and kicking in education studies, and is not confined to documenting the minor local details of school life.

This study opens big questions about the power of governments and media, the process of neo-liberal "reform", the nature of change in a school as an institution, and above all, how social justice is at stake in contemporary educational change.

The book is a pleasure to read, and good to think with.

Raewyn Connell
University of Sydney

Based on extended, intensive fieldwork in an Australian high school, *Challenging the System* illuminates issues faced on a daily basis by teachers and educational administrators in many parts of the world. Forsey highlights the tensions arising between neo-liberal emphasis on individual school communities as the engine for competitive excellence in education, and the need for those responsible for running public education to maintain some degree of equity across the whole system. He shows that reforms based purely on market forces are not only undesirable, they are impossible to achieve. Governments

do not want to lose control of highly significant cultural and political systems, nor can they stray too far from at least appearing to support the egalitarian ideals purportedly underpinning modern democracies.

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Edited by **E. Doyle Stevick** and **Bradley A. U. Levinson**,
Indiana University

The creation of the United States of America launched the modern wave of democracy, which has spread like a contagion around the world. So pervasive and successful has this set of political arrangements been that even dictators feel compelled to mimic its forms, holding sham elections to legitimize their authority. In the early 21st century, the U.S. government has made the promotion of democracy a central focus of its foreign policy.

Yet democratic systems flourish only with democratic citizens. The collapse of the Soviet bloc, which freed hundreds of millions from dysfunctional communist regimes, did not lead, through some natural transition, to consolidated democracies in many post-communist societies. Peoples must become democratic as well.

Events ranging from the end of the Cold War to the attacks of September 11th have spurred huge investments in citizenship education abroad while spurring renewed interest at home. Successful promotion of effective democratic educational forms and practices could be America's most valuable export. But how effective has this massive effort been, and what cultural assumptions does it entail? No volume has yet investigated the domestic and international dynamics of America's massive investment in citizenship education. Within the U.S., school-based civic education programs must compete for influence with the divergent socialization processes offered by different cultural contexts and institutional settings. In addition, numerous governmental and non-governmental groups have become involved with the promotion of democracy and citizenship through education in foreign countries, with different approaches and agendas, some of which are unwelcome or even inappropriate for the contexts they enter. Internationally, these attempts to promote democratic education collide with unforeseen obstacles and unfamiliar cultures.

This volume of original research essays explores some of the many diverse cultures and institutions that support or challenge the American promotion of education for democracy.

This volume brings together researchers, activists, journalists and practitioners from the United States and abroad to explore the challenges of promoting democratic citizenship around the world.

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Urban School Leadership in Siege, Conflict and Harmony

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Current Issues

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University of Colorado, Boulder

Almost every significant educational policy issue in the United States implicates legal issues. Policy debates about testing and school choice, for example, cannot be disentangled from legal rights and mandates. The same is true for issues of funding, campus safety, special education, and English language learners. Yet no book aimed at a general audience (as opposed to an audience of lawyers or law

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students) presents these current policy issues from a legal perspective. The proposed book -- which will consist of approximately 12 chapters, each approximately 20 pages long -- will explore compelling educational policy issues through that legal lens. The chapters will build an understanding of both law and policy.

The chapters will be written by a group of authors enrolled in a doctoral seminar at CU-Boulder's School of Education. The book's editors are Kevin Welner, associate professor of educational policy at CU-Boulder, and Wendy Chi, a current doctoral student at CU-Boulder. Both hold JD degrees (Welner: 1988, UCLA Law; Chi: 2003, University of Michigan Law). The students will include approximately twelve Ph.D. students and six MA students, all working under the supervision and close editorship of Welner and Chi. In addition to the book editors, we plan to have a recognized expert serve as an external editor for each chapter. This will help to add rigor and credibility, and it will also help to get the word out.

The intended audience includes the usual audience for educational policy books, as well as two more specific audiences: (1) educational law students and scholars, and (2) school & society (teacher-education) students.

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Classroom Robotics Case Stories of 21st Century Instruction for Millennial Students

Edited by **Mark Gura and Kathleen P. King,**
Fordham University

The purpose of this book is to reach out to teachers, parents, coaches, and students who may be hoping to, or just investigating the possibility of, how to get started with robotics. At the same time, we hope to leverage the efforts of those who have been hard at work and "play" in this massive movement for many years, applaud their efforts, and provide them with documentation, support, and additional resources to reach further into the possibilities they can help create for all of us in bringing the power and potential of learning through robotics to more students, to the classroom and beyond. Not only does this book provide resources and firsthand insight into this exciting field, but it also provides one-of-a-kind perspectives of curricular applications of robotics for student learning.

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Podcasting for Teachers Using a New Technology to Revolutionize Teaching and Learning

By **Kathleen P. King and Mark Gura,**
Fordham University

Podcasting for Teachers is the first volume of a new series from Dr. Kathy King and Mark Gura- *Emerging Technologies for Evolving Learners* and is based on their successful educational technology podcast of the same name. This book introduces and explains this important new technology from the perspective of educators. It also provides new insights into the ways that technology can provide solutions to instructional needs that have not been sufficiently addressed until now. Not only does it provide concrete explanations, examples, models, and details about methods and resources that are not currently illustrated in other publications, but it reveals a new rationale for the use of technology in education.

This book helps readers apprehend critical issues essential to understanding and taking advantage of Podcasting and related technologies as an educational resource:

- What podcasting is
- How "to do" podcasting
- How to plan podcasting-based activities for students
- How to create podcasts as teaching resources
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The Encyclopedia of Middle Level Education

Editors **Vincent A. Anfara, Jr.**,
University of Tennessee, **P. Gayle Andrews**,
University of Georgia and **Steven B. Mertens**,
University of Illinois

The Encyclopedia of Middle Level Education is designed to be a comprehensive overview of the field. This publication will include seven anchor essays (5000 words) that will cover the following topics: the history of the middle school movement; academically excellent curriculum, instruction, and assessment; developmental responsiveness in relation to young adolescents; social equity in middle grades schools; teacher and administrator preparation and professional development; middle school reform models; and future directions in relation to the movement, practices, and policy. Authorship of the anchor essays is by invitation only.

In addition to these anchor essays, the encyclopedia will contain alphabetically organized entries (short entries approximately 500 words; long entries approximately 2000 words) that address important concepts, ideas, terms, people, organizations, and seminal publications related to middle level education. A tentative listing of entries and their corresponding lengths can be found at <http://www.rmle.pdx.edu/>.

Contributors to the encyclopedia will be expected to provide enough information so that the reader can place the idea, concept, person, etc. into its proper context in the history of the middle school movement. Entries are meant to be introductory; after an overview of the essentials of the topic the reader will be guided to more extensive sources for further investigation. Where appropriate, the reader should be directed to electronic sources such as websites where additional information can be retrieved.

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Evaluation and Society

Series Editor **Katherine E. Ryan**
University of Illinois at Urbana-Champaign

The Role of Culture and Cultural Context in Evaluation: A Mandate for Inclusion, the Discovery of Truth and Understanding

Edited by **Stafford Hood**, *Arizona State University*,
Rodney Hopson, *Duquesne University* and
Henry Frierson, *University of North Carolina at Chapel Hill*

This volume seeks to address select questions drawn from the matrix of the complex issues related to culturally responsive evaluation. We ask, should evaluation be culturally responsive? Is the field heading in the right direction in its attempt to become more culturally responsive? We ask, what is culturally responsive evaluation today and what might it become tomorrow?

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The Handbook of Curriculum Inquiry

Edited by **O.L. Davis and Gerald Ponder**,
University of Texas

The purpose of this work is to provide a scholarly overview and framework of curriculum policy and practice as platforms for describing/recommending research questions, studies, and agendas for university-based, center-based, central education authority-based, and district-based researchers and research teams. This Handbook of Curriculum Inquiry is intended to be a more compact, strategically focused, and accessible handbook than the extremely large collections of often unrelated essays that have comprised almost all other handbooks. Thus, instead of the primary market being libraries and reference sets, this handbook should be of greater use to a wider audience of individuals. Libraries, to be sure, would constitute an important market audience.

Each chapter of this Handbook will offer a sound, scholarly review of major research studies in the area under consideration. In addition, and particularly important, each chapter also will contain an embedded section that sets forth a set of questions for inquiry, sample studies, and/or (an) inquiry agenda(s). No other previous Handbook, to our knowledge, has these important added-value features. Furthermore, each chapter has been planned to offer questions and agendas that will include a range of complementary qualitative and quantitative research methods (historical, case study, ethnographic, narrative, arts-based, experimental, regression, survey, etc.). As an alternative to embedding them in the chapters, a companion book could be developed setting forth inquiry directions from the content chapters.

CONTENTS: Introduction. Part I: Curriculum Policy and Practice. Curriculum Policy and Practice Trends in American Public Schools. Overview chapter on curriculum and assessment policy and practice trends at the national, states, and local levels. International Curriculum Policy and Practice Trends. State of curriculum practice globally, especially focusing on the UK, other European nations, Canada, and Australia. **Subject Area Trends:** Literacy (writing and reading). English/ Language Arts (composition, literature, etc.). Mathematics. Social Studies (especially history and geography). Sciences. Foreign Languages. Vocational Education. The Arts and Music. Physical Education. **Part II. Curriculum Policy Drivers, Contexts, and Conflicts.** This section will address the "why?" of curriculum policy and practice and provide insights into the forces behind the development of curriculum policy at the state and national levels. Economic, Political, Cultural, and Sociological drivers (demographics, diversity, globalization, human capital theory, etc.) Curriculum Ideologies. Curriculum Reform History. **Part III. Curriculum Change.** Curriculum Development and Alignment Processes. Curriculum Implementation and System Change. Teacher Development. Curriculum Leadership. Curriculum Evaluation. **Part IV. Curriculum Issues.** A. Equity Issues. Accessibility Issues. Accountability Issues. Extracurricular Issues. Alternative Schools and Curricula (Charter Schools, Alternative Schools, etc.). Index.

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Second Handbook of Research on Mathematics Teaching and Learning

(A Project of the National Council of Teachers of Mathematics)

Edited by **Frank K. Lester, Jr.**,
Indiana University

This Handbook picks up where the very important 1992 *Handbook of Research on Mathematics Teaching and Learning* (edited by Douglas Grouws) ends, focusing on research contributions and trends during the past 15 years. Among the 58 researchers who contributed to the two-volume set are several of the most prominent researchers in the field -- Michele Artigue, Deborah Ball, Carmen Batanero, Michael Battista, Alan Bishop, Paul Cobb, Erik DeCorte, Jan de Lange, Joan Ferrini-Mundy, Brian Greer, Douglas Grouws, Guershon Harel, James Hiebert, Graham Jones, Richard Lesh, Mogens Niss, Norma Presmeg, Alan Schoenfeld, Michael Shaughnessy, Edward Silver, Judith Sowder, Lieven Verschaffel, Norman Webb, and Dylan William.

The intent of the authors of this volume was to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work. The Handbook should also be a useful textbook for graduate research seminars. In addition to the audience mentioned above, the present Handbook contains chapters that should be relevant to four other groups: teacher educators, curriculum developers, state and national policy makers, and test developers and others involved with assessment.

Taken as a whole, the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community.

CONTENTS: Preface. Acknowledgements. **Part I: Foundations.** Putting Philosophy to Work: Coping With Multiple Theoretical Perspectives, *Paul Cobb, Vanderbilt University*. Theory in Mathematics Education Scholarship, *Edward A. Silver & Patricio G. Herbst, University of Michigan*. Method, *Alan H. Schoenfeld, University of California, Berkeley*. **Part II: Teachers and Teaching.** Assessing Teachers' Mathematical Knowledge: What Knowledge Matters and What Evidence Counts? *Heather C. Hill, Laurie Sleep, Jennifer M. Lewis, & Deborah Loewenberg Ball, University of Michigan*. The Mathematical Education and Development of Teachers, *Judith T. Sowder, San Diego State University*. Understanding Teaching and Classroom Practice in Mathematics, *Megan Loef Franke, University of California, Los Angeles, Elham Kazemi, University of Washington, Daniel Battey, Arizona State University*. Mathematics Teachers' Beliefs and Affect, *Randolph A. Philipp, San Diego State University*. **Part III: Influences on Student**

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The Handbook of Research in Middle Level Education

(sponsored by the Research in Middle Level Education, SIG and the National Middle School Association, NMSA)

Series Editor **Vincent A. Anfara, Jr.**,
The University of Tennessee, Knoxville

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The Young Adolescent and the Middle School

Edited by **Steven B. Mertens**, *CPRD, University of Illinois*, **Vincent A. Anfara, Jr.**, *The University of Tennessee* and **Micki M. Caskey**, *Portland State University*

The Young Adolescent and the Middle School, will focus on issues related to the nature of young adolescence and the intersection of young adolescence with middle level schooling. Examples of topics related to young adolescence include: (a) the developmental characteristics (i.e., physical, emotional, cognitive, social, ethical/moral, psychological), (b) self esteem, (c) identity formation, (d) issues related to gender, race/ethnicity, and sexual orientation, (e) peer pressure (e.g., bullying, suicide, and at-risk behaviors). Possible chapters that focus on the intersection of the nature of young adolescence with middle level schools include: (a) appropriate structures, organizational arrangements, interventions, and practices that are developmentally appropriate; (b) curricular, instructional, and assessment issues as they relate to this developmental period; (c) the characteristics/qualities of teachers and administrators that are essential for effectively working with young adolescents; and (d) issues related to special education; and (e) the involvement of family in middle level schooling. Of particular interest to the editor are manuscripts that present the perspectives of students on various issues related to young adolescence and schooling. Please check with the editor if you have any questions regarding the appropriateness of a topic.

TENTATIVE CONTENTS: Introduction, *Steven B. Mertens, Vincent A. Anfara, Jr., and Micki M. Caskey*. Part I. Physical Development of Young Adolescents, *Steven B. Mertens, Vincent A. Anfara, Jr., and Micki M. Caskey*. Comprehensive Health Chapter, *Peter F. Mulhall*. "Put Me In, Coach": The Psychology of Sport and Physical Activity for Young Adolescents, *Leslee A. Fisher and Melissa N. Madeson*. Obesity Chapter, *Mark Temple*. Mental Health Chapter, *Leslie Cook*. Part II. Intellectual and Cognitive Development of Young Adolescents, *Micki M. Caskey, Vincent A. Anfara, Jr., and Steven B. Mertens*. A Glimpse into the School Lives of Young Adolescent Immigrant and Refugee Students: Implications for the Middle Level, *David C. Virtue*. Language Factors in Literacy Achievement of Young Adolescents, *Francine Falk-Ross*. Student Perceptions of Curriculum Integration and Community: "Always Give Me a Chance to Shine", *Penny A. Bishop, Garet Allen-Malley, and Kathleen Brinegar*. Recognizing and Responding to Young Adolescents' Ethnic Identity Development, *Dave F. Brown and Heather L. Leaman*. Gifted Learners in the Middle Grades: In Search of Equity and Excellence, *Carol Ann Tomlinson and Maureen Murphy*. Part III. Social and Personal Development of Young

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Reading Across International Boundaries, edited by Roger Openshaw and Janet Soler, clearly demonstrates these broader characteristics of debates about the teaching of reading. It sets the educational issues firmly in the context of the social, cultural and political dynamics that inform and animate them and give them their meaning. It does so by setting out to understand their historical and comparative dimensions. Establishing the historical context highlights the origins and also the longevity of the problems and conflicts that are now widely familiar. The comparative approach also gives purchase on the wide range of approaches taken to these issues in nations around the world. More than this, however, this collection takes us into the realm of international influences. It underlines how debates in this area are not simply national, but are international and global in their scale. Moreover this is the case not only in relation to the broad fabric of policy debate, but also in the everyday struggles of pupils, parents and teachers in schools, classrooms and homes.

Such an agenda is unsettling and provocative. It has the potential to challenge received opinion, to hustle preconceptions. It may also propose alternative visions for the improvement of teaching in this area that might be taken up and taken seriously in different localities or even more broadly. Most of all, it enables us to enrich and broaden our understanding of the learning and the teaching of reading at a time when awareness and vision are sorely needed. This collection of articles by leading scholars based in several different countries will be a significant contribution to the research field, but also a major resource when put to good use by policy makers and practitioners, as it should surely be.

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This book is about pedagogical leadership that draws upon an extensive literature base as well as empirical research by the author in order to examine forms of leadership and management that promote and instill education for learning and social justice. Its starting points are to restore and elevate social and moral purpose in leadership as first-order constructs that have theoretical and practical implications for existing and potential leader educators. This is not necessarily an easy thing to do. Asking educators and researchers of education leadership to define what they consider to be the core moral values underpinning leadership in educational settings usually results in some fairly bland, if fundamentally important statements about putting learners at the heart of leadership praxis, especially that which occurs in educational settings. In practice, numerous organizational mission statements attest to this rhetorical conviction. Yet, it is current policy contexts that place relations between leaders, teachers, and learners in contradictory 'moral' positions. Drives to improve student performance through increased competition in the marketplace, intensified procedures for monitoring and evaluation, and frenetic commitments to 'change' as overarching leadership mantras have relegated Sergioanni's (1998) definition of pedagogical leadership 'that invests in capacity building by developing social and academic capital for students and intellectual capital for teachers' (p.38) as second, even third order constructs.

This book intends to reverse the process and in doing so, it will relegate to second order, and by lively debate and illustrative vignettes, many, though not all of the hegemonic constructs that are prevalent in current 'managerial' times. This book will therefore define and challenge a paradox; as governments express commitment to an educational settlement that minimises exclusion, widens participation, and promotes 'active' citizenship, the much heralded vanguards of that settlement - leaders and managers - are being enjoined to reduce their thinking and action to technicist 'manoeuvres' (Grace, 2000:236) in which aspirations towards social justice can become more distant, strangely exotic even in their expression. As importantly, such technical manoeuvring is not accompanied by a reduction in leadership and management tasks and responsibilities. As more is demanded of organizations and their leaders in terms of responsibilities for learning in areas of health, sexuality, drug awareness, physical exercise and nutrition, citizenship, work experience, race equality, and skills in familial and social caring, questions arise about the extent to which 'social justice' constitutes a wide umbrella under which such interests might 'shelter' or whether social justice is to be considered 'separately' with attendant dangers to be seen as add-on and therefore potentially marginalized or distinct from the total enterprise that constitutes education and learning.

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**Surviving the Transition?
Case Studies of Schools and Schooling in the
Kyrgyz Republic Since Independence**

by **Alan J. De Young**, *University of Kentucky*,
Madeleine Reeves, *University of Cambridge*,
and **Galina K. Valyayeva**, *University of Kentucky*

This is a book about four rural secondary schools of the Republic of Kyrgyzstan, a newly independent Central Asian state of the former USSR. Utilizing case study methods, we describe and discuss how teachers, administrators and students are attempting to survive the proclaimed "transition" to democracy and a market economy within their particular schools and communities. We view this work primarily as a cultural study of *schools* and *school* life, not a work about the national education *system*. There is in fact a growing volume of other writings on issues and problems in education in Central Asia, some of which we have ourselves contributed to. The focus in *this* study, however, involves school, individual, and group lives and dynamics in and around the four village schools we studied during 2004 and 2005.

Two of the four schools are in Chui Oblast; one in Naryn Oblast, and one in Batken Oblast. One Chui school lies within an economically and demographically stable community by Kyrgyz standards; the other school faces more serious economic and migratory issues. Our Naryn school is located in an isolated livestock-breeding region of Kyrgyzstan high in the Tien Shan mountains near China. Finally, we describe community and school situations in an agricultural community in the south that is characterized by considerable poverty-driven labor migration. Our work involved schools in the small town of Shopokov, and the villages of Tash Dobo, At-Bashy and Ak-Tatyr. These are all actual places on the map of Kyrgyzstan – if your map is detailed enough. In several cases, nearby smaller schools are also discussed as they relate to our primary institutions.

CONTENTS: Introduction. Where, How, When, and Why. Shopokov School Gynasium #1. The Schools at Tash Dobo. At-Bashy: The School Named in Honor of Kazybek. Schooling in Ak-Tatyr: A Shifting Moral Economy. Some Summary Observations and Considerations. References. About the Authors.

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**National History Standards:
The Problem of the Canon
and the Future of History Teaching**

Edited by **Wijnand Mijnhardt**, *Utrecht University*,
Linda Symcox, *California State University, Long
Beach*, and **Arie Wilschut**, *Netherlands Institute for
Teaching and Learning History, Amsterdam*

The matter of a (lacking) frame of reference has become a topic of growing urgency in history education. Educational discussions about this topic, however, tend to be blurred by the public debates about lost heritage and national history and so called 'history wars' or 'culture wars'. Teaching a frame of reference to be able to think chronologically is not the same as teaching a national heritage, though in both cases readily available factual knowledge seems to play a role. But what exactly is the difference? Conservative policy-makers and opinion leaders often confuse the didactic desirability of something like a 'framework' with their own efforts to reaffirm the centrality of

national identity rooted in the nation-state, as a way of inculcating citizenship and patriotism. This is the issue discussed in this volume.

Its basic theme will be how to teach a more cosmopolitan history in a post-national world.

Today's students are citizens of the world and must be taught to think in global, supranational terms. At the same time, the traditionalists have a point when they argue that the ideal of the nation-state is the cultural glue that has traditionally held society together, and that social cohesion depends on creating and inculcating a common national culture in the schools. From an educational perspective, the problem is how to teach chronological thinking at all. How are we to reconcile the social, political and intellectual realities of a globalizing world with the continuing need for individuals to function locally as citizens of a nation-state, who share a common past, a common culture, and a common political destiny? Is it a duty of history education to create a frame of reference, and if so, what kind of frame of reference should this be? How does frame-of-reference knowledge relate to canonical knowledge and the body of knowledge of history as a whole?

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(Second Edition)

by **Anna S. Ochoa-Becker**

In the first edition of this book published in 1988, Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the persistent back-to-the-basics rhetoric of the '70s and '80s. This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy. School practices during that period reflected a much lower priority for social studies. Fewer social studies offerings, fewer credits required for graduation and in many cases, the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants. The mentality that prevailed in the nation's schools was "back to the basics" and the basics never included or even considered the importance of heightening the education of citizens. We certainly agree that citizens must be able to read, write and calculate but these abilities are not sufficient for effective citizenship in a democracy.

This version of the original work appears at a time when young citizens, teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing. In the '90s, virtually all subject areas including United States history, geography, economic and civics developed curriculum standards, many funded by the federal government. Subsequently, the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support. Accountability, captured in the No Child Left Behind Act passed by Congress, has become a powerful, political imperative that has a substantial and disturbing influence on the curriculum, teaching and learning in the first decade of the 21st century.

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English educators and secondary English teachers have contributed to a gap between what new teachers learn about how to teach and what they feel they are allowed to practice in the classroom. To address this gap, we argue that English professionals at colleges, universities, and in the secondary schools should join together to reform the discipline's identity; accommodate the "back to basics" critics, but on our terms; and embrace the teaching standards already set by NCTE/IRA.

Victor Villanueva...."In the pages that follow, novice teachers, master teachers, theorists, and researchers come together to bridge that gap. "The insights are here needing to be passed along, needing to be heard, read and engaged."

William Thelin..."This volume has presented its readers with a number of pedagogical strategies to secure student investment and increase critical awareness. Many of the contributors understand the importance of contextualizing students' learning experiences, whether that understanding takes the form of accounting for the culture from which the students come or bridging the gap between writing for high school and writing for college. At the base of these collaborations and innovations is a progressive stance on the meaning of success."

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How Stakeholders Can Support Teacher Quality

Edited by **Lewis C. Solmon**, **Kimberly Firetag Agam**
and **Citadelle Priagula**, *The Milken Family Foundation*

The Role of Stakeholders in Enhancing Teacher Quality compiles the proceedings from the Milken Family Foundation's National Education Conference (NEC), which took place in Washington, D.C., in May 2006. Each year, the NEC brings together practitioners, policymakers and private sector representatives to focus on critical issues in education. This work expands on the ideas and themes discussed in the first three volumes in this series on education policy: The first volume—Talented Teachers: The Essential Force for Improving Student Achievement—examined the importance of teacher quality. As the second in the series, Improving Student Achievement: Reforms that Work, introduced reform ideas and programs that positively impact both teacher quality and student work. The Challenges of School Reform: Implementation, Impact and Sustainability deepened these discussions by exploring the answers to questions regarding ensuring the longevity and sustained success of effective school reform.

The Role of Stakeholders in Enhancing Teacher Quality examines the roles of teachers, the education sector, the government sector and the private sector in enhancing teacher quality. From the building level to the federal level, panelists sought to provide insight from their individual and collective endeavors to improve the quality of today's teaching force to significantly impact the future.

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This volume will highlight papers presented at the second Nebraska Symposium on Information Technology in Education. With chapters focusing on the latest research findings and theoretical principles for using technology in education, the volume will extend findings from current research on technology-mediated instruction into a set of practical principles for designers, teachers, and managers of educational technology. Contributors will identify technical and design features required for sharing of content and assessment tools and will target promising areas for future research and development in technology-based learning, instruction, and assessment.

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Unpacking Educational Accountability

Edited by **Lynne and Naftaly Glasman**,
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This book is about the improvement of school leadership accountability. The demands for it have been mounting. The responses to it have been at best vague and often unacceptable. At stake may be the future of society that so heavily depends on how those who are today's school children would act accountably in decades to come.

Three working assumptions guide this book:

* School leaders are expected to use the powers bestowed upon them to respond to demands placed on them and also to be accountable for their actions.

* To respond best to the demands for accountability, school leaders need to identify specific challenges that they must face and meet.

* In addition to the acquisition of fundamental knowledge and skills needed for the general practice of school leadership, school leaders must master specialized competencies to pursue each specific challenge. Only in this way can they become fully accountable.

This book is written for school leadership trainees, their professors, supervisors and coaches, assistant principals, principals in their initial years, experienced principals who wish to reflect on, rejuvenate as well as to mentor younger colleagues and school district professionals. It can also be of use to lay leaders who are concerned with the improvement of accountability for our school leaders.

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Learning Communities in Online Education

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This book makes a contribution to the field of distance education by presenting key perspectives on the state of the field and examining and discussing specific current trends and issues faced by the distance learning community. To this end, the book brings together Quarterly Review of Distance Education's most respected authors and other internationally known experts in the field of Distance Education to provide insight into a wide array of themes revolving around current work on communities of learning in Distance Education.

Following a review of all QRDE articles, it was found that 9/14 articles could benefit from some augmentation. Revisions were also suggested for 1 manuscript draft submitted by an invited scholar (see Appendix I). A full review will begin on July 1, 2006 once all 22 manuscripts are received.

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Mentoring Communication

Edited by **Betty Farmer,** *Western Carolina University*

Communication is considered a critical component in mentoring, and effective communication is a hallmark of effective mentoring relationships. The following is a summary of the author's qualifications for writing the proposed book, *Mentoring Communication*, the need for such a book, the potential target audiences, and a brief outline of the chapters to be included.

This book is based on more than a decade of scholarly research in mentoring and communication. (A bibliography is available upon request.) The author is well-known in the mentoring field, having

served a five-year term on the International Mentoring Association Board of Directors and having presented numerous communication training workshops for the premiere mentoring organizations in the country. (Participant evaluations from these workshops have been consistently stellar and are available upon request. A resume also is available on request.)

Mentoring Communication will be designed to help readers understand the role of communication in mentoring and to improve their mentoring communication skills. Both organizational and interpersonal communication concerns will be addressed. This book will be useful both to individuals in mentoring relationships who wish to develop their communication skills and to mentoring program coordinators in business, education and non-profit settings who wish to provide communication training for their mentoring program participants.

CONTENTS: Introduction. Chapter 1: Role of Communication in Mentoring. Chapter 2: Organizational Communication. Chapter 3: Interpersonal Communication. Chapter 4: Group Communication. Chapter 5: Cultural Considerations. Chapter 6: Communication Training and Development. Chapter 7: Computer-mediated mentoring. Chapter 8: Public Relations & Marketing Communication. Appendices.

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Educating the Evolved Mind: Conceptual Foundations for an Evolutionary Educational Psychology

Edited by **Jerry S. Carlson**, *University
of California, Riverside* and **Joel R. Levin**,
University of Arizona

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.

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Real Data Analysis

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The invited authors of this edited volume have been prolific in the arena of Real Data Analysis (RDA) as it applies to the social and behavioral sciences, especially in the disciplines of education and psychology. Combined, this brain trust represents 3,247 articles in refereed journals, 127 books published, US \$45.3 Million in extramural research funding, 34 teaching and 92 research awards, serve(d) as Editor/Assistant Editor/Editorial Board Member for 95 peer reviewed journals, and provide(d) ad hoc reviews for 362 journals. Their enormous footprint on real data analysis is showcased for professors, researchers, educators, administrators, and graduate students in the second text in the AERA/SIG ES Quantitative Methods series.

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Edited by **Ann O'Connell** and **D. Betsy McCoach**
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Multilevel Modeling of Educational Data, co-edited by Ann A. O'Connell, Ed.D., and D. Betsy McCoach, Ph.D., is the next volume in the series: *Quantitative Methods in Education and the Behavioral Sciences: Issues, Research and Teaching* (Information Age Publishing), sponsored by the Educational Statisticians' Special Interest Group (Ed-Stat SIG) of the American Educational Research Association. The use of multilevel analyses to examine effects of groups or contexts on individual outcomes has burgeoned over the past few decades. Multilevel modeling techniques allow educational researchers to more appropriately model data that occur within multiple hierarchies (i.e.- the classroom, the school, and/or the district). Examples of multilevel research problems involving schools include establishing trajectories of academic achievement for children within diverse classrooms or schools or studying school-level characteristics on the incidence of bullying. Multilevel models provide an improvement over traditional single-level approaches to working with clustered or hierarchical data; however, multilevel data present complex and interesting methodological challenges for the applied education research community.

In keeping with the pedagogical focus for this book series, the papers in this volume emphasize applications of multilevel models using educational data, with chapter topics ranging from basic to advanced. This book represents a comprehensive and instructional resource text on multilevel modeling for quantitative researchers who plan to use multilevel techniques in their work, as well as for professors and students of quantitative methods courses focusing on multilevel analysis. Through the contributions of experienced researchers and teachers of multilevel modeling, this volume provides an accessible and practical treatment of methods appropriate for use in a first and/or second course in multilevel analysis. A supporting website links chapter examples to actual data, creating an opportunity for readers to reinforce their knowledge through hands-on data analysis. This book serves as a guide for designing multilevel studies and applying multilevel modeling techniques in educational and behavioral research, thus contributing to a better understanding of and solution for the challenges posed by multilevel systems and data.

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Forgotten Heroes of American Education: The Great Tradition of Teaching Teachers

Edited by **J. Wesley Null**, *Baylor University*
and **Diane Ravitch**, *New York University*

The purpose of this text is to draw attention to eight forgotten heroes: William C. Bagley, Charles DeGarmo, David Felmley, William Torrey Harris, Isaac L. Kandel, Charles McMurry, William C. Ruediger, and Edward Austin Sheldon. They have been marginalized from our profession, and drawing upon their legacy is the best hope for restoring the profession of teaching today. This work also includes a chapter at the end of the book entitled "John Dewey's Forgotten Essays."

The audience for this book includes: 1) classroom teachers, 2) school administrators, 3) teacher educators, 4) deans and other university administrators, 5) college and university presidents, 6) legislators, 7) historians of education, 8) curriculum specialists, 9) specialists in teacher training, and 10) the general public.

CONTENTS: Foreword by Ravitch; Introduction by Null; William C. Bagley, 1904, Ideals Versus Generalized Habits; 1907, The School's Responsibility for Developing the Controls of Conduct; 1907, Craftsmanship in Teaching; 1908, Optimism in Teaching; 1908, The Ideal Teacher; 1909, Education and Utility; 1910, The Scientific Spirit in Education; 1910, Some Possible Functions of a School of Education; 1913, The Future of the Training of Teachers; 1916, Some Handicaps to Education in a Democracy; 1918, The Distinction Between Academic and Professional Subjects; 1918, Education and our Democracy; 1918, The Status of the Classroom Teacher; 1921, The Nation's Debt to the Normal Schools; 1921, Projects and Purposes in Teaching and Learning; 1922, Preparing Teachers for the Urban Service; 1924, The Army Tests and the Pro-Nordic Propaganda; 1928, What is Professionalized Subject-Matter?: A Statement and Brief Development of Thesis; 1929, The Profession of Teaching in the United States; 1929, The Teacher's Contribution to Modern Progress; 1930, The Future of Education in America; 1930, Teaching as a Fine Art; 1930, The Upward Expansion of Mass Education: Its Causes and Some of the Problems That It Has Raised; 1931, The University School of Education as a Source of Educational Leadership; 1933, What Does The Dominant American Theory of Education Imply for the Redirection of the Professional Education of Teachers?; 1933, The Ideal Preparation of a Teacher of Secondary Mathematics from the Point of View of an Educationist; 1933, Modern Educational Theories and Practical Considerations; 1936, Some Master Teachers I Have Known; 1938, Are the Essentialists the True Progressives?; 1938, Teachers' Rights, Academic Freedom, and the Teaching of Controversial Issues; 1939, Basic Problems in Teacher Education; 1941, Latin from an Educationist's Point of View; 1943, Persisting Prejudice Against the Professor of Pedagogy; 1945, Again: The Denaturing of the Professional Schools of

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by **Andra M. Basu, Albright College**

This book examines the identification choices of a group of biracial college women and explores how these identifications relate to their choices and constructions of different social contexts. It is a qualitative study that draws on recent psychological literature, as well as personal interviews and focus groups with a group of biracial college women. The book includes 1) a review of the relevant literature concerning biracial individuals, 2) a discussion of some of the unique issues facing researchers who work with biracial populations, and 3) an in-depth examination of the relationship between identity and different social contexts for a group of biracial women.

The book addresses issues critical to educators, counselors, policy makers and researchers who work with biracial students, as well as

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biracial individuals and their families. For example, it shows how, for this group of biracial college women, identity choices did influence their choices and constructions of social contexts, particularly at the school that they all attended. Yet while identification choices did influence their perceptions about their social contexts, other factors such as social barriers also influenced them. Family members played a role in their identification choices as well, but siblings were found to be more influential than parents. In addition, the book demonstrates how educators and biracial mentors had a significant impact on this particular group of biracial women. The implications of these findings for parents, educators and future researchers are considered, as the number of biracial individuals living in the United States continues to grow.

CONTENTS: Acknowledgments. Foreword. Chapter 1. Introduction. Chapter 2. Family, Parents, Siblings, and Children. Chapter 3. Identity Choices, Social Contexts, and Social Barriers. Chapter 4. Educational Experiences: High School Versus College. Chapter 5. Mentoring, Challenges, Celebrations, and Reflections of Identity. Chapter 6. Conclusion. Appendices. References.

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Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field

Edited by **Samuel Totten**, *University of Arkansas, Fayetteville* and **Jon Pedersen**, *University of Oklahoma, Norman*

Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education. The authors (many of whom, themselves, are noted professors of education and who have done significant work in the field of social issues and education) delineate and analyze the efforts (e.g., theoretical work, research, curriculum development, and teaching) of such pioneers within the larger framework of their life-story. As a result, the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his/her life experiences informed his/her thinking, beliefs, goals and work.

This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well-educated and well-informed populace was

absolutely imperative in a democracy if the latter were to remain healthy and vibrant.

Beyond current scholars and students, we believe that this book will be of great interest to a wide spectrum of individuals: teacher educators who perceive the need to avail their students of the rich history, rationales and methods for incorporating the study of social issues across the curriculum; professors who teach history of curriculum courses and/or history of education courses are likely to be drawn to the book, both for the rich stories as well as the bounty of information found in each chapter; those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching; secondary level teachers in science, social studies, and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor; and future scholars and students who care deeply about how society impacts education, education impacts society, and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive.

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High-stakes accountability has become a primary mechanism to monitor and improve school performance in the U.S. While the accountability movement has been evolving at the state level since the early 1990's, current accountability systems traverse multiple levels of government with the federal No Child Left Behind Act acting as an overarching accountability umbrella under which states and districts operate. While school systems vary in the design of accountability initiatives, the basic framework involves defining goals and standards; constructing indicators to measure progress toward meeting the goals; and holding districts, schools, teachers, and students accountable for their progress through a range of rewards and sanctions. Despite the variation in design, high stakes accountability initiatives share a common goal: to pressure public schools, particularly those labeled failing or low-performing schools, to improve their performance on indicators like standardized test scores in specific subject areas and achievement gaps within and across sub-sets of the student population (Stetcher & Hamilton, 2002; Mintrop, 2000, 2004; US Department of Education, 2001, 1998). In order for high stakes accountability reforms to realize their stated aims, targeted schools must have or acquire the resources and capacity to meet prescribed performance standards (Hess, 1999; Malen & Rice, 2005; Mintrop, 2003, 2004; Wong, et al., 1999), yet

little systematic research has been assembled to document the implications of high stakes accountability systems on the resources and capacity of schools and school systems. This book aims to fill that gap.

The book is organized into three sections. The first provides an overview of high stakes accountability in general, the No Child Left Behind Act, and a framework for assessing the impact of high stakes accountability policy on school capacity. The second section presents chapters on the fiscal implications of various components of current accountability systems: testing, highly qualified teachers, school choice, and supplemental services. The final section includes several chapters that make summative arguments about the impact of high stakes accountability on school resources and capacity.

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Strong system-wide support is increasingly being identified as playing an important role in policy efforts aimed at increasing student achievement (Hightower, Knapp, March, and McLaughlin: 2002). Yet current research often views district and other system-wide support as largely governance changes without substantive linkage to school improvement outcomes (Cuban and Usdan: 2003). In this volume we seek to deepen our understanding of the role of school districts and system-wide initiatives through a series of case studies that focus on

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The Scientific Basis of Educational Productivity

Edited by **Rena F. Subotnik**, *American Psychological Association Center for Psychology in Schools and Education* and **Herbert J. Walberg**, *University of Illinois at Chicago*

This volume, however, is not primarily concerned with what students should learn, nor even how they should learn. Rather it concerns how we can discover the best means and conditions for teaching them in school, at home, and in society. Expressed more explicitly, we seek to find out how students can learn efficiently or productively as much as possible within a given amount of time and resources. As in agriculture, medicine, public health, and modern industries, we can turn to rigorous science as one of the best sources for informing ourselves.

Thus, the purpose of this book was to seek first-class authorities with a variety of views who could help answer this question. The intended audiences are not only scholars in a variety of academic disciplines but also research consumers, including educators, policymakers, parents, and citizens who seek principles to critically separate valid from invalid claims for the efficacy and efficiency of education products, personnel, and policies.

Initial versions of the chapters were discussed at a national invitational conference sponsored by the *Laboratory for Student Success (LSS)*, the mid-Atlantic regional educational laboratory, at Temple University Center for Research in Human Development and Education. LSS operates under a contract with the U.S. Department of Education's Institute of Education Sciences.

CONTENTS: Preface. Introduction and Overview, *Rena F. Subotnik and Herbert J. Walberg*. Evidence-Based Reform: Experimental and Quasi-Experimental Research Considered, *Susan J. Paik*. Scientific Formative Evaluation: The Role of Individual Learners in Generating and Predicting Successful Educational Outcomes, *T.V. Joe Layng, Greg Stikeleather, and Janet S. Twyman*. Blending Experimental and Descriptive Research: The Case of Educating Reading Teachers, *Elizabeth S. Pang and Michael L. Kamil*. The Enhancement of Critical Thinking: With Decades of Converging Evidence, Meta-Analyses with Large Effect Sizes, and Societal Need, Would You Allow Your Child to Be Assigned to a "Control" Group?, *Diane F. Halpern*. Improving Educational Productivity: An Assessment of Extant Research, *Herbert J. Walberg*. The Scientific Basis for the Theory of Successful Intelligence, *Robert J. Sternberg*. Science, Politics, and Education Reform: The National Academies' Role in Defining and Promoting High-Quality Scientific Education Research, 2000–2004, *Lisa Towne*. American Board for Certification of Teacher Excellence: Applying Research to Develop a Standards-Based Teacher Certification Program, *Kathleen Madigan*. Evidence-Based Interventions and Practices in School Psychology: The Scientific Basis of the Profession, *Thomas R. Kratochwill*. The Institute of Education Sciences' What Works Clearinghouse, *Robert Boruch and Rebecca Herman*. Conclusions and Recommendations, *Herbert J. Walberg and Rena F. Subotnik*. About the Contributors.

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Research in Global Child Advocacy

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Overcoming AIDS: Lessons Learned from Uganda

Edited by **Donald E. Morisky** and **W. James Jacob,***University of California, Los Angeles,*
Yusuf K. Nsubuga,*Uganda Ministry of Education and Sports* and **Steven J. Hite,***Brigham Young University*

This collaborative resource is the fourth in the Research in Global Child Advocacy book series, and it offers readers a glimpse into the experience of HIV/AIDS infected and affected people from the perspective of researchers, policy makers, and professionals who diligently work toward crafting a framework for action that is integrated across disciplines. Despite the enormity and intensity of the problem, chapter authors share a commitment to advocate for a better world in which social and economic disparities do not preclude children from experiencing a future that is bright with potential opportunities and hope.

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Research in Mathematics Education

Series Editor **Barbara Dougherty,**
University of Mississippi

The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards: Consensus or Confusion?

Edited by **Barbara Reys,**
University of Missouri-Columbia

This volume represents a detailed analysis of the grade placement of mathematics learning goals across all state-level curriculum standards published as of May 2005.

The volume documents the varied grade-level mathematics curriculum expectations in the U.S. and highlights a general lack of consensus across states. As states continue to work to improve learning opportunities for all students this report can serve as a useful summary to inform future curriculum decisions. The report is also intended to stimulate discussion at the national level regarding roles and responsibilities of national agencies and professional organizations with regard to curriculum leadership. Serious and collaborative work that results from such discussions can contribute to a more coherent, focused mathematics curriculum for US students

CONTENTS: Preface. Executive Summary. Chapter 1: State-level Curriculum Standards - Growth In Authority And Specificity. Chapter 2: Analysis of Number And Operation Grade-level Learning Expectations in State Standards Documents. Chapter 3: Analysis of K-8 Algebra Grade-level Learning Expectations in State Standards Documents. Chapter 4: Analysis of Emphasis on Reasoning In State Standards Documents. Chapter 5: Recommendations For Future Development of Mathematics Curriculum Standards. References. Appendices. Appendix A: List of State Standards Documents Reviewed. Appendix B: Number of GLEs By State and Content Strand.

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Future Books in the Series

The Algebra Lesson: What We Have Learned Through Research

Edited by **Lesley Lee**

This book will ask researchers to undertake two things they are not used to doing.

To think of themselves as members of an evolving research community within an institution or network of institutions and to describe that community and its context. (Who are we? What do we do? In what context do we do it?)

To identify the major thrust of their research as a group and a major lesson about the learning and teaching of algebra that has come out of it.

One person in each group will be asked to be the respondent for the group and will be given a choice of either composing their chapter or providing the information and editing the chapter written by the volume editor. The names of all contributors will be acknowledged in each chapter.

At this point twelve countries have been identified as places where there has been considerable algebra research over the past decades and where there is still a vibrant research community. Within these countries, one institution, geographical location, or network of researchers will be invited to participate as a “research centre”. Examples of questions about the research centre could be the following:

- How long has your centre been involved in research in the learning and teaching of algebra?
- Who have been the main contributors over this time? (Names and brief profile with research interests, different collaborative teams)
- What has been student involvement (graduate and post graduate) in the research?
- What have been the (funded or not) research projects in the area of algebra?
- Describe colloquia and other events organized by the centre in this area.
- What are the other research interests of the centre?
- What is the school context in which the centre works?
- Describe school system briefly and the place of algebra within it

Each research centre will be asked to select one major lesson it has learned about the learning and teaching of algebra and this will constitute the main part of the chapter. The lesson should be general enough to encompass a large part of the research results of the centre. For example, in Montreal, the UQAM/Concordia research network might offer this lesson: The passage from arithmetic to algebra is fraught with obstacles. This would allow us to present the doctoral research of Kieran and Lee; the work of Bednarz & Janvier; Lee & Wheeler; Kieran, Boileau & Garançon; the historical work of Charbonneau & Lefebvre etc. Another example of a major lesson might be chosen by the Early Algebra Research Network in the USA: Young children can and do engage in algebraic thinking and activities and even seem to enjoy it. Another centre might have a lesson about the use of technology in the algebra classroom and another group about the passage from secondary to tertiary algebra.

TENTATIVE CONTENTS: Introduction. Lesson 1: Algebra can successfully precede arithmetic in primary school (Russia E-D curriculum). Lesson 2: Primary school children can do algebra and even seem to enjoy it (Early Algebra Group, Boston-Dartmouth, Mass.). Lesson 3: The passage from arithmetic to algebra in middle school is fraught with difficulties (UQAM & Concordia, Montréal, Québec). Lesson 5: Middle and High School students can become

competent problem solvers through a process approach to algebra (University of Hawai'i). Lesson 6: Through specific and varied activities in middle school, the need for symbolic algebra can be created (U. of Bristol, UK). Lesson 7: The use of technology in the introduction of algebra radically improves the classroom environment (CINVESTAV, Mexico). Lesson 8: Viewing the classroom through the lens of “embodied cognition” provides valuable insights into the learning of elementary algebra (U. of Torino, Italy). Lesson 9: The obstacles encountered in the passage to tertiary algebra provide valuable lessons for the teaching of early algebra (U. of Paris, DIDIREM, France). Lesson 10: There are fundamental parallels in algebra learning experiences from middle school through university (Weizmann Institute, Israel). Conclusion: Algebra from a Global Perspective and the lessons for the future (Melbourne University, Australia).

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The Classification of Quadrilaterals: A Study in Definition

Edited by **Barbara J. Dougherty**,
The University of Mississippi
and **Zalman Usiskin**, *The University of Chicago*

This monograph reports on an analysis of a small part of the mathematics curriculum, the definitions given to quadrilaterals. This kind of research, which we call **micro-curricular analysis**, is often undertaken by those who create curriculum, but it is not usually done systematically and it is rarely published.

Many terms in mathematics education can be found to have different definitions in mathematics books. Among these are “natural number,” “parallel lines” and “congruent triangles,” “trapezoid” and “isosceles trapezoid,” the formal definitions of the trigonometric functions and absolute value, and implicit definitions of the arithmetic operations addition, subtraction, multiplication, and division.

Yet many teachers and students do not realize there is a choice of definitions for mathematical terms. And even those who realize there is a choice may not know who decides which definition of any mathematical term is better, and under what criteria. Finally, rarely are the mathematical implications of various choices discussed. As a result, many students misuse and otherwise do not understand the role of definition in mathematics (Edwards and Ward 2004).

We have chosen in this monograph to examine a bit of mathematics for its definitions: the quadrilaterals. We do so because there is some disagreement in the definitions and, consequently, in the ways in which quadrilaterals are classified and relate to each other. The issues underlying these differences have engaged students, teachers, mathematics educators, and mathematicians. There have been several articles and a number of essays on the definitions and classification of quadrilaterals (see, for example, Craine and Rubenstein 1993; Mendoza 1993; Prevost 1985; Keedy 1966, 1980; Maraldo 1980; the Math Forum internet site, definitions and classification of quadrilaterals; and the Numerica internet site). But primarily we chose this specific area of definition in mathematics because it demonstrates how broad mathematical issues revolving around definitions become reflected in curricular materials. While we were undertaking this research, we found that the area of quadrilaterals supplied grist for broader and richer discussions than we had first anticipated.

The intended audience would include curriculum developers, researchers, teachers, and teacher trainers.

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The History of the Geometry Curriculum in the United States

Edited by **Barbara J. Dougherty**, *University of Mississippi* and **Nathalie Sinclair**, *Michigan State University*

This volume investigates the evolution of the geometry curriculum in the United States over the past 150 years. A primary goal is to increase awareness of the shape and nature of the current geometry curriculum by explaining how things have come to be as they are.

Given the limited access to first-hand accounts of the enacted geometry curriculum during the past 150 years, the monograph relies on textbooks to provide a record of the implemented curriculum at any given point in time. Policy documents can provide insight into the choices made in textbooks by hinting at the issues considered and the recommendations made.

The monograph is organized in a chronological sequence of “notable events” leading to discernable changes in thinking about the geometry curriculum over the past century and a half—roughly the extent of time during which geometry has been taught in American schools. Notable events include important reports or commissions, influential texts, new schools of thought, and developments in learning technologies. These events affected, among other things: content and aims of the geometry curriculum; the nature of mathematical activity as construed by both mathematicians and mathematics educators; and, the resources students are given for engaging in mathematical activity. Before embarking through the notable events, it is necessary to consider the “big bang” of geometry, namely the moment in time that shaped the future life of the geometry curriculum. This corresponds to the emergence of Euclidean geometry. Given its influence on the shape of the geometry curriculum, familiarity with the nature of the geometry articulated in Euclid’s *Elements* is essential to understanding the many tensions that surround the school geometry curriculum.

Several themes emerge over the course of the monograph, and include: the aims and means of the geometry curriculum, the importance of proof in geometry, the role of visualization and tactile experiences, the fusion between solid and plane geometry, the curricular connections between geometry and algebra, and the use of motion and continuity.

The intended audience would include curriculum developers, researchers, teachers, and curriculum supervisors.

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Research in Multicultural Education and International Perspectives

Series Editors **Farideh Salili** and **Rumjahn Hoosain**, *The University of Hong Kong*

Culture, Motivation and Learning: A Multicultural Perspective

Edited by **Farideh Salili** and **Rumjahn Hoosain**
The University of Hong Kong

The influence of culture on learning and motivation has been the topic of much research in recent years. Educational and psychological researchers are now aware that the findings of their studies may not apply to other cultures, and that in this age of globalization and multiculturalism it is very important to examine the applicability of

psychoeducational constructs to other cultures. Understanding learning and motivational characteristics of students of diverse backgrounds will enable educators to develop appropriate curriculum and teaching strategies to motivate these students.

The aim of this book is to present research findings and views of scholars and researchers in the field of motivation and learning, from a multicultural and international perspective. Educators and scholars from different parts of the world have examined recent learning and motivation theories in different cultural contexts in order to explore the dynamics of sociocultural processes affecting student motivation. Others have focused on teaching and learning strategies that are known to be effective with culturally diverse students. In the following section we will provide the reader with an introduction to culture and multiculturalism, as a background to the overview of the this book that follows.

CONTENTS: List of Contributors. Preface. Introduction. Culture, Motivation And Learning: A Multicultural Perspective, *Farideh Salili and Rumjahn Hoosain*. **Part I: Cultural Influence On Learning Motivation.** Culturalizing Educational Psychology, *Frank Pajares*. Cultural Interpretations Of Achievement Motivation: A Situated Perspective, *Revathy Kumar and Martin L. Maehr*. **Part II: Achievement Motivation And Goal Theories.** Expectancy and Value as Predictors of Chinese Achievement Goal Orientation, *Irene T. Ho, Kit-Tai Hau, and Farideh Salili*. Culture and Motivation to Learn: Exploring the Generalizability of Achievement Goal Theory, *Akane Zusho and Hyacinth Njoku*. Perception of Learning Conditions and the Quality of Cooperative Learning, *Monique Boekaerts and Daphne Hijzen*. Is Mastery Orientation Always Beneficial for Learning? *Anastasia Efklides and Fotini Dina*. Personal Investment, Culture and Learning: Insights Into the Most Salient Influences On School Achievement Across Cultural Groups, *Dennis M McInerney*. **PART III: Cooperative/Competitive Learning.** Understanding The Effect Of Culture On The Pursuit Of Multiple Goals, Learning Through Collaboration: Is There A Multicultural Perspective? *Alison F Garton*. The Nature Of Competition: The Views of Students From Three Regions of The People’s Republic Of China, *David Watkins*. Competition and Cooperation In Schools: An English, Hungarian and Slovenian Comparison, *Márta Fülöp, Alistair Ross, Marjanca Pergar Kuscer, and Cveta Razdevsek Pucko*. **Part IV: School Climate, Group Membership And Achievement.** Racial Identity and Academic Motivation Among African American Adolescents: Considerations of Racial Identity and Context, *Deborah Rivas and Tabbye Chavous*. Achievement Motivation Among African American College Students At Predominantly White Institutions: Risk And Protective Processes Related To Group Identity and Contextual Experiences, *Tabbye Chavous, LaToya Branch, Courtney Cogburn, Tiffany Griffin, Jennifer Maddo and Robert Sellers*. High School Students’ Engagement in School: Understanding the Relationship to School Context and Students Expectations, *Cynthia Hudley and Annette M. Daoud*.

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Research in Professional School Development

Series Editors **Irma N. Guadarrama,**
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University of Houston

University and School Connections: Research Studies In Professional Development Schools

Edited by **Irma N. Guadarrama, John Ramsey,**
and **Janice Nath,** *University of Houston*

The need for strengthening the connections between university-based teacher education programs and schools has never been greater in an era where standards and accountability systems often play centric roles in practically all aspects of the education field. Within this context, university educators and school practitioners have increasingly focused their attention on how professional development schools produce the multiplicity of outcomes that address the exigencies of quality programs for educating teachers and improving school achievement. In keeping with the mission of producing a collection of papers that inform, enlighten, and motivate readers, Volume 3 of the Professional Development Schools book series provides practitioners and researchers with articles on a substantial variety of themes on the most recent developments of the field. Among the thematic threads that organize Volume 3 are 1) using the national standards to examine and evaluate PDSs; 2) implementation, development and leadership issues relevant to beginning and experienced PDSs; 3) using innovative means for student assessments and mentoring in preservice education within a PDS context; 4) the impact of PDSs on teacher education and student achievement; and 5) cases of PDSs and the value of lessons learned. Volume 3 is similar to the previous two volumes in that it includes both practitioner and researcher strands, however, the authors in the current volume carry a sense of maturity and exudes a tone of confidence in their voice. Professional development schools research is an important aspect of teacher education. The collection of articles in Volume 3 contribute to our understanding of their essential qualities and offer assurance that innovation, change, and quality are building blocks in professional development schools.

Topics To Include:

- The impact of PDSs on student achievement;
- Evaluating PDSs;
- Effective university/school practices in the professional development of teachers in PDSs; and
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Research in Science Education

Series Editors **Dennis W. Sunal,**
University of Alabama, and
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The Impact of the Laboratory and Technology on K-16 Science Learning and Teaching

Edited by **Dennis W. Sunal,** *University of Alabama*
and **Emmett L. Wright,** *Kansas State University*
and **Cheryl Sundberg,** *University of Alabama*

This volume will examine research, theory, and policy related to reform issues and events surrounding the development, status, influence, and future of active laboratory type experiences and the use of technology in science teaching. What is the role of practical laboratory work and active learning in science classroom teaching in the 21st century? What has been the response of teachers to the introduction of technology in science teaching since the late 1980's? What are the results of the use of the laboratory and introduction of technology on teachers, classrooms, and students as measured through the national science standards? What practices are supported by research? What works in K16 settings?

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Research in Second Language Learning

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Project-Based Second and Foreign Language Education: Past, Present, and Future

Edited by **Gulbahar H. Beckett**
and **Paul Chamness Miller**, *University of Cincinnati*

Dewey's idea of Project-based Learning (PBL) was introduced into the field of second language education nearly two decades ago as a way to reflect the principles of student-centered teaching (Hedge, 1993). Since then, PBL has also become a popular language and literacy activity at various levels and in various contexts (see Beckett, 1999; Fried-Booth, 2002; Levis & Levis, 2003; Kobayashi, 2003; Luongo-Orlando, 2001; Mohan & Beckett, 2003; Weinstein, 2004). For example, it has been applied to teach various ESL and EFL skills around the world (e.g., Fried-Booth, 2002). More recently, PBL has been heralded as the most appropriate approach to teaching content-based second language education (Bunch, et al., 2001; Stoller, 1997), English for specific purposes (Fried-Booth, 2002), community-based language socialization (Weinstein, 2004), and critical and higher order thinking as well as problem-solving skills urged by the National Research Council (1999). Despite this emphasis, there is a severe shortage of empirical research on PBL and research-based frameworks and models based on sound theoretical guidance in general and second and foreign language education in particular (Thomas, 2000). Also missing from the second and foreign language education literature is systematic discussion of PBL work that brings together representative work, identifying obvious gaps, and guiding the field toward future directions. This, first of its kind, volume bridges these obvious gaps through the original work of international scholars from Canada, Israel, Japan, Singapore, and the US.

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Edited by **David Grossman** and **Joe Tin-yau LO**
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Scholarship in social studies has been largely focused within single national entities. To be sure there have been some significant intra-national or inter-national comparative studies in social education and citizenship education in general, but these are the exception rather than the rule. For example, no book has been published to give the academic and professional communities a more comprehensive overview on the problems and issues in the recent development in social studies from multiple Asian perspectives. Some social educators have also pointed out the paucity of research on pedagogical issues and practices in classroom and/or school contexts in the Asia Pacific region. This is unfortunate because there is a wide range of debate and interest in this topic across the region. This book will fill this gap in the scholarship on social studies by drawing on the research findings and/or experiences from scholars in different Asian societies. It is expected that the book will shed light on how the social studies curricula are constructed and implemented across Asian countries in response to internal and external forces, with particular emphasis on the current issues and changing perspectives that are emerging in the process. It will not be a survey of social education in various countries. Rather it will look at contested and compelling issues in the debates about social studies education.

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The first issue that must be confronted in such a study is a definitional one. In general, the term social studies is not widely used in the Asia Pacific region. Within the traditional definition, social studies is an interdisciplinary subject that draws upon many disciplines, including history, geography, economics, law, political science, sociology and anthropology with foci on connections among the peoples and nations of the world, the interaction of science, technology and society, and the ways to practice good citizenship. It helps young people develop the knowledge, skills, and dispositions necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. However, not all countries/regions are offering social sciences and/or humanities through an integrated approach. Some are still following the traditional disciplinary domains; others are crossing the disciplinary boundaries with minimal integration (e.g. national and world histories). It is, therefore, more appropriate to define social studies in the broadest sense that accommodates various modes of curriculum design in order to encompass the range of approaches in Asian and Pacific societies.

Irrespective of the modes of curriculum approach, the perspectives that emerge from the pedagogical issues and practices in these countries can generate comparative insights in social education, not only for scholars and practitioners in the Asia-Pacific, but also for a North American audience. This is especially important given the growing interdependence of the regions and the growing importance of Asia-Pacific populations with the U.S. and Canada.

The book will be intellectually stimulating and inspiring, not only to the social educators and comparativists who can see more about social science education from non-western perspectives, but also to curriculum developers, policy makers, social educators and front-line teachers who can enrich their professional experiences through learning from other countries/regions.

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This book attempts to offer not just a bird's-eye view of the communities of designers project, but also to help identify broad themes and issues that can inform discussions and policies of technology integration at other institutions.

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The purpose of this book is to describe the approach and process involved in a program designed to assist faculty in acquiring technology skills and to apply these skills in constructing meaningful learning-centered applications. Most educators will agree that the challenge of developing faculty technology expertise is a major and crucial one for colleges and universities. As early as 1988 it became apparent that teachers were not prepared to use new technologies coming into their classrooms (OTA, 1988).

This book is intended for educators who are working to lead the meaningful integration of technology into higher education and K-12 environments. The detailed stories provide useful knowledge and background for K-12 educators, higher education educators, and trainers in business and industry who are faced with the challenge of helping people learn to use technology effectively.

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by **Kevin M. Taylor**

American Evangelicals and Religious Diversity is a qualitative study of how religion and education intersect at one conservative Christian school. The school is Evangelical and American. The school's curriculum is bible-based and fulfills its state's educational requirements for high school graduation. While the school has an environment that is Evangelical, the students live in a religiously-diverse world. This book documents how three students and their teacher struggle to understand a world that challenges their faith. The context for this understanding is how the teacher presents and the three students come to understand Catholicism, Islam, and the indigenous religions of the Americas.

Americans continue to debate whether religious schools are too parochial and do not prepare students to live a diverse society. It is the opinion of the editors that this book should put to rest some of this fear. We read the manuscript with a critical editorial eye but found the story a compelling one which challenged us to review the tenets of our own faith. The author's style of presentation is consistent with good scientific discourse yet impels the reader to a view inside the experience of the subjects of the study. Reading the manuscript was not only an informative experience but a faith affirming one too. We are very pleased to present Kevin Taylor's book, *American Evangelicals and Religious Diversity* as an important part of our series on research on religion and education.

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by **Sister Patricia Helene Earl,**
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Standards in Education

Edited by **Dennis M. McInerney,** *University of Western Sydney, SELF Research Centre,* **Martin Dowson,** *University of Western Sydney, SELF Research Centre* and **Shawn Van Etten,** *SUNY Cortland*

Education institutions and organizations throughout the world are being held accountable for achieving and maintaining historically unmatched levels of academic standards and achievement. Accreditation bodies; policy makers; boards of trustees; internal mandates; and teacher, parent, and student groups all place institutions and organizations under unprecedented accountability pressures. The aim of this volume is to explore and better understand how these pressures have impacted a broad range of academic-based social, cultural, and diversity issues; and how these issues subsequently impact motivation and learning.

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Edited by **M. Kathleen Heid** and
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According to NCTM's *Principles and Standards for School Mathematics*, "Technology is essential in teaching and learning of mathematics; it influences the mathematics that is taught and it enhances students' learning." How does research inform this clarion call for technology in mathematics teaching and learning? In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics, and these approaches have been examined by researchers world-wide.

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The second volume has a dual focus: cases and perspectives. It features descriptive cases that provide accounts of the development of technology-intensive curriculum and tools. In these cases the writers describe and analyze various roles that research played in their development work and ways in which research, curriculum development, and tool development can inform each other. These thoughtful descriptions and analyses will provide documentation of how this process can and does occur. The remaining chapters in the second volume address research-related issues and perspectives on the use of technology in the teaching and learning of mathematics. The lessons learned from the research presented in these volumes are lessons about teaching and learning that can be applied more broadly than solely in technological settings.

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Health Promotion Practices for Health Promoting

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This book is the first volume in the Society for Public Health Education (SOPHE) Health Promotion Book Series. The current book is written for health education, community health, school health, allied health, public health and medical professionals and students working in schools, community, business, government and health care settings: health promotion practitioners. How organizations promote the health of their primary stakeholders using coordinated health programs (CHP) is what this book is about. CHP's were first proposed in the 1980's to address many of the health-related problems of today's children and young people. They were intended to take advantage of the pivotal position of schools in reaching children and families by combining - in an integrated, systemic manner - health education, health promotion and disease prevention, and access to health-related services at the school site. The roots of CHPs can be traced to the Center for Disease Control and Prevention, Coordinated School Health Programs. Today CHP's are used in schools, community settings, colleges, universities, government and business settings. The book examines CHPs by drawing on the expertise of individuals working in the different sites to determine if CHPs improve health, educational, and work outcomes for individuals and to reduce overall health care costs by emphasizing prevention and easy access to care.

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Language of the Land Policy, Politics, Identity

Edited by **Katherine Schuster**, *Oakton Community College* and **David Witkosky**,
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The idea for this volume arose out of a need for a treatment of the interplay between language and ethnonationalism within both formal and non-formal educational settings. In no way intended to be exhaustive in scope, the contents give the reader a critical overview of issues related to language, cultural identity formation, and ethnonationalism. The chapters within this work deal with the effects of different language groups with differing amounts of power within society coming into contact with one another, and provide insight into how language is both utilized by and affected by processes such as colonialism, post-colonialism, acculturation, and ethnonationalism. Language is central to culture—indeed houses cultural understandings and allows generational transfer of key aspects of a group's heritage.

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Educational Research, The National Agenda, and Educational Reform: A History

by **Erwin V. Johanningmeier**,
University of South Florida
and **Theresa R. Richardson**, *Ball State University*

Educational Research, The National Agenda, and Educational Reform: A History provides an in depth overview of the history and nature of educational research by focusing on the relationship between educational research and the national agenda in the United

States in the twentieth century with implications for the twenty-first century. Attention is paid to three significant periods: the Progressive Era when modern educational research came into being; the post World War II era when the emphasis turned to academic disciplines at all levels of public education; and the Civil Rights era after the Supreme Court Brown decision in 1954, which ended legal segregation and raised questions of equity and opportunity. These were significant periods when there was a clear national agenda shaped by both public and private initiatives. Public education and hence educational researchers shifted policies and strategies in response to these pressures. It is argued that these developments had long-term consequences and are implicated in current reform controversies such as the No Child Left Behind legislation of 2002 that attempted to direct how educational research would be conducted.

This work is the only attempt to provide a history of educational research as embedded in the social and political history of the United States. Other works on educational research divorce research from the context that shapes its agenda. Most works focus on methods and application. The approach in this work is closer to studies in the philosophy of science and social science applied to educational research in the context of political and social events in the twentieth century. The intended audience includes scholars and students in the history, sociology, and philosophy of education as well as individuals interested in the social history of the United States with implications for Canadian and European practices. It also informs policy makers, government researchers, and social analysts.

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Teachers Engaged in Research: Inquiry into Mathematics

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for Teacher of Mathematics)

Series Editor **Denise S. Mewborn**,
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The goal of this series is to use teachers' accounts of classroom inquiry to illustrate the ways in which research impacts practice and policy. Teaching is a complex, multi-faceted task, and this complexity is not often captured in research articles. Our goal is to illuminate this complexity. Research that is done in classrooms by and with teachers necessarily has missteps and false starts, and they should be articulated, not hidden. The audience for this series is teachers who have or are developing an awareness of and commitment to teaching for understanding. Potential uses of this series include teacher study groups, in service courses, preservice courses, and professional development projects.

Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades Pre-K–2

Edited by **Stephanie Z. Smith**, *Georgia State University*
and **Marvin E. Smith**, *Georgia Southern University*

This volume was written primarily for teachers who have developed (or who are being encouraged to develop) an awareness of and commitment to teaching mathematics for understanding. The research findings presented in these chapters suggest instructional implications worthy of these teachers' consideration. Often, the authors in this volume describe instructional practices or raise issues that have the potential to broaden views of teaching and learning mathematics. These chapters provide interesting problems and tasks used in the authors' work that readers can use in their own classrooms.

The volume can also be used with courses for preservice and in service teachers, collaborative teacher study groups, and other professional activities. A hallmark of good research is its connection to the relevant literature in the field, and the authors of this volume have themselves drawn from the research literature to inform their work. The reference lists accompanying these chapters can be useful resources and should not be overlooked. Most importantly for teacher education, this volume showcases the variety of ways teachers can become engaged in research, and we hope that readers will recognize that teacher research can be both accessible and beneficial in the preparation and professional development of teachers.

This is not to suggest, however, that this volume is intended only for teachers and teacher educators. It is also intended to be an interesting, informative resource for other researchers, school administrators, and policy makers. The research presented in this volume is intended to provide an opportunity for those outside the classroom to gain insight into the kinds of issues that matter to teachers, the ways in which those issues might be researched, and the contributions that classroom research makes to mathematics education.

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Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 3-5

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The goal of this series is to use teachers' accounts of classroom inquiry to make public and explicit the processes of doing research in classrooms. Teaching is a complex, multi-faceted task, and this complexity often is not captured in research articles. Our goal is to illuminate this complexity. Research that is done in classrooms by and with teachers is necessarily messy, and our stance is that the ways in which this is so should be articulated, not hidden.

Through the chapters in this volume we learn about the questions that capture the attention of teachers, the methodologies they use to gather data, and the ways in which they make sense of what they find. Some of the research findings could be considered preliminary, others confirmatory, and some may be ground breaking. In all cases, they provide fodder for further thinking and discussion about critical aspects of mathematics education.

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Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 6-8

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Through the chapters in this volume we learn about the research foci and/ or questions that these classroom teachers are interested in examining, the mathematics content through which they engaged their students in these explorations, the data sources they used to make sense of their focus and questions, and their roles in the research.

An overarching theme through all the chapters in this volume is the learning and professional development that occurs through teacher research. What these authors learned about student learning and their

own teaching practice far exceeded the focus of their particular research questions. For some, the research validated their beliefs and instructional practices; for others, it deepened or extended their understanding of mathematics, or raised their expectations of students' capabilities. For all, it is fair to say, their research increased their awareness of how students come to know and understand mathematics, and enabled them to gain insight into the complexity of teaching. Lampert (2001) noted, "One reason teaching is a complex practice is that many of the problems a teacher must address to get students to learn occur simultaneously, not one after another" (p. 2). We, as readers, gain a window into these teachers' research within and about the complexity of classroom teaching.

CONTENTS: Introduction to the Series, *Marilyn Cochran-Smith*. Introduction to the Grades 6–8 Volume, *Joanna O. Masingila*. Mosaics of Granada to the Mathematics of Escher's Geometry: Making Connections, *Shelly Sheats Harkness and Maureen Grant*. Under the Microscope of Research and into the Classroom: Reflections on Early Algebra Learning and Instruction, *Amy French and Mitchell J. Nathan*. Learning to Teach, *Al Coles and Laurinda Brown*. A Developing Mathematical Community, *Vicki Walker with Beatriz D'Ambrosio and Signe Kastberg*. Driving While Black or Brown: The Mathematics of Racial Profiling, *Eric Gutstein*. Supporting Mathematical Thinking: A Collaborative Inquiry, *K. Ann Renninger, Susan Stein, Judith Koenig and Art Mabbott*. Meaningful Mathematics for Urban Learners: Perspective from a Teacher-Researcher Collaboration, *Christine D. Thomas and Carmelita A. Santiago*. Exploring Connections Between Teaching, Learning and Assessing Mathematics for Understanding, *Tracey J. Smith*. The 1998 Winter Olympics: Documenting and Analyzing Student Learning in an Inquiry Approach, *Cynthia H. Callard*. Relating Classroom Interaction to Student Assessment Results, *Mary C. Shafer and Annette Hill*. Teaching Mathematical Discourse Through Characters and Scripts? *Marcia DeJesus-Rueff*.

2006

Paperback ISBN: 1-59311-499-0 \$39.99
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Teachers Engaged in Research: Inquiry in Mathematics Classrooms, Grades 9-12

Edited by **Laura R. Van Zoest**,
Western Michigan University

This book provides examples of the ways in which 9-12 grade mathematics teachers from across North America are engaging in research. It offers a glimpse of the questions that capture the attention of teachers, the methodologies that they use to gather data, and the ways in which they make sense of what they find. The focus of these teachers' investigations into mathematics classrooms ranges from students' understanding of content to pedagogical changes to social issues. Underlying the chapters is the common goal of enabling students to develop a deep understanding of the mathematics they learn in their classrooms.

By opening their analysis of their classroom practice to our inspection, these courageous teachers have invited us to think along with them and to learn more about our own teaching as a result. By sharing their work, they have given the mathematics education community an important opportunity. Everyone who reads this book—teachers, researchers, teacher-researchers, policy makers, administrators, and others interested in mathematics education—can learn from the findings and the light that they shed on issues important to mathematics education.

This book, and the series of which it is a part, also provides the opportunity to step back and reflect on what can be learned about research from teachers who have engaged in the process. Areas of insight include: (a) the importance of collaboration and participation in communities that value research, (b) the potential of teacher research as a way to warrant teacher practice, (c) the power of video

and other artifacts of teaching to support classroom inquiry, (d) connections between teaching and research, and (e) the publication process as professional development.

CONTENTS: Introduction to the Series, *Marilyn Cochran-Smith*. Introduction to the 9–12 Volume, *Laura R. Van Zoest*. Probability Simulation: What a Teaching Experiment Revealed About Student Reasoning and Beliefs, *Gwendolyn Zimmermann*. Student Understanding of the Concept of Limit in a Technological Environment, *William J. Harrington*. Using Research to Analyze, Inform, and Assess Changes in Instruction, *Heather J. Robinson*. From Teachers' Conversations to Students' Mathematical Communications, *Florence Glanfield, Ann Oviatt and Darlene Bazcuk*. Lessons Teachers Can Learn About Students' Mathematical Understanding Through Conversations With Them About Their Thinking: Implications for Practice, *Craig Huhn, Kellie Huhn, and Peg Lamb*. Navigating the Learning Curve: Learning to Teach Mathematics Through Lesson Study, *John Carter, Robert Gammelgaard, and Michelle Pope*. Learning From Elementary School Mathematics Research: Changes in the Beliefs and Practices of Secondary School Teachers, *Scott Hendrickson and Sharon Christensen, with Vicki Lyons and Adrianne Olson*. Giving Voice to Success in Mathematics Class, *P. Janelle McFeeters*. Exploring Culture and Pedagogy in Mathematics Class Through Student Interviews, *Jesse Solomon*. Teaching Mathematics With Problems: What One Teacher Learned Through Research, *Nicole Garcia and Patricio G. Herbst*. Refreshing Mathematics Instruction Through Motion, Technology, and a Research Collaboration, *Apolinário Barros and Dorina Sackman*. Collaborating to Investigate and Improve Classroom Mathematics Discourse, *Maureen Grant and Rebecca McGraw*. Professional Development as a Catalyst for Classroom Change, *Michael Verkaik and Beth Ritsema*.

2006

Paperback ISBN: 1-59311-501-6 \$39.99
Hardcover ISBN: 1-59311-502-4 \$73.99

The USDLA Book Series on Distance Learning

*(published in cooperation with
the United States Distance Learning Association)*

Series Editor **John G. Flores**, *United States
Distance Learning Association (USDLA)*

An Administrator's Guide To Online Education

by **Kaye Shelton**, *Dallas Baptist University* and **George Saltsman**, *Abilene Christian University*

An Administrator's Guide to Online Education is an essential resource for the higher education administrator. Unlike most books regarding online education, this book is not about teaching; it is about effectively administering an online education program. Grounded in existing distance education theory, and drawing from best practices, current research, and an extensive review of current literature, *An Administrator's Guide to Online Education* systematically identifies and discusses seven key issues that affect the practice of online education today: leadership and strategic planning, policy and operation, faculty, online student services, online student success, technology and the courseware management system, and finally marketing. Throughout the text, the authors provide case studies, examples, policies, and resources from actual institutions, which further enhance the value of this text. *An Administrator's Guide to Online Education*, encompasses the issues and provides information

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on how to accomplish one specific task: successful online education administration.

CONTENTS: Preface. Chapter I – Introduction to Online Education. Chapter II – Leadership And Strategic Planning. Chapter III – Policy and Operational issues. Chapter IV – Faculty Issues. Chapter V – Online Student Services. Chapter VI – Online Student Success. Chapter VII – Technology and the Courseware Management System. Chapter VIII – Marketing the Online Program. Chapter IX – Conclusion. References.

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Electronic Learning Communities Issues and Practices

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MONOGRAPHS!

A Hand Not Shortened

By **Bill Jeynes**, *California State-Long Beach*

A Hand Not Shortened is a comprehensive theological book on the creative workings of the grace of God in ten of the great individuals of the Bible. Very few books examine exegetically the dynamics of the grace of God in such detail. The primary theme of the book is that God adjusts the workings of His grace to each of these great individuals' situations. Theologically speaking, God's grace is not restricted to parameters that apply only to pristine individuals or to those who were raised in privileged circumstances. Rather, God's grace is characterized by great flexibility to reach any individual in a variety of circumstances. This fact has grand theological and practical implications. It gives hope to the theologian whose primary declaration is that "God is Love" and stirs the aspirations of the seeker who longs to hear that God really cares. This book focuses of the lives of many great individuals from the Bible including Abraham, Jacob, Joseph, Moses, David, Peter, Paul, and others as well. This book will have a deep impact upon both the theologian and the seeker.

CONTENTS: **Chapter 1:** The Grace of God in The Life of Abraham. **Chapter 2:** The Grace of God in The Life of Jacob. **Chapter 3:** The Grace of God in The Life of Joseph. **Chapter 4:** The Grace of God in The Life of Moses. **Chapter 5:** The Grace of God in The Life of David. **Chapter 6:** God's Grace in The Life of The Righteous Kings. **Chapter 7:** The Grace of God in The Life of Peter. **Chapter 8:** The Grace of God in The Life of Paul.

2005 **Paperback ISBN: 1-59311-455-9 \$39.99**
Hardcover ISBN: 1-59311-456-7 \$73.99

A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape

By **Ming Fang He**,
Georgia Southern University

CONTENTS: List of Illustrations. Foreword by *Michael Connelly*. Acknowledgments. **Prologue.** A Narrative Inquiry into Cross-Cultural Lives and Identities in the Multicultural Landscape. **Chapter 1.** Introduction: Searching for the Cross-Cultural Flow in the Multicultural Landscape. **Chapter 2.** Lives in China along the Yangtze River and the Yellow River before, during, and after the Cultural Revolution. **Chapter 3.** Cross-Cultural Lives in China and Canada. **Chapter 4.** Cross-Cultural Lives in the North American Academy. **Chapter 5.** Reflections: Creating Cross-Cultural Narrative Inquiry and Crafting Identities on the Ebb and Flow. **Epilogue.** A Life Long Inquiry Forever Flowing Between China and North America in the Multicultural landscape. References.

2003 **Paperback ISBN: 1-59311-076-6 \$39.99**
Hardcover ISBN: 1-59311-077-4 \$73.99

Accountability Frankenstein Understanding and Taming the Monster

by Sherman Dorn, *University of South Florida*

To understand the current moment in school accountability, one must understand the larger contradictions in education politics. *Accountability Frankenstein* provides a broader perspective on the school accountability debate by exploring the contradictions inherent in high-stakes testing. *Accountability Frankenstein* explains the historical and social origins of test-based accountability: the political roots of accountability, why we trust test scores while we distrust teachers, the assumptions behind formulaic accountability systems, and the weaknesses with the current carrot-and-stick approach to motivating teachers.

Accountability Frankenstein answers the questions of educators and parents who want to understand the origins of accountability. This book challenges the beliefs of fierce advocates and opponents of high-stakes testing. It provides a rescue plan for accountability after the failures of high-stakes testing, a plan to make accountability smart, democratic, and real.

CONTENTS:

Acknowledgments

Preface

1. The Political Origins of Accountability
 2. Trusting Tests
 3. How Trustworthy are Test Scores
 4. Setting up Goals and Failure
 5. Consequential Thinking
 6. A Better Way
- References

2007

Paperback ISBN: 978-1-59311-623-1 \$39.99

Hardcover ISBN: 978-1-59311-624-8 \$73.99

Adult Education in Academia Recruiting and Retaining Extraordinary Facilitators of Learning

(Revised 2nd Edition)

by Bahaudin G. Mujtaba and Robert C. Preziosi,
Nova Southeastern University

Adult Education in Academia offers roadmaps and tools for responding effectively to the changing needs of learners, educators, trainers, and administrators.

The material discussed in various chapters is useful for all diverse teachers and trainers who want to effectively facilitate information to their learners while keeping them engaged in the learning process. The contents are written with a cross-cultural flavor and diversity since today's educators are able to teach global audiences. The book aims to introduce the reader to a comprehensive recruitment process for potential educators, development of faculty, retention practices of extraordinary faculty members, effective facilitation skills, adult learning, online education, peer review process, and assessment of learning to deliver a quality program to all students regardless of geographic location or teaching modality. The material is designed to be useful to employees, faculty members, associate deans, and program directors both in public and private education arenas.

The book is also written for faculty development and training as well as for use by higher education administrators. Colleges and universities wishing to adopt this material for their faculty development programs may contact the authors or the publisher. Schools, trainers and educators adopting this book or any of its chapters may contact the publisher or an author for receiving the available supplementary facilitator's materials such as sample faculty

training manuals, exercises, activities, and Power Point slides for presentation. This book discusses that extraordinary educators know what to teach, how to teach, as well as how to continuously assess and improve. These extraordinary educators excel at creating exciting learning opportunities since they connect well with learners who learn the skills to reach their full potential.

This book offers practical techniques, tips and guidelines for the creation of an extraordinary learning environment. It discusses learning theories, needs assessment, twenty first century facilitation tools, essentials of cyberspace education, diversity management, outcomes assessment, mentoring of new educators, and retention of extraordinary human resources. Ralph Waldo Emerson said that "the person who can make hard things easy is the educator," and *Adult Education in Academia* provides educators with simple to implement tools to make learning more fruitful for students while assessing and enhancing the process for documentation and accreditation. Each of these real world practical facilitation techniques offers opportunities for becoming and being an extraordinary educator.

CONTENTS: Foreword. Preface. **PA R T I: Recruiting and Retaining Extraordinary Facilitators.** Chapter 1. Adult Learning and Higher Education. Chapter 2. Faculty Development in Distance Education. Chapter 3. Faculty Development. Chapter 4. Becoming a World-class Facilitator. Chapter 5. Suggestions for Effective Teaching. Chapter 6. Online and Cyberspace Essentials. **PA R T II: Integrating Cyberspace Technology to Facilitate Learning.** Chapter 7. Quality Assurance in Doctoral Programs. Chapter 8. Ethics and Diversity Issues in Higher Education. Chapter 9. Understanding Various Generations of Learners and Employees. Chapter 10. Comparison of Learning Outcomes across Different Locations. Chapter 11. Assessment of Hybrid Education. **PART III: Chapter Appendix—Course Description and Learning Objectives.** Chapter 12. A Study of Instructional Methods. Chapter 13. Progressing Forward. Bibliography. Appendix. Index. About the Authors.

2006

Paperback ISBN: 1-59311-475-3 \$39.99

Hardcover ISBN: 1-59311-476-1 \$73.99

Avoiding School Facility Issues A Consultant's Guidance to School Superintendents

by G. Kent Stewart,
Kansas State University—Manhattan

This book can be used as a graduate school text for courses in school buildings and facilities. It is probably more suitable as a guide for practitioners especially school district superintendents in small to medium sized school districts. Such districts make up the majority of school districts in this country. Lunenburg and Ornstein (1996) reported that 38% of the 15,000+ school districts in America enroll fewer than 1,000 students; and another 37% enroll from 1,000 to 5,000 students. America is a country of relatively small school districts.

The book opens with a brief overview of the history of twentieth century school buildings and moves from there into a brief discussion of the requirements of today's school buildings as integral parts of the communities they serve. Citizens need to understand problems and issues involving their school buildings. Understandings are reached through practice of positive relations between school and community. Good public relations facilitates mobilization of the public to assure that school buildings ultimately serve the public's interests.

CONTENTS: Acknowledgments. Preface. Politics, Public Relations, and School Buildings. Predicting Future Enrollment. Evaluating Existing School Buildings. Architect Selection and Services. Describing Project Requirements to Architects. Selecting and Developing School Sites. Instructional Furnishings and Equipment.

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Utilizing Human Resources. Some Specific Facility Issues. Planning A Referendum Election. References and Readings.About the Author.

2006 **Paperback ISBN: 978-1-59311-592-0 \$39.99**
Hardcover ISBN: 978-1-59311-593-7 \$73.99

Best Practices in Quantitative Methods

Edited by **Jason Osborne**,
North Carolina State University

The goal of this book is to present the “best practices” in quantitative methods in a well organized and comprehension fashion. It represents an effort quest to gather what the best minds in the field know about particular aspects of data analysis. It is a no-holds barred methodological grudge match where only the best rises to the surface and where only the best is good enough. The goal of this book is to be brutally honest and to present the evidence-based most effective way to do the things done in quantitative methodology.

The mission of this book is to present chapters that encourage best practices in statistics and quantitative methods in three ways:

Some chapters will describe important implicit knowledge to readers. For example, one of the most common data transformations is the square root transformation. Statistics and quantitative methods are filled with examples of these seemingly mundane aspects of research life that makes a substantial difference. Chapters in this book gather the important details, make them accessible to readers, and demonstrate why it is important to pay attention to these details.

Other chapters compare and contrast analytic techniques to give readers information they need to decide the best way to analyze particular data. For example, exploratory factor analysis has up to eight extraction methods, several rotation options, multiple ways to decide how many factors you have, and it is often the case that the options are not clearly described or discussed. Some of the chapters will examine instances where there are multiple options for doing things, and make recommendations as to what the “best” choice (or choices, as what is best often depends on the circumstances) are.

Finally, there are always new procedures being developed and disseminated. Many times (not all) newer procedures represent improvements over old procedures. Some chapters will present and explain new options for data analysis, discussing the advantages and disadvantages of the new procedures in depth, describing how to perform them, and demonstrating their use.

2007 **Paperback ISBN: 978-1-59311-732-0 \$39.99**
Hardcover ISBN 978-1-59311-733-7 \$73.99

Bhutan: Ways of Knowing

Edited by **Robin Mason**, *The Open University* and
Frank Rennie, *University of the Highlands and Islands
Millennium Institute*

The focus of the book is on unique or at least different ‘ways of knowing’, by which I mean, ways of understanding, ways of learning, ways of perceiving knowledge. I would contribute an overview chapter comparing western and Bhutanese ways of learning and conceptions of knowledge. Frank would write a chapter comparing Bhutanese and western attitudes to rural education.

In order to give you a flavour of the topics to be covered by the various chapters, I list some of the proposed chapters below. I have included a range of the existing abstract....Depending on the ultimate direction of the book, we might need to delete any which were not suitable.

Bhutan’s National Identity – understanding of etiquette, ceremonies and Buddhist traditions

The Triad of Water, Earth and Wind - Bhutanese attitudes to nature

Superstitions in Bhutanese Life – dreams, omens and premonitions

The Wisdom of a Master Ploughman – change in the landscape of the village

The Experience of a Remote Village getting Electricity

Gross National Happiness – the Bhutanese paradigm considered more important than Gross National Product

Monastic Education compared with Modern Education in Bhutan

The impact of TV and Internet on Bhutanese life

Bhutanese attitude to biodiversity

A Bhutanese is educated in the West.

Each author would be required to address the central theme of the book, which is unique ways of knowing Bhutan, and already the abstracts give an indication of this direction to the chapter. As the authors are primarily academics at the Royal University of Bhutan, their writing will have a scholarly approach – some based on interviews and questionnaires.

2007 **Paperback ISBN: 978-1-59311-734-4 \$39.99**
Hardcover ISBN 978-1-59311-735-1 \$73.99

Breaking Out of the Box: Interdisciplinary Collaboration and Faculty Work

by **Marilyn J. Amey**, *Michigan State University* and
Dennis F. Brown, *Michigan State University*

CONTENTS: The first section of the book, including the introduction, presents a discussion of concepts and definitions of interdisciplinary and collaboration, and introduces a model of Interdisciplinary Collaboration.

Stage One – Tradition

Stage Two – Transition

Stage Three – Transformation

The second section of the book examines how the interdisciplinary collaboration model and concepts make sense in academic organizations and affect academic work. The chapters focus on organizational, cultural, cognitive, and leadership aspects of interdisciplinary collaboration and are organized as follows:

Organizational Structure and Bureaucratic (Re)Alignment.

Including departmental structures, faculty role expectations, alignment of bureaucratic processes, and organizational neutral space.

Interdisciplinary Collaboration and Academic Culture.

Including disciplinary cultures, creating culture change through graduate training and expanding the culture of faculty rewards, and matrix organizations

Intellectual Perspectives and Interdisciplinary Collaboration.

Including sociocultural perspectives, interdisciplinary as transformative learning, and intellectual neutral space

Leadership and Interdisciplinary Collaboration.

Including institutional challenges, team leadership, the role of cultural leadership, and learning leadership. The book concludes with observations from the research and provides summary thoughts on issues of neutrality, changing academic work to accommodate interdisciplinary collaboration, and leading the learning organization.

Leadership and Interdisciplinary Collaboration.

Including institutional challenges, team leadership, the role of cultural leadership, and learning leadership. The book concludes with observations from the research and provides summary thoughts on issues of neutrality, changing academic work to accommodate interdisciplinary collaboration, and leading the learning organization.

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2004 **Paperback ISBN: 1-59311-132-0 \$39.99**
Hardcover ISBN: 1-59311-133-9 \$73.99

Christianity, Education and Modern Society

by William Jaynes and Enedina Martinez

The issues that these authors address in this book are some of the most salient in American society. It is imperative that Americans today address these issues and establish an appropriate world view. There is little question that how people resolve these issues will have a long-lasting impact on the future of civilization.

2007 Paperback ISBN: 978-1-59311-736-8 \$39.99
Hardcover ISBN 978-1-59311-737-5 \$73.99

Communication and Metacommunication in Human Development

Edited by Angela Uchoa Branco, *University of Brasilia* and Jaan Valsiner, *Clark University*

The book is divided into three parts. In Part I, basic conceptual and theoretical issues concerning communication and metacommunication are presented. Part II continues the coverage with the issues of communication and metacommunication. Those are extended as each chapter puts forward new insights and contextualizes them within the realms of teaching– learning processes, early adaptation to nursery school contexts, and of the analysis of processes occurring at a particular dimension of human development (gender identity). Part III provides further conceptual and theoretical elaborations on the phenomena from the unique viewpoints of scholars with diverse backgrounds, which definitely furnish scientific discussion over the issue with fresh and productive ideas. Throughout the chapters, the reader is supplied with empirical projects conducted in different research laboratories, each study granting novel illustrations of methodological approaches to analyze the complexities of communication and metacommunication processes and their relevant constitutive roles in specific contexts.

This book is only an intermediate milestone representing the development of knowledge in LABMIS and within its international research network. We look forward to new ideas and further international collaboration. We are glad that we can provide the World's scientific community leadership in metacommunication—this small area of the social sciences. Yet maybe it is precisely that which constitutes a metacommunicative message to the wider scientific community.

CONTENTS: Preface. **Part I: Communication and Metacommunication: Basic Issues.** A Sociocultural Constructivist Approach to Metacommunication in Child Development, *Angela Uchoa Branco, Luciana Pessina, Adriana Flores, and Sanmya Salomão*. This Is Not a Dinner: Metacommunication in Family Dinnertime Conversations, *Marilena Fatigante, Alessandra Fasulo, and Clotilde Pontecorvo*. Communication in Early Infancy: Some Reflections from an Evolutionary Perspective, *Ana M. A. Carvalho and Maria Isabel Pedrosa*. **Part II: Communication and Metacommunication Processes within Specific Personal–Cultural Domains.** Bidirectional Process of Knowledge Construction in Teacher–Student Transaction, *Diva Maciel, Angela Uchoa Branco, and Jaan Valsiner*. When a Child Becomes Ill: The Sociohistorical Matrix in Meaning-Making and Practices, *Katia S. Amorim and Maria Clotilde Rossetti-Ferreira*. Coconstruction of Gender Identity in Social Interactions: The Role of Communication and Metacommunication Processes, *Ana Flávia Madureira and Angela Uchoa Branco*. **Commentary 1:** Communication, Negotiation,

Coconstruction, and Beyond, *Orlando Lourenço*. **Commentary 2:** Dynamics of Meaning Negotiation within Sociocultural Settings Reflections upon Communication and Metacommunication Processes, *Micheline Silva*. **Part III: Communication and Meaning Construction.** Dialogues with Personal Futures Strategic Meaning Construction and Its Functions, *Jaan Valsiner*. Subjectivity in Communication: Development of Personality, *Fernando Luis González Rey*. Communication and Construction of Meaning: Toward an Anthropology of Science, *Ronald João Jacques Arendt*. Communication and Narrative Discourse: What Makes a Story Coherent?, *Jens Brockmeier*. Beyond Narrative and Discourse Analysis: Communication and Metacommunication Reunited, *Angela Uchoa Branco and Jaan Valsiner*. **Commentary 3:** Communication and Meaning Construction, *James V. Wertsch*.

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Death and Delusion: A Freudian Analysis of Mortal Terror

by J. S. Piven,
New School University, New York City

CONTENTS: Acknowledgments. Introduction. **Chapter 1.** Death, Disavowal, and Fantasy. **Chapter 2.** Death, Repression, Narcissism, Misogyny. **Chapter 3.** Super-Ego, Submission, and Death. **Chapter 4.** Birth, Death, Dread, and Religion. **Chapter 5.** Death and the Wolf Man. **Chapter 6.** Transience, Mourning, and the Fear of Death. **Chapter 7.** Pleasure and Death. **Chapter 8.** Death, Neurosis, Normalcy, and Massacre. **Chapter 9.** Conclusions. **Chapter 10.** Addendum: On Experimental Studies in Terror Management. References.

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Hardcover ISBN: 1-59311-249-1 \$73.99

Distance Education Definition and Glossary of Terms, (Second Edition)

by Lee Ayers Schlosser, *Southern Oregon University* and Michael Simonson,
Nova Southeastern University

Distance Education has become a major topic of interest in the field of educational communications and technology. In response to this interest, the Association for Educational Communications and Technology (AECT) published the first edition of Distance Education: Definition and Glossary of Terms in 2002.

The second edition of this monograph was begun in 2005. While the definition of distance education was changed only slightly, the glossary of terms was updated significantly under the supervision of Joann Flick and members of AECT's Division of Distance Learning. The definition of distance education and much of the supporting narrative offered in this edition of Distance Education: Definition and Glossary of Terms is based on Teaching and Learning at a Distance: Foundations of Distance Education, 3rd. edition (2006). This information is used with permission.

CONTENTS: Acknowledgments. Preface. Defining Distance Education. Emerging Definitions. A Brief History of Distance Education. Theory and Distance Education. Summary. Glossary of Terms. References. Additional Readings.

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The Path of Handsome Lake: A Model of Recovery for Native People

by Alf H. Walle, *Erskine College*

CONTENTS: Dedication. Preface. **PART I: A Theoretical And Empirical Grounding.** Avoiding Counselor Bias: A Cultural Configurations Approach. History of Native Americans: A Relevant Overview. Alcoholism Among Native Americans. **PART II: Alcoholism, Stress, And Native Americans.** Diversity, Native Americans, and Recovery. Cultural Stress and Dysfunctional Behavior. Terror Management Theory, Cultural Disruption, and the Iroquois. **PART III: Handsome Lake And The Iroquois As A Key To Recovery.** Handsome Lake, Personal Recovery, and the Modern World. Handsome Lake and Model of Recovery. Landmarks of the Path. Strategies for Professional Therapy/Intervention. Strategies for Self-Help. Cultural Sensitivity and Alcoholism Therapy: A Conclusion. **PART IV: Appendices.** A. The Path and the Landmarks in Poster Form. B. Suggestions for Sessions and Meetings.

2004

Paperback ISBN: 1-59311-128-2 \$39.99
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Educating Towards A Culture of Peace

Edited by Yaacov Iram, *Bar Ilan University, Israel*

This volume on "Education towards a Culture of Peace" is a timely undertaking, since the United Nations has proclaimed the years 2001-2010 as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World." A culture of peace as defined by the UN is "a set of values, attitudes, modes of behavior and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations". (UN Resolutions A/RES/52/13 1998: Culture of Peace and A/RES/53/243, 1999: Declaration and Programme of Action on a Culture of Peace).

Most of the chapters in this book are based on lectures that were presented at the International Conference, "Education towards a Culture of Peace". This conference was convened on 1-3 December 2003, by the The Josef Burg Chair in Education for Human Values, Tolerance and Peace - UNESCO Chair on Human Rights, Democracy, Peace and Tolerance School of Education, at Bar Ilan University, Israel. This international gathering was attended by prominent scholars of *Human Rights and Peace from Canada, Chile, Croatia, Germany, Mauritius the Netherlands's, The United States, the Palestinian Authority and Israel. Australian, Indian, Jordanian and Moroccan* colleagues also submitted papers.

This conference was held under the auspices of Israel National Commission for UNESCO and supported also by the Ministry of Foreign Affairs, Jerusalem, The office of Public Affairs of the US Embassy Tel Aviv, Fulbright - United States - Israel Educational Foundation.

CONTENTS: List of contributors. Introduction, *Yaacov Iram*. Culture of Peace: Definition, Scope and Application, *Yaacov Iram*. **PART I: Peace Education Paradigms.** The Thin Line between Peace Education and Political Advocacy: Towards a Code of Conduct, *Gerald M. Steinberg*. Towards a Horizontal View of Society, *Madhav. D Nalapat*. Big Dream / Small Hope: A Peace Vision, *Mohammed S. Dajani*. **PART II: Globalization and Peace.** Peace Education and the Concept of Mankind, *Dietmar Waterkamp*. Echoes from the Periphery: Challenges to Building a Culture of Peace through Education in Marginalized Communities, *Erwin. H Epstein*. Moroccan Delinquent Boys in Dutch Society, *Hans Werdmölder*. Globalization and the Culture of Peace: Middle East a Case Study, *Faisal O. Al-Refouh*. **PART III: Culture of Peace Perceptions.** The Oslo Process and the Israeli-Jewish Public: A Paradox? *Ephraim*

Yuchtman-Ya'ar. Hope in Times of Threat: The Case of Palestinian and Israeli-Jewish Youth, *Shifra Sagy*. Perceptions of Peace: A Case Study of Visiting Students in Israel, *Erik H. Cohen*. Context and Age-Related Differences in Judgments about Reflective Racial Tolerance: The Case of Israel., *Rivka T. Witenberg and Rachel Gali Cinamon*. The Role of Emotions in Peace Building Activities, *Yaacov Yablon*. **PART IV: Religiosity and Culture of Peace.** Education for Mutual Understanding: The Cases of Northern Ireland and Israel, *F. Michael Perko*. Arab and Jewish Women's Inter-Religious Dialogue Evaluated, *Ben Mollov and Chaim Lavie*. Voices from among the Zionist Religious Community Regarding the Peace Process and the Disengagement Plan, *Zehavit Gross*. **PART V: Peace Education Initiatives.** Searching for Home: A Personal and Professional Quest for Peace, *Grace Feuerverger*. Tolerance Education and Human Rights Education in Times of Fear - A Comparative Perspective, *K. Peter Fritzsche*. The Prime Shared History Project: Peace Building Project Under Fire, *Dan Bar-On and Sami Adwan*. Educating towards a Culture of Peace: Good Governance-Peace or War, *Rajayswur Bhowon*.

2006

Paperback ISBN: 1-59311-483-4 \$39.99
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Extending Education Through Technology: Selected Writings by James D. Finn on Instructional Technology

Edited by Ronald J. McBeth

CONTENTS: Acknowledgements. Notes about James D. Finn. Introduction. Criticisms, Traditions and Challenges. Automation and Education From Audiovisual to Instructional Technology. Commitment to the Future. Bibliography.

2004, 334 pp.

Paperback ISBN: 1-59311-138-X \$39.99

Helping Kids Achieve Their Best Understanding and Using Motivation in the Classroom

(Revised Edition)

by Dennis M. McInerney

This very accessible book reflects the insight and breadth of understanding of an acknowledged expert. It also instructs in a most engaging fashion. While current theory and research provide a sound substantive base, the author has succeeded in speaking realistically and engagingly to those who must put theory into practice in the everyday world of school. It is not just a book about motivation, though it certainly handles that topic competently. It is above all a significant contribution to the practice of teaching, especially as it engagingly portrays challenges and solutions for eliciting a student's best efforts toward thoughtful learning. Unlike many, if not most, texts, this one is truly interactive in nature. This should not only encourage the reader to pay attention but also to become a coconstructor of meaningful and useful ways to approach teaching. In design and content, this book practises what it preaches regarding teaching, motivation and learning. As one who has spent a career reading books on "motivation," I can recall only a mere few that have managed to hit the right tone for those who would teach. And, this one does so fully mindful of current theory and research. This is an excellent little book for a wide variety of classes, but especially for classes that are designed to help prospective teachers develop an approach to the persistent questions of student motivation.

—Martin L. Maehr
University of Michigan

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CONTENTS: Foreword. Introduction. **Chapter 1.** Motivation and Learning. **Chapter 2.** What's In It for Me? **Chapter 3.** Why Should I Do It? You Can't Make Me Do It! **Chapter 4.** Shooting for Goals. **Chapter 5.** I Feel Good About Myself. **Chapter 6.** Why Did I Fail? **Chapter 7.** Stars, Stamps, and Jelly Beans (or Treat Them Like Animals). **Chapter 8.** But I Teach Well, Don't I? Recommended Reading and References.

2005

Paperback ISBN: 1-59311-340-4 \$39.99

Homeschooling in Full View A Reader

Edited by **Bruce S. Cooper**, *Fordham University*

This, a first full-scale edited book, is a reader that describes, discusses and analyzes homeschooling from an array of different and international perspectives. We portray the energy of this movement in this volume, looking at the history of "education writ large," in a larger social, political and religious context, one for placing homeschooling in perspective. Like most movements in education, this one is both a reaction to the problems and inadequacies of existing schools, and a new direction in schooling that stands on its own.

This book grew out of the efforts of Associates for Research on Private Education (ARPE), an international organization of scholars and practitioners affiliated with the American Education Research Association (AERA), which has spurred interest and research on private schools for over 30 years. ARPE publishes quarterly, the *Private School MONITOR*, as a means for highlighting the newest developments in the field of private education.

As such, *Homeschooling in Full View—A Reader*, seeks to portray the richness and diversity of homeschooling—from an educational, religious, social, and political perspective. Some chapters are highly scholarly, based on research: for example, analysis of how well homeschooled kids do on college entrance exams (SATs) and processes of gaining access to the prestigious Ivy League colleges. Other chapters are more philosophical, or more highly personal—a mother who writes about her feelings and concerns.

CONTENTS: Preface. Introduction to Homeschooling, *Bruce S. Cooper*. A Homeschool Research Story, *Brian D. Ray*. Homeschooling and the Common School Nightmare, *Donald A. Erickson*. Homeschooling: Worldwide and Compulsory State Education, *Charles D. Glenn*. Homeschooling for Liberty, *Tom Smedley*. Away with All Teachers: The Cultural Politics of Home Schooling, *Michael W. Apple*. Through the Lens of Homeschooling: A Response to Michael Apple and Rob Reich, *Nicky Hardenbergh*. Why Home Schooling Should Be Regulated, *Rob Reich*. Behind the Trend: Increases in Homeschooling among African-American Families, *Venus L. Taylor*. Legalizing Home Schooling in the US: Family, Community and the Law, *Scott L. Somerville*. The Effectiveness of Homeschooling Students with Special Needs, *Steven L. Duvall*. HomeSchoolers – How Well Do They Perform on the SAT for College Admissions? *Clive R. Belfield*. Homeschooled Students and the Ivy League: Gaining Admissions to Highly Selective Universities in the U.S., *Joy Marean, Marc Ott and Matthew J. Rush*. Homeschooling: A British Perspective, *Sean Gabb*. Homeschooling: The Case against Compulsory School Attendance Laws, *Tom Burkard and Dennis O'Keeffe*. Index.

2005

Paperback ISBN: 1-59311-338-2 \$39.99
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Inclusion in Urban Educational Environments: Addressing Issues of Diversity, Equity, and Social Justice

Edited by **Denise E. Armstrong**, *Brock University* and
Brenda J. McMahon, *Nipissing University*

This book is motivated by our work with students and their families in urban communities, and the urgent imperative to address the endemic educational and societal inequities that pervade the lives of urban students, particularly those who live in poverty, are of minority and immigrant backgrounds, and are otherwise marginalized within current educational discourses and practices. In spite of the fact that over the last three decades policy makers, educators and communities across the globe have called for in-depth structural adjustments to urban education, these changes are rarely evidenced in the academic and practitioner spheres. On the contrary, guided by normative assumptions that ignore the realities of students' lives, narrow outsider notions of what ought to be continue to focus on deviance and constrain urban students within restrictive boundaries. These underlying discourses, in the form of deficit beliefs, thoughts, and actions, shape urban research, theory, and practice and blind prospective change agents to students' strengths, and delimit the transformative potential of social justice praxis within urban environments. This volume brings together a range of scholars from Canada and the United States that present a variety of different lenses on issues of diversity, equity and social justice in urban schools. Their analyses highlight the richness and complexity of urban education, and illustrate how multiple theoretical and practical configurations of difference impact students, their families and communities, and facilitate or hinder the creation of inclusionary learning environments.

CONTENTS: Acknowledgments. Introduction. **PART I: INTERSECTING EXCLUSIONS WITHIN SCHOOL CULTURE.** Exclusion in Urban Schools and Communities, *Jim Ryan*. Understanding School Culture: In/Exclusion Within Yearbook Discourses, *René Antrop-González, Debra Freedman, Jennifer L. Snow-Gerono, Anne L. Slonaker, Pey-chewn Duo, and Hsiu-Ping Huang*. **PART II: SOCIOECONOMIC STATUS AND ABILITY.** Reflecting on Mary H. Wright Elementary: Ideologies of High Expectations in a "Re-Segregated" School", *Susan L. Schramm-Pate, Rhonda B. Jeffries, and Leigh Kale D'Amico*. Seeing the Glass as Half Full: Meeting the Needs of Underprivileged Students through School-Community Partnerships, *Catherine Hands*. Flipping the Special Education Coin: The Heads and Tails of Administering Schools for Students with Different Needs, *Lindy Zaretsky*. **PART III: GENDER AND SEXUAL IDENTITY.** Gender: A H.O.T. (Higher Order Thinking) Link in Educating Urban Students, *Amy Barnhill*. LGBTQ Students in Urban Schools: Sexuality, Gender, and School Identities, *Dominique Johnson*. My Favorite Martian: The Cry for Visibility of Sexual Minorities in Urban Schools, *Kevin Alderson*. Urban Girls Empowering Themselves through Education: The Issue of Voice, *Gunilla Holm and Bill Cobern*. **PART IV: RACE AND ETHNICITY.** Black Boys through the School-Prison Pipeline: When "Racial Profiling" and "Zero Tolerance" Collide, *R. Patrick Solomon and Howard Palmer*. "I'm Leaving": White Fragility in Racial Dialogues, *Robin DiAngelo*. Anne Frank Teaches Teachers about the Holocaust, *Lesley Shore*. Addressing Multicultural and Antiracist Theory and Practice with Canadian Teacher Activists, *Darren Lund*. **PART V: TOWARD INCLUSION IN SCHOOLS AND COMMUNITIES.** Support that Matters: A Case Study in Raising the Achievement of Economically Vulnerable Youth, *Norman Rowen and Kevin Gosine*. Framing Equitable Praxis: Systematic Approaches to Building Socially Just and Inclusionary Educational Communities, *Brenda J. McMahon and Denise E. Armstrong*. About the Authors.

2005

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Instructor Competencies: Standards for Face-to-Face, Online, and Blended Settings

(published in cooperation with the
Association for Educational Communications
and Technology)

by **James D. Klein**, *Arizona State University*,
J. Michael Spector, *Florida State University*,
Barbara Grabowski, *Pennsylvania State
University*, and **Ileana de la Teja**, *LICEF Research
Center, Tele-universite*

CONTENTS: Dedication. The ibstpi Board. Acknowledgements. Author Biographical Sketches. Foreword. Preface. **Chapter 1:** An Introduction to Instructor Competencies Overview. The Evolution of Instructor Competence. Traditional Conceptualizations of Instruction. New Learning Paradigms. New Educational Technologies. New Roles and Settings for Instructors. Face-to Face Settings. Online Settings. Blended Settings. Conclusion. **Chapter 2:** The ibstpi Competency Development Model. Overview. What is a Competency?. The Competency Development Model. Applying the Model to Instructor Competencies. Conclusion. **Chapter 3:** The ibstpi Instructor Competencies. **Chapter 4:** Instructor Competencies: Discussion and Rationale. Overview. Professional Foundations. Planning and Preparation, Instructional Methods and Strategies, Assessment and Evaluation, Management. Conclusion. **Chapter 5:** The Uses of the ibstpi Instructor Competencies. Overview. Individual Uses. Organizational Uses. Instructor Competencies and Certification. Conclusion. **Chapter 6:** Competency Validation Study. Overview. Foundation of the ibstpi Instructor Competencies. Worldwide Validation Study. Conclusion. Epilogue. References. **Appendices. A.** The 1993 ibstpi Instructor Competencies and Performance Statements. **B.** The ibstpi Code of Ethics for Instructors. **C.** Additional Resources for Instructors. **D.** Glossary of Terms. Index.

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Instructional Design: A Primer

by **Bruce R. Ledford**, *Auburn University*
and **Phillip J. Sleeman**, *University of Connecticut*

CONTENTS: Overview. **Chapter 1:** Systems Theory. **Chapter 2:** Writing Goals. **Chapter 3:** Task Analysis. **Chapter 4:** Writing Operational Objectives. **Chapter 5:** Learner Activities. **Chapter 6:** Selection and Integration of Media. **Chapter 7:** Design of Media. **Chapter 8:** Message Design. Validation.

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Instructional Design: System Strategies

by **Bruce R. Ledford**, *Auburn University*
and **Phillip J. Sleeman**, *University of Connecticut*

Realize that this design is written from the point of view of what the learner is going to do. This is a major point differentiating what you, an instructional designer, now can do from those who limit themselves to making "lesson plans." If you feel a lesson plan is in order that is describing what the teacher is going to do, go ahead and make one. Just realize that it is not an instructional design and will

not take the place of one. Correct, gently, those who call your design a lesson plan.

CONTENTS: List of Figures. Preface. **Chapter 1:** Instructional Design Process. **Chapter 2:** Perception and Visual Literacy. Learner Analysis. **Chapter 3:** Layout and Design. **Chapter 4:** The World Wide Web. **Chapter 5:** E-learning. **Chapter 6:** Afterword. Bibliography. Index.

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The Last Silver Bullet?: Technology for America's Schools

(published in cooperation with the
Milken Family Foundation)

by **Lewis C. Solmon** and **Kalyani R. Chirra**,
Milken Family Foundation

For the last several years, the Milken Family Foundation has been studying the significant impact education technology can have on student learning. The use of modern information and communications technology properly employed should be commonplace in the life of every school, teacher and student. Needless to say, however, this is not the case. Indeed, the K-12 education industry is the only "Knowledge business" still debating the utility of technology. While in 1995, 75 percent of all fortune 500 companies already were completely networked, by 1997 we estimated that about 10 percent of all instructional rooms even had Internet access. We shall learn in this book that America's public schools are less than one-third of the way to achieving their technology implementation goals.

Our purpose in publishing *The Last Silver zbullet?* is to introduce ideas, methods, and people from the world of education technology that we believe will be of real assistance to all those who will utilize learning technology in teaching and learning, and especially to those whose responsibility it is to put in place the policies necessary to make that happen. We intend to help develop an understanding of what education technology is, and of the role educators, business, policymakers, and the public can play in its creative, responsible development.

Education technology is - right now - at that point in its rapid evolution where it still can be designed and directed for the good of children. Information and communications technology properly employed by talented educators has the potential to help restore rigor to children's learning.

CONTENTS: List of Tables and Figures. Foreword. Preface. Acknowledgements. **Chapter 1:** Technology For American Schools. **Chapter 2:** Can A Few PC's Make Socialism Work?. **Chapter 3:** Economic Benefits Of Education Technology. **Chapter 4:** The Cost Of Education Technology. **Chapter 5:** The Imperative Of Teacher Training. **Chapter 6:** Can The Private Sector Solve The Problem?. **Chapter 7:** Can The Federal Government Take On This Task?. **Chapter 8:** State Funding For Technology. **Chapter 9:** Allocation And Implementation Issues. **Chapter 10:** Conclusion. Appendix: The Model To Estimate Gains In Labor Market Productivity. Bibliography. Endnotes. About The Authors.

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Learning from Television: What the Research Says

by **Godwin C. Chu** and **Wilbur Schramm**

CONTENTS: Foreword. Introduction. Do Pupils Learn From Instructional Television? What Have We Learned About The Efficient Use of Instructional Television in A School System? What Have We Learned About The Treatment, Situation, and Pupil Variables? Attitudes Toward Instructional Television. Learning From Television in Developing Regions. Learning From Television: Learning From Other Media. A Note In Conclusion. Bibliography.

2004, 220 pp. **Paperback ISBN: 1-59311-141-X \$39.99**

Mindworks: Becoming More Conscious in an Unconscious World

by **Alexander W. Astin**, *UCLA*

“Know thyself” is something that has been advocated by great philosophers, psychologists, and religious leaders since the beginning of recorded history. The principal aim of this book is to promote greater self-awareness through a deeper understanding of how your mind works and by cultivating your ability to observe your own mind in action. Most of the chapters contain simple exercises that are designed to enhance your ability to understand and control your own thoughts, feelings, and actions. Since your emotional reactions to life events are largely shaped by your *beliefs*, many of these exercises are designed to help you get in closer touch with your beliefs and, if necessary, to change some of these beliefs.

Each of us has the ability—right now in this conscious moment—to begin reshaping our life’s experience through a better understanding of how the mind works. The book is thus intended for people who feel that they worry too much, or are dissatisfied with their jobs or their relationships with others, or always feel rushed because there are too many things that they have to do. It’s for people who want less frustration, guilt, irritability, boredom, or unhappiness and more love, joy, adventure, and sense of control over their lives.

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Moral/Character Education in America’s Schools: The Continuing Challenge

by **Thomas C. Hunt**, *University of Dayton, Ohio*

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According to the Cognitive Development Theory of Lawrence Kohlberg. Moral Education As Found in the Values Clarification Movement of The 1970s And 1980s. Moral Education in the Character Education Movement (The U.S. Government And “Schools of Character.” Commercial Programs Such As “Character Counts.” And in the Work Of Thomas Lickona, The “4th And 5th Rs” Movement) In The 1990s.

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by **Eduardo D. Faingold**, *University of Tulsa*

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Naturally Small: Teaching and Learning in the Last One-Teacher Schools

by **Stephen A. Swidler**,
University of Nebraska-Lincoln

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Edited by **Lee W. Cochran**, *The University of Iowa*

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DAVI and Okoboji-Howard Hitchens. AECT Leadership Committee and Okoboji-Robert E. de Kieffer. Changes in the Okoboji Conference 1955-1974-Lee W. Cochran. Okoboji Looks to the Future-William B. Oglesby. Appendix A-Okoboji Alumni, 1955-1974. Appendix B-International Delegates.

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Parallel Paths to Constructivism: Jean Piaget and Lev Vygotsky

by Susan Pass, *Clemson University*

CONTENTS: Introduction. **Chapter 1.** Childhood. **Chapter 2.** Adolescence. **Chapter 3.** Young Adulthood. **Chapter 4.** Postgraduate Work. **Chapter 5.** Origin Of Ideas. **Chapter 6.** The Lessons Taught On How To Conquer Adversity. **Chapter 7.** The Pedagogy If Piaget And Vygotsky Were Able To Fully Collaborate. **Chapter 8.** Bibliography. **Chapter 9.** Appendix. Index.

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Private Higher Education: An International Bibliography

(This research project has been supported by the Ford Foundation, the Lynch School of Education at Boston College, and the Program of Research on Private Higher Education at the University at Albany.)

Edited by Alma Maldonado-Maldonado,
Yingxia Cao, Philip G. Altbach, Daniel C. Levy
and Hong Zhu

CONTENTS: Introduction. Private Higher Education: Trends In Research, Alma Maldonado-Maldonado. The Bibliography. Geographical Listings Of Books, Articles, And Reports. Geographical Listings Of These And Dissertations. Topical Cross-reference Index. Author Cross-reference Index. Corporate Author Cross-reference Index. About The Authors.

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Pruning The Ivy The Overdue Reformation of Higher Education

by Milton Leontiades, *Rutgers University*

Higher education in America is the best in the world, but it is also desperately in need of reform. Lacking effective competition and insulated from market forces, universities have created a model fundamentally at odds with free market principles. In a system few outsiders comprehend, universities uniquely are run for the benefit of faculty.

Increasingly, top universities have come to resemble closed academic societies. Admission is by way of a Ph.D. degree. Mastery of abstract research for its own sake is the route to promotion and advancement. Teaching is of incidental importance for tenure – the goal of every academic. Achieving tenure assures long-term employment without mandatory retirement plus freedom from inhibitions on speech or actions. Faculty share governance with an administration although faculty lack managerial skills or responsibility for their recommendations. Politically conformist, faculty think one way and recruit newcomers who think alike. Given time, institutions that do not attract strong leaders or demand accountability from faculty are destined to underperform.

Cracks in the seams of the current system are emerging in out-of-control costs and greater competition. Lacking normal measures of efficiency or productivity, universities' costs tend to spiral higher – with future escalation a given. The trends are clear but not yet ominous. Without reform, America's universities are coasting. Can reforms take hold before a crisis is reached? Only if strong voices demand it. Reform from universities that are characterized by intellectual inbreeding and self-regulation cannot be expected. Assuring future generations of a quality education is the collective responsibility and duty of the citizenry. Based on an inside-out view of universities, this book provides the ammunition for such a campaign. It provides the information and stimulus for reform for legislators, community leaders, academics and average citizens.

2007 Paperback ISBN: 978-1-59311-740-5 \$39.99
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Public Relations For Schools A Resource Guide for Principals

by Sally S. Lundblad, *Principal, Louisburg High School, Kansas* and G. Kent Stewart, *Kansas State University, Manhattan*

This handbook is for practitioners who lead public and private elementary schools, middle schools or high schools. While most school leaders are basically adept at public relations, this book serves as a reminder of the importance of good public relations and provides ready access to tools necessary to hone and refine public relations skills. In addition to important information about public relations, this handbook is replete with examples of good public relations practices.

CONTENTS: Dedication. About the Authors. Preface. Acknowledgements. **Chapter 1.** Introduction to School Public Relations. **Chapter 2.** Understanding Stakeholder Groups. **Chapter 3.** Rules to Respect. **Chapter 4.** Curriculum and Activities. **Chapter 5.** Image and Criticism. **Chapter 6.** Opinion Assessment. **Chapter 7.** Parent, Guardian and Citizen Involvement. **Chapter 8.** Printed Documents and Other Publications. **Chapter 9.** Media Opportunities. **Chapter 10.** Partnerships and Fund raising. **Chapter 11.** Evaluating, Planning and Marketing. References and Suggested Readings. List of Figures.

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Radical Reformers: The Influences of the Left in American Education

by Maurice R. Berube, *Old Dominion University*

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Recapturing the Personal Essays on Education and Embodied Knowledge in Comparative Perspective

Edited by **Irving Epstein**, *Illinois Wesleyan University*

In this volume, contributors discuss both the theoretical and practical applications of an embodied knowledge perspective, using the field of education as an exemplar. It should be noted that while the theorists whose writings are discussed in these pages, have made seminal contributions to the sociology of the body literature, it is not possible nor is it our goal to comprehensively review the theoretical discourse of everyone who has written in the area. Our more modest aim is to give our audience a sampling of what some of the important theoretical positions entail. To that end, we turn to the writings of the three social and cultural theorists whose work is given the greatest degree of attention in the volume, Foucault, Bourdieu, and Butler, and will briefly summarize their views.

CONTENTS: Education, Comparison, and the Challenges of an Embodied Perspective, Irving Epstein. Interpreting Net: Foucault's Panopticon Versus the Codes of Cyberspace, Mark Winokur. Whiteness, Postcolonialism, and Embodiment in Women's Education, Irving Epstein. Feeling, Thinking, Doing: Emotional Capital, Empowerment, and Women's Education, Carolyn Manion. Embodiment as a Conceptual Framework for Describing the Practice of Qur'anic Memorization, Helen Boyle. Disability as Educational Rhetoric or Performative Metaphor? Reflections on Being-Disabled, Susan Peters. Embodied Knowledge and the Nation: School Field Trips, Noah W. Sobe. (Re)Reading Cuban Educational Policy: Schooling and the Third Revolution, Sheryl Lutjens. Recapturing the Personal Through the Visual: Images of Children and Schooling in Chinese Film, Irving Epstein. About the Authors.

2006 **Paperback ISBN: 978-1-59311-584-5 \$39.99**
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Re-Envisioning Education and Democracy

by **Ruthanne Kurth-Schai**, and **Charles R. Green**,
Macalester College

The fate of public education and therefore the future of our democracy is at risk. Powerful forces are eroding commitment to public schools and weakening democratic resolve. Yet even in deeply troubling times, it is possible to broaden social imagination and empower efforts toward systemic progressive reform. This book is an invitation for widespread participation in a complex process—*re-envisioning education and democracy*. To *re-envision*—to envision and then envision again—is to join with others in imagining new possibilities and bringing these into existence. Re-envisioning is a radically *social* process. Although distinct and varied individual contributions are required, transformative visions cannot be advanced through the agency of one charismatic person, or bound by one influential perspective. The process of re-envisioning, like all forms of democratic living and learning, draws energy and insight when connection and communion are sustained across dimensions of difference. Re-envisioning is an intensely *creative* and *exploratory* process. It is not accomplished through careful construction of “best laid plans” aimed at attaining certainty and control. Re-envisioning is instead experienced and evolved by preparing for, and then acting on, informed and strategic glimpses. These brief and fleeting impressions—multi-modal and multi-sensory, incomplete and ambiguous, always in motion—offer potentials, but no definitive answers. Re-envisioning is a profoundly *ethical* and *aesthetic* process, centered in prospects for social justice, compassion, reform, and renewal. Social movements are rarely motivated by commitments to narrow objectives aimed at solving specific problems. Across time

and cultures we are drawn to persons and processes, to ideas and images, that call us back to remember our highest principles, and move us forward to respond with acts of integrity and grace. Recurrent themes of beauty and power—here mirrored in chapter titles—inspire, guide, and liberate collective vision and principled action. Re-envisioning, although accessible to all, remains largely undeveloped and under utilized. Our collective ability to realize progressive aspirations for education and democracy can be significantly enhanced by integrating the process of re-envisioning with other, more familiar, educational and political reform strategies.

CONTENTS: Prelude. Chapter 1. Reform. Chapter 2. Crisis. Chapter 3. Reflection. Chapter 4. Intuition. Chapter 5. Inquiry. Chapter 6. Advocacy. Chapter 7. Imagination. Chapter 8. Risk. Chapter 9. Inspiration. Chapter 10. Courage. Coda.

2006 **Paperback ISBN: 978-1-59311-562-3 \$39.99**
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Research, Principals and Practices in Visual Communication

Edited by **John Ball** and **Francis C. Byrnes**

As a whole, the book is a working reference manual. Editorial decisions have been based on criteria which emphasized convenience and usefulness. The editors hope that the book will open to the reader the whole range of research pertinent to visual communication, and that the bibliography will direct readers to interesting and fruitful areas of knowledge.

CONTENTS: Process: The Conceptual Basis for Communication Study. The Interaction Model: Perception and Communication. Communication Models. The S-M-C-R Model. The Interpreter Model. Communication Effects. Perception and Visual Communication. Some Other Theories of Perception. A Basis for Decisions in Planning Communications. Research in Audio-Visual Communication. Perception and Design. Selection and Use of Visual Media. General Principles of Evaluation. Administration: Visual Communication Programs. Authors and Editors. Bibliography. Index.

2004 **Paperback ISBN: 1-59311-140-1 \$39.99**

Spark the Brain, Ignite the Pen: Quick Writes for Kindergarten Through High School Teachers and Beyond

Edited by **Samuel Totten**, *University of Arkansas, Fayetteville*, **Helen Eaton**, *Holcomb Elementary*, **Shelley Dirst**, *Arkansas Department of Education*, and **Clare Lesieur**, *Skyline Heights Elementary School*

Contributors to the book teach a wide array of grade levels (K through college) and subject areas (e.g., English, social studies, math, science and health), and the quick writes included in the book are ideal for use in a variety of classroom subjects and settings.

We believe that the book will find an extremely receptive audience among K-12 teachers, teacher educators preparing future teachers, and teachers and trainers of trainers involved in service programs and summer writing institutes.

Many published resources offer lists of writing topics for classroom use; however, they lack the pedagogical approach that informs the quick write concept. Although one published quick write resource offers literary prompts for grades 5-12, we know of no other book that provides such varied examples of this particular strategy, particularly our inclusion of a wide variety of “stimuli” (versus the common and

sole use of literary texts), and their use for a wide array of content areas (versus the usual and sole focus of English/Language Arts).

CONTENTS: Introduction, Samuel Totten, Helen Eaton, Shelley Dirst, and Clare Lesieur. Editors' Notes. Narratives. Self Awareness/Reflection. Memories. Humor. Imagination. Description. Writing to Learn. Elements of Grammar and Literature. Point of View. Mathematics. Science.

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Taking Small Classes One Step Further

(Published in Cooperation with the Laboratory for Student Success, Temple University)

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State University of New York at Buffalo
and **Margaret C. Wang**, *Temple University*

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by **Paul Saettler**, *California State University, Sacramento*

The primary purpose of this book is to trace the theoretical methodological foundations of American educational technology. It must be emphasized that this work is essentially as history of the *process* of educational technology rather than of products in the form of devices or media. Although media have played an important role in educational technology, the reader should not lose sight of the central process which characterizes and underlies the true historical meaning and function of educational technology. Moreover, the assumption is made that all current theory, methodology, and practice rests upon the heritage of the past. Indeed, a common problem in the field has been the failure, in many instances, to take adequate account of past history in planning for the present or the future.

A related purpose of this book is to provide a selective survey of research in educational technology as it relates to the American public schools. Such research reviews are not intended to be comprehensive, but were included because of their historical importance and their relevance in understanding the process of educational technology.

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by **Judith L. Gibbons**, *Saint Louis University* and **Deborah A. Stiles**, *Webster University*

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by **Frank Rennie** and **Robin Mason**

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Edited by **Gabriel D. Ofiesh**, *Colonel, USAF* and **Wesley C. Meierhenry**, *University of Nebraska*

This publication is a very significant cooperative effort of the Department of Audiovisual Instruction and the National Society for Programmed Instruction. It is, we believe, a harbinger of future joint activities between our two organizations whose purposes converge in the field of programmed learning.

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Workforce Education and Development: New Views for a New Century

Edited by **Jay W. Rojewski**, *University of Georgia*

Development of this text has been based on the notion that workforce education and development (WFED) systems—such as, secondary and postsecondary vocational and technical education (VTE), career education and guidance, human resource and organizational development (HROD), and adult training and retraining including literacy programs— have essential roles to play in supporting both individual and national efforts to successfully participate in and reap the benefits offered by globalization. While this assumption has intuitive appeal, not everyone believes that vocational preparation programs result in positive outcomes. Psacharopoulos (1997), an outspoken international critic of vocational education and training, argues that WFED programs often have a low rate of return on a country's investment when compared to that of the general academic curriculum. He contends that WFED initiatives often fail because too much emphasis is placed on these efforts to address myriad complex issues, and that decision makers do not utilize the available evidence about VTE to make prudent, informed choices. Instead, major players in the global economy like the World Bank tout basic academic education as an essential priority for developing countries wanting to enter into global markets and exchange.

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