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Volume 2 Number 3 Autumn 2001

*Special Issue: Educating Working Children:
Critical Issues and Contemporary Dilemmas*

Guest Editors: Roslyn Mickelson, University of North Carolina at Charlotte and David Post, Penn State University

TENTATIVE CONTENTS: Introduction to Educating Working Children: Critical Issues and Contemporary Dilemmas, *Roslyn Mickelson*. Working Children in the Asia/ Pacific Region, *Sarah L. Bachman*. Will Greater School Participation by Brazilian Children Reduce the Participation in the Labor Force? *Filvia Rosemburg & Rosangela Freitas*. Recognizing a Problem: The Impact of Global Politics on Child Labor Advocacy in Mexico, *David Post & Riho Sakurai*. Work by Secondary School Students in Scotland, *Jim McKechnie, Niamh Stack & Sandy Hobbs*. Can Children's Education and Work Be Reconciled?, *William Myers*.

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CONTENTS: Introduction, *Patricia L. Daniel*. Readiness for Reflection: Two Schools' Response to a Data-driven School

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Volume 1 Number 4 Winter 2000

*Special Issue: Race in Social and Educational Policy:
Critical Race Studies, History, and Western Imperialism*

*Guest Editor: Theresa Richardson,
University of South Florida*

CONTENTS: An Introduction to Race in Social and Educational Policy: Critical Race Studies, History, and Western Imperialism, *Theresa Richardson*. Ethnicity: The Origins and Socio-Political Significance of a Post World-War II Construction, *Erwin V. Johannmeier*. Arabanoo, Bannelong and Coleby: Changing Images of Aborigines in the Schooling of Australians, *Deirdre Heitmeyer & John Ramsland*. "Carrying into the Schools What Already Exists in Every Other Institution of Society:" Colonialism and the Discourse on Chinese School Segregation in British Columbia During the Early Twentieth Century, *Timothy J. Stanley*. Middleton and Blake High Schools: The Politics of Race and History in the Closing, and "Restoration" of High Schools in Tampa, Florida, *Barbara Shircliffe*. Housing Concerns of African Americans: University of Illinois and the Local Champaign-Urbana Community, *Deirdre Cobb-Roberts*. Divided Societies: Northern Ireland's Religious Struggles and Racial Struggles in the United States, *Genevieve Richardson*.

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Volume 2 Number 3 2001

CONTENTS: Distance Education in South Dakota: A Statewide Project, *Michael Simonson*. Towards a Person-Centered Model of Instruction: Can an Emphasis on the Personal Enhance Instruction in Cyberspace?, *Christopher Miller and Joan M. Mazur*. Facilitating Web-Based Instruction: Formative Research on Improving an Online Undergraduate Business Course, *Jenny Wang-Chavez, Rovy Branon, and Peter Mikolaj*. Learning Best-Practice in Design and Problem-Solving Skill Development with Mtutor—A Web-Based Distance Learning Tool, *Phil Culverhouse and Cheryl Burton*. Evaluating an Online Course: Feedback from "Distressed" Students, *Christopher Essex and Kursat Cagiltay*. **Research Briefs.** The Effect of Printing on Satisfaction with Web-Based Instruction, *Karen Kaminsky*. Effectiveness of Combined Delivery Modalities for Distance Learning and Resident Learning, *Peter J. Dean, Michael J. Stahl, David L. Sylvester, and Jillian A. Peat*. **Special Section.** How Administrators' Attitudes and Perceptions Shape Policy, Practices, and Curriculum for Distance Education, *Pamela Havice*. Interactive Instructional Television (IITV) Classroom System Design, *Kimberley Ryan-Nicholls*. **Departments.** Around the Globe, *Steve Wheeler*. Research Abstracts, *Eric Plotnick*. Conference Calendar, *Marsha L. Burmeister*. Book Reviews. Sustaining Distance Training: Integrating Learning Technologies into the Fabric of the Enterprise, *Kevin P. Jackson*. Taking Flight with OWLS: Examining Electronic Writing Center Work, *Renee Drabier and Sharon Hatton-Montoya*.

Volume 2 Number 2 2001

CONTENTS: Signal Fires?, *Michael Simonson*. Exploiting Opportunities for Knowledge-Building in Asynchronous Distance Learning Environments, *Gustavo E. Prestera and Leslie A. Moller*. Is the Management of Distance Education Transforming Instruction in Colleges?, *John S. Levin*. Distance Education: Looking Beyond "No Significant Difference", *Nancy J. Maushak, Hui-Hui Chen, Laura Martin, Benny C. Shaw, Jr., and David Unfred*. Distance Education for Collaborative Teaching and Learning in Teacher Education, *Walter F. Heinecke and Laura Noelle Blasi*. An Early Tool to Simulate the Impact of Web-Based Learning on the University, *Alison A. Carr-Chellman, Ikseon Choi, and Julián Hernández-Serrano*. **Departments.** Around the Globe, *Steve Wheeler*. Research Abstracts, *Eric Plotnick*. Book Review. Managing Technological Change: Strategies for College and University Leaders by A. W. (Tony) Bates, *Byron R. Burnham*. Building Learning Communities in Cyberspace by Rena M. Palloff & Keith Pratt, *Amy S. C. Leh*. Conference Calendar, *Marsha L. Burmeister*. Biographical Details.

Volume 2 Number 1 2001

Special Issue: Distance Education and e-Learning
Guest Editor: **Gary J. Anglin**,
University of Kentucky, Lexington

CONTENTS: Notes from the Guest Editor, *Gary J. Anglin*. Catalysts, Emphases and Elements of Virtual Learning Communities: Implications for Research and Practice, *Richard A. Schwier*. Can Instructional Design Deliver on the Promise of the Web?, *Wellesley R. ("Rob") Foshay*. The Impact of Inherent Instructional Design in Online Courseware, *Douglas M. Harvey and Jung Lee*. The Adaptation of a Master's Degree Course to the Web: A Case Analysis, *Barbara A. Bichelmeyer, Melanie Misanchuk, and Larissa Malopinsky*. Reflecting on the Instructional Design of Distance Education for Teachers: Learnings from Instructors, *Tiffany A. Koszalka and Mary Beth Bianco*. Conference Calendar, *Marsha L. Burmeister*. Research Abstracts, *Eric Plotnick*. Book Review, *Karen Murphy*.

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Volume 7 Number 1 2001

Focus Article:

Learnings Disabilities as a Working Memory Deficit
Lee Swanson, *University of California, Riverside*
 and **Linda Siegel,** *University of British Columbia*.

TENTATIVE CONTENTS: Focus Article: Learnings Disabilities as a Working Memory Deficit. *Lee Swanson, University of California, Riverside and Linda Siegel, University of British Columbia*. Working Memory Deficits and Learning Disabilities Reactions to Swanson and Siegel. *Frank R. Vellutino, The University at Albany; State University of New York*. How the Pattern of Deficits in Groups of Learning-disabled Individuals help to Understand the Organization of Working Memory. *Cesare Cornoldi, Barbara Carretti and Rossana De Beni, University of Padova, Italy*. Learning Disabled Individuals Show Deficits on Working Memory Tasks: The Question is Why? *Meredyth Daneman, University of Toronto*. The Role of Working Memory in Learning Disabilities? *David Z. Hambrick, Michigan State University, Oliver Wilhelm and Randall W. Engle, Georgia Institute of Technology*. Learning Disabilities as a Working Memory Deficit: The Important Next Questions. *Joseph K. Torgesen, Florida State University*. Learning Disability and Working Memory: A Commentary. *Gezinus Wolters, Leiden University*. Final Word: Elaborating on Working Memory and Learning Disabilities: A Reply to the Commentators. *H. Lee Swanson, University of California and Linda Siegel, University of British Columbia*. Book Review: Robert J. Sternberg, *Yale University*. Review of K. Leithwood (Ed.), *Understanding schools as intelligent systems*. JAI, 2000

Volume 7 Number 2 2001

Focus Article:

All Testing is Dynamic
Robert Sternberg and Elena Grigorenko,
Yale University

Volume 6 Numbers 1/2 2000

CONTENTS: Focus Articles: Trojan Horse in the Schoolyard: The Hidden Threats in High-Stakes Testing, *Scott G. Paris*. Developing Disillusionment: Students Perceptions of Academic Achievement Tests", *Scott G. Paris, Jodie L Roth, and Julianne C. Turner*. Students' Beliefs About Classroom Tests and Standardized Achievement Tests, *Carol A. Wong, and Scott G. Paris*. Students' Perceived Utility and Reported Use of Test-Taking Strategies, *Jodie L. Roth, Scott G. Paris, and Julianne C. Turner*. Policies and Practices of High-Stakes Testing that Influence Teachers and Schools, *Scott G. Paris and Tim Urdan*. Critiques: Testing Should Serve One Purpose: A Reply to Paris and Colleagues' Papers, *Jerome V. D'Agostino*. How to Improve High-Stakes Test Scores without Really Improving, *Richard Allington*. Comments on Trojan Horse Papers, *Lyn Corno*. High-Stakes Testing in Grades K-12: Comments on Paris et al., *Allan S. Cohen*. Responding to Paris et al.: Situating the Conversation in the Trenches, *John R. Tanner*. Final Word: Comments on the comments, *Scott Paris*. Book Reviews: Dale H. Schunk, reviews *M.K. Alderman's*, *Motivation for Achievement: Possibilities for Teaching and Learning*. Erlbaum, 1999. Sigmund Tobias and Howard T. Everson, reviews *Douglas Hacker, John Dunlosky, and Arthur Graesser's*, *Metacognition in Educational Theory and Practice*. Erlbaum, 1999. Supplementary Commentary: It will Take More than a Leap of Faith to Bridge the Credibility Gap in Educational Research. A comment on Joel Levin and Angela O'Donnell's What to Do about Educational Research's Credibility Gaps, *Diane F. Halpern*.

Back Issues:

Volume 5 Number 2 1999

CONTENTS: Focus Article: What to do about Educational Research's Credibility Gaps?, *Joel R. Levin and Angela M. O'Donnell*. Critiques: The Levin and O'Donnell Proposal is a Good First Step, *Stephen L. Benton*. What to do about Educational Research's Credibility Gaps? Become more Scientific, *Jerry S. Carlson*. It's the Accumulated Evidence and the Argument, *Lyn Corno*. To Foster Meaningful Learning: Is Science still Relevant?, *Richard E. Mayer*. Educational Research in the 21st Century: Lessons from the 20th, *Robert E. Slavin*. Educational Research at a Choice Point, *Keith E. Stanovich*. How to Improve the Credibility of Research in Education, *Philip H. Winne*. Final Word: Educational Research's Credibility Gaps, in Closing, *Joel R. Levin and Angelica M. O'Donnell*. Review Essay: The New Rules of Measurement: What Every Psychologist and Educator should Know, by *Susan E. Embretson and Scott L. Hershberger, Susan M. Brookhart*. Methods of Educational and Social Science Research: An Integrated Approach (2nd ed.), by *David R. Krathwhol, and Robert C. Calfee*.

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Volume 1 Number 1 2001

CONTENTS: Introduction, *Rich Diem, University of Texas at San Antonio and Jeff Passe, University of North Carolina at Charlotte*. The Conquest of Mexico: A Case Study of Multiple Perspectives for Understanding a Single Event, *Dario J. Almarza, Florida State University*. Online Journals to Reflect on Teaching in an Elementary Social Studies Education Course, *Linda Bennett, University of Missouri-Columbia*. From Eighth Grade Social Studies to Young Adulthood Voting and Community Service: National Education Longitudinal Study of 1988 Eighth Graders, *June R. Chapin, College of Notre Dame (CA)*. Keepers of Tradition, Agents of Change: Social Studies Teachers and Multicultural Education, *Anita C. Danker, Assumption College*. Global Education In Russia: A Catalyst in Russian Education Reform, *Toni L. Kirkwood and Jan L. Tucker, Florida International University*.

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Volume 2 Number 3 2001

CONTENTS: Characterizing Online Buyers: Who Goes with the Flow? *Ronald E. Goldsmith, Eileen Bridges, and Jon Freiden*. Double Jeopardy in Internet Web Site Selection. *Naveen Donthu and Edmund K. Hershberger*. The Deficiency of Relationship Marketing as a Paradigm to Explain E-Commerce Phenomena: The Case of Online Auctions. *Victor J. Massad, Jamie L. Whitmyer, and Joanne M. Tucker*. The Internet as a Channel for Market Research: Avenues for Future Research. *Shawn Thelen*. Introducing Intranet Technology into Corporations. *Rex Eugene Pereira*. Toward Web-Based Knowledge Marts. *Ross A. Malaga and Bonnie Rubenstein-Montano*. Towards an Understanding of Gender Differences in the Use of E-Commerce: An Expansion of the Technology Acceptance Model. *Renae Bredin, Neil Granitz, and Stephen Koernig*. The Integrated Web Access Center: Some Lessons and Insights. *Richard Feinberg, Cherie Keen, Ik-Suk Kim, Rajesh Kadem and Leigh Hokama*.

Volume 2 Number 2 2001

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Volume 1 Number 1 Spring 2002

TENTATIVE CONTENTS: The Promise of Hope and Possibility in Disability Studies, *Susan L. Gabel and Scot Danforth*. The Value of Perspectival Discontinuity: Coming to Terms with Pluralism in Special Education, *James L. Paul, University of South Florida*. Two Responses to Paul's "The Value of Perspectival Discontinuity: Coming to Terms with Pluralism in Special Education", *Lous Heshusius, York University and Roger Slee, University of Western Australia*. Notes Toward a History of Hopelessness: Disability and the Places of Therapeutic Failure, *Phil Ferguson, University of Missouri - St. Louis*. Making "Selves" Citizens: Disability, Radical Democracy and the Politics of Citizenship Education, *Nirmala Erelles, Auburn University*. Beyond the Metaphor of Merger: Confronting the Moral Quagmire of Segregation in Early Childhood Special Education, *Christopher Kliewer & Donna Raschke, University of Northern Iowa*.

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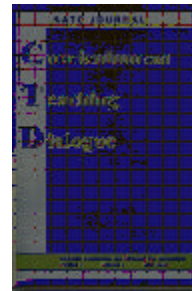
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Volume 3 Fall 2001

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Series Editor

Frances K. Kochan
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