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Analyzing School Contexts
Influences of Principals and Teachers in the Service of Students

Wayne K. Hoy, The Ohio State University
Michael DiPaola, The College of William and Mary

Analyzing School Contexts is the ninth volume in a series of research and theory in school administration dedicated to advancing our understanding of schools through empirical study and theoretical analysis. The current selection of readings is loosely organized around the broad topics of school contexts, leadership, and organizational properties that influence the effectiveness of schools. The book begins with a reflective analysis of the importance of organizational theories and theorizing in educational administration and then proceeds to examine research on how leaders, especially principals, can strengthen the instructional and academic capacity of the school to enhance teachers’ effectiveness in producing strong student outcomes. The analyses deal not only with what instructional leadership practices make positive differences in teaching and learning, but also with how district leadership is pivotal in developing school partnerships with business and how district mentoring programs to develop future school leaders succeed. Finally, we examine school climate, academic optimism of teachers, organizational trust, and the constraints and opportunities that the law provides to develop and maintain a respectful school environment conducive to learning.
Matthew Arnold, 19th century English poet, literary critic and school inspector, felt that each age had to determine that philosophy that was most adequate to its own concerns and contexts. This study looks at the influence that Matthew Arnold had on John Dewey and attempts to fashion a philosophy of education that is adequate for our peculiarly awkward age. Today, Arnold and Dewey are embraced by opposing political positions. Arnold, as the apostle of culture, is often advocated by conservative educators who see in him a support for an education founded on great books and Victorian values, while Dewey still has a notably liberal coloring and is not too infrequently tarred for the excesses of progressive education, even those for which he bears no responsibility at all. Both, no doubt, are misread by those who rather carelessly use them as idols for their own politics of education.

This study proposes a pluralistic approach to education in which pluralism means not only plurality of voices, but also plurality of processes. Using a model built out of a study of rhetoric and hermeneutics, four aspects of mind are indentified that draw Arnold and Dewey into close correspondence. These aspects are the tentacle mind (using Dewey’s favorite metaphor for breaking down the barrier between mind and body), the critical mind (which builds on the concepts of criticism that animated both Arnold and Dewey’s approach to experience), the intentional mind (which attempts a long overdue rehabilitation of the concept of authority and an expansion upon the increasingly apparent limitations of reader-response theory) and the reflective-response mind (in which the contemplative mind is treated to that active quality that makes it more a true instrumentality and less an obscuring mechanism of isolation).

Dewey echoed Matthew Arnold who himself echoed so many of the voices that preceded and were contemporary with his own. Theirs were awkward echoes, as all such echoes invariably are. They caught at the intentionality of those voices they echoed, trying for nearness, but hoping, at least, for adequacy. Awkward, but adequate, is what this study offers, but it may well be what we most need right now.


Blurring The Lines
Charter, Public, Private and Religious Schools Come Together

Bruce S. Cooper, Fordham University
Janet D. Mulvey
Arthur T. Maloney

A volume in the series Politics of Education Book Series

This book, Blurring the Lines, has immediate appeal to policy-makers, and analysis in public and private sectors, as well as legal scholars and practitioners. It will be of interest, too, to university teachers working in the areas of "School Law," "School Policy and Politics," and "New
Trends in American K-12 Education. The book treats the complex and interesting issues of Church-State and Public-Private education, the two great changing cross-road in US education.

**CONTENTS:**
2. Blurring Everywhere: Cases in Point.
5. Minnesota Islamic Charter School Blurs the Line: The Case of the Tarek ibn Ziyad Academy (TiZA)
8. The Orthodox Jewish Community: Kiryas Joel Union Free School District.
9. Faith and Education: Implications for Public Policy.

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**Books, Not Bombs**
Teaching Peace Since the Dawn of the Republic

Charles Howlett, *Molloy College*
Ian Harris, *University of Wisconsin - Milwaukee*

*A volume in the series Peace Education*


Books Not Bombs: Teaching Peace Since the Dawn of the Republic is an important work relevant to peace scholars, practitioners, and students. This incisive book offers an exciting and comprehensive historical analysis of the origins and development of peace education from the creation of the New Republic at the end of the Eighteenth Century to the beginning of the Twenty-First century. It examines efforts to educate the American populace, young and old, both inside the classroom and outside in terms of peace societies and endowed organizations. While many in the field of peace education focus their energies on conflict resolution and teaching peace pedagogically, Books Not Bombs approaches the topic from an entirely new perspective. It undertakes a thorough examination of the evolution of peace ideology within the context of opposing war and promoting social justice inside and outside schoolhouse gates. It seeks to offer explanations on how attempts to prevent violence have been communicated through the lens of history.

**CONTENTS:**
1. Introduction.
5. Female Peace Educators and Activists at the Lake Mohonk Conferences for International Arbitration, 1895–1916.
6. Jane Addams and the Promotion of Peace and Social Justice Among the Masses.
7. Andrew Carnegie and His Endowment.
11. John Dewey and Peace Education.
12. American Friends Service Committee and Peace Education.
14. The Campaign Against Militarization in Education.
15. Brookwood Labor College and Peace Education.

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**Bridge Leadership**
Connecting Educational Leadership and Social Justice to Improve Schools

Autumn K. Tooms, *Kent State University*
Christa Boske, *Kent State University*

*A volume in the series Educational Leadership for Social Justice*


This is the first chronicle of the history of social justice as a line of inquiry within the field of educational administration. Editors Tooms and Boske have amassed a collective voice of leaders in the field of Educational Administration who have broken barriers and expanded the field through their own work and scholarship within a national and international arena. Many of these narratives are the first time tellings of the challenges and successes found in the works of this group of scholars of historic significance.
This collection is written and organized into practical and easy to digest sections. They are part history lesson, and part practical teaching tool for those who prepare school leaders. Anyone from school leaders to academics interested or charged with unpacking the messy intersections between school leadership and issues of social justice will find inspiration and easy to understand explanations of leadership and equity work within the chapters presented.

Endorsement: “Bridge Leadership is a powerful and fascinating new volume that explores the intersections of social justice and educational leadership. What distinguishes it from other social justice work is that it is much more personal than most such texts. Many of the book’s authors share poignant excerpts of their life stories and connect them to the theoretical constructs, historical events, and political struggles of social justice. The foregrounding of these personal stories and the bridges they create with social justice gives the volume a raw power not found in other social justice works. I could not put the volume down!” ~ Ulrich C. Reitzug, University of North Carolina, Greensboro

CONTENTS:

Case Studies and Activities in Adult Education and Human Resource Development

Steven W. Schmidt, East Carolina University

A volume in the series Adult Education Special Topics: Theory, Research and Practice in Lifelong Learning


Case studies have become a widely-used instructional tool in many educational environments. The use of case studies began in the 1950s at Harvard Business School. Today, they may be used as part of a course of study, or as the main focus of a course, to which other material is added. While the use of case studies is prevalent in schools of business and medicine, they are not often used in adult education or human resource development. This may be because there are no current major publications that deal with the use of case studies in these disciplines; nor are there any major databases of adult education or human resource development case studies for instructors to use. Good case studies can bring reality into the classroom. They can provide frameworks for discussion based on issues that must be faced in real life. Complex case issues can be broken down and examined for greater understanding, then pulled together again for resolution.

Case studies can be used successfully in adult education. I propose a book based on the use of case-based learning in adult education and human resource development (HRD). The book could be positioned as a supplement to course textbooks for courses in adult education and HRD. I would write the cases and develop the exercises, but could also get others to contribute a case study or exercise to the book. Cases would each be a half-page to maybe 2-3 pages at the long end, and would include questions for students/readers. Supplementary information (possibly in the form of a DVD) could be put together for instructors. This information would include case study focal points and examples of possible responses for each study/exercise.

CONTENTS: 1. Introduction to Case Studies. 2. Using Case Studies. 3. The Case Studies and Activities in this Book. CASE STUDIES AND ACTIVITIES. 4. Write Your Own Case Study. About the Author. About the Contributors.
Practitioners in the field of educational technology require a high level of problem solving, critical thinking, and interpersonal skills to deal with learning issues that are often complex and multidimensional. Unfortunately, there are few opportunities for providers of learning services and learners to practice authentic instructional design or educational technology as part of their academic preparation and/or training.

When learners interact with case studies through reasoning and problem solving, learning takes place through the process of analysis, synthesis, application, and evaluation. In particular, case studies that use story telling to reflect problem situations in real-life create an authentic learning environment for learners. This book provides the material that learners can use to interact, reason and apply their problem solving skills in realistic and engaging cases. Because of the interdisciplinary and multidisciplinary nature of the field and the cases, this book is useful not just in educational technology, but also in other fields. A “Facilitator Guide” is provided for each chapter for teachers and trainers using this book with their learners.

For these reasons, this book is dedicated to exploring the rarely-examined experiences of those who enter the role as new principals or headteachers.

By giving voice to new principals and headteachers, we are able to determine what aspects of leadership preparation ring true and what aspects prove to be of little or no utility. Unlike leadership texts that have focused on conceptual considerations and personal narratives from the field, this book focuses on a collection of empirical efforts centered on the challenges and issues that new principals and headteachers experience during their initial and crucial years of induction. We solicited and accepted manuscripts that explore the multi-faceted dimensions of being a new principal or headteacher in the 21st century. Our goal was to create an edited book that examines the commonalities and differences that new principals and headteachers experience from an international perspective. This edited book is comprised of six chapters, each of which contributes a unique perspective on the responsibilities that new principals and headteachers are experiencing at the dawn of the 21st century.

CONTENTS:

Citizenship Education and Social Development in Zambia

Ali A. Abdi
Edward Shizha, Wilfrid Laurier University
Lee Ellis, University of Alberta, Edmonton


Zambia, the butterfly-shaped, central African country has a population of about 11 million people, and as other Sub-Saharan African countries, has been trying to democratize since the early 1990s. Clearly, though, the promise of political reform did not fulfill the expectations of the public, and with about 60 percent of the population living below the poverty line, many Zambians are no longer confident that more open political systems can improve their lives. But the problem may not be inherent in the political process itself, and could be found more in the apparent disconnection between people’s needs and the way the country’s affairs are run. It is with respect to these and related issues that this book emphasizes the crucial relationship between education and political participation, and specifically highlights citizenship education as essential for Zambia’s social development.

Social development, which should comprise, inter alia, the economic, political, and cultural wellbeing of societies can be enhanced by citizenship education, which focuses on elevating people’s understanding of their rights and responsibilities vis-à-vis government institutions, structures and functions. Indeed, it is the centrality of the political component in people’s lives, especially its relationship with public policy and public programs that should underline the important role of citizenship education. In describing these issues, the book analyzes the role of the media, women’s groups and youth in enhancing the political, educational, and by extension, the economic lives of the Zambian people. The book should interest students and scholars of Zambian (as well as African) education, politics, and social development. It should also be useful for policy makers, institutional managers and both public and para-public leaders in Zambia and elsewhere in the continent.

CONTENTS: 1 Citizenship Education and Social Development in Zambia. 2 Education and Development in Zambia: Historical Analyses. 3 Democratizing Education in Zambia: Educational Policies and Provision since the 1990s. 4 Zambia and the Intersections of Underdevelopment: Global Agencies and the Role of the Print Media for Citizenship Development. 5 Educating for Political Development: The Case of Women in Zambia. 6 Youth Participation in the Socioeconomic and Political Society in Zambia. 7 Political Literacy in Zambia. 8 Languages for Literacy and Political Development in Zambia. Conclusion. References.
Civic Learning through Agricultural Improvement
Bringing the Loom and the Anvil into Proximity with the Plow
Glenn P. Lauzon, Indiana University Northwest

How do people use education to respond to change? How do people learn what is expected of “good citizens” in their communities? These questions have long concerned educational historians, civic educators, and social scientists. In recent years, they have captured national attention through high-profile education reform proposals and civic initiatives. The historian who reviews the relevant literature, however, will discover something odd: most of it focuses on schooling, despite the fact that, prior to the middle of the twentieth century, formal schooling played only a small (but significant) part in most people’s lives. What other educational forces and institutions bring civic ideals to bear upon minds and hearts? This question is rarely raised. At issue is a conceptual problem: we, today, tend to equate “education” with “schooling.”

Do county fairs and farmers’ associations have anything to do with civic education? Drawing insights from debates at the time of the “founding” of the history of education as a branch of modern scholarship, this author asserts that they do. Using the life of county fairs, farmers’ associations, and farmers’ institutes as its central thread, this book explores how prominent town-dwellers and leading farmers tried to use agricultural improvement to grow towns and to shape civic sensibilities in the rural Midwest. Promoting economic development was the foremost concern, but the efforts taught farmers much about their “place” as “good citizens” of industrializing communities. As such, this study yields insights into how rural people of the nineteenth century came to accept the ideal that “town” and “country” were interdependent parts of the same community. In doing so, it reminds educators and historians that much education and learning – particularly of the civic sort – takes place beyond the schoolhouse.

CONTENTS:
1 Introduction: Agricultural Improvement as Civic Education
2 Locating the Civics in Nineteenth-Century Agriculture
3 Between Frontier and Civilization: The Agricultural Improvement Agenda
4 Fair Frustrations: Agricultural Education as Civic Learning in the 1850s
5 Growing Indiana: Agricultural Improvement and the Growth Imperative
6 Promoting the Farmer’s Interest: Politics and the Grange
7 Bringing Town and Country Together for Progress at the County Fair
8 Bringing Farmers into Town for a Strictly Agricultural Education
9 Agricultural Improvement’s Civic Harvest
10 The Historian’s Search for Civic Learning

Completing a Professional Practice Dissertation
A Guide for Doctoral Students and Faculty
Jerry W. Willis, Manhattanville College
Ron Valenti, College of New Rochelle
Deborah Inman, Manhattanville College

A growing number of both established and newly developed doctoral programs are focusing on the preparation of practitioners rather than career researchers. Professional doctorates such as the Doctor of Nursing Practice (DNP), Doctor of Education (EdD), Doctor of Pharmacy (PharmD), Doctor of Professional Studies (DProf or DPS), and the Doctor of Psychology (PsyD) are, in fact, just a few of the professional doctorates being offered today. Professional doctorates are the fastest growing segment of doctoral education.

The nature of the dissertation and the process of completing a dissertation can be quite different in a professional practice doctoral program but there are few resources for both students and faculty involved in completing and mentoring such dissertations. This book was written specifically for students and faculty involved in professional practice dissertation work. It addresses both the tasks and procedures that professional practice dissertations have in common with dissertations in “research” doctoral programs as well as the tasks and issues that are more common in professional practice doctoral programs. For example, negotiating entry into applied settings and securing the cooperation of practicing professionals is covered, as are alternative models for the dissertation (e.g., the “three article dissertation” or “TAD”). The book also covers tasks such as getting IRB approval for applied dissertation research conducted in the field and how to propose and carry out studies based on applied and professional models of research. This book, written by three experienced mentors of professional practice dissertation students, is the comprehensive guide for both students and faculty.
The Comprehensive Handbook of Constructivist Teaching From Theory to Practice

James Pelech, Benedictine University


While many people talk about the Constructivist philosophy, there has not been a publication that provides a detailed description of what a Constructivist classroom sounds like and looks like. This book fills that void by examining the philosophy, translating it into teaching strategies, and providing over forty examples. These examples come from the elementary level up to and including the collegiate level, and include all content areas. These examples show how the Constructivist educator uses the linguistic mode, the visual mode, and the kinesthetic mode to create a class environment in which the Constructivist philosophy flourishes. Examples of student work are provided; the book also includes chapters on note-taking, Problem-Based Learning (PBL), action research, and other Constructivist resources.

Written in user-friendly form, this book presents a concrete and step by step approach for translating the Constructivist philosophy into classroom practice. This book is intended for every Constructivist researcher, practitioner, and teacher-educator. The researcher and teacher-educator will benefit from topics such as the history of Constructivist thought, the principles of Constructivism and action research. This book is more than a list of recipes, and this will be beneficial to the practitioner. Starting with the principles of Constructivism, and bridging to four basic teaching strategies, the practitioner is guided on how to use different learning modes and “meta-strategies” to create a true Constructivist practice.

An educator’s life is made up of one’s philosophy, teaching principles, daily strategies, resources, and research tools. This book provides an in-depth look, from the Constructivist perspective, at each one of these components. In every sense of the word, this book is truly “comprehensive.”

Conflict and Resolution

Progressive Educators and the Question of Religion

Jared R. Stallones, California State Polytechnic University

A volume in the series Studies in the History of Education

Conflict and Resolution: Progressive Educators and the Question of Religion investigates the impact of religion in shaping the progressive education movement. Historians of progressivism have described the progressive movement as a secularized version of fundamentally religious impulses, a kind of ‘secularized evangelicalism.’ Many progressive political and social reformers were subject to powerful religious influences, but were unable to adhere to the theological tenets held by their parents or grandparents. Instead, they secularized their religious impulses and devoted themselves to social and political reform. Conflict and Resolution extends this analysis to progressive educators through biographical sketches of five leaders in the progressive education movement and an examination of the role of religion in their work.

This investigation models three distinct ways in which progressive educators mediated their youthful religious experiences and their adult lives and careers. Schoolmasters Jerry Voorhis of California and Felix Adler of New York City were Integrators, those who actively incorporated firmly held religious beliefs into their educational thought and practice. Educational philosophers William Heard Kilpatrick and John Lawrence Childs were Deniers, those who rejected religious experience in their educational pursuits, but not necessarily in their personal lives. Finally, preeminent progressive educator John Dewey was a Reinterpreter, one who recast religious concepts and terminology to fit his newly emerging educational approaches. The religious experiences of each of these men left their mark on the progressive education
The richly textured biographical sketches found in Conflict and Resolution: Progressive Educators and the Question of Religion portray the interior lives of these figures and explain how their religious experiences impacted their work. The book will be of interest to educational historians, biographers, and others interested in the development of American education whether they come from a religious or secular mindset.

CONTENTS: Acknowledgements. Introduction. 1 Religious Experience and Childhood. 2 Jerry Voorhis. 3 Felix Adler. 4 John Dewey. 5 William Heard Kilpatrick. 6 John Lawrence Childs. 7 Conclusion.

Contemporary Perspectives on Language and Cultural Diversity in Early Childhood Education

Olivia Saracho, University of Maryland
Bernard Spodek, University of Illinois

A volume in the series Contemporary Perspectives in Early Childhood Education

The purpose of the book series is to present reviews of current research in specific areas of early childhood education. Each volume is devoted to a particular area of the field. Within each volume scholars present reviews of research on particular aspects of the field of early childhood education. Each chapter summarizes the current research and provides an extended set of references which will facilitate readers in furthering their inquiries into research in that area. All contributions to each volume are juried, with an Editorial Board and additional scholars reviewing the draft chapters, suggesting ways that the chapters could be improved, and finally recommending them for publication. This process insures the quality of the contributions to the chapter and avoids the possibility of bias in the work.

Recent findings suggest that young children’s learning experiences are critical to their learning development, which has attracted the attention of researchers, scholars, and policy makers. Interest has focused on the early childhood policy and practice that can help improve the academic paths of children in poverty. Many of these children are from linguistically and culturally diverse families. The purpose of this volume is to review and summarize the current state of knowledge related to linguistically and culturally diverse children. It expanded cultural diversity to include social justice which can contribute knowledge in providing effective teacher preparation programs and high quality programs for linguistically and culturally diverse children.

What are the radical ways of re-conceptualizing curriculum knowledge about global societies so that we can become accountable to the teaching about the world: a pedagogy that recognizes how diverse subjects have come to view the world. A critical question this book raises constitutes an ethical global imagination. A critical reading of the world calls for the need to examine alternative ways of knowing and evaluates how we have come to know the world and asks us to consider the socio-political context in which we have come to understand what other words, imagining curriculum in a critical way means decolonizing mainstream knowledge about global societies. Such an approach re-

The primary purpose of this book is to invite educators to (re)think what it means to critically conceptualize knowledge about the world. In other words, imagining curriculum in a critical way means decolonizing mainstream knowledge about global societies. Such an approach re-evaluates how we have come to know the world and asks us to consider the socio-political context in which we have come to understand what constitutes an ethical global imagination. A critical reading of the world calls for the need to examine alternative ways of knowing and teaching about the world: a pedagogy that recognizes how diverse subjects have come to view the world. A critical question this book raises is: What are the radical ways of re-conceptualizing curriculum knowledge about global societies so that we can become accountable to the
A critical global perspective advocates the value of going beyond the nation-state centered approach to teaching about topics such as history, politics, culture, etc. It calls for the need to develop curriculum that accounts for transnational formations: an intervention that asks us to go beyond issues that are confined within national borders. Such a practice recognizes the complicated ways the local is connected to the global and vice versa and cautions against creating a hierarchy between national and global issues. It also suggests the need to critically examine the pitfalls of forming dichotomies between the local (or the national) and the global or the center and the periphery.

**CONTENTS:**

Deepening Literacy Learning
Art and Literature Engagements in K-8 Classrooms

Mary Ann Reilly
Jane M. Gangi
Rob Cohen

A volume in the series Teaching<~>Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights


Democratic political systems and the democratic way of life is aspired by most people around the world. Democracy is considered to be morally superior to other forms of political systems as it aspires to secure civil liberties, human rights, social justice and equality before the law for everyone regardless of their gender, culture, religion and national origin. Enshrined in democracy is separation of religion and state, fair and competitive elections of leaders according to a country’s constitution which in turn is based on democratic ideals. Democracy aspires for people of different backgrounds to live together with their differences intact, but all contributing towards a better life for all.

In today’s increasingly pluralistic societies many people of different cultural and national backgrounds are brought together. Many have migrated from countries with autocratic political systems. Some with religions that require them to behave in different way, others with cultures teaching them values of harmony, collectivism and conformity as opposed to the culture of their host country emphasizing individualism and cherishing differences. Hence, in multicultural societies development of pluralistic democracy, a democracy which includes respect for diversity is essential.

A truly multicultural education which is based on the assumption that different cultures will be equally represented in education goes a long way towards education for democratic citizenship. Such an education would make students aware of issues of human rights and justice and encourage them to define their own values and ways in which they could contribute to a better world. The aim of this volume is to provide a forum for discussion of how multiple social perspectives and personal values can be brought together on common grounds around matters related to democracy. Contributions from research, and scholarly theoretical work as well as presentation of existing creative models of democracy education will be included. Authors from the major democracies will comment on the models and practice of multicultural education in their respective countries, to facilitate discussion and learning from each others’ experiences.

Discrete Mathematics For Teachers

Ed Wheeler, Gordon College
Jim Brawner, Armstrong Atlantic State University

2010. Paperback 978-1-61735-026-9 $50
(Originally Published by Houghton Mifflin Company, 2004)

There is a national consensus that teachers who teach middle-grades and elementary mathematics need deeper and broader exposure to mathematics in both their undergraduate and in their graduate studies. The Mathematics Education of Teachers, published by The Conference Board on the Mathematical Sciences, recommends 21 semester hours of mathematics for prospective teachers of middle-grades mathematics. In several states pre-service teachers preparing to teach middle-grades mathematics and pre-service teachers preparing to teach elementary school must complete 6-9 semester hours of mathematics content at the junior-senior level. Graduate schools across the nation have developed special programs for educators who specialize in teaching mathematics to elementary school children and to middle grades students.

However, there is a paucity of text materials to support those efforts at junior-senior level and graduate level courses. Faculty members must choose to teach yet another course out of one of the “Mathematics for Teachers” texts that have formed the basis of the curriculum for the last two decades. These texts tend to treat a very limited set of topics on a somewhat superficial level. Alternatively, faculty members can use mathematics textbooks written primarily for students majoring in mathematics or the sciences. Neither the topic choice nor the pedagogical style of these texts is optimal for pre-service and in-service teachers of middle grades and elementary mathematics.

Discrete Mathematics for Teachers is a text designed to fill this void. The topic is right. Discrete mathematics provides a rich and varied source of problems for exploration and communication, expands knowledge of mathematics in directions related to elementary and middle school curricula, and is easily presented using our best understanding of the ways that mathematics is learned and taught. The presentation is right. In the spirit of NCTM’s Principles and Standards for School Mathematics, topics are presented with careful attention to the best traditions of problem solving, reasoning and proof, communication, connections with other disciplines and other areas of mathematics, and varied modes of representation.

Education Redux

How to Make Schools Relevant to Our Children and Our Future

Eli Fishman, Lightning Smart


Education Redux is a timely and incisive work answering the myriad of questions about the future of America. It is a general interest book of particular consequence to the current political and education debate. The U.S. is facing a surfeit of crises—social, political, economic and environmental. These challenges continue to be met with traditional shortterm, feel-good, snake oil remedies. None of these actions begin to address the real structural problems in the U.S. economy or in its schools.

Education Redux examines the evolution of our economic despair. The popular perception is that the definitive cure is better education. There is a problem. K-12 schools do not work. Per student spending, on a constant dollar basis, is up 600% over the past few decades. Yet, standardized test scores remain flat. The proposed solutions never change—more money, better teacher performance, more parental involvement. Researchers dependably provide nothing more than minor variations on these themes, reiterating hackneyed predicaments and fixes.
The school problem is essentially twofold. First, school curriculum and instructional design are incompatible with the predisposition of the New Kids (Millennial cohort). Second, schools are perceived by students as not relevant. Education professionals treat schools as though they operate in a vacuum, which is a lethal error. School reform agendas have to be responsive to students within the context of social and economic realities.

The loss of gainful employment opportunities in our economy is directly related to the dismantling of the American manufacturing sector. The restoration of a 21st century manufacturing economy is predicated on our ability to infuse young people with the technical and entrepreneurial skills necessary to pursue productive careers. For the New Kids, video games define their reality. Games are based on skill, not following orders.

Education Redux offers an operational guide, predicated on the use of up-to-date video game technology, for making schools both relevant and enjoyable. The requirement for individual expression and building a community through the development of group skills can be attained using a program called the e-OneRoom Schoolhouse.

Education Redux is the product of comprehensive research by the author, who has extensive formal training and experience in manufacturing, finance, teaching and community affairs. The book answers questions most people are afraid to ask.


Educational Technology in Practice
Research and Practical Case Studies from the Field

Wanjira Kinuthia, Georgia State University
Stewart Marshall, The University of the West Indies

A volume in the series Educational Design and Technology in the Knowledge Society

The field of educational technology is one that requires a high level of problem solving critical thinking, and interpersonal skills to solve problems that are often complex and multi-dimensional. Analyzing cases provides an opportunity to explore professional issues through an environment that allows action researchers, practitioners and students to analyze and reflect on relevant theories and techniques to understand a real problem, ponder solutions and consequences, and develop responses. Hence, this book seeks to provide relevant authentic and realistic cases for such exploration.

This book is guided by the premise that the cases presented will serve as a platform for researchers, practitioners and students to share experiences and best practices in both developing and developed contexts, in an endeavor to bridge the knowledge divide. Throughout the book, various challenges are addressed and educational technology tools and strategies are subsequently employed in an effort to minimize the issues. Notwithstanding, the book also highlights successes and accomplishments in areas and contexts in which educational technology is being harnessed, including reaching more learners, providing more affordable options, and building capacity.

Because of the interdisciplinary and multidisciplinary nature of the field and the cases, this book is useful not only in educational technology, but also in other fields. A “Facilitator Guide” is provided for each chapter for educators with their learners.

The Emperor Has No Clothes
Teaching About Race And Racism To People Who Don't Want To Know

Tema Okun, National-Louis University

The Emperor Has No Clothes: Teaching About Race and Racism to People Who Don’t Want to Know offers theoretical grounding and practical approaches for leaders and teachers interested in effectively addressing racism and other oppressive constructs. The book draws both on the author’s extensive experience teaching about race and racism in classroom and community settings and from the theory and practice of a wide range of educators, activists, and researchers committed to social justice.

The first chapter looks at the toxic consequences of our western cultural insistence on profit, binary thinking, and individualism to establish the theoretical framework for teaching about race and racism. Chapter two investigates privileged resistance, offering a psycho/social history of denial, particularly as a product of racist culture. Chapter three reviews the research on the construction and reconstruction of dominant culture both historically and now in order to establish sound strategic approaches that educators, teachers, facilitators, and activists can take as we work together to move from a culture of profit and fear to one of shared hope and love. Chapter four lays out the stages of a process that supports teaching about racist, white supremacy culture, explaining how students can be taken through an iterative process of relationship building, analysis, planning, action, and reflection. The final chapter borrows from the brilliant, brave, and incisive writer Dorothy Allison to discuss the things the author knows for sure about how to teach people to see that which we have been conditioned to fear knowing. The chapter concludes with how to encourage and support collective and collaborative action as a critical goal of the process.


The Equitable Cultural Tourism Handbook

Dr. Alf H. Walle, Erskine College

The goal of this book is to deal, in a provocative way, with a number of key issues involving the increased participation of the private sector within cultural tourism. My goal is not to write a complete overview of the field. Instead, this short book deals with a fairly circumscribed set of issues involving contemporary changes within cultural tourism. Since modern business largely focuses on serving customers, a major focus of this book concerns marketing thought and its implications in regard to cultural tourism. In large measure, this book seeks to help host communities and their advocates to become familiar with and comfortable within a private sector context as well as being able to interact in such an environment.
The book starts with a two-chapter introduction that focuses upon the distinctive role of cultural tourism. As emphasized in chapter 1, a dilemma arises because cultural tourism must simultaneously serve multiple stakeholders and do so in equitable ways. This is much more complex than the more typical task of concentrating upon the needs, wants, and desires of customers. These ideas are refined in chapter 2 where the discussion centers primarily upon the importance of serving host communities, in addition to customers. Certainly, catering to customers continues to be an issue, but it should be envisioned as an ad hoc method of serving the host community.


ESL, EFL and Bilingual Education
Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations

Lynn W. Zimmerman, Purdue University Calumet

A volume in the series Research in Bilingual Education

This collection of essays examines the historical, social, cultural, and educational foundations of ESL/EFL/Bilingual Education. The four themes of this book are:

- Historical, Legal and Political Foundations of Bilingual/ESL Education
- Linguistic and Sociocultural Issues in ESL/EFL Education
- Educational Reform and English Language Teaching
- Effectively Teaching Bilingual/ESL/EFL Students

This volume offers a concise overview of English language learning issues from foundations to current reform to practical guidelines to implement in the classroom. The articles are a variety of theoretical essays, reports of research and practical guides to teaching ESL/EFL/bilingual populations. Many of the essays are presented from the perspective of critical pedagogy relying on the work of educational theorists such as Paulo Freire, Lisa Delpit, and Michael Apple. Although there are connections among the essays, this collection allows the reader to read any of the essays as individual pieces, so the reader can focus on the issues that are most relevant.

This book is aimed at instructors of ESL/EFL/bilingual foundations courses. It would be appropriate for undergraduate or graduate level courses. There is some international appeal for this text since several of the essays focus on general English language learning issues, and at least two focus on international issues.

CONTENTS: PART I: HISTORICAL, LEGAL, AND POLITICAL FOUNDATIONS OF BILINGUAL/ESL EDUCATION. PART II: LINGUISTIC AND SOCIOCULTURAL ISSUES IN ESL/EFL EDUCATION. PART III: EDUCATIONAL REFORM AND ENGLISH LANGUAGE TEACHING. PART IV: EFFECTIVELY TEACHING BILINGUAL/ESL/EFL STUDENTS.

Evaluating Technology in Teacher Education
Lessons From the Preparing Tomorrow’s Teachers for Technology (PT3) Program

Walt Heinecke, University of Virginia
Pete Adamy, University of Rhode Island

A volume in the series Research Methods for Educational Technology

Overall we come away from this project with a renewed sense of the complexity of evaluating the implementation and impact of technology in teacher education. In the post-PT3 period the federal government turned to large-scale experimental and quasi-experimental evaluations of educational technology but these have produced little in the way of understanding what types of technology work in various content areas...
under various conditions. PT3 and its approach to evaluation can be viewed as the pioneering period of educational technology evaluation in teacher education. It was a time when evaluators were just beginning to develop appropriate standards that could be used as evaluation criteria. It was a time when the accumulated wisdom of the evaluation field with regards to the primacy of mixed methods and multiple indicators of outcomes was just beginning to take hold. PT3 evaluators understood the importance of treading the line between summative and formative evaluation, and the relationship of evaluation to the improvement of educational practice.

In a world where the policymakers now clamor for simple quantitative evaluations linking teacher preparation to pupil achievement scores, we are reminded that the causal chain from teacher preparation to in-service performance and student achievement is fraught with externalities, complexities and a less than equal playing field. Collectively we still have not figured out how technology may be adding value to education beyond any potential impact on superficial standardized test scores. We have as a nation, ignored the call of cognitive psychologists who in 2000 called for a new frame of reference for learner-centered, community-centered, assessment-centered and content-centered educational processes. They understood that the high stakes accountability systems hinder educational innovation and the release of technology's potential to unlock new ways of knowing and learning.

Looking back now on the accomplishments of the PT3 program within our current political context, we see a need for more nuanced evaluation models that examine the relationship between pedagogy and technology integration, with a realization that teacher preparation programs will vary in their approaches to both. Some will focus on skills-based approaches, others on the relationship between pedagogical content knowledge and technology integration. The PT3 program served as an important incubator and test-bed of appropriate evaluation practice; we are already looking back at the program for lessons on how to move forward. We hope this volume may serve as a reminder of lessons for the future.


The Field Trip Book
Study Travel Experiences in Social Studies
Ronald V. Morris, Ball State University


Looking for social studies adventures to help students find connections to democratic citizenship? Look no further! The Field Trip Book: Study Travel Experiences in Social Studies provides just the answer teachers need for engaging students in field trips as researching learners with emphasis on interdisciplinary social studies plus skills in collecting and reporting data gathered from field explorations. This is the book for those educators who want to make social studies field experiences real and meaningful for their students.

These real-world social studies experiences are teacher tested and focus on anthropology, civics, economics, geography, history, and sociology, The Field Trip Book: Study Travel Experiences in Social Studies makes social studies exciting for elementary and middle school students, by introducing them to content in the world around them. This book is perfect for the elementary or middle school teacher, museum educator, or parent looking forward to increasing interaction between students and learning sites.

Financial Accounting: A Course for All Majors

David W. O'Bryan, Pittsburg State University


Financial Accounting: A Course for All Majors was written for general education classes that include students from all disciplines. Chapters are concise so that students will actually take the time to read them; the writing style is nontechnical and informal so that all majors can comprehend the material; the numerical examples stress the key concepts but avoid unnecessary complications that can be an impediment to learning.

Many financial accounting textbooks are user-oriented. This book is student-oriented. It was designed for students who may only take one financial accounting course; if they do not complete the course, financial accounting will always be a mystery to them and they will remain financially illiterate. This book strives to make financial accounting accessible to all majors so that they can improve their financial literacy and make better, more informed, financial decisions in their personal and professional lives.

This book can be used as the primary textbook in a survey course, or as a supplemental resource in any course that requires a solid foundation in financial accounting. It will also be a useful primer for any manager who needs to refresh their knowledge of financial accounting.

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The First Sourcebook on Nordic Research in Mathematics Education
Norway, Sweden, Iceland, Denmark and contributions from Finland

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A volume in the series The Montana Mathematics Enthusiast: Monograph Series in Mathematics Education

The First Sourcebook on Nordic Research in Mathematics Education: Norway, Sweden, Iceland, Denmark and contributions from Finland provides the first comprehensive and unified treatment of historical and contemporary research trends in mathematics education in the Nordic world. The book is organized in sections co-ordinated by active researchers in mathematics education in Norway, Sweden, Iceland, Denmark, and Finland. The purpose of this sourcebook is to synthesize and survey the established body of research in these countries with findings that have influenced ongoing research agendas, informed practice, framed curricula and policy. The sections for each country also include historical articles in addition to exemplary examples of recently conducted research oriented towards the future. The book will serve as a standard reference for mathematics education researchers, policy makers, practitioners and students both in and outside the Nordic countries.

CONTENTS: This Sourcebook includes over 50 chapters from the Nordic world. Section I- Norwegian Research in Mathematics Education. Section Editor: Simon Goodchild. Introduction to the Norwegian part of the Sourcebook of Nordic Research in Mathematics Education. Simon Goodchild. The development of mathematics education as a research field in Norway – an insider’s personal reflections, Trygve Breiteig and Simon Goodchild. Section II- Swedish Research in Mathematics Education. Section Editor: Christer Bergsten. Mathematics education research in Sweden - An introduction. Christer Bergsten. Some theoretical orientations of Swedish research: Learning difficulties and mathematical reasoning. Johan Lithner and Torulf Palm. Section III - Icelandic Research in Mathematics Education. Section
A Five-Year Study of the First Edition of the Core-Plus Mathematics Curriculum

Harold Schoen
Steven W. Ziebarth
Christian R. Hirsch, Western Michigan University
Allison Breckalorenz


The study reported in this volume adds to the growing body of evaluation studies that focus on the use of NSF-funded Standards-based high school mathematics curricula. Most previous evaluations have studied the impact of field-test versions of a curriculum. Since these innovative curricula were so new at the time of many of these studies, students and teachers were relative novices in their use. These earlier studies were mainly one year or less in duration. Students in the comparison groups were typically from schools in which some classes used a Standards-based curriculum and other classes used a conventional curriculum, rather than using the Standards-based curriculum with all students as curriculum developers intended.

The volume reports one of the first studies of the efficacy of Standards-based mathematics curricula with all of the following characteristics:

· The study focused on fairly stable implementations of a first-edition Standards-based high school mathematics curriculum that was used by all students in each of three schools.

· It involved students who experienced up to seven years of Standards-based mathematics curricula and instruction in middle school and high school.

· It monitored students’ mathematical achievement, beliefs, and attitudes for four years of high school and one year after graduation.

· Prior to the study, many of the teachers had one or more years of experience teaching the Standards-based curriculum and/or professional development focusing on how to implement the curriculum well.

· In the study, variations in levels of implementation of the curriculum are described and related to student outcomes and teacher behavior variables.

Item data and all unpublished testing instruments from this study are available at www.wmich.edu/cpmp/ for use as a baseline of instruments and data for future curriculum evaluators or Core-Plus Mathematics users who may wish to compare results of new groups of students to those in the present study on common tests or surveys. Taken together, this volume, the supplement at the CPMP Web site, and the first edition Core-Plus Mathematics curriculum materials (samples of which are also available at the Web site) serve as a fairly complete description of the nature and impact of an exemplar of first edition NSF-funded Standards-based high school mathematics curricula as it existed and was implemented with all students in three schools around the turn of the 21st century.

Fluency In Distance Learning

Celeste Fenton
Brenda Watkins


Fluency in Distance Learning offers a practical, hands-on, workshop style approach to creating an effective distance learning course. Full of specific ideas and strategies, the authors guide you through the process from beginning to end. Specific instructions are provided for setting up a course home page, developing interactive content, and utilizing a variety of multimedia resources.

Fluency in Distance Learning distinguishes itself from other publications on distance learning with its straightforward, practical workshop format. Specific strategies and examples of effective distance learning course materials help instructors to build a quality distance learning course quickly and effectively regardless of the learning management system being used. A companion website contains multimedia files and interactive exercises to enhance the reader’s learning and understanding of distance learning pedagogy and content development for online courses. In addition, all the necessary media files for trainers to deliver a series of professional development workshops on distance learning, are also available.

CONTENTS: Introduction: Insights into Distance Learning. Chapter 1: KSA: Knowledge, Skills, and Attitudes of Effective Distance Learning Instructors. Chapter 2: Active Learning in Online Courses. Chapter 3: Multimedia in Online Teaching: Creating Dynamic Content. Chapter 4: Communication is Key. Chapter 5: Assessment doesn’t have to be a four letter word: TEST! Chapter 6: Organizing and Designing Course Pages.

Future Curricular Trends in School Algebra And Geometry
Proceedings of A Conference

Zalman Usiskin, The University of Chicago
Kathleen Andersen
Nicole Zotto

A volume in the series Research in Mathematics Education

This volume contains papers from the Second International Curriculum Conference sponsored by the Center for the Study of Mathematics Curriculum (CSMC). The intended audience includes policy makers, curriculum developers, researchers, teachers, teacher trainers, and anyone else interested in school mathematics curricula.

Getting Ready for College Begins in Third Grade
Working Toward an Independent Future for Your Blind/Visually Impaired Child
Carol Castellano

All parents hope for an independent future for their blind/visually impaired child. To turn that hope into a reality, parents need to understand the scope of skill development that must be addressed, along with the importance of equal expectations for the child's development, proper training, and opportunity to practice and develop skills. But what if expectations are low, training in blindness skills is scanty or even absent, and overprotection prevents the blind/VI child from learning and practicing skills? The idea of an independent future can remain a distant dream.

The purpose of this book is to guide parents and teachers in fostering the blind/visually impaired child's skill development in such critical areas as academics, independent movement and travel, social interaction, daily living, and self-advocacy, so that he or she will truly be on the road to an independent future. A practical, easy to use guide, written in plain English, the book warns about common problem areas and provides ideas for getting and keeping the child's education and development on track. It highlights the interplay between skills and competence, confidence, self-respect, and the respect of others.

Of the small number of books and videos available on the subject, most were written by professionals in the field and many begin with the supposition that blindness is at best sad and at worst tragic. Few --maybe none --have the ardent passion for independence that the parent of a blind/visually impaired child brings to the subject. Instead of overwhelming parents and teachers with the difficulty of the undertaking before them, Getting Ready for College Begins in Third Grade will inspire their confidence and enthusiasm for the task at hand.

CONTENTS:

Globalization on the Margins
Education and Post-Socialist Transformations in Central Asia
Iveta Silova, College of Education, Lehigh University

The essays in Globalization on the Margins explore the continuities and changes in Central Asian education development since the collapse of the Soviet Union in 1991. Reflecting on two decades of post-socialist transformations, they reveal that education systems in Central Asia responded to the rapidly changing political, economic, and social environment in profoundly new and unique ways. Some countries moved towards Western models, others went backwards, and still others followed entirely new trajectories. Yet, elements of the “old” system remain.

Rather than viewing these post-Soviet transformations in isolation, Globalization on the Margins places its analyses within the global context by reflecting on the interaction between Soviet legacies and global education reform pressures in the Central Asian countries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. Instead of portraying the transition process as the influx of Western ideas into the region, the authors provide new lenses to critically examine the multidirectional flow of ideas, concepts, and reform models within Central Asia.

Notwithstanding the variety of theoretical perspectives, methodological approaches, and conceptual lenses, the authors have one thing in common: both individually and collectively, they reveal the complexity and uncertainty of the post-Soviet transformations. By highlighting the political nature of the transformation processes and the uniqueness of historical, political, social, and cultural contexts of each particular country, Globalization on the Margins portrays post-Soviet education transformations as complex, multidimensional, and uncertain processes.

Handbook on Developing Curriculum Materials for Teachers
Lessons From Museum Education Partnerships

Gerald Bailey
Tara Baillargeon
Cara D. Barragree, Kansas State University
Ann Elliott, Auburn Washburn Unified School District, Topeka, Kansas
Raymond Doswell, Negro Leagues Baseball Museum


This book provides an essential resource for educators and museum professionals who wish to develop education focused eMuseums that feature motivational standards-based curriculum for diverse learners. The book is divided into three sections:

Section 1. Planning, Developing, and Evaluating eMuseums guides the reader through the stages of planning, creating, and evaluating a user-centered eMuseum. This section provides an overview of the process of planning, creating, and evaluating an eMuseum, giving small and medium sized museums the framework and guidance needed to create an eMuseum.

Section 2. Museum and Public School Partnerships: A Step-by-Step Guide for Creating Standards-Based Curriculum Materials in High School Social Studies is the second section. This section includes how to: a) form a partnership, b) create standards-based curriculum materials, and c) provides curriculum material evaluation strategies.

Section 3. Developing Accessible Museum Curriculum: A Handbook for Museum Professionals and Educators. Educators in both museums and schools are faced with the task of delivering content to patrons with increasingly diverse interests, skills, and learning needs. This section outlines specific strategies that can be applied to curriculum to expand its application to broader audiences. This section includes: (a) content presentation, (b) content process, and (c) content product.

Throughout the book, materials created from the Negro Leagues Baseball Museum (NLBM) and Kansas State University (KSU) partnership are included as product examples.

This Handbook provides windows into worldwide research endeavors, including countries not usually widely known in international education studies. The goal of this compendium is to foster the understanding of research and education from different national and cultural perspectives, and to support the exchange of ideas and people who conduct research and development activities. From these varied individual and collaborative research projects we can infer directions for our own research agenda and for policy development.

The resulting chapters represent a respectable cross-section of international research efforts. The total is representative of the variety of research techniques. Additionally, there are more women than men contributors, with sufficient representation from Muslim, Asian and developing country contributors.

These seventeen chapters are an indication of what is occurring in the global educational marketplace. They represent a sound and current balance of international studies in education that can be used as models for development elsewhere. Reading them can motivate researchers everywhere to maintain a high level of scholarship that will benefit international and comparative studies and the academic profession.


High-Tech Tots
Childhood in a Digital World

Ilene R. Berson, University of South Florida
Michael J. Berson, University of South Florida

A volume in the series Research in Global Child Advocacy

Young children are coming of age surrounded by information and communication technology (ICT). ICT is a prominent force in their lives, and working with ICT can stimulate students intellectually, incite their creativity, and challenge them to apply developmentally appropriate inquiry approaches that enhance their learning experiences. Digital technologies also allow children to expand their physical space and access many online social environments that transcend time and space. However, any focus on the efficiency and effectiveness of technology applications in the early childhood years cannot overlook the potential consequences of technological development on children with regard to their social functioning, interpersonal interactions, and global understanding. In addition to evaluating technology as a tool of instruction, we must focus on educational implications and ethical issues associated with their use.

This book is the fifth in the Research in Global Child Advocacy Series. The volume examines theoretical assumptions as well as the application of innovative strategies that optimize the interface between young children and ICT from a global perspective. Despite divergent
Hybrid-Context Instructional Model
The Internet and the Classrooms: The Way Teachers Experience It

Udeme T. Ndon, AU and Associates, Inc.


This book is a product of a dissertation project that was completed in December 2006. This project investigated teachers’ experiences in relation to teaching and learning using the hybrid-context instructional model. The dissertation itself has been noted as one of the best in providing practical tips for teachers in this area. The study methodology is included as appendix B. To answer the questions raised during the interviews, the findings of the study have been supplemented and supported with extensive literature review of empirical studies to provide theoretical and practical solutions. The literature review draws from total Internet, blended, and hybrid instruction studies. The literature on the total Internet instruction has relevance in that the Internet piece of the hybrid-context course shares the same course management systems and requires the same approaches and principles as do total Internet instruction. The book discusses the conceptual and descriptive presentations of the hybrid-context model, media, applicable teaching philosophies; strategies best accomplished in each medium; various ways of linking the face-to-face and the Internet activities; the why and how the study participants transitioned into teaching hybrid-context courses, teachers’ expectations, etc. The discussion on ‘labor of love’ is the core of this book as the discussion has captured the surprises the students had to face in the current literature. Built into this discussion are the amounts of things teachers had to learn in order to function well as hybrid-context model teachers. The contents of this book will aid teachers who teach in any way using the Internet. Therefore, any establishment/individual using the Internet for teaching and learning will benefit from the contents of this book. Also, the administrators will find this book a selling point to encourage more participation in the adoption of the hybrid-context instructional model. In the book there are three primary areas of emphasis: (a) ICT as a teaching and learning tool across cultures and countries to promote the social and cognitive development of young children; (b) research on developmentally appropriate education on cybersafety and cybercitizenship; and (c) studies on the influence of digital technologies on young children, including exposure to inappropriate content and participation in online social networks. This resource offers readers a glimpse into the experience of children and the expertise of researchers and professionals who diligently work toward crafting a framework for action that reflects intercultural and cross-national initiatives. Given the role that electronic media plays in the lives of children as both an educational and entertainment tool, understanding the physical and social contexts, as well as the developmental issues, is critical to programs aiming to optimize the full potential of digital tools that support and enhance the experiences of young children.

CONTENTS: The introduction provides the definition of the locations of the teaching and learning, the trend in the introduction of the Internet as a teaching and learning medium, and the concept of the hybrid-context as a combination of two teaching and learning media (the face-to-face and the Internet.) Section I discusses the conceptual hybrid-context model. Section II discusses the descriptive elements of the hybrid-context instructional model. Section III discusses element of course planning – analysis, design, development, implementation, and evaluation (ADDIE). Section IV discusses the resulting power of ADDIE. Section V discusses what academic administrators, educators,
learners, and stakeholders need to know and should take into consideration before embarking on this phenomenon. Section VI discusses the hybrid context course journey. Section VII: Appendixes.

Improving Schools to Promote Learning
Herbert J. Walberg, University of Illinois - Chicago


Improving Schools to Promote Learning is a concise and common-sense examination of all the moving parts that drive student learning. The book ties together the research, policies, and practices relative to the state, district, school, classroom, and family, and explains their effects on student learning. The author covers an array of topics, including technology, charter schools, turnaround initiatives, and instruction in specific subject areas.

Herbert J. Walberg’s book continues the work of previous publications from the Center on Innovation & Improvement (Handbook on Restructuring and Substantial School Improvement and Handbook on the Statewide Systems of Support) that connect research to practice at various levels of the education system. The book is accessible to a wide audience, including educators, school board members, parents, and policy makers. Walberg includes action steps in every chapter, providing practical recommendations for improved student achievement. The author also offers select references for additional material on the best research and most effective practices.


Improving Writing and Thinking through Assessment
Teresa L. Flateby, University of South Florida


Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students’ writing and thinking. The book offers useful guidance, through presentation of recommended assessment guidelines and measurement principles in Part 1 and applications from a variety of contributors in Part 2. It addresses a wide range of audiences, including instructors who want to assess and thus foster writing and thinking in their courses, administrators and instructors planning to assess writing and thinking at the program or institutional level, and graduate students interested in improving students’ writing and critical thinking.

This book is more guide than a “cookbook.” By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking, the book should be helpful for academic and Student Affairs administrators and faculty - as the principles apply equally to all engaged in assessment.

Contributors, representing a wide range of educators, illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels. Readers will see how different types of institutions, both private and public as well as undergraduate and graduate, have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs. They candidly describe challenges encountered and solutions they adopted or suggest. These chapters reflect approaches and perspectives from various discourse communities – including writing program administrators, composition faculty, assessment professionals, and individual faculty representing several disciplines.

The author argues the urgent need to develop strong writers and thinkers. She discusses challenges and obstacles, but underscores the necessity for more faculty involvement and institutional commitment. This book will help institutions and individual faculty design and implement sound, meaningful assessment strategies to foster effective writing and thinking that will both advance the goals of the institutional mission and meet faculty’s disciplinary objectives and scholarly concerns.
Interdisciplinarity has become increasingly important for emergent professions of the 21st century yet there is a dearth of systematic studies aimed at implementing it in the school and university curricula. The Mathematics and its Connections to the Arts and Sciences (MACAS) group places Mathematics as a vehicle through which deep and meaningful connections can be forged with the Arts and the Sciences and as a means of promoting interdisciplinary and transdisciplinary thinking traits amongst students. The Third International Symposium held by the MACAS group in Moncton, Canada in 2009 included numerous initiatives and ideas for interdisciplinarity that are implementable in both the school and university setting. The chapters in this book cover interdisciplinary links with mathematics found in the domains of culture, art, aesthetics, music, cognition, history, philosophy, engineering, technology and science with contributors from Canada, U.S, Denmark, Germany, Mexico, Iran and Poland amongst others.


International Perspectives on Gender and Mathematics Education

Olof Steinthorsdottir, University of North Carolina- Chapel Hill
Helen J. Forgasz, Monash University
Joanne Rossi Becker, San Jose State University
Kyeong-Hwa Lee, Seoul National University

A volume in the series International Perspectives on Mathematics Education - Cognition, Equity & Society


Why a book on gender issues in mathematics in the 21st century? Several factors have influenced the undertaking of this project by the editors. First, an international volume focusing on gender and mathematics has not appeared since publication of papers emerging from the 1996 International Congress on Mathematical Education (Keitel, 1998). Surely it was time for an updated look at this critical area of mathematics education. Second, we have had lively discussion and working groups on gender issues at conferences of the International Group for the Psychology of Mathematics Education [PME] for the past four years, sessions at which stimulating and ground-breaking research has been discussed by participants from many different countries. Some publication seemed essential to share this new knowledge emerging from a wider variety of countries and from different cultural perspectives. Third, some western countries such as Australia and the USA have experienced in recent years a focus on the “boy problem,” with an underlying assumption that issues of females and mathematics have been solved and are no longer worthy of interest. Thus it seemed timely to look more closely at the issue of gender and mathematics internationally. When the idea for this volume first emerged, invitations were issued to those regularly attending the working and discussion groups at PME. Potential authors were charged to focus on gender issues in mathematics and were given wide scope to hone in on the issues that were central to their own research efforts, or were in receipt or in need of close attention in their own national or regional contexts.


Issues of Identity in Music Education
Narratives and Practices
Linda K. Thompson, Lee University
Mark Robin Campbell, SUNY at Potsdam

A volume in the series Advances in Music Education Research


This book focuses on the stories of individuals—cooperating teachers and student teachers, undergraduate composers, singers and non-singers, Hispanic and white students, and instrumental music educators. Individually and collectively, these studies tell stories about the ways that people, places, and spaces in music education interact to shape identity. Although using specific methodologies within both qualitative and quantitative traditions, collectively these studies create a kind of complementarity—the kind of inquiry symbiosis that Sandra Stauffer in Volume 2 avers we are ready to embrace in the profession.

Continuing the practice of inviting essays from prominent educators, Volume 3 presents the thinking of Jean Clandinin on narrative inquiry. Her essay brings both added depth and clarity in understanding the key ideas, processes, relationships, and ethics involved in narrative research. Peter Whiteman’s and Regina Murphy’s concluding essays advance the conversation on the role of discussant within the context of the Annual Meeting of AERA. Whiteman and Murphy share insights from their own experiences as they describe the purposes and processes of this important role. Like the studies within this volume, these essays elucidate the various roles and identities we hold as researchers. This volume is a significant addition to the libraries of Schools of Music and Colleges of Education, as well as an important reference for music scholars and educators, researchers, and graduate students who are concerned with advancing both the scope and quality of research in the study of music teaching and learning.

Issues of language in mathematics learning and teaching are important for both practical and theoretical reasons. Addressing issues of language is crucial for improving mathematics learning and teaching for students who are bilingual, multilingual, or learning English. These issues are also relevant to theory: studies that make language visible provide a complex perspective of the role of language in reasoning and learning mathematics. What is the relevant knowledge base to consider when designing research studies that address issues of language in the learning and teaching of mathematics? What scholarly literature is relevant and can contribute to research? In order to address issues of language in mathematics education, researchers need to use theoretical perspectives that integrate current views of mathematics learning and teaching with current views on language, discourse, bilingualism, and second language acquisition.

This volume contributes to the development of such integrated approaches to research on language issues in mathematics education by describing theoretical perspectives for framing the study of language issues and methodological issues to consider when designing research studies. The volume provides interdisciplinary reviews of the research literature from four very different perspectives: mathematics education (Moschkovich), Cultural-Historical-Activity Theory (Gutiérrez, Sengupta-Irving, & Dieckmann), systemic functional linguistics (Schleppegrell), and assessment (Solano-Flores). This volume offers graduate students and researchers new to the study of language in mathematics education an introduction to resources for conceptualizing, framing, and designing research studies. For those already involved in examining language issues, the volume provides useful and critical reviews of the literature as well as recommendations for moving forward in designing research. Lastly, the volume provides a basis for dialogue across multiple research communities engaged in collaborative work to address these pressing issues.

CONTENTS:

Leadership for School Improvement in the Caribbean

Austin Ezenne, University of the West Indies, Kingston, Jamaica

The chapters in this book should stimulate the reader not only to think about the kind of leadership that is needed to improve schools in the Caribbean (using 'schools' in the widest sense to range from early childhood to higher education institutions) but also other forms of support. The book deals in detail with issues of leadership. At the theoretical level there is exploration of appropriate models of leadership in the effort to create effective schools. At the practical level the importance of the principal's role is explored. This book is very timely and should prove informative not only to current and prospective leaders but also to students and scholars both locally and internationally with an interest in Caribbean education. The chapters are written in a sufficiently user-friendly style to be of interest also to the general public who want to see the process of transformation realised in our education systems.
Leading Schools of Excellence and Equity
Closing Achievement Gaps Via Academic Optimism
Kathleen M. Brown, University of North Carolina at Chapel Hill
Jennifer L. Benkovitz, University of North Carolina at Chapel Hill
Anthony J. Muttillo, University of North Carolina at Chapel Hill
Thad Urban, University of North Carolina at Chapel Hill


The purpose of this empirical inquiry of state-recognized “Honor Schools of Excellence” was to explore how these schools of distinction are (or are not) promoting and supporting both academic excellence and systemic equity for all students. In Phase One, quantitative data were collected through equity audits to scan for and then document systemic patterns of equity and inequity across multiple domains of student learning and activities within 24 schools. In Phase Two, the 24 schools were ranked, based solely on minority achievement, and then separated into two types of schools, small gap (SG) schools and large gap (LG) schools. Through site visits (n=16) and the use of semi-structured interviews with principals, assistant principals, teachers, and parent leaders (n=80), qualitative data were then collected to document best practices and effective strategies that principals use to confront and change past practices anchored in open and residual racism and class discrimination. The data were analyzed through the theoretical framework of academic optimism.

Three differences between the SG schools and the LG schools were found (encouraging academic achievement, offering instructional feedback, and expecting excellence). To truly honor excellence, we need to embrace equity. As such, in schools where principals support, model, and monitor a teamwork approach, a balanced approach, a strong sense of purpose, and an insistent disposition to assure that all students are served well and that all are encouraged to perform at their highest level, the outcomes of interest are better.

Learning on Other People's Kids
Becoming a Teach For America Teacher

Barbara Torre Veltri, Ed. D, Northern Arizona University


This work captures the voices of TFA novices who offer candid accounts of their experiences in Becoming Teach For America Teachers. Previously unanswered questions are addressed: Why do recent college graduates apply to Teach For America? How are they recruited, trained, and hired? How do they learn the culture(s) of the community, schools, grade level, curriculum, and children they teach? Is there a “culture” of the TFA organization? What recommendations do they offer to TFA donors, policy-makers, future corps members and the public?

Woven into this book, are perspectives from mentors who worked alongside TFAers, administrators who hired them, corporate C.E.O.’s who supported them, and policies (both local and national) that privileged TFA over non-TFA teachers. Finally, a compelling series of eyewitness narratives introduces each chapter’s theme, documented from the author’s own, “Notes from the Field.” These accounts offer rich, descriptive vignettes that present the challenges TFAers faced, as they occurred. Schools reflect the tiered and often non-level playing field that comprises America’s educational landscape. Learning on Other People’s Kids: Becoming a Teach For America Teacher provides readers a glimpse into the corps member experience in a rare ethnographic account.

Learning Solutions
What To Do If Your Child Has Trouble With Schoolwork
Nathan Naparstek, Schenectady City School District


The Learning Solution is a practical guide for parents who want to improve their child's academic situation in school. It is written by a practicing school psychologist to give parents effective strategies for making the most helpful and realistic choices for children experiencing difficulty with their schoolwork.

The Learning Solution will provide parents with the skills needed to negotiate the education maze and teach them how to advocate for their child. Parents will also learn how build an effective cooperative relationship with their child at home.

The Learning Solution has been updated to include a chapter on mental health issues currently impacting on children's learning experiences in school. In addition, current information is provided on the medications used in the treatment of Attention Deficit Hyperactivity Disorder.


Learning to Learn with Integrative Learning Technologies (ILT)
A Practical Guide for Academic Success
Anastasia Kitsantas, George Mason University
Nada Dabbagh, George Mason University


The purpose of this practical guide is to facilitate college students' academic success by fostering self-regulated learning skills or learning to learn through the use of Integrative Learning Technologies (ILT). It enables the college instructor, online instructor, instructional developer, or educator to envision, plan for, and implement customized instructional and curricular designs that foster learning to learn and motivate students to take ownership of their own learning.

Specifically, this book demonstrates how college faculty who use Learning Management Systems (LMS) as well as emerging technologies such as Web 2.0 applications and social software can design learning tasks and course assignments that support and promote student:

• goal setting
• use of effective task strategies
• self-monitoring and self-evaluation
• time management
• help seeking
• motivation and affect

Given the emphasis on retention of freshmen as a measure of institutional effectiveness, the focus on student success, and the increasing use of ILT in higher education, this book fulfills a dire need in the literature on the integration of technology and self-regulated learning.

Linguistic Perspectives on English Grammar
A Guide for EFL Teachers
Martin J. Endley, Hanyang University


The proposed book is best described as a linguistically oriented textbook taking the grammar of English as its subject matter. It is directed to professional teachers of English (ESL and EFL) and their students, as well as those currently training to become teachers of English. The book is also likely to be of interest to interpreters, translators and other English language professionals. It will explore selected aspects and problem areas of English from a broadly “functional” linguistic perspective. My experience as a teacher and teacher trainer has shown me that this perspective has the potential to inspire teachers and students with a genuine enthusiasm for the grammatical features of English and that it often enables them to “make sense” of the grammar in a way that all too often other approaches signal to fail to do.

An important focus of the book is on understanding grammar as a series of conventionalized patterns rather than a set of rules (which is how grammar has traditionally been presented). Moreover, unlike many other grammar books, this book emphasizes how the grammatical constructions under consideration are employed in various types of communicative situation, attention being given to the importance of discourse context in interpreting the target forms. In line with contemporary linguists generally, the approach adopted is descriptive rather than prescriptive. While the main focus is on English, I offer occasional comments on how the issue under discussion is expressed in languages other than English. Apart from the inherent interest which I hope such comparisons may have for the reader, I take the view that these can be helpful in casting further light on the grammar of English.

CONTENTS: Acknowledgments. Introduction: A Linguistic Perspective on English Grammar: Some Basic Principles and Themes. 1 Nouns and Noun Phrases in Linguistic Perspective. 2 Verbs and Verb Phrases in Linguistic Perspective. 3 Adjectives and Adverbs in Linguistic Perspective. 4 Determining Words and Prepositions in Linguistic Perspective. 5 Participants, Functions, and Roles. 6 Transitivity and Intransitivity. 7 Tense and Aspects. 8 Modality and Negation. 9 Questions and Focus Constructions. 10 Complex Sentences in English: Coordination and Subordination. 11 Complex Sentences in English: Relative Clauses and Related Constructions. 12 Complex Sentences in English: Adverbia, Participial, and Conditional Clauses. Endnotes. Glossary. References.

Listening to and Learning from Students
Possibilities for Teaching, Learning, and Curriculum
Brian D. Schultz, Northeastern Illinois University

A volume in the series Landscapes of Education

This book embraces the idea of listening to and learning from students. Although many educational theorists have long argued that incorporating children’s perspectives about teaching and curriculum has the potential for increasing students’ interest and participation in learning, their radical perspectives are still ignored or dismissed in theory and practice. Through featured essays, historical excerpts, and provocative poetry, this collection provides research literature and inquiry ideas that ought to be part of educational debates, policy discussions, and decisionmakings. Articulated through thoughtful prose and discerning analysis, youth, teachers, and scholars featured in this collection illuminate the power and promise of not only listening to and learning from students, but also acting upon the insights of students. This book calls for the 21st century educational workers–teachers, educators, parents, community workers, administrators, and policy makers—to perceive students as massive reservoirs of knowledge that invigorate possibilities for teaching, learning, and curriculum in the contested educational landscape.


Permissions. About the Contributors.

**Literature Reviews Made Easy**

*A Quick Guide to Success*

Paula Dawidowicz, Walden University


This book is designed to help you achieve one specific goal. It’s not designed to give you the philosophies of conducting research. It’s not designed to give you a background in a specific academic discipline or a specific topic. It’s not designed to give you theory. It’s designed specifically to instruct you in the practicalities of the writing process used to create strong, thorough, and potentially bulletproof literature reviews.

This book is the culmination of years of research experience. It’s also the culmination of several years of teaching writing and critical thinking to doctoral students. Although it began as a tool for doctoral students, it has been expanded to be useful for everyone from senior high school students through doctoral candidates working on developing their first literature review or a larger literature review than they normally develop. It has been created for everyone from academics to new business entrepreneurs with good ideas who are trying to write their first reviews to support the new idea they’re proposing.

**CONTENTS:**
1 Introduction. 2 The Literature Review Process. 3 Objective Research. 4 Generalizability and Transferability. 5 Quoting and Paraphrasing. 6 Selecting Quality Sources for Your Review. 7 Brainstorming: Examples of Factors to Consider. 8 Creating an Initial Outline for Your Literature Review. 9 Types of Article Examination Used in a Literature Review. 10 What is an Analysis? 11 Creating Structure for an Analysis. 12 What is a Comparison? 13 Contrast: The Important Other Side of the Coin. 14 Differentiating Between Strong and Weak Comparisons and Contrasts. 15 Evaluation of Importance of the Literature to a Topic of Interest. 16 Maximizing Your Evaluation. 17 How Does Synthesizing Ideas Create a Framework? 18 What Does a Synthesis Look Like? 19 Synthesis and Integration: Complementing Ideas. 20 Analysis, Comparison, Contrast, Evaluation, Synthesis, and Integration. 21 Organizing Your Assessment of the Literature. 22 Separating Your Ideas from Authors’ Ideas. 23 Peer Critiquing. 24 Reviewing Completed Publications. 25 Expanding and Revising. 26 Structuring Your Work. 27 Formulating Introductions. 28 Formulating Conclusions. 29 Revisions and Editing. 30 Summary of the Writing Process. 31 Review of Analysis Methods. Appendix A: Article Assessment Form.

**Love, Justice, and Education**

*John Dewey and the Utopians*

William H. Schubert, University of Illinois at Chicago

A volume in the series *Landscapes of Education*


Love, Justice, and Education by William H. Schubert brings to life key ideas in the work of John Dewey and their relevance for the world today. He does this by imagining continuation of a highly evocative article that Dewey published in the New York Times in 1933. Dewey wrote from the posture of having visited Utopia. Schubert begins each of thirty short chapters with a phrase or sentence from Dewey's article, in response to which a continuous flow of Utopians consider what is necessary for educational and social reform among Earthlings. Schubert encourages the Utopians, who have studied Earthling practices and literatures, to recommend from their experience what Earthlings need for educational and social reform and how they can address obstacles to that reform. The Utopians speak to myriad implications of Dewey's report by drawing upon a wide range of philosophical, literary, and educational ideas - including many of Dewey's other writings. Their central message is that loving relationships and empathic dedication to social justice are necessary for educational reform that responds
wholeheartedly to learner needs and interests. True to Dewey's original position, such education must be built upon social reform that works to overcome acquisitive society based on greed: the principal impediment to realizing human potential, democratic society, and educational relationships that enhance it. To overcome the debilitating acquisitiveness that plagues Earth is the challenge for educators and all human beings who seek to involve the young in composing their lives and cultivating a world of integrity, beauty, justice, love, and continuously evolving capacities of humanity.


Marginalized Literacies
Critical Literacy in the Language Arts Classroom
Cara M Mulcahy, Central Connecticut State University

A volume in the series Contemporary Research in Education

Functional literacy, cultural literacy, and progressive literacy are just a few of the many terms one can invoke when attempting to define literacy. From a critical perspective, for a democratic society to exist, a critical literacy is of crucial importance. Critical literacy aims to empower individuals and transform society. It is grounded in critical theory and, like critical pedagogy, investigates ways in which social, cultural, racial, sexual, and economic inequalities are reproduced. By investigating the ideological, political, and social structures that perpetuate such inequalities, it hopes to raise consciousness and move towards creating a more socially just society.

This book examines the approaches set forth by Atwell, Calkins, and Rief in their books, In the Middle (1998); The Art of Teaching Writing (1994); and Seeking Diversity (1992), respectively. This book is of relevance to teacher educators and English Language Arts teachers. It enables one to become familiar with the main components of the Readers’/Writers’ workshop and develop an awareness of how literacy may be conceptualized and reconceptualized through this approach. Teacher educators will find this text useful for raising preservice teachers’ awareness of the ideologies that inform literacy education and in developing their understanding for how students are positioned socially, culturally, politically and economically by such ideologies. English Language Arts teachers will find this book informative in understanding how they can be positioned by teacher texts to teach towards certain ideologies of literacy. Finally, it allows teacher educators and English Language Arts teachers to consider what kind of literacy education is provided for through the Readers’/Writers’ workshop, and whether space may be negotiated within the Readers’/Writers’ workshop, for the teaching of critical literacy.


Mentoring Magic
Pick The Card For Your Success
Shellie Hipsky, Robert Morris University
Claudia Armani-Bavaro


A Guidebook for Students in Higher Education who are American, International, or Studying Abroad.

A wizard wags his wand, a magician produces a rabbit, a fairy godmother casts her spells; the magic of mentoring comes from connections! Ask a person you respect, “How did you get to where you are today?” Chances are there were important people who guided them in their
learning and on their career path. Mentors make significant impacts on lives. Institutions of higher education and corporations strive to employ communities of teachers, coaches and mentors who are motivated to develop their students and employees into intelligent, productive individuals. While other books address the needs of the mentor, this book helps university students take action to create a solid working plan to achieve this important bond.

Mentoring Magic: Pick the Card for Your Success is a step-by-step guidebook for students in higher education who desire to develop their skill in a particular area of interest, gain practical experience in an industry, and meet people who can help guide them to a successful career upon graduation. Students who are in courses such as Professional Seminar or initial classes for freshman, international students, and those studying abroad will find engaging stories and specific guidance. Why mentors are needed, how to find a mentor, and how to sustain the relationship throughout future careers is clearly explained. Demystify the magic of mentoring for future success.

Online Conferences
Professional Development for a Networked Era

Lynn Anderson
Terry Anderson, Athabasca University


The professional conference has been, for many years, the primary tool for continuing education and networking in many professions. Now, however, the economic and environmental costs associated with travel, and the opportunity costs associated with absence from the workplace, compel organizers, trainers and executives to weigh the costs versus the benefits of this form of professional development. Online conferences offer an effective alternative that is economical, environmentally friendly and convenient. These factors position online professional conferences as poised to emerge as a mainstream form of lifelong learning in all professions.

This book looks at the elements of effective continuing professional education, the affordances of interactive technologies, and the lessons learned by experienced online conference organizers. It is designed to provide guidance and advice to those wishing to coordinate, sponsor or participate effectively in an online professional development conference. The text describes various ways in which a variety of networking technologies are being used to support successful online professional development events. Resources for conference organizers are given in the form of links to commercial and open source software, and companies providing platforms and comprehensive support for the organization of online conferences. The text contains the results of interviews with 12 organizers of the most successful online conferences to date. Finally, a list of best practices, based on the research literature, experiences of the authors and experienced online conference organizers, is presented in the final chapter.

CONTENTS: Introduction. 1 Continuing Professional Education: An Historical Overview. 2 What is an Online CPE Conference? 3 Technologies: From Text to Immersion. 4 Synchronous versus Asynchronous Conferencing Technologies. 5 Conference Components, Formats, and Design. 6 Online Conference Evaluation. 7 Emergence of Infrastructure and Commercial Support for Online Conferences. 8 Organizer Perspectives. 9 Summary of Best Practices and Making Change Happen. References.

Parental Choice?
A Critical Reconsideration of Choice and the Debate about Choice

P. L. Thomas, Furman University

A volume in the series Critical Constructions: Studies on Education and Society

Education has rarely been absent from local and national public discourse. Throughout the history of modern education spanning more than a century, we have as a culture lamented the failures of public schooling, often making such claims based on assumptions instead of any nuanced consideration of the many influences on teaching and learning in any child's life—notably the socioeconomic status of a student's family.

School reform, then, has also been a frequent topic in political discourse and public debate. Since the mid-twentieth century, a rising call for market forces to replace government-run schooling has pushed to the front of those debates. Since A Nation at Risk in the early 1980s and the implementation of No Child Left Behind at the turn of the twenty-first century, a subtle shift has occurred in the traditional support of public education—fuelled by the misconception that private schools out perform public schools along with a naive faith in competition and the promise of the free market. Political and ideological claims that all parents deserve school choice has proven to be a compelling slogan.

This book unmasks calls for parental and school choice with a postformal and critical view of both the traditional bureaucratic public school system and the current patterns found the body of research on all aspects of school choice and private schooling. The examination of the status quo and market-based calls for school reform will serve well all stakeholders in public education as they seek to evaluate the quality of schools today and form positions on how best to reform schools for the empowerment of free people in a democratic society.

The Power of Learning from Inquiry
Teacher Research as a Professional Development Tool in Multilingual Schools
Aida A Nevárez-La Torre, TESOL Program, Fordham University

A volume in the series Adult Education Special Topics: Theory, Research and Practice in LifeLong Learning

The power of teacher inquiry is revealed when educators examine their practices with the purpose of making necessary changes to improve the learning opportunities of their multilingual students, and working conditions in schools. Dr. Nevárez-La Torre, proposes a model for conducting classroom inquiry that teachers may follow to pursue important questions about their practice and multilingual students’ learning process.

There are eight chapters in this book divided into three sections. The first section introduces the idea for the book a model for using teacher inquiry as a tool for professional development. The second section includes the analyses of the trajectory followed by three teachers into using teacher inquiry to grow as professionals in ESL and bilingual classrooms. The third section of the book situates professional development using teacher inquiry within a broader theoretical framework and examines some key implications of this work for the education of in-service and pre-service teachers.

The Power of We
The Ohio Study Group Experience
Julie K. Biddle
Barbara White


The Power of We: The Ohio Study Group Experience traces the work of a network of early childhood educators who are inspired by and engaged in the study the early childhood programs and practices of Reggio Emilia, Italy. The text describes how the network of study groups began, expanded, and sustained their work. It explains how study groups serve as professional development and are integral to the shaping of learning communities and making an impact on classroom practices in early childhood programs. It chronicles some of the specific experiences of study groups as well as initiatives of Ohio Voices for Learning (OVL), the organization formed by study group facilitators. This book is important for the uniqueness of the organization it describes and the direction it provides for others interested in replicating the study group experience in their geographic area. The targeted audience is the general early childhood education field. It is also appropriate for any educator engaged in or interested in study groups and professional learning communities.


Prairie Power
Voices of 1960s Midwestern Student Protest
Robbie Lieberman, Southern Illinois University

2010. Paperback 978-1-61735-056-6 $45.99

originally published by University of Missouri (May 2004)

Prairie Power is a superb collection of oral histories from the 1960s focused on former student radicals at the University of Missouri, the University of Kansas, and Southern Illinois University. Robbie Lieberman presents a view of Midwestern New Left activists that has been neglected in previous studies.
Scholarship on the sixties has shifted in recent years from a national focus to more local and regional studies, but few authors have studied the student movement in the Midwest. Lieberman brings a fresh interpretation to this subject, challenging the characterization of prairie power activists as long-haired, dope-smoking anarchists who were responsible for the downfall of Students for a Democratic Society (SDS). She argues that Midwestern students made significant contributions to the New Left and that their efforts were important not only in the 1960s but also had a lasting impact on the universities and towns in which they were active.

The oral histories come from national leaders of SDS, homegrown Midwestern activists who were local leaders on their campuses, and grassroots activists who did not necessarily identify with either local or national organizations. Providing new insight into who participated in student protest and why, Prairie Power makes a significant contribution toward a more comprehensive history of the 1960s.

**Problematising Service-Learning: Critical Reflections for Development and Action**

Trae Stewart, *University of Central Florida*
Nicole Webster, *Pennsylvania State University*


In the past decade, the interest in and research on service-learning have increased exponentially. The excitement about this pedagogy of engagement continues with new areas of scholarship being developed every year. From this rapid development and growth, the field of service-learning suffers from growing pains. Central to the philosophy of service-learning is the importance of reflection, but the field of service-learning itself has not critically reflected upon its history, findings from research, and acknowledged and subsequently addressed its weaknesses. The book will allow the service-learning's major criticisms to be examined, challenges to be voiced, and research agendas to be laid.

Myriad perspectives will be offered, including empirical, theoretical, practical, policy, and community perspectives. Authors challenge preconceived notions of service-learning, who is benefited by this pedagogy, outcomes of participation and implementation, and most importantly the theoretical, conceptual, and methodological lenses through which service-learning is even considered.

This book will parallel service-learning’s presence and popularity across various disciplines/fields. To do so, chapters are written from broad perspectives and are aimed to inform service-learning researchers and educators, community organizations who need a full understanding of service learning before partnering with educational institutions, and policy makers who consider service-learning as a means to address civic needs. Respectively, the book is divided into four sections: theory, research, pedagogy, and policy. The book also raises fundamental questions for undergraduate and graduate courses with social justice themes by considering philosophical, sociological, and policy foundations of educational approaches and the impact that methodological choices have on students and community.

Promising Practices to Support Family Involvement in Schools
Diana Hiatt-Michael, Pepperdine University

A volume in the series Family School Community Partnership Issues

Promising Practices to Support Family Involvement in Schools is a must-have volume for every contemporary educator. This monograph provides a broad array of exciting research-supported practices to reform schools for the benefit of students, teachers, administrators, families and their communities. These practices will lead to higher student academic and school satisfaction outcomes. Experts in the field prepared this highly readable volume for teachers, school administrators, educational researchers, policymakers, and university faculty. The authors share their decades of educational research, wise insights and practical experiences with hopes to better life for individual families, educators, and society. This book belongs on every educator’s desk!

CONTENTS: Foreword. 1 Family Involvement Policy, Research and Practice, Diana B. Hiatt-Michael and Catherine M. Hands. 2 Theoretical Perspectives on Family Involvement, Holly Kreider and Steven B. Sheldon. 3 Communication Practices that Bridge Home with School, Diana B. Hiatt-Michael. 4 Parental Involvement at Home, Lee Shumow. 5 Parent Engagement at School, Kathy L. Church and Cynthia A. Dollins. 6 Parent Engagement in School Decision-Making and Governance, Catherine M. Hands. 7 Educating Teachers and School Leaders for School–Family Partnerships, Benjamin H. Dotger and Jo Bennett. 8 Evaluating Parent Programs, Sam Redding and Julia B. Keleher. 9 Family Involvement in Federal Education Programs: The Bush Years, Oliver C. Moles, Jr.

Publish Don't Perish
100 Tips that Improve Your Ability to get Published
Robert N. Lussier, Springfield College


Today, publish or perish is hitting virtually all colleges and universities. As much as we may love to teach, without publishing we may not get a faculty position, not get tenure and promotions, and publishing often affects our salaries and ability to move to a new position. Therefore, the purpose of this book is to help you get your academic work published. Thus, anyone who is interested is getting ideas that will help them get published, and those who would like to help others publish, can benefit from this book.

CONTENTS: Preface 1 Foundations (CVs, developing a winning attitude, persistence and the pipeline) 2 Publishing Assistance (mentors, professional associations, proposals, writing and proofreading) 3 Selecting Topics and Publication Sources (requirements, niche, and selecting journals) 4 Matching Publication Sources (reviewers, referencing, formatting, contacting editors) 5 Time Management (finding the time to publish and to be more productive) 6 Multiplying Publications (coauthors, progression, mining your data, and extending your work) 7 Refereed Sources (conference papers, journal articles, and cases) 8 Non-Refereed Sources (journals, edited books, book reviews, textbooks, and supplements) 9 Empirical Research (abstract, introduction, lit review, methods, results, and discussion)

Readings in Writing Courses
Re-placing Literature in Composition
Richard C. Raymond


As the title suggests, this six-chapter book responds to a question which, in Western culture, goes back to Plato, Aristotle, Cicero, and Quintilian, namely, What should rhetoric teachers ask their students to read?
Primarily historical, the first two chapters trace conflicting answers to the question above, focusing on two constructive results of the debate: the re-invention of rhetoric and writing as a discipline, a coherent and growing body of knowledge; and, as a result, the emergence of independent departments of writing, free from departments of English, free, therefore, to develop their own curriculum and to manage their own budgets. Additionally, the second chapter examines two destructive consequences of this debate: the ban of literature from writing courses, where students might profitably study both; and, as a result, the often painful departmental splits, which not only separate former colleagues but also cramp the pedagogy of those trained to teach both writing and literature. More than a survey of key publications, this chapter encourages readers to honor the discipline of rhetoric but to make a place for literature on their composition syllabi.

The next four chapters provide pedagogical support for these chief claims: that literature can and should be taught in writing courses, and that such readings need not distract students from the primary text, their own writing. On the contrary, these readings motivate serious writing when students feel invited into a conversation on issues that touch their lives. These pedagogical chapters, then, move entering professionals from the theoretical debate to the application of theory; therefore, the book would serve well professors of courses in composition theory, particularly those who enjoy ‘teaching the conflicts’ and preparing their graduate students to design assignments and courses that apply theories of learning, reading, and composing.


Reel Character Education
A Cinematic Approach to Character Development

William B. Russell III, Ph.D., University of Central Florida
Stewart Waters, University of Central Florida


Values, attitudes, and beliefs have been depicted in movies since the beginning of the film industry. Educators will find this book to be a valuable resource for helping explore character education with film. This book includes an overview of the history of character education, a discussion of how to effectively teach with film, and a discussion about analyzing film for educational value. This book offers educators an effective and relevant method for exploring character education with today’s digital and media savvy students.

This book details how film can be utilized to explore character education and discusses relevant legal issues surrounding the use of film in the classroom. Included in this book is a filmography of two hundred films pertaining to character education. The filmography is divided into four chapters. Each chapter details fifty films for a specific educational level (elementary, middle, high school, and postsecondary). Complete bibliographic information, summary, and applicable character lesson topics are detailed for each film. This book is clearly organized and expertly written for educators and scholars at the elementary, middle, high school, and postsecondary levels.


Religion and Spirituality

Martin Dowson, Australian College of Ministries
Stuart Devenish, Booth College

A volume in the series International Advances in Education: Global Initiatives for Equity and Social Justice

Religion and spirituality make critical contributions to an inclusive vision for the welfare of minorities, the marginalized and other disadvantaged groups in societies and cultures around the globe. Religious movements and spiritual traditions work to improve social outcomes for disenfranchised groups by enriching educational, political, and social agendas, and by providing a wide variety of justice-driven programs and services. Values underpinning these services include the dignity of the human person, the sanctity of human life, the
foundational role of families and communities, the transformative power of learning, and the advancement of shared personal and social rights and responsibilities. These values act as a counter-balance to other attitudes and values that may impede pro-social cohesion and development.

Drawing on diverse religious and spiritual perspectives and traditions, this new volume provides exciting and enriching examples of theory, research and practice that directly contribute to our understanding of how religion and spirituality promote and facilitate social justice and equity in diverse social and cultural contexts – with a particular focus on educational settings, contexts, processes and outcomes.

Religious communities invest heavily in schools, colleges and universities in the belief that these educational institutions enable them to inculcate into their membership the kinds of moral values and qualities that lie at the heart of their spiritual teachings. Looking beyond the sacred-secular impasse, religious organisations attempt to provide a "education for life" which draws from both the science of science and the sapientia of religion and spirituality. These depth-dimensions provide the pool of values which enable citizens to enact equity, mercy and justice in society in the name of God and for the sake of humanity. The chapters which comprise this volume demonstrate the possibility of a healthy integration between religion and education from a truly global, transdisciplinary and ecumenical perspective. From contexts within Asia, Africa, the USA and Australia, and from disciplines ranging from ethics to social work, from health to educational curriculum, from personal identity to community-consciousness; this volume makes a unique contribution to the theory and practice of the educational and religious inter-face. It is a contribution which holds a great deal of promise for being pro-humanitas.


Religiosity, Cultural Capital, and Parochial Schooling
Psychological Empirical Research

Chang-Ho C. Ji, La Sierra University

A volume in the series Research on Religion and Education

This book examines whether or not and how personal religion associates with school cultural capital. Specifically, on one level, the book offers insights and empirical data on who is choosing, teaching, and working in parochial schools and what motivates them to do so in the schools, issues that still remain largely unexplored in the educational research literature. In particular, it centers on the significance of personal religion and commitment as a reason for choosing and serving in parochial schools. On another level, the book is an attempt to enhance our understanding of the leadership orientation, school satisfaction, teacher assertiveness and empowerment, educational aspiration, and parental involvement in parochial schools, attributes reportedly essential for successful schools. Most importantly, at the heart of the book is an endeavor to estimate the influence of personal religion on the development of these cultural capital attributes and to address its implications for parochial schools as well as the current discussion on public schooling versus parochial schooling in the United States. To achieve these goals, the author will rely on first-hand empirical data collected for this book or other related research projects and adopt various scientific methods for data analysis and interpretation.

The book shows that personal religion matters, but its impact is weaker than thought and is largely restricted to the students and parents in parochial schools, rather than their educators. To the extent that parochial schools excel more than public schools, personal religion seems to be responsible for the development of student and parent-level cultural capital such as parenting style and student desire for academic success and favorable attitude toward school, yet it does not necessarily engender the growth of teacher and administrator cultural capital. This result, to some extent, comes as a surprise but corrects and enhances our understanding about whether or not and how religion affects academic achievement.
This book is an inquiry into the issue of school success and cultural capital, representing a scholarly contribution to the fields of education, religion, psychology, and sociology. Both scholars and lay people of education and religion will find this book a useful, informative, and insightful reference and classroom textbook.

CONTENTS: Preface. Acknowledgments. Editor’s Foreword. Foreword. Introduction. 1 State of Parochial Schooling. 2 School Leadership Orientation, with Soon-Chiew Shee and Ed Boyatt. 3 Student Leadership Orientation, with Jamie V. Bird and Ed Boyatt. 4 Teacher Assertiveness and Empowerment, with Mark Haynal. 5 Teacher Job Satisfaction and Retention, with Cheryl R. Rolle. 6 Student Satisfaction and Academic Aspiration, with Dora Clarke-Pine and Jerry Pine. 7 Parental Involvement in Student Homework. Conclusion. References

Research for What?
Making Engaged Scholarship Matter
Barbara E. Moely, Tulane University, New Orleans
Barbara A. Holland, Service-Learning Clearing House
Jeff Keshen, University of Ottawa

A volume in the series Advances in Service-Learning Research

Research on service-learning and community engagement has exploded over the past decade. It is a field now characterized by increasing methodological and theoretical sophistication, vast quantitative and qualitative studies, interdisciplinary research, myriad subjects, and the internationalization of scholarship.

The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa, Canada’s national capital. The conference theme, Research for What?, emphasized fundamental questions, namely: to what extent is rigorous research uncovering best practices in, and demonstrating the positive results of, service-learning on teaching, learning and building better communities? The papers examine such themes through lenses that include the application of theory to practice, K-12 and university-based service-learning, interdisciplinary initiatives, and international service-learning. The introduction provides an overview of the very recent, but remarkable, growth of service-learning in Canada, and the conclusion, written by the recipient of the Association’s annual Distinguished Researcher Award, discusses major developments, and continuing challenges, in service-learning research.


Research in Urban Educational Settings
Lessons Learned and Implications for Future Practice
Kimberly A. Scott, Arizona State University
Wanda J. Blanchett, University of Missouri


Results from quantitative and qualitative research studies have painted countless images of the unique features shaping urban schools
including students' experiences and how the surrounding communities affect the entire system. Race, ethnicity, social class, language, power, politics, and public image operate as intersecting elements shaping the contours of urban school life therefore its documentation. Little has been written about how researchers of urban schools and their constituencies effectively navigate these complex elements, design a culturally sensitive and responsive project, and acquire meaningful data. What are some of the critically important issues a researcher should consider when working with urban schools? What should be a researcher's commitment to the urban communities in which they conduct research? How can a researcher develop a trusting relationship in an environment justifiably distrustful of outsiders? These and other inquiries shape the contours of this edited volume.

As educators and policy makers take a closer examination at urban schools and their successes, research of these unique settings assumes a more prominent role. For academics, both novice and experienced, establishing and maintaining rapport within these environments often require greater attention than qualitative or quantitative research books accord. Authors in this compilation share lessons learned about power, privilege, and their meanings as they pertain to conducting research in and with urban settings. To this end, four primary objectives guide this manuscript: 1) To expand the conversation of urban school research to include multiple voices of culturally responsible, caring scholars with a professed commitment to using research as an empowering tool for urban educational contexts; 2) To provide practical accounts of what has and has not worked for individuals conducting both short-term and longitudinal research in urban educational institutions and communities; 3) To demonstrate the (dis)connect between classroom discussions of urban education and real-life field experiences of researchers working in urban settings; and 4) To broaden discussions of reflexivity by analyzing the complex journey qualitative and quantitative sociologists, anthropologists, teacher educators, urban educators, urban specialists and policy experts experience while negotiating and creating collaborative relationships with urban educators, administrators, students, parents, and community members.


Research on Urban Teacher Learning
Examining Contextual Factors Over Time
Andrea J. Stairs, University of Southern Maine
Kelly A. Donnell, Roger Williams University


This book presents a range of evidence-based analyses focused on the role of contextual factors on urban teacher learning. Part I introduces the reader to the conceptual and empirical literature on urban teacher learning. Part II shares eight research studies that examine how, what, and why urban teachers learn in the form of rich longitudinal studies. Part III analyzes the ways federal, state, and local policies affect urban teacher learning and highlights the synergistic relationship between urban teacher learning and context. What makes this collection powerful is not only that it moves research front and center in discussions of urban teacher learning, but also that it recognizes the importance of learning over time and the way urban schools’ contexts and conditions enable and constrain teacher learning.

Exemplary Middle Grades Research: Evidence-Based Studies Linking Theory to Practice features research published throughout 2009 in MGRJ that has been identified by our review board as the most useful in terms of assisting educators with making practical applications from evidence-based studies to classroom and school settings. The editorial team is pleased to present these studies under one cover, trusting each will contribute to the existing body of knowledge on middle grades education in ways that will enable readers to develop theories more fully and apply findings and implications to a variety of settings.

Studies are presented in chronological order as they appeared in each of the four issues published during the fourth volume year (2009). Our first three issues 4(1), 4(2), and 4(3) were special themes wherein guest editors provided the oversight for selection and substantive editorial revisions. Any guest editors’ introductory comments regarding previously published manuscripts appear in italics, followed by the editor-in-chief’s comments.

**CONTENTS:** Preface, David L. Hough. Acknowledgment. Using “ESOL Rounds” to Prepare Middle-Level Candidates for Work With English Language Learners, David C. Virtue. Marginalization or Collaboration: First Year ESL Teachers and the Middle School Context, Courtney George. The Impact of a Professional Development Program to Improve Urban Middle-Level English Language Learner Achievement, Jennifer Friend, Ryan Most, and Kenneth McCrary. Quantitative Reporting Practices in Middle-Grades Research Journals: Lessons to Learn, Robert M. Capraro and Mary Margaret Capraro. t-Test: The Good, the Bad, the Ugly, and the Remedy, Guili Zhang. Effective Alternative Urban Middle Schools: Findings From Research on Nativity Miguel Schools, L. Mickey Fenzel. Reaching the Hard to Reach: A Comparison of Two Reading Interventions with Incarcerated Youth, Cynthia Calderone, Susan Bennett, Susan Homan, Robert F. Dedrick, Anne Chatfield. Findings From the First and Only National Database on ElemenMiddle & Middle Schools (Executive Summary), David L. Hough. Impact of Environment- Based Teaching on Student Achievement: A Study of Washington State Middle Schools, Oksana Bartosh, Margaret Tudor, Lynne Ferguson, and Catherine Taylor. Hope and Achievement Goals as Predictors of Student Behavior and Achievement in a Rural Middle School, Christopher O. Walker, Tina D. Winn, Blakely N. Adams, Misty R. Shepard, Kayce Godwin, and Chelsea Huddleston. About the Editor and Contributors.

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The Role of Mathematics Discourse in Producing Leaders of Discourse

Libby Knott, Washington State University

The intent of this monograph is to showcase successful implementation of mathematical discourse in the classroom. Some questions that might be addressed are:

* How does a teacher begin to learn about using discourse purposefully to improve mathematics teaching and learning?
* How is discourse interwoven into professional development content courses to provide teachers with the tools necessary to begin using discourse in their own classrooms?
* What does a discourse-rich classroom look like and how is it different from other classrooms, from both the teacher's and the students' perspectives?
* How can teachers of pre-service teachers integrate discourse into their content and methods courses?
* How can we use discourse research to inform work with teachers, both pre- and in-service, for example, to help them know how to respond to elicited knowledge from students in their classrooms?
* What are the discourse challenges in on-line mathematics courses offered for professional development? Can on-line classrooms also be discourse-rich? What would that look like?
* In what ways does mathematical discourse differ from discourse in general?

**CONTENTS:** Preface to The Role of Mathematics Discourse in Producing Leaders of Discourse, Bharath Sriraman. Student Mathematical Discourse and Team Teaching, Martha VanCleave and Julie Fredericks. Creating a Discourse-Rich Classroom (DRC) on the Concept of...
The Secure Child: Timeless Lessons in Parenting

Richard Volpe, University of Toronto


The Secure Child: Timeless Lessons in Parenting and Childhood Education was designed to contribute meaning to the adage “what was old is new again.” Just as ideas in child psychology shifted in the 1960s from a focus on behavior to cognitive stages, we are currently seeing a shift away from stages of development toward an emphasis on the interplay between children and the world around them. Specifically, the book offers practical insights into how children can be helped to cope with their changing worlds. These insights emerged in the 1930s, a time of social and economic upheaval much like today. This collection of original papers by former students and colleagues of William E. Blatz, the renowned psychologist and pediatrician known as the “Dr. Spock of Canada,” makes a vital contribution by bringing forward and examining his work in the context of contemporary ideas about human development, parenting, and education. The collection forms a prologue to an included guide written by Blatz and colleagues, The Expanding World of the Child. The previously unpublished work articulates a comprehensive functional approach to parenting and childhood education.


Spirituality, Religion, and Peace Education

Edward J. Brantmeier, Colorado State University
Jing Lin, University of Maryland
John P. Miller, University of Toronto

A volume in the series Peace Education


Spirituality, Religion, and Peace Education attempts to deeply explore the universal and particular dimensions of education for inner and communal peace. This co-edited book contains fifteen chapters on world spiritual traditions, religions, and their connections and relevance to peacemaking and peacebuilding. This book examines the teachings and practices of Confucius, of Judaism, Islamic Sufism, Christianity, Quakerism, Hinduism, Tibetan Buddhism, and of Indigenous spirituality. Secondly, it explores teaching and learning processes rooted in self discovery, skill development, and contemplative practices for peace. Topics in various chapters include: the Buddhist practice of tonglen; an indigenous Hawaiian practice of Ho’oponopono for forgiveness and conflict resolution; pilgrimage and labyrinth walking for right action; Twelve Step Programs for peace; teaching from a religious/spiritual perspective; narrative inquiry, Daoism, and peace curriculum; Gandhi, deep ecology, and multicultural peace education in teacher education; peacemaking and spirituality in undergraduate courses; and wisdom-based learning in teacher education. Peace education practices stemming from wisdom traditions can promote stillness as well as enliven, awaken, and urge reconciliation, connection, wisdom cultivation, and transformation and change in both teachers and students in diverse educational contexts.
In various chapters of this book, a critique of competition, consumerism, and materialism undergird the analysis. More than just a critique, some chapters provide both conceptual and practical clarity for deeper engagement in peaceful action and change in society. Cultural awareness and understanding are fostered through a focus on the positive aspects of wisdom traditions rather than the negative aspects and historical complexities of violence and conflict as result of religious hegemony.


Storied Inquiries in International Landscapes
An Anthology of Educational Research
Tonya Huber-Warring, St. Cloud State University

A volume in the series Teaching->Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights

Storied Lives: Emancipatory Educational Inquiry—Experience, Narrative, & Pedagogy in the International Landscape of Diversity contains exemplary research practices, strategies, and findings gleaned from the contributions to the 15 issues of the Journal of Critical Inquiry Into Curriculum and Instruction (JCI~CI). Founding Editor Tonya Huber initiated the JCI~CI in 1997, as a refereed journal committed to publishing educational scholarship and research of professionals in graduate study. The journal was distinguished by its requirement that the scholarship be the result of the first author’s graduate research—according to Cabell’s Directory, the first journal to do so. Equally important, the third issue of each volume targeted wide representation of cultures and world regions.

“Current thinking on ...” written by members of the JCI~CI Editorial Advisory Board explores state-of-the-art topics related to curriculum inquiry. Illustrations, photography (e.g., Sebastião Salgado’s Workers in vol. 2), collage, student-generated art/artifacts, and full-color art enhance cutting-edge methodologies extending educational research through Aboriginal and Native oral traditions, arts-based analysis, found poetry, data poetry, narrative, and case study foci on liberatory pedagogy and social justice action research.

The Strangest Dream
Communism, Anti-Communism, and the U.S. Peace Movement, 1945-1963

Robbie Lieberman, Southern Illinois University

originally published by Syracuse University Press (May 2000)

Drawing on extensive archival material and oral history, Robbie Lieberman illustrates how grassroots peace activism in the United States became associated with Communist subversion after World War II. This association gave proponents of the Cold War a powerful weapon with which to try to silence the opposition. This weapon - anti-communism - was extremely effective until the early 1960s and its effects linger even today.
The persecution of peace activists as subversives dates back to the colonial era, but the specific link between communism and peace developed out of the unique conditions of the Cold War. Communist agitation for peace, American notions of national security and freedom that rested on containing communism at all costs. Not until peace organizations challenged external and internal anti-Communist attacks were they able to achieve a new level of respectability.

The end of the Cold War enabled scholars to take a fresh look at the peace movement in the early part of that era and how it was affected by fears about communism, whether imagined or real. With this book, Lieberman seeks to clarify American attitudes about peace and the fate of the peace movement in ways that previous studies have overlooked or avoided.

Teaching and Learning Chinese
Issues and Perspectives

Jinfa Cai, University of Delaware
Jianguo Chen, University of Delaware
Chuang Wang, University of North Carolina at Charlotte

A volume in the series Chinese American Educational Research and Development Association Book Series

The book is linked to the annual theme of the 2008 CAERDA International Conference with contributing authors serving as keynote speakers, invited panelists, paper presenters, as well as specialists and educators in the field. The book provides a most comprehensive description of and a theoretically well-informed and a scholarly cogent account of teaching and learning Chinese in general and in the United States in particular. It examines a wide range of important issues in Chinese teaching and learning: current state in teaching Chinese as a Second Language (TCSL) in the United States, US national standards for learning foreign languages K-12, policy making about how to meet the growing demand for Chinese language and cultural education with regard to a national coordination of efforts, professional teacher training in terms of the quantity and quality of Chinese language teachers at all levels, promotion of early language learning, characteristics of Chinese pedagogy, aspects of Chinese linguistics, methods and methodology in teaching TCSL, techniques and technology in Chinese language education, curriculum and instruction in TCSL, cultural aspects of teaching Chinese as a Second Language, issues in Chinese pedagogy, development of Chinese as a Heritage Language (HL) and the issue of cultural identity for bilingual/multilingual learners (particularly bilingual/multilingual children), testing and evaluation in TCSL, Chinese literacy and reading, approaches to instruction and program design, etc.

Teaching and Studying Social Issues
Major Programs and Approaches
Samuel Totten, University of Arkansas, Fayetteville
Jon Pedersen, University of Nebraska-Lincoln

A volume in the series Research in Curriculum and Instruction

Teaching and Studying Social Issues: Major Programs and Approaches focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society. This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom: Researching and Teaching Social Issues: The Personal Stories and Pedagogical Efforts of Professors of Education (Lexington, Books, 2006); Addressing Social Issues in the Classroom and Beyond: The Pedagogical Efforts of Pioneers in the Field (Information Age Publishing, 2007); and Social Issues and Service at the Middle Level (Information Age Publishers, 2009).

The current book ranges in scope from Harold Rugg’s pioneering effort to develop textbooks that purposely addressed key social issues (and thus provided teachers and students with a major tool with which to examine social issues in the classroom) to the relatively new efforts over the last 20 to 30 years, including global education, environmental education, Science/Technology/Society (STS), and genocide education. This book provides the readers with details about the innovators, their innovations, so they can (1) learn from past efforts, particularly in regard to what worked and didn’t work and why, (2) glean new ideas, methods and approaches for use in their own classrooms, and (3) craft new methods and approaches based on the strengths of past innovations.


Teaching Inclusively in Higher Education
Moira A. Fallon, SUNY – College at Brockport
Susan C. Brown


This book is designed for higher education instructors. The focus of the book is to assist all faculty instructors in higher education to better meet the needs of their student populations. It addresses the major issue of higher education teaching today: the need to reach all higher education students using active learning strategies. Higher education today is rapidly changing and faculty members are being presented with new types of students: ones who often have clear goals for bettering themselves, but at the same time lack what might have been considered to be basic skills necessary for success in a college or university setting. Instructors today must reach and bring all students into the college or university setting in an inclusive manner. The emphasis of this book is on student-focused strategies for teaching inclusively. This book will provide valuable strategies and practical techniques for instructors to develop inclusive college classrooms that promote the learning of all students.

The audience targeted will be all instructors who work with higher education students, including students in community colleges and vocational institutions. The book is designed to be mainly practical instructional strategies with limited theoretical text and references. At the same time, major theories will be included to demonstrate why specific approaches are recommended. Although the authors and editors are from the field of education, the book is particularly valuable for all college instructors without a background in the discipline of education.
Teaching Science with Hispanic ELLs in K-16 Classrooms

Dennis W. Sunal, University of Alabama
Cynthia Szymanski Sunal, University of Alabama
Emmett L. Wright, Kansas State University

The goal of this fourth volume of RISE was to provide a research foundation that demonstrates an agenda to strengthen the preparation and enhancement of teachers of science for regions and states experiencing extensive initial growth of Hispanic ELLs in schools. The goal was carried out through a series of events that led to the planning and subsequent dissemination of research being conducted by various stakeholders throughout the United States. Researchers were first invited from regions of the country that have had a long history of Hispanic ELLs in classrooms as well as those regions where initial and now extensive growth has occurred only in the past few years. A national conference Science Teacher Education for Hispanic English Language Learners in the Southeast (SHELLS) funded through the National Science Foundation was used as one of the dissemination methods to establish and secure commitments from researchers to a conduct and report research to strengthen teacher preparation for science. The national call for manuscripts requested the inclusion of major priorities and critical research areas, methodological concerns, and concerns and results of implementation of teacher preparation and development programs.


Technology in Retrospect

Social Studies in the Information Age, 1984-2009

Richard Diem, University of Texas - San Antonio
Michael J. Berson, University of South Florida

A volume in the series International Social Studies Forum: The Series

January 2009 marked the 25th anniversary of one of the most famous three minutes of television history. It was during half-time of the 1984...
Super Bowl that APPLE show cased its new Macintosh Computer in an avant-guard commercial. In the following three weeks sales of the new computer, in both the public and private sectors, took off leading some to note this occasion as the "true" start of the information age. At the same time schools joined this so-called information revolution and began to use the new technology, in various forms, in a much more serious manner.

Given both the changing nature of technology, as well as its classroom applications, over the past quarter century this work's goal is to capture the historical trends of both use and application of information technology in the social studies during this era. This is done by providing a retrospective view, from 1984 through 2009, of where we've been, where we are, and a view of new tools and strategies and possible studies that are emerging that can enhance our understanding of the effects that technology has and will have on the social studies.


**Think Tank Research Quality**

Lessons for Policy Makers, the Media, and the Public

Kevin G. Wehner, *University of Colorado - Boulder*

Alex Molnar, *Arizona State University*

Patricia H. Hinchey, *Pennsylvania State University*

Don Weitzman, *Independent Researcher*


Education policy over the past thirty years has been powerfully influenced by well-funded and slickly produced research reports produced by advocacy think tanks. The quality of think tank reports and the value of the policies they support have been sharply debated. To help policymakers, the media, and the public assess these quality issues, the Think Tank Review Project provides expert third party reviews. The Project has, since 2006, published 59 reviews of reports from 26 different institutions. This book brings together 21 of those reviews, focusing on examining the arguments and evidence used by think tanks to promote reforms such as vouchers, charter schools and alternative routes to teacher certification. The reviews are written using clear, non-academic language, with each review illustrating how readers can approach, understand and critique policy studies and reports. The book will be of interest to practitioners, policymakers, researchers, and anyone concerned with the current debates about educational reform.

This book reflects the author’s experience in teaching a mathematics content course for pre-service elementary teachers. The book addresses a number of recommendations of the Conference Board of the Mathematical Sciences for the preparation of teachers demonstrating how abstract mathematical concepts can be motivated by concrete activities. Such an approach, when enhanced by the use of technology, makes it easier for the teachers to grasp the meaning of generalization, formal proof, and the creation of an increasing number of concepts on higher levels of abstraction. A strong experiential component of the book made possible by the use of manipulative materials and digital technology such as spreadsheets, The Geometer’s Sketchpad, Graphing Calculator 3.5 (produced by Pacific Tech), and Kid Pix Studio Deluxe makes it possible to balance informal and formal approaches to mathematics, allowing the teachers to learn how the two approaches complement each other. Classroom observations of the teachers’ learning mathematics as a combination of theory and experiment confirm that this approach elevates one’s mathematical understanding to a higher ground. The book not only shows the importance of mathematics content knowledge for teachers but better still, how this knowledge can be gradually developed in the context of exploring grade-appropriate activities and tasks and using computational and manipulative environments to support these explorations.

Most of the chapters are motivated by a problem/activity typically found in the elementary mathematics curricula and/or standards (either National or New York State – the context in which the author prepares teachers). By exploring such problems in depth, the teachers can learn fundamental mathematical concepts and ideas hidden within a seemingly mundane problem/activity. The need to have experience in going beyond traditional expectations for learning is due to the constructivist orientation of contemporary mathematics pedagogy that encourages students to ask questions about mathematics they study. Each chapter includes an activity set that can be used for the development of the variety of assignments for the teachers.

The material included in the book is original in terms of the approach used to teach mathematics to the teachers and it is based on a number of journal articles published by the author in the United States and elsewhere. Mathematics educators who are interested in integrating hands-on activities and digital technology into the teaching of mathematics will find this book useful. Mathematicians who teach mathematics to the teachers as part of their teaching load will be interested in the material included in the book as it connects childhood mathematics content and mathematics for the teachers.

CONTENTS: 1 Partition of Whole Numbers: Reasoning with Manipulatives and Computational Experiments. 2 Combinatorial Models: From Trial and Error to Theory. 3 Early Algebra with Kid Pix. 4 Hidden Mathematics of the Multiplication Table. 5 Application of Unit Fractions to Tesselations. 6 Divisibility and Prime Numbers 7 Fibonacci Numbers and the Golden Ratio. 8 From Arithmetic Sequences to Polygonal Numbers. 9 The Multiplication Table Revisited. 10 Proof and Proving. 11 Computational Problem-Solving and Modeling. 12 Numbers and Operations in Different Bases. 13 Programming Details. References. Appendix: Some Useful Formulas.
Unpacking Pedagogy takes new ideas seriously and engages readers in theory development. Groundbreaking in content, the book investigates how our thinking about classroom practice in general, and mathematics teaching (and learning), in particular, might be transformed. As a key resource for interrogating and understanding classroom life, the book's sophisticated analyses allow readers to build new knowledge about mathematics pedagogy. In turn, that new knowledge will provide them with the tools to engage more actively in educational criticism and to play a role in educational change.

CONTENTS:

Using and Developing Measurement Instruments in Science Education
A Rasch Modeling Approach
Xiufeng Liu, State University of New York, Buffalo

A volume in the series Science & Engineering Education Sources

This book meets a demand in the science education community for a comprehensive and introductory measurement book in science education. It describes measurement instruments reported in refereed science education research journals, and introduces the Rasch modeling approach to developing measurement instruments in common science assessment domains, i.e. conceptual understanding, affective variables, science inquiry, learning progression, and learning environments. This book can help readers develop a sound understanding of measurement theories and approaches, particularly Rasch modeling, to using and developing measurement instruments for science education research.

This book is for anyone who is interested in knowing what measurement instruments are available and how to develop measurement instruments for science education research. For example, this book can be a textbook for a graduate course in science education research methods; it helps graduate students develop competence in using and developing standardized measurement instruments for science education research. For use as a textbook there are summaries and exercises at the end of each chapter. Science education researchers, both beginning and experienced, may use this book as a reference for locating available and developing new measurement instruments when conducting a research study.

Utilize Motivation to Fulfill Potentials
Tips for Teaching and Learning

Dennis M. McInerney, Hong Kong Institute of Education
Rebecca Wing-yi Cheng, Hong Kong Institute of Education
Miranda Po-yin Lai, Hong Kong Institute of Education


A key factor in successful learning at all ages is a learner's motivation. The ability to facilitate student motivation is central to successful teaching, particularly when students aren't intrinsically interested in learning. This book is a practical guide to motivating younger and older learners. It looks at why some students are easier to motivate than others, and why students may lose motivation as they become older. The authors outline strategies that teachers and other educators can use to enhance student motivation. The book is richly illustrated with vignettes and case studies, and includes questions and exercises to help teachers apply the suggested approach in their own situations.


Variability is the Rule
A Companion Analysis of K-8 State Mathematics Standards

John P. Smith III, Michigan State University

A volume in the series Research in Mathematics Education

In response to No Child Let Behind, states have developed mathematics curriculum frameworks that outline their intended curriculum for grades K–8. While some have indicated that districts or individual schools may use their framework as a model for specific curricular programs, others have taken a more prescriptive or even mandatory stance. Collectively, these frameworks present a sense of the national mathematics program and what we expect students learn.

This volume follows The Intended Curriculum as Represented in State Mathematics Curriculum Standards: Consensus or Confusion? (Reys). While the Reys volume focused on number and operations, algebra and reasoning strands, the Smith volume analyzes geometry, measurement, probability, and statistics strands. It also presents an analysis what verbs used tell us about the cognitive demand of grade level expectations. This volume, even more than the Reys volume, emphasizes the theme of variability in the content, expression, and clarity of grade level expectations across the states.

As the nation moves toward implementation of the Common Core Standards, this volume highlights some of the challenges teachers and other school personnel face in interpreting mathematics grade-level standards as goals for classroom teaching. The shift from 50 state standards to one document does not resolve this basic challenge.

The need for continued research at the middle level is clear and urgent. The previous volumes in this Handbook series testify to this urgency. While quantitative studies continue to be essential, there is a critical need to understand the complexities of the middle level community. One way to capture the rich, diverse mosaic of the voices and experiences of middle level participants and stakeholders is to use narrative inquiry methodology. The intent of this volume in The Handbook is to give voice to and broaden our understanding of the wide variety of participants and stakeholders who weave through the middle level. Such participants and stakeholders may include middle level teachers, school psychologists and counselors, students, parents, administrators, middle level researchers, research foundations, and community groups. In addition to hearing directly from these groups, this volume will focus on the intricate webs, connections and questions that these narratives hold and frame them within current middle level research, theory, and practice. Ultimately this volume will highlight the nuance, diversity and future directions that research may need to explore.


What About Us?
Standards-Based Education and the Dilemma of Student Subjectivity

Edgar D. Johnson III, Augusta State University


Over the past three decades, the standards-based reform movement has transformed K-12 education in the United States, culminating with passage of the No Child Left Behind Act in 2002. Beyond making reasonable accommodations for special needs students, standards-based education pays little attention to other areas of student difference, relying instead on a “rational actor” model of student experience, and ignoring how differences in students’ backgrounds and orientations impact their particular experiences of schooling.

This book examines the development of standards-based education, with particular scrutiny of the roles of the National Governors’ Association and its National Education Summit events. Examination of important documents emerging from those events provides an illustration of the conceptually impoverished understanding of student subjectivity, motivation, and agency inherent in standards-based education. In order to understand both problems with and alternatives to standards-based education, the author examines the roles of ideology, rhetoric, and audience in school policy.

In three case studies, the author analyzes several non-school models of education, including Marine Corps bootcamp, Ving Tsun kung fu training, and an online, school resistance community. Johnson argues that examination of these learning contexts provides a better
understanding of the shortcomings and dangers of the standards-based model of student subjectivity, and suggests a set of fourteen principles to inform the development of more student-centered alternatives.

**CONTENTS:** Introduction. 1 The Rise of Standards-Based Reform in Education. 2 Standards-Based Education and the Problem of Human Subjectivity. 3 A War for the Body and an Army in the Mind. 4 Education Without Accountability. 5 Youth, Difference, and School Survival. Conclusion. Notes. References.

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**What's Worth Learning?**

Marion Brady


What's Worth Learning? addresses the central question of general education. For learners facing a complex, unpredictable, and dangerous future, it asks and answers the question: What knowledge is absolutely essential for every learner?

In simple, jargon-free language, the book explains why the "core curriculum" in near-universal use in America's classrooms was poor when it was adopted in 1893 and why it grows more dysfunctional with each passing year. It then shows how, without changes in staffing, budgets, or bureaucratic boundaries, knowledge can be organized to both radically improve learner intellectual performance and significantly decrease the cost of a general education.

Recognizing the difficulty of translating a new idea into classroom instruction, an appendix offers a comprehensive, classroom-tested course of study suitable for adolescents and older students.


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**World Language Teacher Education Transitions and Challenges in the 21st Century**

Jacqueline F. Davis, Queens College


The significant change in public schools over the last two decades warrants a response in how we prepare teachers. This volume is an effort to share the contributors' knowledge, experience and ideas with colleagues, particularly with novice language teacher educators. The suggestions in the chapters are primarily provided for the teaching methods course, but many can be adapted to other education courses or for professional development programs. The first section of the introduction provides a review of issues identified in teacher education including debates, accountability, and government influence over education. The second section explores teacher educators in the literature such as issues in their practice, and a focus on foreign language teacher educator practice. The third section provides a brief overview of the chapters in the book.

American science education is in trouble. As the United States continues to lag behind other nations in science achievement, the question is asked: how can we better get our students excited and inspired by science? This is the science teacher’s duty. The irony of the education profession is that some of the most important aspects of it are the hardest to measure and replicate. The things that matter most can be the hardest to quantify. Some teachers can know the different learning styles, intelligences, and brain preferences of their students. They can know best practices of how to deliver instruction. They can do all these things and more, but still not convey imagination and passion for science to their students.

But some science teachers do inspire. These special teachers seem to possess something the others don’t, but what is it? Exceptional science teachers make us feel better about ourselves through their teaching of science, and bring us to a higher quality of life as a result, while some science teachers can be the leading researchers in their fields, yet leave us flat. What is the recipe for this unique, special teacher? And why is it so hard to explain and describe?

The objective of this book is to uncover these aspects of teaching that are so hard to measure and quantify. This is achieved through interviewing people who are either current or retired teachers, or who were positively affected by a teacher, and also through case studies of exceptional teachers in order to quantify and explain the exact traits and personality quirks of these exceptional people. The contribution to the field of education this book hopes to achieve is the examination of the question; why do some teachers have that “X” factor, what, exactly is it, and how can we all have it?

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