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10 Great Curricula
Lived Conversations of Progressive, Democratic Curricula in School and Society
Thomas S. Poetter, Miami University


With: Susan L. M. Bartow, Lara A. Chatman, Daniel Ciamarra, Christopher L. Cox, Dawn Mann, Kevin J. Smith, Kevin M. Talbert, Mary A. Webb and Amy Fisher Young.

10 Great Curricula is a collection of stories written by educators who have come to understand curricula differently as a result of their engagement with a graduate course and its instructor. The book represents the best of what can be found in teaching and learning, in general, and in the quest for meaningful ways to understand curricula in particular.

The co-authors of this volume on “10 Great Curricula” framed their inquiries into progressive, democratic curricula, at least initially, through Marsh and Willis’ (2007) notions of planned, enacted, and lived curricula. These frames helped the writers think about how to engage a curriculum as it is developed, delivered, and lived by its participants, and for the inquirers to actually become participant-inquirers in the curriculum at hand. The chapters depict the power, the possibility, and the transformational potential of “great” progressive curricula today by locating them in schools and in the community, by making them come alive to the reader, and by suggesting means through which the reader can adopt a more progressive, democratic stance to curriculum despite the seemingly overwhelming nature of the conservative, traditionalist, instrumentalist movements in curriculum, teaching, and assessment today. The book is intended for students of education, teaching, and curriculum, undergraduates, graduates, and practicing educational professionals, especially those looking for examples in the world in which progressive, democratic ideals are nurtured and practiced.


Adult Learning and Relationships

Paris S. Strom, Auburn University
Robert D. Strom, Arizona State University

A volume in the series Lifespan Learning

The communication and technology revolution presents each age group of adults with new expectations for learning. This book describes how education for young adults (20 to 40 years of age), persons of middle age (40 to 60 years of age) and older adults (age 60 +) can be differentiated to fulfill changing role demands emerging in response to social transformation. Developmental tasks for a society of longevity are defined including why youth should be seen as essential sources of learning for adults. Themes for each generation are school, work, family, and personal identity.

The way to ensure consideration of cultural evolution and cultural preservation is for intergenerational communication to become a common obligation. Reliance on age-segregated communication is popular and comfortable because peer conversations have greater agreement and less uncertainty. However, this practice prevents reflection on views regarded as important by other age groups. When greater amounts of time are devoted to intergenerational dialogue, the usual outcomes are reciprocal learning, mutual respect, and harmony. This book identifies and elaborates the conditions of learning needed to motivate an age-integrated society.

This book is for several audiences. Faculty and students studying development will find insights on learning at successive ages. Counselors will learn about client needs across the full age range of adulthood. Social service providers will recognize transition in family relationships. Nurses and administrators will discover ways to help assisted living residents maintain mental abilities and build social networks. General readers will understand ways to improve life for relatives, friends, co-workers, and themselves.

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J. Wesley Null, Baylor University

A volume in the series American Educational History Journal

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VOLUME 38, NUMBER 2, 2011
Asian American Education
Identities, Racial Issues, and Languages

Russell Endo, University of Colorado
Xue Lan Rong, University of North Carolina - Chapel Hill

A volume in the series Research on the Education of Asian Pacific Americans

Asian American Education—Asian American Identities, Racial Issues, and Languages presents groundbreaking research that critically challenges the invisibility, stereotyping, and common misunderstandings of Asian Americans by disrupting "customary" discourse and disputing "familiar" knowledge. The chapters in this anthology provide rich, detailed evidence and interpretations of the status and experiences of Asian American students, teachers, and programs in K-12 and higher education, including struggles with racism and other race-related issues. This material is authored by nationally-prominent scholars as well as highly-regarded emerging researchers. As a whole, this volume contributes to the deconstruction of the image of Asian Americans as a model minority and at the same time reconstructs theories to explain their diverse educational experiences. It also draws attention to the cultural and especially structural challenges Asian Americans face when trying to make institutional changes.

This book will be of great interest to researchers, teachers, students, and other practitioners and policymakers concerned with the education of Asian Americans as well as other peoples of color.


Assessing Students in the Margin
Challenges, Strategies, and Techniques

Michael Russell, Boston College
Maureen Kavanaugh, Boston College


The importance of student assessment, particularly for summative purposes, has increased greatly over the past thirty years. At the same time, emphasis on including all students in assessment programs has also increased. Assessment programs, whether they are large-scale, district-based, or teacher developed, have traditionally attempted to assess students using a single instrument administered to students under the same conditions. Educators and test developers, however, are increasingly acknowledging that this practice does not result in valid information, inferences, and decisions for all students. This problem is particularly true for students in the margins, whose characteristics and needs differ from what the public thinks of as the general population of students. Increasingly, educators, educational leaders, and test developers are seeking strategies, techniques, policies, and guidelines for assessing students for whom standard assessment instruments do not function well.

Whether used for high-stakes decisions or classroom-based formative decisions, the most critical element of any educational assessment is validity. Developing and administering assessment instruments that provide valid measures and allow for valid inferences and decisions for all groups of students presents a major challenge for today’s assessment programs. Over the past few decades, several national policies have sparked research and development efforts that aim to increase test validity for students in the margins. This book explores recent developments and efforts in three important areas. The first section focuses on strategies for improving test validity through the provision of test accommodations. The second section focuses on alternate and modified assessments. Federal policies now allow testing programs to develop and administer alternate assessments for students who have not been exposed to grade-level content, and thus are not expected to demonstrate proficiency on grade-level assessments. A separate policy allows testing programs to develop modified assessments that will provided more useful information about achievement for a small percentage of students who are exposed to grade-level content but for whom the standard form of the grade-level test does not provide a valid measure of achievement. These policies are complex and can be confusing for educators who are not familiar with their details. The chapters in the second section unpack these policies and explore the implications these policies have for test design. The third and final section of the book examines how principles of Universal Design can be applied to improve test validity for all students.

Collectively, this volume presents a comprehensive examination of the several issues that present challenges for assessing the achievement of all students. While our understanding of how to overcome these challenges continues to evolve, the lessons, strategies, and avenues for future research explored in this book empower educators, test developers, and testing programs with a deeper understanding of how we can improve assessments for students in the margins.
Assessment of Higher Order Thinking Skills

Gregory Schraw, University of Nevada - Las Vegas
Daniel H. Robinson, University of Texas

A volume in the series Current Perspectives on Cognition, Learning and Instruction

This volume examines the assessment of higher order thinking skills from the perspectives of applied cognitive psychology and measurement theory. The volume considers a variety of higher order thinking skills, including problem solving, critical thinking, argumentation, decision making, creativity, metacognition, and self-regulation.

Fourteen chapters by experts in learning and measurement comprise four sections which address conceptual approaches to understanding higher order thinking skills, cognitively oriented assessment models, thinking in the content domains, and practical assessment issues. The volume discusses models of thinking skills, as well as applied issues related to the construction, validation, administration and scoring of performance-based, selected-response, and constructed-response assessments.

The goal of the volume is to promote a better theoretical understanding of higher order thinking in order to facilitate instruction and assessment of those skills among students in all K-12 content domains, as well as professional licensure and certification settings.

At a Crossroads
The Educational Leadership Professoriate in the 21st Century

Donald G. Hackmann, University of Illinois at Urbana-Champaign
Martha M. McCarthy, Indiana University

A volume in the series UCEA Leadership Series

This volume presents the results of a comprehensive study of educational leadership faculty and the departments and programs in which they work. It reports the characteristics, activities, and attitudes of educational leadership faculty members involved in university-based educational leadership preparation programs in 2008 and provides longitudinal comparisons with data from studies conducted since 1972. The findings are compared by type of institution and with respondents grouped by sex, race, administrative experience, type of appointment (tenure-line or clinical), length of time in the professoriate, and affiliation with the University Council for Educational Administration and the National Council of Professors of Educational Administration. Findings indicate that while the number of university-based leadership preparation programs continues to grow, the average faculty size has declined. Among major trends are an increase in female faculty members from 2% of the faculty in 1972 to 45% in 2008 and the reduction in gender differences in activities and attitudes since the mid-1980s. Also, over the past few decades, there has been a significant increase in faculty occupying non-tenure-line positions, having administrative experience, and focusing on leadership in general in contrast to a content specialization. These and other developments have significant implications for leadership preparation programs and for knowledge production in our field.


Attitude Research in Science Education
Classic and Contemporary Measurements

Dr. Issa M. Saleh, Bahrain Teachers College in University of Bahrain
Dr. Myint Swe Khine, Bahrain Teachers College in University of Bahrain


The research into how students’ attitudes affect their learning of science related subjects has been one of the core areas of interest by science educators. The development in science education records various attempts in measuring attitudes and determining the correlations between behavior, achievements, career aspirations, gender identity and cultural inclination. Some researchers noted that attitudes can be learned and teachers can encourage students to like science subjects through persuasion. But some view that attitude is situated in context and has much to do with upbringing and environment. The critical role of attitude is well recognized in advancing science education, in particular designing curriculum and choosing powerful pedagogies and nurturing students.

Since Noll’s (1935) seminal work on measuring the scientific attitudes, a steady stream of research papers describing the development and validation of scales have appeared in scholarly publications. Despite these efforts, the progress in this area has been stagnated by limited understanding of the conception of attitude, dimensionality and inability to determine the multitude of variables that made up such concept. This book makes an attempt to take stock and critically examine classical views on science attitudes and explore contemporary attempts in measuring science-related attitudes. The chapters in this book are a reflection of researchers who work tirelessly in promoting science education and highlight the current trends and future scenarios in attitude measurement.

Beyond Ethics to Post-Ethics
A Preface to a New Theory of Morality and Immorality
Peter Baofu


Is moral goodness really so desirable in the way that its proponents through the ages would like us to believe? For instance, in our time, there is even this latest version of the popular moral idea shared by many, when Dalai Lama suggested that “[w]e need these human values [of compassion and affection]….Even without religion,…we have the capacity to promote these things.” (WK 2009)

The naïvety of this popular moral idea can be contrasted with an opposing (critical) idea advocated not long ago by Sigmund Freud (1966), who once wrote that “men are not gentle creatures who want to be loved, and who at the most can defend themselves if they are attacked; they are, on the contrary, creatures among whose instinctual endowments is to be reckoned a powerful share of aggressiveness. As a result, their neighbor is for them…someone who tempts them to satisfy their aggressiveness on him, to exploit his capacity for work without compensation, to use him sexually without his consent, to seize his possessions, to humiliate him, to cause him pain, to torture and to kill him. Homo hominui lupus.”

Contrary to the two opposing sides of this battle for the high moral ground, morality and immorality are neither possible nor desirable to the extent that their respective ideologies would like us to believe. But one should not misunderstand this challenge as a suggestion that ethics is a worthless field of study, or that other fields of study (related to ethics) like political philosophy, moral psychology, social studies, theology, or even international relations should be dismissed. Needless to stress, neither of these two extreme views is reasonable either.

Instead, this book provides an alternative (better) way to understand the nature of ethics, especially in relation to morality and immorality—while learning from different approaches in the literature but without favoring any one of them (nor integrating them, since they are not necessarily compatible with each other). This book offers a new theory to transcend the existing approaches in the literature on ethics in a way not thought of before.

This seminal project is to fundamentally alter the way that we think about ethics, from the combined perspectives of the mind, nature, society, and culture, with enormous implications for the human future and what I originally called its “post-human” fate.

CONTENTS: Foreword. Acknowledgments. Abbreviations. List of Tables. 1 Introduction—The Importance of Ethics. 2 Morality and Its Shortcomings. 3
**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:**

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**Books, Not Bombs**

Teaching Peace Since the Dawn of the Republic

Charles F. 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 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:**
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:

Building a Peaceful Society
Creative Integration of Peace Education
Laura Finley, Barry University

A volume in the series Peace Education

To truly move toward a more peaceful society, it is imperative that peace education better address structural and institutional violence. This requires that it be integrated into institutions outside of schools and universities. Doing so will be challenging, as many of these institutions are structured on domination and control, not on partnership and shared power. In particular, U.S. criminal justice, social services and prevention programs, and sport have tended to be dominator-modeled. This book offers analysis and suggestions for overcoming these challenges and for integrating peace education into important social institutions.

Creativity will be one of the most useful assets in moving peace education from schools to other institutions. This book argues that with creative visioning, collaboration, and implementation, peace education can be integrated into the most challenging situations and provide hope for holistic changes in our society.

Care & Advocacy
Narratives from a School for Immigrant Youth
Jo Bennett, Zayed University, United Arab Emirates

This is a book of oral narratives, collected from participants at a school created for first-generation, immigrant youth. The narrations from the students, teachers, administration, professional staff, and support personnel document the power of caring relationships in an educational setting.

The narratives underscore the importance of teachers, students, and staff working together and their stories are relevant for any school setting. It turns out that teachers and students both have a need, even a longing, for connection.

The narratives bring Nel Noddings’ Care Theory to life and show how this theory can be practiced both inside and outside the classroom to bring about a school-wide change in culture. From the receptionist to the principal; from the social worker to the teacher, the study shows that the daily interactions are as important as the academics in the school setting to improve inequities. Social justice takes on a new meaning, with this focus on social exchanges and personal well-being.

The book can benefit those in the field as well as in teacher and leadership preparation programs; those wanting to conduct research with vulnerable populations can also benefit from this study.


Career Development in Higher Education
John Patrick, California University of Pennsylvania
Grafton T. Eliason, California University of Pennsylvania
Jeff L. Samide, California University of Pennsylvania

The purpose of Career Development in Higher Education is to provide a broad and in-depth look at the field of career development as it applies to individuals involved in higher education activities, in a variety of educational and vocational training settings.

The book will examine some of the field’s major themes, approaches and assumptions using the writings of a variety of regional and international experts/authors. Specific emphasis is spent examining issues reflective of today’s challenges in developing and maintaining a workforce that is diverse, flexible and efficient. Readers will be provided with an action based framework built on the best available research information.

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.

Cases 'n' Places

Global Cases in Educational and Performance Technology

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

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

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.

A Century of Leadership
Biographies of Kappa Delta Pi Presidents

O. L. Davis, University of Texas - Austin
Mindy Spearman, Clemson University

A volume in the series Research in Curriculum and Instruction

Kappa Delta Pi is an international honor society in Education founded in 1911. This book chronicles the leadership of Kappa Delta Pi across the past century through a collection of short life stories about the 32 individuals who were elected by members to lead the Society. Through their work with their fellow officers, they helped keep alive the flame that called attention to the importance of highly qualified teachers in American schools, in the main, teachers whose academic credentials were very strong.

These life stories attend to KDP presidents’ contributions to education, particularly with emphasis a) on high academic scholarship for educational professionals, e.g., teacher candidates, teachers at all levels, school administrators, college and university faculty members in education and in fields related to educational practice and knowledge; b) toward teacher candidates’ mindful learning in and the integration of liberal arts, education, and other fields of study; c) and in the support and fostering of scholarly endeavors, especially substantive research and creative developments in the educational processes of schooling – all or many related to the individual’s involvement in Kappa Delta Pi.

A number of elements of Kappa Delta Pi’s purposes and practices during its first century are illuminated in this book. Many others remain obscured, neglected, or unknown. Readers reasonably may discover keys to increased understanding and wonderment as they read and think about the lives of these former presidents, particularly about their contributions to the continuance and strengthening of the Society. One impressive key surely is evident. Their presidencies not only helped Kappa Delta Pi to continue to exist. They also fostered the fruitful creation of this honor society in education. And so also will those members and leaders who, succeeding these former presidents, enter confidently into Kappa Delta Pi’s second century.

The Challenges for New Principals in the 21st Century
Bruce Barnett, University of Texas at San Antonio
Autumn K. Tooms, Kent State University
Alan R. Shoho, University of Texas at San Antonio

A volume in the series International Research on School Leadership

This book series, International Research on School Leadership focuses on how present-day issues affect the theory and practice of school leadership. For this inaugural book, we focused on the challenges facing new principals and headteachers. Because the professional lives of school leaders have increasingly impinged on their personal well-being and resources have continued to shrink, it is important to understand how new principals or headteachers share and divide their energy, ideas, and time within the school day. It is also important to discover ways to provide professional development and support for new principals and headteachers as they strive to lead their schools in the 21st century. 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.


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.
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: Introduction: Agricultural Improvement as Civic Education. 1 Locating the Civics in Nineteenth-Century Agriculture. 2 Between Frontier and Civilization: The Agricultural Improvement Agenda. 3 Fair Frustrations: Agricultural Education as Civic Learning in the 1850s. 4 Growing Indiana: Agricultural Improvement and the Growth Imperative. 5 Promoting the Farmer’s Interest: Politics and the Grange. 6 Between Town and Country: The Grange and Economic Cooperation. 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
Clinical Teacher Education
Reflections From an Urban Professional Development School Network
Chara Haeussler Bohan, Georgia State University
Joyce E. Many, Georgia State University

A volume in the series Readings in Educational Thought

Clinical Teacher Education focuses on how to build a school-university partnership network for clinical teacher education in urban school systems serving culturally and linguistically diverse populations. The labor intensive nature of professional development school work has resulted in research institutions being slow to fully adopt a clinical teacher education Professional Development School (PDS) network approach across the entirety of their teacher preparation programs. Faculty have often been hesitant to commit to such models in light of the demands of institutional expectations of publish or perish. In this book, faculty, researchers, and administrators from academia and from public schools involved in a clinical teacher education PDS network discuss their commitment to collaborative clinical teacher preparation and development, and to inquiry in PDS initiatives in urban schools. Clinical Teacher Education serves as an in-depth analysis of the strengths and challenges of establishing school-university networks in metropolitan environments.

Many experienced and noteworthy authors contributed to Clinical Teacher Education. The authors hold various administrative and faculty positions in both university and public school settings. In addition to editors Chara Bohan and Joyce Many, chapter authors include, Mary Ariail, Gwen Benson, Lin Black, Donna Breault, William Curlette, Kezia McNeal Curry, Julie Dangel, Mary Deming, Caitlione Dooley, Joe Feinberg, Teresa Fisher, Lou Matthews, August Ogletree, Susan Ogletree, Laura Smith, Susan Swars, Dee Taylor and Brian Williams.


Co-Teaching and Other Collaborative Practices in The EFL/ESL Classroom
Rationale, Research, Reflections, And Recommendations
Andrea Honigsfeld, Molloy College
Maria G. Dove, Molloy College


Much has been written about the cognitive and academic language needs of those learning English as a new language (be it a second language in the United States or other English-speaking countries or as a foreign language in all other parts of the world). Many guidebooks and professional development materials have been produced on teacher collaboration and co-teaching for special education, inclusive classrooms. Similarly, much has been published about effective strategies teachers can use to offer more culturally and linguistically responsive instruction to their language learners. However, only a few resources are available to help general education teachers and ESL (English-as-a-second-language) specialists, or two English-as-a-foreign-language (EFL) teachers (such as native and nonnative English speaking) teachers to collaborate effectively.

With this volume, our goal is to offer an accessible resource, long-awaited by educators whose individual instructional practice and/or institutional paradigm shifted to a more collaborative approach to language education. Through this collection of chapters, we closely examine ESL/EFL co-teaching and other collaborative practices by (a) exploring the rationale for teacher collaboration to support ESL/EFL instruction, (b) presenting current, classroom-based, practitioner-oriented research studies and documentary accounts related to co-teaching, co-planning, co-assessing, curriculum alignment, teacher professional development, and additional collaborative practices, and (c) offering authentic teacher reflections and recommendations on collaboration and co-teaching.
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.”

Computer Games and Instruction
J. D. Fletcher, Institute for Defense Analyses
Sigmund Tobias, State University of New York–Albany


There is intense interest in computer games. A total of 65 percent of all American households play computer games, and sales of such games increased 22.9 percent last year. The average amount of game playing time was found to be 13.2 hours per week. The popularity and market success of games is evident from both the increased earnings from games, over $7 Billion in 2005, and from the fact that over 200 academic institutions worldwide now offer game related programs of study.

In view of the intense interest in computer games educators and trainers, in business, industry, the government, and the military would like to use computer games to improve the delivery of instruction. Computer Games and Instruction is intended for these educators and trainers. It reviews the research evidence supporting use of computer games, for instruction, and also reviews the history of games in general, in education, and by the military. In addition chapters examine gender differences in game use, and the implications of games for use by lower socio-economic students, for students’ reading, and for contemporary theories of instruction. Finally, well known scholars of games will respond to the evidence reviewed.

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 movement.

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.

Constructing Patriotism
Teaching History and Memories in Global Worlds
Mario Carretero, Universidad Autónoma de Madrid

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

Memory construction and national identity are key issues in our societies, as well as it is patriotism. How can we nowadays believe and give sense to traditional narrations that explain the origins of nations and communities? How do these narrations function in a process of globalization? How should we remember the recent past? In the construction of collective memory, no doubt history taught at school plays a fundamental role, as childhood and adolescence are periods in which the identity seeds flourish vigorously. This book analyses how history is far more than pure historical contents given in a subject matter; it studies the situation of school history in different countries such as the former URSS, United States, Germany, Japan, Spain and Mexico, making sensible comparisons and achieving global conclusions. The empirical part is based on students interviews about school patriotic rituals, very close to the teaching of history, specifically carried out in Argentina but very similar to these rituals in other countries.

The author analyzes in which ways that historical knowledge is understood by students and its influence on the construction of patriotism. This book--aside from making a major contribution to the cultural psychology field--should be of direct interest and relevance to all people interested in the ways education succeeds in its variable functions. As a matter of fact, it is related to other IAP books as Contemporary Public Debates Over History Education (Nakou & Barca, 2010) and What Shall We Tell the Children? International Perspectives on School History Textbooks (Foster & Crawford, 2006).

The edited volume, Contemporary Perspectives on Capital in Educational Contexts, is timely in its unique and appropriate analyses of the prevailing internal and external dynamics of capital as indicative of the type of currency within institutional structures or the currency among individual stakeholders of education. The intersection of capital and currency emerges similarly and differently within the American compulsory-based system of K-12 and the choice-based system of higher education. More specifically, Contemporary Perspectives on Capital in Educational Contexts disentangles the broader challenges and opportunities of the institution of education and the individuals who comprise. Emerging insights from the analyses provide an informed basis for ascertaining the rules of engagement and means of negotiation for the respective constituencies. With that said, this volume essentially responds to three important questions: 1) What are the tenets of capital and currency in public schools and higher education? 2) How do institutions and individuals navigate those tenets?; and 3) What general and specific implications do capital hold for the educational pipeline and beyond? These questions provide a useful framework for engaging critical conversations about the dynamics of capital while offering perspectives about how to improve the quality of currency in K-12 or colleges and universities. These questions further serve as a basis for eliciting more questions toward the consideration capital as both a conceptual construct and applicable model.

Contemporary Perspectives on Capital in Educational Contexts, too, is an expansion of the work of School matters: Why African American students need multiple forms of capital, where Bartee & Brown (2006) examined how the acquisition and possession of capital equips African American students in a highperforming, high-achieving magnet school in Chicago for competitiveness in school-generated and non-school generated activities. Success experienced by the students and the school become associated with the academic rigor and reputation while any shortcomings reflect an inadequate capacity of the school or the student to appropriately engage the other. School matters: Why African American students need multiple forms of capital (2006) further introduces an initial exploration of different forms of capital as producer (improve the status quo through inputs), consumer (participant based upon outputs), and regulator (maintain the status quo through the process) within the educational system. The multifaceted role of capital demonstrates its span of influence for institutional and individual capacities.


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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 chapter 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.

Contemporary Science Teaching Approaches
Promoting Conceptual Understanding in Science

Dr. Funda Ornek, Bahrain Teachers College, University of Bahrain
Dr. Issa M. Saleh, Bahrain Teachers College in University of Bahrain


Contemporary science teaching approaches focus on fostering students to construct new scientific knowledge as a process of inquiry rather than having them act as passive learners memorizing stated scientific facts. Although this perspective of teaching science is clearly emphasized in the National Research Council’s National Science Education Standards (NRC, 1996), it is however challenging to achieve in the classroom. Science teaching approaches should enhance students’ conceptual understanding of scientific concepts which can be later utilized by students in deeper recognition of real world (Marsak & Janouskova, 2007). This book identifies and describes several different contemporary science teaching approaches and presents recent applications of these approaches in promoting interest among students. It promotes conceptual understanding of science concepts among them as well. This book identifies pertinent issues related to strategies of teaching science and describes best practice The chapters in this book are culmination of years of extensive research and development efforts to understand more about how to teach science by the distinguished scholars and practicing teachers.


Contemporary Social Studies
An Essential Reader

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

A volume in the series Teaching and Learning Social Studies

The field of social studies is unique and complex. It is challenged by the differing perspectives related to the definition, goals, content, and purpose of social studies.

Contemporary Social Studies: An Essential Reader discusses the contemporary issues surrounding social studies education today. Contemporary Social Studies: An Essential Reader encourages and inspires readers to think. The chapters included in this volume are written by prominent scholars in the field of social studies. The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state. Readers will explore the various critical topics that encompass contemporary social studies.

This collection provides readers with rich chapters which are sure to be cited as key works. Compelling and accessible, this collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future.

By examining the factors which help to facilitate and/or restrict the possibilities for creating connections in educational contexts, implications for and outcomes of learning and/or teaching arise from the connections created. The final chapter of this book will explicate the realisations that have emerged for educators and researchers working to create connections. These offer suggestions for future directions and enunciate what and how connections might encompass making links, crossing divides, forming relationships, building frameworks, and generating new knowledge. The cognitive, cultural, social, emotional and/or physical aspects of understanding, meaning-making, motivating, acting, researching, and evaluating are explored as constituent forms of creativity in relation to such connections.

From this exploration the authors identify varied connective contexts and means which include the learner, the educator, the organisation, and the relevant community. The crossing of divides, forming learner-educator relationships, bringing together diverse groups of learners, establishing networks and partnerships among educators, and establishing links between organisations and communities are all considered as connections which can be created by and within the learning and teaching dynamic.

By examining the factors which help to facilitate and/or restrict the possibilities for creating connections in educational contexts, implications for and outcomes of learning and/or teaching arise from the connections created. The final chapter of this book will explicate the realisations that have emerged for educators and researchers working to create connections. These offer suggestions for future directions and enunciate what and how connections might encompass making links, crossing divides, forming relationships, building frameworks, and generating new knowledge. The cognitive, cultural, social, emotional and/or physical aspects of understanding, meaning-making, motivating, acting, researching, and evaluating are explored as constituent forms of creativity in relation to such connections.
Critical Global Perspectives
Rethinking Knowledge about Global Societies

Binaya Subedi, The Ohio State University

A volume in the series Research in Social Education

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 different ways people have come to experience the world? Another question the book raises is: how do we engage with complexities surrounding social differences such as gender, race, ethnicity, religion, etc., in the global contexts? Analyzing global issues and events through the prism of social difference opens up spaces to advocate a transformative framework for a global education curriculum. Transformative in the sense that such a curriculum asks students to challenge stereotypes and engages students in advocating changes within local/global contexts.

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.

Critical Pedagogy in the Twenty-First Century
A New Generation of Scholars
Curry Stephenson Malott, West Chester University
Bradley Porfilio, Lewis University in Romeville, IL

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

This book simultaneously provides multiple analyses of critical pedagogy in the twenty-first century while showcasing the scholarship of this new generation of critical scholar-educators. Needless to say, the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane, less Eurocentric, less paternalistic, less homophonic, less patriarchal, less exploitative, and less violent world. This volume highlights the finding that rigorous critical pedagogical approaches to education, while still marginalized in many contexts, are being used in increasingly more classrooms for the benefit of student learning, contributing, however indirectly, to the larger struggle against the barbarism of industrial, neoliberal, militarized destructiveness. The challenge for critical pedagogy in the twenty-first century, from this point of view, includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation. These rigorous, democratic, critical standards for measuring the value of our scholarship, including this volume of essays, should be the same that we use to critique and transform the larger society in which we live and work.


Critical Qualitative Research in Second Language Studies
Agency and Advocacy
Kathryn A. Davis, University of Hawaii at Manoa

A volume in the series Contemporary Language Education

This book begins by locating critical inquiry within the epistemological and methodological history of second language study. Subsequent chapters portray researcher-participant exploration of identity and agency while challenging inequitable policies and practices. Research on internationalization, Englishization, and/or transborder migration address language policies and knowledge production at universities in Hong Kong. Standard English and Singlish controversies in Singapore, media portrayals of the English as an Official Language movement in South Korea, transnational advocacy in Japan, and Nicaraguan/Costa Rican South to South migration. Transnational locations of identity and agency are fore-fronted in narrative descriptions of Korean heritage language learners, a discursive journey from East Timor to Hawaii, and a reclaimed life history by a Chinese peasant woman. Labor union and GLBT legal work illustrate discourses that can hinder or facilitate agency and change. Hawaiian educators advocate for indigenous self-determination through revealing the political and social meanings of research. California educators describe struggles at the front-lines of resistance to policies and practices harmful to
marginalized children. A Participatory Action Research (PAR) project portrays how Latina youth in the U.S. “resist wounding inscriptions” of the intersecting emotional and physical violence of homes, communities, and anti-immigrant policies and attitudes. Promoting agency through drawing on diversity resources is modeled in a bilingual undergraduate PAR project. The volume as a whole provides a model for critical research that explores the multifaceted and evolving nature of language identities while placing those traditionally known as participants at the center of agency and advocacy.

**CONTENTS:**


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**Critical Small Schools**

**Beyond Privatization in New York City Urban Educational Reform**

Maria Hantzopoulos, Vassar University

Alia R. Tyner, The New Community College at CUNY


Critical Small Schools: Beyond Privatization in New York City Urban Educational Reform features the most current empirical research about the successes and challenges of the small schools movement and the implications of such for urban public educational policy. Situated in a climate of hierarchical reform, many of the principles of the original small schools movement—which are rooted in community participation, innovative pedagogies and assessment, and equity and social justice—have become obscured by an educational agenda that emphasizes top-down mandates and standards-based reform. With the increased popularity and the rapid proliferation of small schools, the emphasis on “size only” has resulted in a bifurcation of the small schools movement; on one end are the small schools which have embraced the democratic, participatory, and self-governing nature of the original movement, while on the other end are schools that have simply reduced their size without rethinking school structures and practices.

This book distinguishes the small schools featured and researched in this volume from schools that are simply small and labels them “critical small schools.” By documenting the practices that take place in various critical small schools in New York City, we show how these schools have narrowed the achievement gap and increased graduation and college acceptance rates. Although smallness is an essential feature in the design of these schools, it is certainly not the only one and this volume illuminates the other elements that contribute to these schools’ successes and shortcomings.

Critical Small Schools also challenges the recent emphasis on charter schools as a panacea for urban educational reform. By featuring research about the inner workings of public schools, this volume challenges this new direction that steers successful school development away from public education. Moreover, as every site is fraught with some tension, Critical Small Schools not only offers glimpses into intellectually vibrant and democratic communities, but also acknowledges that these concepts are not static and necessitate continual reflection and renewal. At this pivotal moment in educational reform, this volume provides keen insight into the challenges and possibilities of the small schools movement, and is indispensable for anyone interested in comprehensive public school reform.

**CONTENTS:**

Critical Times in Curriculum Thought
People, Politics, and Perspectives
Marcella L. Kysilka, University of Central Florida

A volume in the series Studies in the History of Education

This book is designed to be used at a master’s level for a degree in curriculum and instruction, teacher education or educational leadership. It could be used as a primary or a supplementary text. The book is divided into three parts: The first section focuses on the contributions of noted educators to the field of education: Florence Stratemeyer, (Haberman and Corrigan) Hilda Taba (Barbara Stern), Alice Miel (Jennifer Deets), Booker T. Washington (Karen Riley), Ralph Tyler (Gerald Ponder and Dixie Massey) and John Dewey (William Schubert and Heidi Schubert). The authors of these chapters focused on contributions that were “less: known, but particularly important in thinking about education. The second section of the book focuses on curriculum movements that were politically motivated and their impact on curriculum applications in the schools: Cold War/Sputnik (Peggy Moch), Civil Rights (William Ayers), Women’s Rights (Susan Brown), Bilingual/multicultural education (Gloria Contreras and Ron Wilhelm), and the growing economic divide (William Watkins). The last section of the book provides perspectives on factors that affected curriculum implementation as seen through the eyes of authors who have done considerable research in these areas; Social Justice (William Gaudelli and Dennis Urban), Integrated Curriculum (Lynne Bailey), The Comprehensive High School (Marcella Kysilka), Technology in the Curriculum (Gretchen Schwarz and Janet Dunlop) and Inclusive Curriculum (Allison Dickey)

The book could be used in Alternative Certification Programs as well as the chapters focus on issues that are common in the public school sector. The chapters are short and meaty and provide a thorough understanding of the people, politics and perspectives of the times.


Critical-Service Learning as a Revolutionary Pedagogy
An International Project of Student Agency in Action
Bradley Porfilio, Lewis University in Romeoville, IL
Heather Hickman, Lewis University

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

This volume will be a valuable resource to instructors who teach in the fields of teacher education, sociology, political science, and global studies as well as their students. Due to the volume’s international focus, we also expect that it will purchased by a large number of university libraries, researchers, educators and others in a number of countries.

Crossroads in the History of Mathematics and Mathematics Education

Bharath Sriraman, The University of Montana

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

The interaction of the history of mathematics and mathematics education has long been construed as an esoteric area of inquiry. Much of the research done in this realm has been under the auspices of the history and pedagogy of mathematics group. However there is little systematization or consolidation of the existing literature aimed at undergraduate mathematics education, particularly in the teaching and learning of the history of mathematics and other undergraduate topics. In this monograph, the chapters cover topics such as the development of Calculus through the actuarial sciences and map making, logarithms, the people and practices behind real world mathematics, and fruitful ways in which the history of mathematics informs mathematics education. The book is meant to serve as a source of enrichment for undergraduate mathematics majors and for mathematics education courses aimed at teachers.


Curriculum and Teaching Dialogue Volume 12 numbers 1 & 2

David J. Flinders, Indiana University

A volume in the series Curriculum & Teaching Dialogue

Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum (AATC). An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1, 1993. The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study, to constitute a national learned society for the scholarly field of teaching and curriculum (teaching is the more inclusive concept; curriculum is an integral part of teaching—the “what to teach” aspect). Since it's founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences, journals, and the interaction of its members. The purpose of the organization was originally defined in Article 1, Section 2 of the AATC Constitution: “To promote the scholarly study of teaching and curriculum; all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged.” Curriculum and Teaching Dialogue seeks to fulfill that mission.


Curriculum and Teaching Dialogue Volume 13, 1 & 2

David J. Flinders, Indiana University
P. Bruce Uhrmacher, University of Denver

A volume in the series Curriculum & Teaching Dialogue

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly field of teaching and curriculum. The field includes those working on the theory, design and evaluation of educational programs at large. At the university level, faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education. CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.


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

Democracy and Multicultural Education

Farideh Salili, The University of Hong Kong
Rumjahn Hoosain, The University of Hong Kong

A volume in the series Research in Multicultural Education and International Perspectives

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.

The Demography of the Hispanic Population
Selected Essays
Richard R. Verdugo, UAB - Centre for Demographic Studies, Barcelona, Spain
A volume in the series The Hispanic Population in the United States

The Hispanic population has dramatically grown since the middle of the 20th Century. Demographers predict that by the year 2050, one in three Americans will of Hispanic origin. But the Hispanic population is not a homogeneous group; it varies by race and ethnicity, culture, economic status, education, and other important factors.

The purpose of the present volume is to provide information on selected topics regarding the growth, distribution, and size of the Hispanic population. The volume brings together an eclectic set of six research papers. The first four examine traditional demographic topics: population growth, mortality, and immigration. The last two address topics that are not often examined among Hispanics: Hispanic Baby Boomers, and an interesting study on self identification among Hispanics using vital events data and census data.


Designing Problem-Driven Instruction with Online Social Media
Kay Kyeong-Ju Seo, University of Cincinnati
Debra A. Pellegrino, University of Scranton
Chalee Engelhard, University of Cincinnati

Designing Problem-Driven Instruction with Online Social Media has the capacity to transform an educator’s teaching style by presenting innovative ways to empower problem-based instruction with online social media. Knowing that not all instructors are comfortable in this area, this book provides clear, systematic design approaches for instructors who may be hesitant to explore unchartered waters and offers practical examples of how successful implementations can happen.

Furthermore, it is a reference for instructors who need to solve issues that occur when developing a class utilizing problem-driven instruction with online social media. With the recent exponential growth of Twitter and Facebook, the potential for social media as an educational venue brings an urgent call for researchers to increase their concentration in this area to investigate further the educational possibilities of this format. These factors combined illustrate the mission of this book that is to enable instructors in the areas of instructional design, multimedia, information science, technology, and distance learning to have an evidence-based resource for this underexplored niche in instruction.

Dewey and Eros
Wisdom and Desire in the Art of Teaching
Jim Garrison, Virginia Tech


“We become what we love,” states Jim Garrison in Dewey and Eros: Wisdom and Desire in the Art of Teaching. This provocative book represents a major new interpretation of Dewey's education philosophy. It is also an examination of what motivates us to teach and to learn, and begins with the idea of education of eros (i.e., passionate desire) “the supreme aim of education” as the author puts it—and how that desire results in a practical philosophy that guides us in recognizing what is essentially good or valuable. Garrison weaves these threads of ancient wisdom into a critical analysis of John Dewey's writings that reveal an implicit theory of eros in reasoning, and the central importance of educating eros to seek “the Good.” Chapters: Plato's Symposium: Eros, the Beautiful, and the Good • Care, Sympathy, and Community in Classroom Teaching: Feminist Reflections on the Expansive Self • Play-Doh, Poetry, and "Ethereal Things" • The Aesthetic Context of Inquiry and the Teachable Moment • The Education of Eros: Critical and Creative Value Appraisal • Teaching and the Logic of Moral Perception This book can be used in graduate courses in foundations, teacher education, philosophy of education, qualitative research, arts and education, language and literacy, and women and education. Jim Garrison is Professor of Philosophy of Education at Virginia Tech in Blacksburg, VA. He is past-president of the John Dewey Society and a winner of the Society's Outstanding Achievement Award.

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.
Educated for Change
Muslim Women in the West

Patricia Buck, Bates College and Matawi, Inc.
Rachel Silver, Matawi, Inc.

A volume in the series Education Policy in Practice: Critical Cultural Studies

Educated for Change?: Muslim Women in the West inserts Muslim women’s voice and action into the bifurcated, and otherwise male dominated, relations between the West and the Islamic East. A multilayered, multisite, educational ethnography, Buck and Silver’s study takes a novel approach to its feminist charge. Drawing upon thick description of refugee women’s school experiences in two seemingly distinct locations, Educated for Change? engages the dual nature of schooling as at once a disciplinary apparatus of local, national, and international governance, and paradoxically, a space and process through which school community members wield the power to observe, deliberate, and act as agents in the creative and willful endeavor of living. In doing so, the text locates formal schooling as a key location at which one can witness the politics of cultural change that emerge when Western and Islamic communities converge.

Following an initial introduction to the ethno-historical formation and dissolution of the Somali postcolonial state resulting in a prolonged exodus of Somali citizens, the text is divided into two parts. Part One features an examination of young women’s approaches to schooling in the Dadaab refugee camps of northeastern Kenya; Part Two looks at schooling among Somali women resettled in a northern region of the United States. Each part includes a description of the unique, if interconnected, local factors and policies that give rise to particular forms and ends of schooling as designed for refugee women. Several chapters depict women’s strategic use of schooling to respond to structural forces, build intercultural social networks, and negotiate new ways of being Somali women.

Educated for Change? concludes with an analysis of the implications of Somali refugee women’s schooling experiences for working definitions of global social justice that undergird feminist political scholarship and gender-sensitive, humanitarian aid policy and practice.


Educating About Social Issues in the 20th and 21st Centuries Vol 1
A Critical Annotated Bibliography

Samuel Totten, University of Arkansas, Fayetteville
Jon Pedersen, University of Nebraska-Lincoln

A volume in the series Research in Curriculum and Instruction

Educating About Social Issues in the 20th and 21st Centuries: A Critical Annotated Bibliography, is comprised of critical essays accompanied by annotated bibliographies on a host of programs, models, strategies and concerns vis-à-vis teaching and learning about social issues facing society. The primary goal of the book is to provide undergraduate and graduate students in the field of education, professors of education, and teachers with a valuable resource as they engage in research and practice in relation to teaching about social issues.

In the introductory essays, authors present an overview of their respective topics (e.g., The Hunt/Metcalf Model, Science/Technology/Science, Genocide Education). In doing so, they address, among other concerns, the following: key theories, goals, objectives, and the research base. Many also provide a set of recommendations for adapting and/or strengthening a particular model, program or the study of a specific social issue. In the annotated bibliographies accompanying the essays, authors include those works that are considered classics and foundational. They also include research- and practice-oriented articles. Due to space constraints, the annotated bibliographies generally offer a mere sampling of what is available on each approach, program, model, or concern.

The book is composed of twenty two chapters and addresses an eclectic array of topics, including but not limited to the following: the history of teaching and learning about social issues; George S. Counts and social issues; propaganda analysis; Harold Rugg's textbook program; Hunt and Metcalf's Reflective Thinking and Social Understanding Model; Donald Oliver, James Shaver and Fred Newmann's Public Issues Model; Massialas and Cox Inquiry Model; the Engle/Ochoa Decisionmaking Model; human rights education; Holocaust education; education for sustainability; economic education; global education;
multicultural education; James Beane's middle level education integrated curriculum model; Science Technology Society (STS); addressing social issues in the English classroom; genocide education; interdisciplinary approaches to incorporating social issues into the curriculum; critical pedagogy; academic freedom; and teacher education.


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**The Education of Children in Geographically Remote Regions Through Distance Education**

Tom O'Donoghue, *The University of Western Australia*

Elaine Lopes, *The University of Western Australia*

Marnie O'Neill, *The University of Western Australia*


Australia is a vast sparsely populated land and from an early date this created problems in terms of providing educational facilities. As part of the solution the nation has had a long tradition of using distance education methods to provide an education for its isolated primary and secondary school students. Western Australia epitomises the problems inherent in having a large land area with a highly urbanised population and a small but scattered rural one. Initially, the State established a Correspondence School in 1918. There have been various developments since then, culminating in the establishment of the Schools of Isolated and Distance Education (SIDE) in 1995. Since then the staff at SIDE have investigated and developed ways of providing their students with innovative educational materials in an effort to ensure that the best possible services are provided.

Despite its innovative nature, very little research has been conducted on SIDE. The research project reported in this book is one contribution to rectifying the deficit. It had three main aims. The first was to develop an understanding of the emergence of SIDE. Secondly, an understanding of the key functions of SIDE was sought. The third aim was to develop an understanding of the issues which present themselves for those working at SIDE. Implications for policy, practice and future research in relation to the education of children in geographically remote regions through distance education are deduced, and not just in relation to the state of Western Australia, but internationally.

**CONTENTS:** 1. Introduction. 2. Context. 3. Literature Review. 4. Background of the Schools of Isolated and Distance Education. 5. Functions of the Schools of Isolated and Distance Education. 6. Issues. 7. Summary, Discussion and Conclusion. References.

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**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.


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Educational Leaders Encouraging the Intellectual and Professional Capacity of Others

A Social Justice Agenda

Elizabeth Murakami-Ramalho, University of Texas at San Antonio
Anita McCoskey Pankake, The University of Texas – Pan American

A volume in the series Educational Leadership for Social Justice

This book examines how to encourage the development of others towards social justice practices. The processes of development include practices such as mentoring, coaching, professional development, and the exploration of alternatives to reculture the work environment and enhance collaborative partnerships. Many groups play a role in the leadership and improvement of social justice opportunities in education, such as students, new teachers, veteran teachers, teacher leaders, new campus leaders, veteran campus leaders, parents, district leaders, non-certified school personnel and board of education members. Their preparation and development are explored in this volume through the people’s voices and experiences. Finally, challenges can be recognized in the effort to encourage the development of others, including local and federal policies, new forms of academic delivery, and the preparation of leaders in ever-evolving educational structures. These issues will be fully explored with the aim of informing practitioners and scholars in the field of educational leadership.

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.


Ekirch Festschrift

Kevin M. Shanley, University at Albany
Charles F. Howlett, Molloy College

2011. Paperback 9781617354670 $45.99

Ekirch Festschrift: Essays in Honor of a Historian of Ideas in American History is a collection of writings by former students, colleagues, and teachers. This work recognizes the scholarly achievement of Arthur A. Ekirch, Jr., who for many years taught American history at both American University and the State University of New York at Albany. A pacifist during World War II, who served in Civilian Public Service Camps, Ekirch achieved academic notoriety for his popular book The Decline of American Liberalism, which remained on the History Book Club Selection for many months. During his long and distinguished teaching career, Ekirch authored and edited ten books in the field of American history. A committed liberal and individualist, Ekirch was admired by his students for his encyclopedic knowledge and wit. The significance of this collection of scholarly articles and reminiscences is that the topics in this volume cover a wide range of information involving social ideas on civil liberties, people and ideas, comparative history and brief reflections from former students, including his Columbia University professor and Pulitzer Prize winning historian, Merle Curti. Among the contributors to this volume are prize winning historians Walter Randell, University of Maryland, Fred Somkin, Cornell University, Paul Scheips, U.S. Army Military History Center, and Donald R.
Embodied Wisdom
Meditations on Memoir and Education
Alison Pryer, University of British Columbia


Embodied wisdom: Meditations on memoir and education by Alison Pryer, Ph.D. explores the interconnectedness of body, mind and spirit within diverse educational contexts. Evocative, sensual prose carries the reader on a journey through the personal and the remembered in a layered series of autobiographical essays, each one affording deeper insights into the ways in which the inner, emotional life of an educator is intertwined with everyday embodied practice. This is a provocative text, alive with the richness and complexity of pedagogical experience, one that acknowledges the presence of the body, the spirit, the passionate, the subjective, the intuitive, the chaotic, and the sacred in all the relationships that make teaching and learning possible.

In speaking beyond the limitations of dualistic pedagogy, in its diverse forms and locations, Embodied wisdom enters at times into unexpected and little explored pedagogical territories, engaging with educational contexts that our dualistic culture often denigrates, dismisses, or considers taboo. This work offers readers subtle understandings of the centrality of love, desire and eros in teaching and learning; carefully examines the connections between powerful family and school pedagogies, including “domestic” violence against women and childhood sexual abuse; opens up a textual space in which to contemplate the contemporary relevance of the ancient wisdom of Zen pedagogy; and gives serious consideration to the role that the public pedagogies of popular culture play in the formation of personal and cultural identity.

The work of healing our dualistic educational culture is a significant political and ethical undertaking – a matter of social justice. Embodied wisdom is a book that lights the way for those who want to engage in meaningful cultural transformation. It is, above all, a generative and hopeful text, one that makes possible new kinds of conversations. It will be of interest to curriculum theorists and teacher educators, as well as those engaged in holistic education, social ecology, women’s and gender studies, and cultural studies. This award-winning, ground breaking exploration of memoir as methodology is also an exquisitely written resource for those engaged in innovative arts-based and autobiographical research.

CONTENTS: Acknowledgements. 1 Meditations on Non-Dual Pedagogy. 2 Meditations on Memoir as Embodied Inquiry. 3 Sensual Wisdom. 4 Towards an Erotics of Pedagogy. 5 On Belonging, Displacement, and Hybrid Identities. 6 On Ritual, Relationship, Place, and Pedagogy. 7 Forgotten, Remembered Pedagogies of School and Family. 8 For the Love of the Game. 9 The Way of the Flower. 10 Awakening to Mystery. References. Permissions. About the Author.

The Emperor Has No Clothes
Teaching About Race And Racism To People Who Don't Want To Know
Tema Okun, National-Louis University

A volume in the series Educational Leadership for Social Justice

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.


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**Epistemologies of Ignorance in Education**

Erik Malewski, *Purdue University*  
Nathalia Jaramillo, *Purdue University*


Epistemologies of Ignorance provide educators a distinct epistemological view on questions of marginalization, oppression, relations of power and dominance, difference, philosophy, and even death among our youth. The authors of this edited collection challenge the ambivalence – ignorance – found in the construction of curriculum, teaching practices, research guidelines, and policy mandates in our schools. Further, ignorance is also considered a necessary by-product of knowledge production. In this sense, the authors explore not only issues of complicity but also issues of oppression in spite of educators' liberatory intentions.

While this is the first systematic effort to transfer epistemologies of ignorance to the educational scene, this movement has its roots in race, class, gender, and sexuality studies, particularly the work of Charles Mills, Eve Kosofsky Sedgwick, Shannon Sullivan, and Nancy Tuana. It is our unequivocal belief that, while this is transformative and powerful scholarship, the study of ignorance remains understudied and under-theorized in education scholarship, from curriculum studies and cultural foundations to science education and educational psychology. This collection highlights without apology why this dangerous state of affairs cannot continue.


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**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.


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**ESL, EFL and Bilingual Education**  
Exploring Historical, Sociocultural, Linguistic, and Instructional Foundations  
Lynn W. Zimmerman, *Purdue University Calumet*

A 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.

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**Esperanza School**  
A Grassroots Community School in Honduras  
Eloisa Rodriguez, *Universidad Pedagogica Nacional Francisco Morazan*

A grassroots community school situated in a rural area in Honduras, Esperanza School exemplifies the characteristics of a community school; in vivid, life-like detail, she describes how Esperanza School functions as the heart of the community by providing opportunities for impoverished youth to attend the school, facilitating relationships with nearby orphanages, and developing professional development workshops for rural teachers. Rodriguez narrates the story of Esperanza School’s establishment, interactions within the community, and the characteristics of the school personnel that illuminate the social justice mission of the school and create new possibilities for the community. Throughout Rodriguez discusses how Esperanza School represents hope for quality education in this community, and ultimately, in her country, Honduras.

Unlike many studies on community schools, this book deals with the reality of the community and the school’s impact on the community. The book compliments and extends the existing literature on community schools by focusing on the students’, teachers’ and founders’ experience of studying and
working in Esperanza School. Rodriguez has been involved with Esperanza School for ten years; her personal passionate commitments to this school, and to her country, are illuminated in stories of her participation in the school. Through a multicultural and cross-cultural narrative inquiry methodological framework, a deeper understanding of the ideological, cultural and educational experiences of creating a community school, working in one, and the impact of having a community school are presented. A philosophical framework developed from the work of Paulo Freire and John Dewey provides an analytical lens to examine schooling in Honduras. The picture that emerges from this book provides a guide for ways to make a difference in the Honduran educational system and other developing countries.

Pre-service and in-service teachers, educational researchers, administrators, educational policy makers, and those who advocate for educational settings and schools for impoverished communities can learn from this book. It is a representation of a necessity for developing countries to improve the education in schools: from ineffective public schools to community schools for all.


Ethnicity and Race
Creating Educational Opportunities Around the Globe
Elinor L. Brown, University of Kentucky
Pamela E. Gibbons, Charles Sturt University

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

This volume of Global Initiatives for Equity and Social Justice takes a resource perspective toward culture, ethnicity, and race. Its purpose is to foster global dialog about race and ethnicity, with an emphasis on sharing strategies and solutions. While one might view problems stemming from racial and ethnic differences as intractable, the book’s editors and chapter authors wisely and creatively move through and beyond challenges and barriers by highlighting and sharing models, programs, frameworks, and strategies that are making a positive difference. Chapters provide examples and discussions relevant to the K-12 levels, as well as higher education and professional preparation in fields that include teacher education, social work, and medical education. Chapters grapple with complexities such as tensions among colonization, nation building, and ethnic identity. Chapters explore potentials of information technology for opening access to education and building dialogue across differences. Elinor Brown and Pamela Gibbons offer us a much-needed volume that, with clear recognition of problems of the present and past, looks optimistically toward the future.

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.

Examining the Assistant Principalship
New Puzzles and Perennial Challenges for the 21st Century
Alan R. Shoho, University of Texas at San Antonio
Bruce Barnett, University of Texas at San Antonio
Autumn K. Tooms, Kent State University

A volume in the series International Research on School Leadership

This edited book highlights the importance and complexity of the assistant principalship. As noted in all the chapters, the assistant principal is a critical partner in creating a professional learning community that serves all students well. Often neglected or ignored in the literature, assistant principals are more than disciplinarians and student or building managers. In the best of all worlds, they provide the professional support and partnership with their principals to create high-performing schools. Unfortunately, as noted in some of the chapters, the ideal and actual roles that assistant principals exercise often create a gap that seethes with disillusionment and dissatisfaction. The challenge for the profession is to better align the roles and expectations of assistant principals so that they can experience the best of being a school leader.


Exploring Cultural Dynamics and Tensions Within Service-Learning
Trae Stewart, University of Central Florida
Nicole Webster, Pennsylvania State University


Service-learning is an exciting pedagogy and field of study, offering insight into how academic study and community engagement blend to create social change. In its most traditional conceptualization, service-learning activities typically manifest within communities where outside individuals address a need. Service learning is purported to have a transforming effect on individual student perspectives by providing students the opportunity to interact with people and enter into situations that allow students to test their predisposition towards others. However, the literature on the impact of service-learning on participants’ acceptance of diversity and development of open-mindedness reports mixed outcomes.

The purpose of this book is to explore cultural tensions and dynamics within the field of service-learning. It is not meant to be an exhaustive review of the interplay between culture and service learning, but rather a starting point for an ongoing conversation about how this complex topic impacts the field. In 18 chapters, educators, students, and administrators investigate the cultural values of service-learning itself and the tensions created when this is at odds with the values of others within K-12 and higher education in the United States and abroad. Authors include community organization representatives, researchers, directors of offices of community engagement, university administrators, junior and senior faculty, and former service-learning undergraduate students. Submissions reflect a range of genres, including theoretical/conceptual pieces, position papers, case studies, and other traditional academic essays, challenging how students and community members are affected by the cultural tensions within service-learning engagement.


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.


Filling in The Blanks
Standardized Testing and the Black-White Achievement Gap
Keena Arbuthnot, Louisiana State University

A volume in the series Contemporary Perspectives in Race and Ethnic Relations

Filling in the Blanks is a book dedicated to helping policymakers, researchers, academics and teachers, better understand standardized testing and the Black-White achievement gap. This book provides a wealth of background information, as well as the most recent findings, about testing and measurement concepts essential to understanding standardized tests. The book then reviews theories and research that has been conducted which explain the differences in performance between Black and White test takers on many standardized tests. Most notably, Filling in the Blanks presents several new theories that address why Black students do not perform as well as their White counterparts. These theories present very novel and innovative perspectives to understanding these test performance differences. The book ends with a host of recommendations that are intended to address the concerns and questions of several stakeholder groups.

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

Bharath Sriraman, The University of Montana
Simon Goodchild, University of Agder, Norway
Christer Bergsten, Linköpings Universitet, Sweden
Gudbjorg Pálsdóttir, University of Iceland
Lenni Haapasalo, University of Eastern Finland
Bettina Dahl Søndergaard, Aarhus University, Denmark

A volume in the series International Sourcebooks in Mathematics and Science 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.


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 BrckaLorenz

A volume in the series Research in Mathematics Education

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 (CSCM). The intended audience includes policy makers, curriculum developers, researchers, teachers, teacher trainers, and anyone else interested in school mathematics curricula.

Gender and Early Learning Environments

Genevieve H. Brown, Sam Houston State University
Beverly Irby, Sam Houston State University

A volume in the series Research on Women and Education

The Research on Women and Education SIG of the American Educational Research Association presents the third book in its series, Gender and Early Learning Environments. Finding after the publication of Gender and Schooling in the Early Years, the second book in the series, that there was and is a paucity of published literature on early childhood gender issues, the editors determined that one additional book on early childhood and gender issues was warranted in this series. The latest book in the series, Gender and Early Learning Environments, is encompassing of a wide range of topics addressing early childhood influences on gender and development of the whole child. For early childhood educators, this book aides in making visible and exploring the definition of what gender means in contemporary culture.


Getting It in Writing

The Quest to Become Outstanding and Effective Teachers of Writing

Deborah M. Stankevich, University of Arkansas


Sixteen teachers. Sixteen journeys. All on a quest to become outstanding teachers of writing. All taking different paths to acquire and hone those skills that make a teacher effective. From kindergarten to college, teachers are faced with the daunting task of instilling the art of writing in their students. From creative writing to research, the art of writing incorporates the writing process to create the inking of our thinking. These 16 teachers from across the nation have traveled a long and arduous path to seek and to reach for the methods and strategies that will make them successful writing teachers. These are their stories.

Soviet Kyrgyzstan, Sheripkanova

With a Teacher Shortage: A School
SCHOOLS, CHANGING TEACHERS.
D. Jones.
Central Asian Higher Education in the New Global Periphery, A Comment on the Changes in Higher Education in the Post
Silova.
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union in 1991. Reflecting on two decades of post

The essays in Globalizat

To that end, the essays in Globalization on the Margins position itself as a comprehensive and nuanced exploration of the

PART I: GEOPOLITICS ON THE MARGINS: INTERNATIONAL AID AND LOCAL POLITICS IN HIGHER EDUCATION REFORMS.


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.

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 perspectives, the chapter authors share a commitment to explore the immersion of ICT into the lives of young children and consider the educational value of these tools as well as the developmental appropriateness of technological affordances. This volume brings together scholars and policymakers whose rich discourse delves into questions such as: How do communication technologies benefit young children’s social and cognitive development? What standards and technical specifications are needed to effectively safeguard young children engaged with ICT? How are young children introduced to ICT? What are the challenges and risks for young children online? What programs are effective in mediating risk? What are the educational applications for ICT in early childhood? Is social networking the new “online playground” for young children? How can young children become competent users of digital technology and media? How can early childhood educators and families encourage positive usage and discourage negative social consequences associated with today’s technology? How can ICT enhance teaching and learning for young children? What ICT activities are developmentally appropriate for young children?

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.

Higher Education in Development
Lessons from Sub Saharan Africa

Kate Ashcroft, Emeritus Professor of the University of Wales Institute
Philip Rayner, Co-director Ashcroft and Rayner Consulting Ltd


This book will interest readers learning about or developing strategies for improving higher education systems and institutions in developing countries.

It provides an insight into sub-Saharan African higher education systems and sets out the ways that they are developing and changing. It explores the dilemmas inherent in a context of scarce resources with increasing and urgent demands for a more professionalized workforce and expert services. It examines the factors inhibiting development such as HIV/AIDS, gender issues, historical conflicts, cultural attitudes inimical to innovation, the challenges created by poor infrastructure, and the history of colonialism and authoritarianism and their legacy of centralized control and lack of autonomy and democracy.

The book explores lessons from research into sub-Saharan African higher education that may be applied to other contexts. The authors have lived and worked in sub-Saharan Africa and the book draws on the authors’ personal experience of higher education in Zambia, Ethiopia, The Yemen and their links in Mozambique and South Africa as well as extensive senior management experience and at the highest level within sub-Saharan higher education systems. It uses actual examples and a reflective ‘case study’ approach to describe reforms, and from these, develops ideas as to how to improve the effectiveness of higher education as a means to fight poverty.

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CONTENTS: List of Acronyms 1 Introduction 2 The Context for Higher Education in Sub-Saharan Africa 3 Managing Expansion 4 Structures and Systems 5 Leadership and Governance 6 Higher Education Management 7 Quality and Standards 8 Developing a Curriculum 9 Teaching, Learning, and Student Experience 10 Research and Community Service 11 Administrative Support Structures 12 Conclusions Resources

History Wars and The Classroom
Global Perspectives

Tony Taylor, Monash University
Robert Guyver, University College Plymouth St Mark and St John

A volume in the series Studies in the History of Education

The book is entitled History Wars in the Classroom: Global Perspectives and examines how ten separate countries have experienced debates and disputes over the contested nature of the subject, for example the ‘Black Armband’ and ‘Whitewash’ factions in Australia who adopt opposingly celebratory or denigratory views of Australian history, especially when evaluating episodes of poor racial relations. There are also tensions between traditional/patriotic views of history teaching and reformed or ‘new’ history. There are issues of political control of the curriculum and parallel issues of who writes it (very topical in England at the moment over two expat ‘big picture’ historians who work at Harvard and Columbia (Niall Ferguson and Simon Schama)).

Hybrid-Context Instructional Model
The Internet and the Classrooms: The Way Teachers Experience It


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 study participants met in a way that is not reflected 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 as well as realizing what the teachers would need to successfully implement this phenomenon.

**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.

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Improving Student Learning
Action Principles for Families, Schools, Districts and States
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 I 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.

Including Families and Communities in Urban Education
Catherine Hands, University of San Diego
Lea Hubbard, University of San Diego

A volume in the series Issues in the Research, Theory, Policy, and Practice of Urban Education

The work of school, family and community partnerships is complex and messy and demands a thoughtful and deep investigation. Currently, parent and community involvement does not draw on school reform and educational change literature and conversely the school change literature often ignores the crucial role that communities play in educational reform. This edited volume focuses on structural considerations regarding education and the school communities, school-level and family culture, and the interrelationships between the agency and actions of school personnel, family members, community citizens and students. This book extends the dialogue on school reform by looking at parent and community engagement initiatives as part of the school reform literature. The contributors illustrate the negative impact on students and their education when assumptions made by school personnel regarding the organization of education, the nature of families, and the contributions they should make to their children’s education are not challenged.

Instructional Strategies for Improving Students' Learning
Focus on Early Reading and Mathematics
Jerry Carlson, University of California - Riverside
Joel R. Levin, University of Arizona

A volume in the series Psychological Perspectives on Contemporary Educational Issues

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

The present volume, consisting of two focal chapters, commentaries, and final responses targets instructional strategies for improving students’ learning in two of the traditional “three R” areas, reading and ‘rithmetic (mathematics), in the elementary school grades. The focal chapters in those two skill areas are written by leading contributors to the reading and mathematics research literatures, Cathy Collins Block for the reading section and Douglas Clements and Julie Sarama for the mathematics section. Few would dispute the essentiality of these two curricular domains in laying the foundation for the development of students’ competencies in a vast array of academic disciplines in both the in- and out-of-school years that lie ahead.

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


Interdisciplinarity for the 21st Century
Proceedings of the 3rd International Symposium on Mathematics and its connections to the Arts and Sciences, Moncton 2009
Bharath Sriraman, The University of Montana
Viktor Freiman, University of Moncton

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

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 Bilingual Education Policy, Practice, and Controversy

John E. Petrovic, The University of Alabama


This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy.

This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.


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


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
Internationalisation in Secondary Education in Europe
A European and International Orientation in Schools Policies, Theories and Research

Henk Oonk, University of Groningen, The Netherlands
Ralf Maslowski, University of Groningen, The Netherlands
Greetje van der Werf, University of Groningen, The Netherlands


The scope of the book is an integrated discussion of several aspects of the internationalisation process in secondary education in Europe. The European and International Orientation (EIO) in education is dealt with from different national angles and theoretical visions, supported by recently conducted empirical studies in several countries. The book describes national policies concerning EIO, the way in which schools implement these policies and the success and difficulties of the activities that they undertake. A connection is made with ideas of citizenship in a European perspective and the question comes up for discussion if there can be spoken of common European values. Important issues are explored like the tension between national identity and European community as well as the risk of EIO in increasing the gap between lower and higher educated students.

The mission of the book is provide not only background information to all who are interested in or involved in internationalisation of education, social integration and European citizenship, but to provide recommendations for future practice as well. A central focus in these recommendations is the 'Common European Framework for European Competence' (CFEC), the first model that offers the possibility to structurally shape the knowledge and skills concerning the European and international developments in the school. Directions for future elaboration of this framework and its implementation in the teaching and learning process in schools are dis

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.

The Hartt School, University of Hartford.

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 discusssant 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.


John Dewey's Great Debates - Reconstructed
Shane Ralston, Pennsylvania State University Hazleton


Confirming his moniker as “America’s philosopher of democracy,” John Dewey engaged in a series of public debates over the course of his lifetime, vividly demonstrating how his thought translates into action. These debates made Dewey a household name and a renowned public intellectual during the early to mid-twentieth century, a time when the United States fought two World Wars, struggled through an economic depression, experienced explosive economic growth and spawned a grassroots movement that characterized an entire era: Progressivism.

Unfortunately, much recent Dewey scholarship neglects to situate Dewey’s ideas in the broader context of his activities and engagements as a public intellectual. This project charts a path through two of Dewey’s actual debates with his contemporaries, Leon Trotsky and Robert Hutchins, to two reconstructed debates with contemporary intellectuals, E.D. Hirsch and Robert Talisse, both of whom criticized Dewey’s ideas long after the American philosopher’s death and, finally, to two recent debates, one on home schooling and the other on U.S. foreign policy, in which Dewey’s ideas offer a unique and compelling vision of a way forward.


Knowing and Writing School History
The Language of Students' Expository Writing and Teachers' Expectations
Luciana C. de Oliveira, Purdue University


Because school history often relies on reading and writing and has its own discipline-specific challenges, it is important to understand the language demands of this content area, the typical writing requirements, and the language expectations of historical discourse. History uses language in specialized ways, so it can be challenging for students to construct responses to historical events. It is only through a focus on these specialized ways of presenting and constructing historical content that students will see how language is used to construe particular contexts.

This book provides the results of a qualitative study that investigated the language resources that 8th and 11th grade students drew on to write an exposition and considered the role of writing in school history. The study combined a functional linguistic analysis of student writing with educational considerations in the underresearched content area of history. Data set consisted of writing done by students who were English language learners and other culturally and linguistically diverse students from two school districts in California. The book is an investigation of expository school history writing and teachers’ expectations for this type of writing. School history writing refers to the kind of historical writing expected of students at the pre-college levels.
Language and Mathematics Education
Multiple Perspectives and Directions for Research
Judit N. Moschkovich, University of California at Santa Cruz

A volume in the series Research in Mathematics Education

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.


Latinos/as and Mathematics Education
Research on Learning and Teaching in Classrooms and Communities
Kip Téllez, University of California, Santa Cruz
Judit N. Moschkovich, University of California at Santa Cruz
Marta Civil, The University of Arizona

A volume in the series Research in Educational Diversity and Excellence

This book explores the mathematics education of Latinos/as in 13 original research studies. Each chapter represents research that grounds mathematics instruction for Latinos/as in the resources to be found in culture and language. By inverting the deficit perspective, this volume redresses the shortcomings found in the previous literature on Latino/a learners. Each study frames language (e.g. bilingualism) not as an obstacle to learning, but as a resource for mathematical reasoning. Other chapters explore the notion of cultural variation not as a liability but as a tool for educators to build upon in the teaching of mathematics. Specifically, the book reframes culture as a focus on the practices, objects, inscriptions, or people that connect mathematical concepts to student thinking and experiences, both in and out of school.

The book’s four sections divide the research: The first section of the book focuses on mathematic learning in classrooms, specifically exploring bilingual, Latino/a students; the second section explores Latino/a learners in communities, including the role parents can play in advancing learning; the third section includes chapters focused on teacher professional growth; the final section concerns the assessment (and mis-assessment) of Latino/a learners. The research shared in this volume provides ample evidence that mathematics educators who choose to ignore language or culture in their pedagogy risk shortchanging their Latino/a students.

CONTENTS: Preface. Latinos/as and Mathematics Education: Why This Book Now? Kip Téllez, Judit Moschkovich, and Marta Civil. Latino/a Students' Understanding of Equivalence: Use of Two Standards-Based Curricula in Eighth-Grade Algebra, Nancy O’Rode. Bilingual Students Using Two Languages
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.

Leadership from the Ground Up
Effective Schooling in Traditionally Low Performing Schools

Michele A. Acker-Hocevar, Washington State University
Marta I. Cruz-Janzen, Florida Atlantic University
Cynthia L. Wilson, Florida Atlantic University

A volume in the series Issues in the Research, Theory, Policy, and Practice of Urban Education

This book chronicles the journey of seven schools serving students of poverty, English Language Learners (ELLs), and students of color, which were able to sustain school improvement for a decade on either state or national criteria that measure student performance outcomes. The book shares stories of these seven schools and demonstrates that it takes an entire school working together with their communities, adding to the social and cultural capital of their students and families, to create and nurture what we call a Learning Partnership for sustainable school improvement.

The answers for how these schools sustained school improvement and are effective schools is evident from their school student metrics that validate the school’s ability to meet and sustain external mandates of high performance over time. The seven individual case studies illustrate that what matters most is what happens in the school itself. It is the internal culture of caring and respecting each other and working from an additive perspective of valuing students for their unique gifts and abilities, rather than exclusively focusing on increasing test scores that makes these school stories unique. This is not about heroic leadership but leadership spread out and shared among professionals working together to achieve common goals around shared values and beliefs. This book is about using resources in ways that value human capital as the greatest asset in the school to ensure that educators feel a sense of commitment, connection, and passion for their work together with students, their families, and their communities that enable them to excel together.

We offer readers seven cases that demonstrate there is no cookie-cutter approach to having an effective school. Rather, there is a theory-in-practice that grounds the Learning Partnership depicted as a tree within a sustainable school improvement culture. This sustainable culture connects shared leadership and accountability, resourcefulness, a humanistic philosophy, additive schooling and results in an organization synergy that sustains organizational and collective efficacy for achieving results in these schools that other educators in schools with similar demographics are often unable to sustain or attain.

CONTENTS: Acknowledgements Introduction 1 Let the Journey Begin! 2 The Conceptual Framework and Research Methodology: Developing the Systems...
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 consistent 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 at the Back Door
Reflections on Non-Traditional Learning in the Lifespan
Charles A. Wedemeyer


Wedemeyer stresses that learning is a natural idiosyncratic, and continually renewable human trait and survival resource. It is not dependent upon teaching, schooling, or special environments, although properly used these resources enhance learning. There is a powerful subculture of independent learners who are responsible for much of the real progress that has been made in most areas of endeavor. This book attempts to explain this kind of learning and relate it to schooling, suggesting ways in which all learning—whether traditional or non-traditional—can be encouraged and improved through new kinds of educational institutions and processes.

Learning for Economic Self-Sufficiency
Constructing Pedagogies of Hope Among Low-Income, Low-Literate Adults
Mary V. Alfred, Texas A&M University

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

In a most timely volume addressing many of the connections among current fiscal and employment crises to adult education, Learning for Economic Self-Sufficiency highlights the problems and challenges that low-literate adults encounter in various environments. Moreover, this book presents strategies for addressing the chronic illiteracy among low-income workers. The power of this volume is that the reader gains a holistic view of the complexities of educating a population of low-literate adult learners from various life conditions. From language literacy issues in corrections, the workplace and access to higher education, and migrant workers literacy learning barriers, to technology literacies, and consumerism myths, Learning for Economic Self-Sufficiency goes far deeper than prior volumes in exploring the complex scope of issues faced by low-income, low-literate adults as they seek learning for economic self-sufficiency.

The overall objective of the book is to help readers explore economic self-sufficiency for low-literate and low-income adults from various contexts and the role of adult and higher education in developing these learners for greater economic independence. Noting that literacy is only a first step to economic, mental, and physical health as well as responsible citizenship, each chapter provide specific case examples and recommendations to educators and trainers of adults for creating learning programs and environments to facilitate the development of a more literate and economically stable population.

Learning on Other People's Kids
Becoming a Teach For America Teacher
Barbara Torre Velti, 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 multilayered 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 to 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.


The Legacy of Middle School Leaders
In Their Own Words
Tracy W. Smith, Appalachian State University
C. Kenneth McEwin, Appalachian State University

A volume in the series The Handbook of Research in Middle Level Education

Sponsored by the Middle Level Education Research SIG of AERA, this inaugural volume in the new IAP book series, The Handbook of Resources in Middle Level Education, focuses on the contributions and impact of the leaders of the modern middle school movement. Contained with this volume are the edited transcripts from 20 extensive interviews of the most influential leaders of the middle level movement, including such notable figures as William Alexander, Donald Eichhorn, John Lounsbury, Conrad Toepfer, and Gordon Vars. This historic volume will be an invaluable resource to proponents, advocates, and students of the middle school concept and developmentally appropriate education for young adolescents.

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 approach signals 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 Aspect. 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: Adverbial, 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 decision makings. 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.

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.

Living Faithfully
The Transformation of Washington School
Frances Schoonmaker, *Professor Emeritus Teachers College, Columbia University*


Living Faithfully is for anyone interested in education and education policy, whether parent, community member, teacher, student of leadership or policy maker. It looks at school leadership and reform in an alternative way, following the story of change at Washington School, a troubled grades 5-6 center in a small town in Western Oklahoma. Not only does the book address a neglected population, the more than 1/3 of the nation’s children who go to school in small towns and rural areas, it uses the occasion to invert thinking about school reform. It argues that in today’s policy climate where guaranteed, standard outcomes are touted as goals of education, leadership schemes, even those designed to challenge topdown, bureaucratic models, are quickly co-opted to produce the appearance of learning. Prevailing leadership theories beg the question of who is being transformed and to what end, failing to challenge assumptions and dominant ideas of contemporary education and leadership thinking.

Drawing on Philip Phenix’s idea of the faithful life, the book proposes an alternative way forward. Phenix talks about connections between school and life. According to Phenix, the faithful life is concerned with the normative question of what is good, true, right, just, beautiful, and holy. This is not the vocabulary of current education policy. But it describes the kind of community created at Washington School despite its history of failure. And it describes what most families want for their children whether they live in the city or country, America or elsewhere: an education that matters.

**CONTENTS:** Acknowledgements. Preface. Introduction. 1 “It’s as Modern as Tomorrow.” 2 Contradictions of Leadership. 3 Finding a Trustworthy Space. 4 A Covenant to Live Faithfully. 5 Support from the Central Office. 6 Professional Development as a Deliberative Process. 7 Swimming Against the Current. 8 Education As Sacred Task. Notes. References. About the Author.
Lost in Transition
Redefining Students and Universities in the Contemporary Kyrgyz Republic

Alan J. DeYoung, University of Kentucky

A volume in the series International Perspectives on Educational Policy, Research and Practice

Being a “student” has been and remains a highly desirable status for young people and their families in Kyrgyzstan. “Giving their children education” (dat detyam obrazovaniye) – meaning “higher education” - has become an imperative for many parents, even in a time of serious economic and social decline. The numbers of universities and university enrollments have increased dramatically – in fact quadrupled – since Kyrgyz independence from the former USSR in 1991. All this is happening just as the overall system of secondary education has basically collapsed. School quality and outcomes of learning for most Kyrgyz youth have become increasingly marginal – even as those who run universities widely proclaim quality improvements and desires/intentions to join international higher education space. The book thus seeks to explain the manifest versus the latent functions of higher education in Kyrgyzstan. Relying on explanations of lived experience, the research attempts to explain how the seeming contradiction of a declining resource and intellectual base of universities yet appeals to parents and students as the system continues to expand with easily compromised accountability measures. The study approaches these topics by seeking to define what it now means to be a university student in Kyrgyzstan, as well as what many state universities have turned into” in contrast in contrast to how they were remembered by those who attended and taught within them two decades ago. The work also considers a number of private and inter-governmental universities which are allowed to operate in Kyrgyzstan and award both state and international diplomas. I portray the different organizational and ideological pursuits of these universities as they contrast with those of the state universities.

Lost in Transition is an empirical look at higher education reform in Kyrgyzstan, employing several methodological strategies. These include a student survey given to over 200 students at five different universities; surveys and interviews with senior instructors and administrators at these same institutions; and a two-year case study of a student and faculty cultures and subcultures at one particular national university particular university faculty in one of the larger state universities. The case study utilized participant observation, ethnographic interviews, document analysis, and social media.


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 a 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.


Me-Search and Re-Search
A Guide for Writing Scholarly Personal Narrative Manuscripts
DeMethra LaSha Bradley, University of Vermont
Robert Nash, The University of Vermont


From the Foreword:
Robert and DeMethra’s book, Me-Searching and Re-Searching, has caught my fancy in a number of ways. The book title cleverly captures what SPN is all about—it is about self narratives (the “me-search” part) and about scholarly meaning making (the “re-search” part). This eye-catching title also illuminates the authors’ intent to turn this seemingly intimidating method of self-inquiry into something very accessible and doable. Their jargon-free language is friendly and inviting. Although they don’t intend to make their many methodological tips and tools too prescriptive, their practical suggestions provided in this guide book are, indeed, helpful and useful. I believe that Robert and DeMethra have demonstrated admirable talents as effective educators by unpacking the complex method of SPN writing into bite-sized steps. I am fully convinced that the steps will help both novices, and the experienced researcher, to reach the ultimate height of producing engaging, and scholarly significant, SPN’s. The book is also fun to read. The authors intersperse throughout their own SPN’s, pedagogical insights from their doing and teaching, and real-life stories, in order to illustrate the methodological process, challenges, and triumphs.

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 waves 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.


Mesengers of Music
The Legacy of Julia E. Crane
Caron L. Collins, State University of New York


Music teachers around the world have positively influenced the lives of children. From Susan Udell who reaches out to over 3,000 students in Madison Wisconsin through her Hand-chimes program, to Deidre Roberts who shares the love of music to children in poverty stricken areas of Pakistan, Ecuador and Cambodia; many of these wonderful music teachers go unnoticed until now.

This book is the result of research done by Dr. Caron L. Collins of the Crane School of Music at the State University of New York in Potsdam. Her research reveals the educational innovations and inspirational stories of nearly 50 music education alumni from over 2,000 graduates of the Crane School of Music, premier college of music education located in the North Country of New York State. These influential music teachers embody the ideals of Julia Ettie Crane, founder of this first institute for music educator training, nearly 125 years ago. The book gathers the stories of influential music teachers from the most notorious music schools in the United States, coupled with the life history of Julia Ettie Crane.

Julia Ettie Crane was one of the important founders of our nation’s music education over 100 years ago, but until now, no book has been written devoted to her contribution and her ongoing influence in today’s classrooms. Thousands of music teachers have earned their degrees from her institute and have gone on to develop original music programs around the world. This book illuminates her forward-thinking philosophy from the archives of her personal writings and captures the selected stories gathered from many alumni to inspire current teachers to utilize these creative ideas in their school music programs. Public school music teachers will be encouraged and future music educators enlightened by the innovation of Miss Crane and her mission to educate all children through music.

More than a Curriculum
Education for Peace and Development
Johan Galtung, Founder, TRANSCEND: A Peace Development Environment Network
S. P. Udayakumar, Founder: South Asian Community Center for Education and Research

Exploring the field of peace education, the bulk of the book analyzes and critically evaluates contemporary schools and universities. Providing some successful and not-so-successful alternative school and university projects and experiments, the book proposes peace and development education as a life process and presents a whole array of non-conventional tools and approaches.

The unique feature of the book is that instead of putting emphasis on teaching peace and development, it insists on being and becoming what we teach. It makes a great textbook for education courses and programs, and a good handbook for peace educators and peace researchers around the world.


The Obama Education Blueprint
Researchers Examine the Evidence
Kevin G. Welner, University of Colorado - Boulder
William J. Mathis, University of Colorado, Boulder

In March 2010, the Obama administration released A Blueprint for Reform, setting forth its proposed revisions of the Elementary and Secondary Education Act. If enacted, the Blueprint will shape the curriculum, standards, assessments, and accountability systems of schools throughout the nation. It will also determine how and where federal education funds will be targeted, further increase federal control over K-12 education, and increase the private-sector role in the operation of public schools.

In advancing this agenda, President Obama and education secretary Arne Duncan have maintained that their Blueprint recommendations are grounded in research, and in May the U.S. Department of Education issued a set of six documents presented as summaries of the research supporting their plan.

As an extension of the ongoing Think Tank Review Project, the staff and Fellows of the National Education Policy Center examine these research summaries and assess how well they represent the full body of knowledge in each of the reform areas. In The Obama Education Blueprint, prominent education policy experts from across the nation offer a comprehensive analysis of the research support for the U.S. Department of Education’s plan for the reauthorization of the Elementary and Secondary Education Act.

This volume is designed to provide policymakers, the media, and interested citizens with what the research actually says about the administration’s proposals.

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.

Our Stories, Ourselves
The Embodiment of Women’s Learning in Literacy
Mev Miller, WE LEARN
Kathleen P. King, University of South Florida

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

Women’s lives are often written on our bodies. Yet very little is made of the impacts of embodiment for women in literacy education, both learners and professionals. This volume presents the writings of 26 contributors—teachers, students, and administrators—who examine the rich terrain of personal and professional experiences related to whole person engagement in learning and teaching. These writings provide a compass to guide readers through the bodily landscapes, mindful flights, willful spirits, and emotional embraces.

Written with the same desire to open minds, hearts and practices to new understanding, this book builds on the successful style of Empowering Women through Literacy (2009). This new volume appeals to all readers, as the essays, poems, and investigations woven through its pages challenge us to consider the embodiment of women’s learning. Join us on the journey as we travel across many arenas and discover significant ways to comprehend and support best practices in teaching and learning, especially for women.

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—fueled by the misconception that private schools outperform 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.


Parenting Young Children
Exploring the Internet, Television, Play, and Reading

Paris S. Strom, Auburn University
Robert D. Strom, Arizona State University

A volume in the series Lifespan Learning

Parents feel that a fast-paced lifestyle requires constant hurry to complete the next task and causes them to lose control over how time is spent. This environment makes it more difficult to build relationships with their children and teach them to honor priorities, care about others, maintain health, manage conflicts, and achieve balance.

Our cross-cultural studies of families have found that the most important gift parents can give their children is spending time together. Being together without multitasking or other interruptions increases sharing, in depth conversations, learning, and closeness. This book shows how to prepare children for school by providing the following experiences.

• Parents have a new obligation, introducing their children to the Internet. Parent and child Internet visits are presented for each chapter with guidelines for teaching online. Information about child development stages are provided for parents on additional Web sites. You can link to these Web sites at Information Age Publishing (http://www.infoagepub.com/strom-young-children)

• Parents and children spend more time watching television together than doing other things. Conversation questions are provided as a tool that parents can use to find out how children interpret events they see and detect learning needs.

• Children will more likely become creative adults if they receive support for imagination and curiosity. Examples illustrate the merits of playing alone, playing with friends, and pretending with parents.
• Boys and girls like bedtime stories and are motivated to read when they see parents read for pleasure. Children’s books that are recommended for discussion reinforce values parents hope to convey.

• Parents are responsible for teaching foundation lessons about socialization. Methods are described to foster development of child self-control, getting along with others, managing fears, and setting goals.

• Parents benefit from feedback on how well their goals and practices reflect principles of child development. A parent self-evaluation form includes questions and answers to identify personal strengths and learning needs.

This book is for parents, grandparents, and other educators of young children ages 3 to 8.


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**Personality, Stress, and Coping Implications for Education**

Erica Frydenberg, University of Melbourne, Australia
Gretchen M. Reevy, California State University, East Bay

A volume in the series Research on Stress and Coping in Education

Nearly all chapters in this volume are contemporary original research on personality, stress, and coping in educational contexts. The research spans primary, secondary, and tertiary education. Research participants are students and teachers. The volume brings together contributions from the United States, Australia, Canada, Italy, Scotland, and Hong Kong. Outcomes of interest in the studies include achievement (e.g., grades), cognitive processes such as problem solving, and psychological/emotional health and well-being.

The book is divided into two sections. Part I focuses on personality, stress, and coping in children and young people and Part II addresses personality, stress and coping among adults. Each chapter is introduced by an abstract that summarizes the study. Each chapter makes a unique contribution and can stand alone; interested individuals may benefit from reading any of the chapters without the necessity of reading others. At the same time, there is frequent content overlap among chapters; many authors utilized some of the same measurement devices to assess study variables, and similar or identical variables are studied across chapters utilizing diverse theoretical perspectives or models. In measuring coping, several chapters used the Adolescent Coping Scale (Frydenberg & Lewis, 1993) and a number of others utilized the COPE scale (Carver, Scheier, & Weintraub, 1989). Particular personality models or variables were commonly studied. A few chapters investigated the Big Five, two studied self efficacy and two researched implicit theories of personality.

The Phenomenon of Obama and the Agenda for Education
Can Hope Audaciously Trump Neoliberalism?
Bradley Porfilio, Lewis University in Romeoville, IL
Paul R. Carr, Lakehead University

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

Who should read this book? Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians, pundits, and citizens – ought to read this book. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, institutions of schooling today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in this nation – a dialogue that must seek the kind of change that represents hope for all students.

As for the question contained in the title of the book--Can hope audaciously trump neoliberalism?--Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the forward and afterward respectively, that problematizes how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative proposals, policies and programs aimed at transformative change. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.


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 of 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.


Power, Resistance, and Literacy
Writing for Social Justice
Julie A. Gorlewski, SUNY New Paltz

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

Students in public schools serving poor and working-class students are inundated by the effects of high-stakes examinations. Teachers are demoralized and students suffer substandard curricular and pedagogical experiences. These effects are articulated by students and teachers in the high school that provided the setting for the critical ethnography on which this text is based. Teachers resent being judged on the basis of students’ performance on standardized assessments. They are deprofessionalized as their roles are oriented toward working-class norms. Students feel alienated by content that is meaningless and test-based pedagogies that are disempowering.

While these findings are disturbing, critical theory provides a foundation for seeking hope. By incorporating inquiry and dialogue, this theoretical framework opens a space where resistance can be revealed and examined. In this case, the study exposed glimmers of resistance, spaces in the structure of schooling where students and teachers critique the system and suggest ways of subverting the negative effects of the neoliberal reforms through dialogic, empowering, culturally responsive pedagogies.

Collective resistance, achieved through dialogic pedagogies that build on understandings of resistance and power, can cultivate theoretical and material spaces where a cycle of praxis can enhance possibilities for social justice. To that end, the conclusion is devoted to the implementation of critical, dialogic approaches to literacies, approaches intended to interrupt the hegemonic influences that perpetuate social reproduction by capitalizing on the potential for solidarity and collective agency among the students and teachers who populate and educate the working classes. This book would interest teacher educators, teachers, and school administrators.

Practical Strategies for Teaching K-12 Social Studies in Inclusive Classrooms

Timothy Lintner, University of South Carolina Aiken
Windy Schweder, University of South Carolina Aiken

With the national push towards inclusion, more students with disabilities are being placed in general education settings. Furthermore, when placed, more students with disabilities are entering social studies classrooms than any other content area. Classroom teachers are being asked to “reach and teach” all students, often with little support. There are numerous texts on the teaching of social studies, an equal number on teaching students with disabilities. Blending best practice in social studies and special education instruction, this book provides both pre- and in-service educators simple, practical strategies that support the creation of engaging, relevant, and appropriate social studies opportunities for all students.

Though the strategies presented are useful for all students, they are particularly beneficial for students with disabilities. From Universal Design for Learning, mnemonics, graphic organizers, and big ideas, to co-teaching, screen readers and the Virtual History Museum, this book offers hands-on, practical ideas general educators can use when teaching K-12 social studies in inclusive classrooms.


Prairie Power
Voices of 1960s Midwestern Student Protest

Robbie Lieberman, Southern Illinois University

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

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 localand 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.
Preserving History
The Construction of History in the K-16 Classroom
Scott Monroe Waring, University of Central Florida


What and how to teach in the K-16 classroom history has been a perennial and, at times, heated debate. Beginning as early as 1892, the question of what knowledge is of the most worth and what should be the central function of the history curriculum became a focus of many interested in education. It was felt that the teachers needed to move away from “traditional” methods of teaching history, such as rote memorization and the “dry and lifeless system of instruction by textbook,” and find new and engaging ways to “broaden and cultivate the mind.” Unfortunately, these recommendations faced many critics and did not take hold in K-16 classrooms at this time or, frankly, at any point since then.

Even though we tend to have a nostalgic memory of earlier time periods and, in turn, the educational capabilities of the children from various times in our nation’s past, the results from multiple studies examining the historical knowledge base of America’s youth has remained fairly discouraging. Much of the lack of knowledge present stems from the manner in which history is traditionally taught. Ineffective instructional methods greatly impact the interest levels, or more frequently the distaste, generated for learning about historical content and, thus, the public’s corresponding perception of the importance of history within K-16 curricula. This book makes an effort at overcoming the persistent boredom and lack of historical knowledge present in our students, by focusing on ways in which history instruction can be improved.


Pressing Forward
Increasing and Expanding Rigor and Relevance in America’s High Schools
Kathryn M. Borman, University of South Florida
Becky Smerdon, Quill Research Associates, LLC

A volume in the series Research on High School and Beyond

Pressing Forward: Increasing and Expanding Rigor and Relevance in America’s High Schools is organized to place secondary education, specifically the goals of preparing young adults to be college and career ready, in contemporary perspective, emphasizing the changing global economy and trends in policy and practice. High school students must be equipped with tools they need during and beyond high school for mapping their futures in a global and flat world that demands workers prepared to take up 21st century careers. Following Thomas Freidman and other writers on the topic, this book takes as its core premise that the world has been irrevocably altered by technology and that technology takes a prominent role in shaping post-secondary education and career opportunities. The challenges facing education and educators in a flattened world can best be addressed by creating opportunities for students who are ready for a world in which they are expected to pursue learning throughout their lifetimes, understand and use technology, engage in active civic lives, function well in ethnically diverse workplace settings, and be willing to take risks. Most of all, however, these individuals must be very well prepared during high school by taking advanced level mathematics, science and other challenging coursework, while at the same time actively engaging in collaborative, creative endeavors that prepare them to continuously reinvent themselves to stay ahead of automation and outsourcing.

The book will be a unique and useful contribution to the education reform and policy literature as it examines secondary education at an historical moment—the convergence of significant education spending and focus on high school reform. Developed from diverse authors’ research programs on secondary education, the chapters in this volume highlight both changing and steadfast features of high schools, questioning if attempts to foster change—whether tinkering around the edges or inventing a new way—adequately adress shortcomings in equity and excellence found in American high schools.

CONTENTS: Preface. 1 Pathways in America’s High Schools, Becky Smerdon, Aimee Evan, Kathryn Borman, and Arland Nguema. 2 State Policies to Increase Rigor and Relevance in High Schools, Jennifer Downey Zinth. 3 Educational Policy in Practice: Implementing the “AP for All” Movement in Two Florida High Schools, Ashley Spalding, Aimee Eden, and Rebekah Heppner. 4 Adding “College-Ready” Coursework to a “Career-Ready” Pathway: Implications for Dropping Out of High School, Ben Dalton and Robert Bozick. 5 CTE Schools and Labor Market Outcomes in Young Adulthood: A Case Study in a Large Urban School District, Ruth Curran Neild and Vaughan Byrnes. 6 Dual Enrollment: A Bridge Between High School and College, Kellie Kim and Becky Smerdon. 7 Student Experiences in Early College Schools, Susan Cole, Helen Duffy, Kaeli Keating, and Andrea Berger. 8 Virtual High Schools: Forging Another Pathway with Web-Based Schooling, Kellie Kim. 9 From Sticks to Carrots to Getting it Done: How Converging Visions and Common Action are Generating New Standards of Practice for American High Schools, Kristine Kilanowski, Becky Smerdon, Nettie Legters, and Aimee Evan. 10 Preparing Students for Life after High School, Becky Smerdon, Kathryn Borman, and Aimee Evan.
Problematizing Service-Learning
Critical Reflections for Development and Action

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


Interest in and research on civic engagement and service-learning have increased exponentially. In this rapid growth, efforts have been made to institutionalize pedagogies of engagement across both K-12 and higher education. As a result, increased positive attention has been complemented equally by well-founded critiques complicating experiential approaches’ claims and questioning if institutional, financial, and philosophical commitment is warranted. A key complaint from these critical voices is the tightly woven, protective insular core in the field of service-learning. This claim is not unfounded, nor necessarily bad. Initial efforts to legitimize service-learning and other forms of community-based education required group cohesion. The concern, however, is that the initial group cohesion has led to groupthink wherein group members have avoided critical analysis and evaluation. This book aims to prevent groupthink within the field of service-learning by allowing for the examination of effective alternatives by new voices who can serve as “critical evaluators” from within the field itself.

Myriad perspectives are offered, including empirical, theoretical, practical, 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. The book allows service-learning’s major criticisms to be examined, challenges to be voiced, and research agendas to be laid.

This book parallels service-learning’s presence and popularity across various disciplines/fields. Chapters are written from broad perspectives and are aimed to inform service-learning researchers and educators, community organizations, and policy makers who consider service-learning as a means to address civic responsibility. Authors expose theoretical and philosophical concerns circulating in the field, and often still occupying spaces on the fringe of discourse, action, and research. The book raises fundamental questions for undergraduate and graduate courses with social justice themes by considering the implications that pedagogies of engagement have on learners and communities.


The Professor's Guide to Taming Technology
Leveraging Digital Media, Web 2.0 and More for Learning

Kathleen P. King, University of South Florida
Thomas D. Cox, University of Houston-Victoria

A volume in the series Innovative Perspectives of Higher Education: Research, Theory and Practice


This book is provided as a guide, encouragement and handbook for faculty to introduce digital media in language you can understand and provide strategies and activities you can quickly assimilate into your teaching. We are excited that more people will be able to benefit from the powerful help and guidance contained in this book. We are even more exhilarated as we anticipate how each of you will discover applications and new directions we would never anticipate, and look forward. We look forward to your innovations as you use the material you discover here.

This book responds to the needs of our changing world and students by revealing innovative technology applications and how faculty are and can use digital
Promising Practices for Family Engagement in Out-of-School Time

Holly Kreider, Raising A Reader National Office
Helen Westmoreland, The Flamboyan Foundation

This concise monograph addresses the expanding field of family involvement to out of school time (OST). OST may be defined as time outside of state required time limits for compulsory school attendance but time in which students are engaged in planned academic or enrichment activities. During the past decade, OST programs have burgeoned across the United States. OST programs are offered to children and youth, elementary through high school, as structured and safe venues to increase student academic achievement, and extend students’ interests.

Chapter authors share promising practices from a range of backgrounds, including nonprofit organizations, faith-based, health, and governmental agencies as well as university-school connections. Contents describe the benefits and concerns of parent engagement in OST, such as student outcomes of parent engagement in OST, how parents select appropriate programs, ways to connect with parents to assure regular attendance of youth, methods to solicit families to participate in OST activities, and evaluation measures.

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, literature review, methods, results, and discussion)

Putting It into Practice
Developing Student Critical Thinking Skills in Teacher Education – the Models, Methods, Experiences and Results

Paula Jones, Eastern Kentucky University
Debbie Haydon, Eastern Kentucky University


Most teachers would agree that they teach reasoning skills in their classes. However, are they explicitly incorporating strategies that teach students to think critically? If so, how do they know these methods are effective? The purpose of this book is to summarize and share a variety of methods for developing students’ critical thinking skills. Each chapter focuses on a select teacher education class where the instructor implemented components of the Paul and Elder Model of Critical Thinking.
Written from the instructor’s point of view, each chapter details how each instructor utilized components of the Paul and Elder Model to support students in the development of their critical thinking skills. Importantly, each instructor’s use of the model varied and those variations are shared in detail. Chapter authors found that utilizing components of the Paul and Elder Model resulted in more consistent use of critical thinking skills by students within their teacher education classes. In this practice-based book, interested teachers will be challenged to think through the methods they currently use in their own classes and will be provided new ideas or strategies to try.

**CONTENTS:** Acknowledgment and Preface, Paula Jones and Debbie Hayden. Forward, Linda Elder and Richard Paul. 1: Learning to Think Critically, Paula Jones and Debbie Hayden. 2: Using the Elements of Reasoning to Teach Students to Think, Sue Mahanna-Boden. 3: ASL Students and Deaf Participants Learning to Think Critically, Nina S. Coyer. 4: Faculty “Thinking Through” Their Course, Debbie Hayden. 5: The Metamorphose of the SEE-I Critical Thinking Model into the I-SEEMS/Elements of Thought Model, Delinda Dent. 6: Critical Thinking Skills in an Elementary Social Studies Methods Class, Karen Larsen Mallowy. 7: Developing Close Reading Skills through Critical Thinking, Diana L. Porter. 8: Methods and Resources to Teach Students to Think in Speech-Language Pathology, Tammy Cranfill. 9: Methods for Teaching Graduate Students How to Think Through Research in an Online Course, Paula Jones.

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**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.


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**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
Rina Zazkis, Simon Fraser University


This book is grounded in the author’s experiences of teaching mathematics for prospective elementary school teachers and conducting research on their understanding of mathematical concepts. It is a reflection on practice and an attempt to cope with a double challenge: that of a teacher, in helping prospective teachers make sense of mathematics, and that of a researcher, in an attempt to understand and describe the challenges faced by students. This work fits within the current community interest on teacher education and provides a novel focus, with both theoretical and practical considerations.

The central claim in this book is that encounters with mathematical content by prospective elementary school teachers constitute relearning, rather than learning, of mathematics. The specific focus is on topics related to elementary number theory (e.g. divisibility, prime factorization), which is referred to as a “forgotten queen” (following Gauss’ reference to number theory as a queen of mathematics). This is the content area that has not received significant attention in mathematics education research. The book can be summarized as an attempt to address the following questions: What is relearning of mathematical content
and how is it similar to or different from learning? What are the examples of specific mathematical topics or concepts that require relearning? What pedagogical approaches can support relearning? The detailed analysis of research data and pedagogical approaches presented in the book are intertwined with stories of personal experiences of the author, which makes the reading not only intellectually stimulating but also enjoyable.


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 scientia 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

Religious Diversity and Children's Literature
Connie R. Green
Sandra Brenneman Oldendorf, Appalachian State University

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

There may be no topic that is more controversial in our country and in our schools than religion. Changing demographics and the evolving relationship between religion and politics have resulted in conflicts concerning teaching about religion, teaching about evolution, and prayers at graduation. In spite of laws and policies designed to clarify these challenges, the relationship between religion and the schools remains a powerful and conflicted issue. And yet, religious literacy is essential for people of all ages to understand historical and contemporary cultures and conflicts as well as different beliefs and practices of people in our communities and around the world.

Many of the concerns raised about teaching children about religion can be addressed through the use of authentic children’s and adolescent literature. The use of rich narratives, both fact and fiction, is both an effective and inclusive strategy for teaching about religious and spiritual diversity.

This book is an invaluable resource for enabling teachers, religious educators, and families to learn about religious diversity themselves and to teach children about both their own religion as well as the beliefs of others. The traditions featured include indigenous beliefs throughout the world, Native American spirituality, Hinduism, Buddhism, Judaism, Christianity (Orthodoxy, Catholicism and Protestantism), Islam, Sikhism, and other beliefs such as Bahá’í, Unitarian Universalism, Humanism, and Atheism. Each chapter highlights a specific religion or spiritual tradition with a brief discussion about major beliefs, misconceptions, sacred texts, and holy days or celebrations. This summary of each tradition is followed by extensive annotated recommendations for children’s and adolescent literature as well as suggested teaching strategies.

The recommended literature includes informational books, traditional religious stories, and fiction with religious themes. The child-friendly informational books focus on major beliefs, celebrations, symbols and people from various faiths who are role models and heroes. These books often feature colorful
The traditional religious literature includes stories about basic values and beliefs that were passed down orally for hundreds and thousands of years. And the recommended fiction highlights stories about authentic experiences faced by children, both past and present. These stories represent both sadness and joy; conflict and resolution; confusion and understanding; discrimination and acceptance. Teachers, religious educators, and family members will find the literature from these genres to be invaluable tools for bridging the religious experience of the child with that of the global society in which they live.

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, and special educators experience while negotiating and creating collaborative relationships with urban educators, administrators, students, parents, and community members.


Research Informing Practice - Practice Informing Research
Innovative Teaching Methologies for World Language Teachers
David Schwarzer, Montclair State University
Mary Petrón, Sam Houston State University
Christopher Luke, Ball State University

A volume in the series Research in Second Language Learning

“Research Informing Practice—Practice Informing Research: Innovative Teaching Methodologies for World Language Educators” is an edited volume that focuses on innovative, nontraditional methods of teaching and learning world languages. Using teacher-research projects, each author in the volume guides readers through their own personal journey and exploration of teaching methods, novelty, risk-taking, and reflection. Chapters include guiding questions, vignettes, and thick descriptions of classroom-based research in an assortment of instructional settings. Theoretical issues and an array of practical applications are presented, as well as additional research opportunities and guidelines for implementation in a variety of teaching and learning venues.

While not professing to be a panacea for world language learning, this book provides various lines of theory, research, and practice as they interact with each other through teacher-research narratives. As a well-known African proverb asserts, “It takes a village to raise a child.” Similarly, it takes a village to develop a master teacher, and it takes a community to create an exceptional classroom. Throughout this volume, authors share their voices, experiences, and expertise as a means of strengthening the village. They then invite readers to embark on their own methodological journeys. The text thus serves as a stimulus for further discussion and pedagogical development in world language settings. Teachers and researchers are challenged to think critically and reflectively about world language education, encouraged to design innovative methods, approaches, and techniques for their world language classes, and ultimately asked to share their findings with students, parents, peers, communities, and the village.

Research on Urban Teacher Learning
Examing 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.


Research Supporting Middle Grades Practice

David L. Hough, Missouri State University


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.

MULTIPLE INFLUENCES ON POLICY DEVELOPMENT AND ENACTMENT. Science Education Policy and its Relationship with Research and practitioners who wonder how they might influence which aspects of the science education enterprise are affected by state, local, and national policies. It also provides helpful information for researchers and practitioners who wonder how they might influence policy. In particular, it points out how the values of people who are affected by policy initiatives are critical to the implementation of those policies.

The goal of this volume is to examine the relationship between science education policy and practice and the special role that science education researchers play in influencing policy. It has been suggested that the science education research community is isolated from the political process, pays little attention to policy matters, and has little influence on policy. But to influence policy, it is important to understand how policy is made and how it is implemented. This volume sheds light on the intersection between policy and practice through both theoretical discussions and practical examples.

This book was written primarily about science education policy development in the context of the highly decentralized educational system of the United States. But, because policy development is fundamentally a social activity involving knowledge, values, and personal and community interests, there are similarities in how education policy gets enacted and implemented around the world.

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?
* What are the discourse challenges in on-line mathematics courses offered for professional development? Can on-line classrooms also be discourse-rich?
* 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?


The role of public policy in K-12 science education is to examine the relationship between science education policy and practice and the special role that science education researchers play in influencing policy. It has been suggested that the science education research community is isolated from the political process, pays little attention to policy matters, and has little influence on policy. But to influence policy, it is important to understand how policy is made and how it is implemented. This volume sheds light on the intersection between policy and practice through both theoretical discussions and practical examples.

This book was written primarily about science education policy development in the context of the highly decentralized educational system of the United States. But, because policy development is fundamentally a social activity involving knowledge, values, and personal and community interests, there are similarities in how education policy gets enacted and implemented around the world.
Schools as Radical Sanctuaries
Decolonizing Urban Education through the Eyes of Youth of Color
René Antrop-González, University of Wisconsin–Milwaukee

A volume in the series Issues in the Research, Theory, Policy, and Practice of Urban Education

Large, comprehensive urban high schools were designed and constructed with the belief that they could meet the needs of all its students, academic and otherwise. By and large, however, these schools have only done a good job of sorting students for specific jobs in a society based on capitalism and White supremacy. Consequently, students schooled in these large institutions are often sorted depending on how they are situated and/or perceived by institutional agents (i.e. teachers, administrators, guidance counselors, and other staff) along racial/ethnic, class, gender, sexual orientation, and ability lines. The overall result of such structurally and culturally-based discriminatory practices has led to astronomically horrendous dropout/pushout rates among urban youth, particularly those of color who live in poverty.

However, in such a sea of despair, there exist islands of hope and miracles. These islands of hope and miracles are constituted of small high schools that have become sanctuaries for their students, their families, and communities of color. Moreover, not only do these school sanctuaries exist, but they have the potential to serve as inspirations to communities that are looking to the small schools initiative as a possible solution to the widespread failure of large, comprehensive high schools to serve their needs. Although much recent small schools research discusses the benefits of smallness, very little of this research demonstrates or acknowledges the various ways in which communities have created small schools that have established the necessary conditions to make them sustainable, culturally relevant, and linked to social justice while greatly impacting the improved academic achievement of their students. Therefore, the focus of this book is to advance the school as radical sanctuary concept as described through the history, curricula, and experiences of urban youth and their teachers in two small urban high schools. This book is important for those educationists who wish to deepen their understanding of small school reform and its implications for urban education.

CONTENTS: Acknowledgements. Series Editors’ Preface. 1 Background and Introduction. 2 Overview. 3 The Sociohistorical/Political and Curricular Context of the Dr. Pedro Albizu Campos High School (PACHS). 4 Theorizing the Schools as Radical Sanctuaries Concept: The Voices of Puerto Rican/Latino and African American Youth and their Teachers. 5 Critical Caring: Constructing Instrumental Student–Teacher Relationships of Solidarity. 6 The School as Radical Sanctuary Model: Policy and Practice. Recommendations. References.

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. The unique format of this book will
make it useful for courses in parenting, childhood education as well scholarship in child psychology, personality theory, and socialization.


Six Degrees of School Improvement
Empowering a New Profession of Teaching
Ted Purinton, National-Louis University


Amidst the contentious debates about teacher effectiveness, most people believe that unions, education colleges, charter networks, consulting agencies, textbook publishers, test producers, professional associations, teachers, and researchers disagree with one another about the most essential school reforms.

Though all these groups do certainly have their own interests and perspectives, they also all desire to see that students are better prepared for a competitive world. What if all these groups worked together for that very goal? What would happen if all reform work in PK-12 education centered on the improvement of teaching? Would teachers be treated differently? Would they respond to their work in more innovative ways? Would it change the quality of education that children in the United States receive?

Six Degrees of School Improvement: Empowering a New Profession of Teaching provides glimpses of this realistic approach to American education reform with an eye toward what the system might look like in one to two generations from now. The book makes a solid case for "collaborative professionalism," a system that binds professionals together under a common set of understandings about the ways in which children and adolescents learn content knowledge and acquire skills. It argues that popular approaches to school improvement circumvent teachers and thus further de-skill and disempower the very people responsible for student learning in classrooms. Most importantly, the book provides very clear guidance on building a system of collaborative professionalism among teachers.

CONTENTS: Preface. PART I: A MANIFESTO FOR A COLLABORATIVE PROFESSION OF TEACHING 1 Introduction. 2 The Great Debate That Misses the Point 3 The Foundations of a Collaborative Profession of Teaching. PART II: SHIFTING GOVERNANCE OVER INSTRUCTIONAL MEANS TO THE PROFESSION 4 The Tentacles of Control 5 A Small World After All? PART III: EQUIPPING A COLLABORATIVE PROFESSION 6 Diffusing Good Instruction 7 Getting the Word Out PART IV: CEMENTING COMPREHENSIVE CONNECTIONS WITHIN THE PROFESSION 8 Networks of Outsider Influence and Diffusion 9 Networks for Professional Knowledge Transfer and Practice Accountability PART V: CONCLUSION 10 Toward Collaborative Professionalism in Education References. About the Author

The Skinny on Teaching
What You Don’t Learn in Graduate School
J. M. Anderson, Ph.D., Illinois Valley Community College


This book is a straightforward and entertaining primer on college teaching. It discusses the nitty-gritty aspects of teaching while providing readers with a synoptic but concise explanation of the principles of the art. It also offers a viable alternative to the books on teaching currently available or in print. That alternative is the classic texts on education and pedagogy. These books are essential, the author argues, because they show teachers how to apply the principles of teaching while fostering the aims of liberal education at the same time. These books also help them pose the fundamental questions about education that all teachers should be asking.

Aimed primarily at graduate students and new college professors, this book is a useful and practical guide for those who are passionate about teaching but feelunprepared to teach, unsure of what to expect in the classroom, and stifled in the current academic climate. It will likewise appeal to high school teachers and veteran college professors who are disenchanted and seek some way to break free from their malaise. It is intentionally short, little, “skinny,” so that it can be read through quickly and so that readers can peruse the chapters and mull over the topics at their leisure. Above all else, this book will introduce a new generation of readers to some of the great masters who can reveal the timeless truths—and yes, even the magic—behind the art.

Sociocultural Theories of Learning and Motivation
Looking Back, Looking Forward
Dennis M. McNerney, Hong Kong Institute of Education
Gregory Arief D. Liem, University of Sydney
Richard A. Walker, The University of Sydney

A volume in the series Research on Sociocultural Influences on Motivation and Learning

It is now nearly thirty years since sociocultural theories of learning created great excitement and debate amongst those concerned with learning in diverse contexts. Since that time significant advances have been made in sociocultural theory and research. Various sociocultural approaches to the understanding of learning (for example, sociocultural psychology, sociocultural discourse, cultural historical activity theory) have been developed and consolidated and new challenges are currently being addressed. In the motivational arena sociocultural approaches deriving from Vygotsky have only begun to emerge relatively recently. In this Volume we examine and evaluate the achievements of past sociocultural theory and research, and consider the future directions of sociocultural theory and research in the domains of learning and motivation.


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 peacebuilding and peacemaking. This book examines the teachings and practices of Confucius, of Judaism, Islamic Sufism, Christianity, Quakerism, Hinduism, Tibetan Buddhism, and of Indigenous spirituality. Secondarily, 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.

Staff Governance and Institutional Policy Formation

Michael T. Miller, University of Arkansas
John W. Murray, University of Arkansas

A volume in the series Educational Policy in the 21st Century: Opportunities, Challenges and Solutions

The number of staff members serving American higher education institutions has more than doubled in the past twenty years, as occupations in technology, development, government relations, and even athletic administration have grown as never before in the history of the academy. As the number, variety, and importance of these positions have grown, so has the need for their involvement in determining the direction and vision of the contemporary university. Often in opposition or cast in a competing light, staff governance bodies are positioned within the governance framework of faculty, students, trustees, and even legislatures, all bound together by formal and legal authority guidelines. The current volume is among the very first to explore this landscape, and begins with a critical evaluation of the context of how staff are involved in decision-making. The text devotes six chapters to an in-depth exploration of the environment where staff governance is used: in private and community colleges, with athletics and student affairs, in collective bargaining environments, and how the inclusion of staff can be an asset to institutional self-determination. The final section describes the array of topics staff governance bodies address, and shares a case study of one professional administrator who chaired a staff senate. The concluding chapter outlines the implications in policy formation, evaluation, and agenda setting for the involvement of staff in the higher education community. The book is a must read for new, senior college administrators, staff governance leaders, practitioners in human resource management, those concerned about democracy in education, and scholars studying higher education management.

CONTENTS:
Foreword, Bruce Jones. Staff Governance: Trends, Issues, and the Practice of Shared Governance, John W. Murry, Jr. and Michael T. Miller.
SECTION I: THE CONTEXT OF STAFF INVOLVEMENT. The Psychology of Inclusive Decision-Making, Kenda S. Grover, Kit Kacerik, and Julie J. Goldman. Legal Parameters of Authority Distributed to Staff, John W. Murry, Jr. Involvement of Multicultural Staff, Wanda M. Hadley.
SECTION II: CONTEXTS OF STAFF INVOLVEMENT. Staff as Assets to Institution Building, E. Robert Mackey. The Role of Staff in the Decision-Making and Governance Policies in Private Colleges, Adam Morris and Tony Meyers. Staff Involvement in Governance and Policy Formation Internal and External to Student Affairs Organizations, Ashley Tall.
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.

Struggling for Inclusion
Educational Leadership in a Neo-Liberal World
James Ryan, Ontario Institute for Studies in Education

A volume in the series Issues in the Research, Theory, Policy, and Practice of Urban Education

This book describes the struggles in which inclusive-minded administrators find themselves when they promote equity initiatives. Administrators routinely struggle when they attempt to include all members of their school communities – teachers, students, and parents – in the various aspects of schooling. Given the presence of a host of obstacles, setting right the injustices associated with racism, classism, sexism, ableism, homophobia, and other exclusive practices is not an easy thing to do. Resistance from colleagues who fail to recognize exclusive practices when they see them, and from others who do recognize them but see no harm, too few resources, exclusive policies, personal uncertainties or insecurities, and conflicted priorities are just a few of the phenomena that get in the way of these efforts. This book explores these struggles. It looks at the contexts within which these encounters occur, the various challenges that inclusive-minded administrators encounter, and the strategies that they employ to meet these tests.

Employing the results of original empirical studies, surveys of current research, recent theoretical literature and personal experiences, this book seeks to provide school leaders with a sense of what it is like to promote inclusion and equity in the contemporary neoliberal context. Among other things, it looks to provide educators of an understanding of the obstacles that stand in the way of inclusion, the nature of the struggles that await them, and ideas for what they might do. Among other things, the book concludes that in relation to the pursuit of inclusion: (1) exclusion continues to be part of contemporary schools and communities; (2) struggles for inclusion transcend individual educators, students and parents; (3) administrators are sometimes part of the problem of exclusion; (4) administrators struggle with issues of difference; (5) administrators struggle with circumstances they inherit, people with whom they work, and with themselves; and (6) administrators have resources to employ in their struggles for inclusion.

CONTENTS: Acknowledgements Series Editors’ Preface 1 Struggling for Inclusion 2 The Exclusive Neoliberal Context of Education 3 Struggling for Diversity in the Teacher Workforce: Leaky Pipelines, Bottlenecks, and Glass Ceilings. 4 Dialogue, Identity and Inclusion: Administrators as Mediators in Diverse School Contexts 5 Hierarchies, Markets, and Inclusion: Administrative Communication in a Diverse School Context 6 Establishing Inclusion in a New School 7 Acumen and Inclusion: Principals’ Political Strategies 8 Struggling for Inclusion References.
**Student Perspectives on Assessment**

What Students Can Tell Us About Assessment for Learning

Dennis M. McInerney, Hong Kong Institute of Education
Gregory Arief D. Liem, University of Sydney
Gavin T. L. Brown, The Hong Kong Institute of Education


Assessment for learning is meant to engage, motivate, and enable students to do better in their learning. However, how students themselves perceive assessments (both high-stakes qualifications and low-stakes monitoring) is not well understood. This volume collects research studies from Europe, North and South America, Asia, and New Zealand that have deliberately focused on how students in primary, secondary, and tertiary education conceive of, experience, understand, and evaluate assessments. Assessment for learning has assumed that formative assessments and classroom practices would be an unqualified success in terms of student learning outcomes. Making use of a variety of qualitatively interpreted focus groups, observations, and interviews and factor-analytic survey methods, the studies collected in this volume raise doubts as to the validity of this formulation. We commend this volume to readers hoping to stimulate their own thinking and research in the area of student assessment. We believe the chapters will challenge researchers, policy makers, teacher educators, and instructors as to how assessment for learning can be implemented.


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**Students as Designers of Their Own Life Curricula**

The Reconstruction of Experience in Education

Vincent Izuegb, Wells Preparatory Academy Chicago, Illinois


The idea of life curriculum came as a result of looking back at my past in relation to my studies in curriculum. I learn by rethinking and reconstructing my past in the present to influence my future, and students, indeed everyone, can as well do so. Constructing a curriculum of life is also a continuous process of building, renewing, refining, and adapting self-defining values, ideals, beliefs, ideas, ethics, and convictions to the growing changes in the environment. Students obtain different curricula from various environments. Through a methodic process of thoughtful deliberation, students can reconstruct and integrate the different curricular experiences of their lives. To help students achieve this, there is the need to broaden the conception of curriculum to include life experiences in a way that interweaves school and outside school curriculum in the classrooms. And this can transform curriculum into a process of constructing life.

**CONTENTS:** Acknowledgments. Summary. Foreword, William H. Schubert 1 My Life Experiences 2 Preliminary Considerations 3 Curricular Considerations from Which Life Curriculum Evolves 4 Life Curriculum 5 Reconstruction of Experience in Education Through Thoughtful Deliberative Action 6 Life Curriculum Revisited 7 Implications in Four Modern Philosophical Epistemologies for Life Curriculum 8 Precolonial Africa as a Basis for Life Curriculum 9 Conclusions 10 My Publications Revisited References, Author Index, Subject Index
This book focuses on online pedagogy and the challenges and opportunities incumbent in the transformation of a face-to-face college course. It is intended as a resource and support for new online teachers—a source of ideas and strategies from a variety of disciplinary perspectives as well as pedagogical perspectives—and for those experienced in the online environment. The book meets the needs of faculty new to online teaching by providing them a wide variety of perspectives on the online transition—e.g. pedagogical, multidisciplinary, class size and level—by faculty with varying degrees of previous experience who have recently made the transition from face-to-face to online. Their advice and recollections offer a fresh, contemporary perspective on the subject. For administrators and faculty experienced with online instruction, the collection works as a resource for ideas intended to sustain the vibrancy and efficacy of the online environment.

Taking Your Course Online includes the experiences of a cohort of faculty that responded to a University-wide call for faculty interested in developing online courses for summer session. This group participated in a series of workshops that addressed various aspects of developing online courses and online pedagogy. All of the authors taught their new online course over a subsequent 10-week summer session, and many of them have done so subsequently as well. Their experiences have great currency in the ever-changing world of online teaching. Because the collection represents the work of teachers exposed to best practices and many discussions concerning rigor, assessment, and accountability, it provides support for the viability of online teaching/learning in an environment frequently plagued by doubts about its effectiveness.

Practitioners using this book will learn how to turn their face-to-face course into an online course successfully, understand best practices for transitioning courses/online teaching, minimize errors and avoid pitfalls in the transition process, and maximize learning. Faculty development professionals can use this book as a resource to teach faculty from a wide range of disciplines how to transition from the actual to the virtual classroom. Administrators such as deans and program chairs will gain useful insights into ways to think about taking entire programs online, as well as how to guide faculty in their development of pedagogical skills pertinent to online learning.

Neo-liberalist economic rationalism plays itself out overtly in the USA as de-regulation; in Canada, it lies embedded within labor mobility agreements. In the USA, professionalization highlights professionalism in practice; in Canada, the governance of teaching. This book explores how economic rationalism is using labor mobility agreements in Canada as a covert operation analogous to de-regulation in the USA to assert its dominance in the battle to de-professionalize teaching in North America.


The Teacher's Book of Days
Inspirational Passages for Every Day of the Year
Susan Clark Studer

2010. Paperback 978-1-61735-133-4 $34.99

The Teacher’s Book of Days is a motivational and inspirational book for all individuals who work with young people, whether in public or private schools, youth organizations, sports, tutoring, or for parents. The book is authored by Susan Clark Studer, Ph.D., a professor of education, who has taught all ages; worked with children in clubs, scouts, and sports; currently teaches teachers enrolled in education programs; and who is the parent of two grown children. This book is for all adults who are entrusted with young lives.

Written in a readable format, The Teacher’s Book of Days is a combination of informative and thought-provoking daily readings designed to encourage the reader and help educators through their busy and often-times stressful days. Placing the Book of Days in perspective, it is a combination of short, uplifting, motivational and informative thoughts, gleaned from the writings of educators past and present and personal experience. The daily passages are not written for any particular year, and dates are generic, therefore it will be salable year after year.

Teachers are a very valuable resource, members of society who often do not receive the encouragement they need. This is even truer today in a school atmosphere of test scores, shrinking budgets, and children growing up in less than ideal educative circumstances. This book is designed to not only encourage, but to empower educators to become strong teachers of society’s children. Teachers can buy this book for themselves or give as gifts to colleagues and friends. Parents may buy this book as teacher gifts or as tokens of appreciation for their child’s teacher. School districts may give it to teachers during teacher appreciation week or have it available in on-site libraries for staff members to read or to quote from for daily announcements. Universities may give it to graduating future teachers. The potential is great for this book’s success.

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 linguistic 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' 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.

**CONTENTS:**
Education has long been viewed as a vehicle for building community. However, the critical role of education and schools for constructing community resistance is undermined by recent trends toward the centralization of educational policy-making (e.g. racial profiling new laws in the US—Arizona and Texas; No Child Left Behind and global racism), the normalization of “globalization” as a vehicle for the advancement of economic neo-liberalism and social hegemony, and the commodification of schooling in the service of corporate capitalism. Alternative visions of schooling are urgently needed to transform these dangerous trends so as to reconstruct public education as an emancipatory social project.

Teaching for Global Community: Overcoming the Divide and Conquer Strategies of the Oppressor examines these issues among related others as a way to honor and re-examine Freirean principles and aim to take critical pedagogy in new directions for a new generation. The goal is to build upon past accomplishments of Paulo Freire’s work and critical pedagogy while moving beyond its historical limitations. This includes efforts that revisit and re-evaluate established topics in the field or take on new areas of contestation. Issues related to education, labor, and emancipation, broadly defined and from diverse geographical context, are addressed. The theoretical perspectives used to look at these emerge from critical pedagogy, critical race theory, critiques of globalization and neoliberalism, marxist and neo-marxist perspectives, social constructivism, comparative/international education, postmodernism indigenous perspectives, feminist theory, queer theory, poststructuralism, critical environmental studies, postcolonial studies, liberation theology, with a deep commitment to social justice.


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 this 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 rapidly presented with new types of students: ones who often have clear goals for betttering 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 can 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
Emmet L. Wright, Kansas State University

A volume in the series Research in Science Education

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 with 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.


Technology-Based Assessments for 21st Century Skills
Theoretical and Practical Implications from Modern Research

Gregory Schraw, University of Nevada - Las Vegas
Michael C. Mayrath, Harvard University
Jody Clarke-Midura, Harvard University
Daniel H. Robinson, University of Texas

A volume in the series Current Perspectives on Cognition, Learning and Instruction

Creative problem solving, collaboration, and technology fluency are core skills requisite of any nation’s workforce that strives to be competitive in the 21st Century. Teaching these types of skills is an economic imperative, and assessment is a fundamental component of any pedagogical program. Yet, measurement of these skills is complex due to the interacting factors associated with higher order thinking and multifaceted communication. Advances in assessment theory, educational psychology, and technology create an opportunity to innovate new methods of measuring students’ 21st Century Skills with validity, reliability, and scalability.

In this book, leading scholars from multiple disciplines present their latest research on how to best measure complex knowledge, skills, and abilities using technology-based assessments. All authors discuss theoretical and practical implications from their research and outline their visions for the future of technology-based assessments.

Telling Stories in Two Languages
Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives
Masahiko Minami, San Francisco State University


The topic of bilingualism has aroused considerable interest in research on language acquisition in recent decades. Researchers in various fields, such as developmental psychology and psycholinguistics, have investigated bilingual populations from different perspectives in order to understand better how bilingualism affects cognitive abilities like memory, perception, and metalinguistic awareness. Telling Stories in Two Languages contributes to the general upsurge in linguistically related studies of bilingual children. The book’s particular and unique focus is narrative development in a bilingual and multicultural context.

The book is particularly important in an increasingly pluralistic and multicultural United States, where there are large numbers of children from increasingly diverse cultural and linguistic backgrounds. Telling stories is important in the context of language and communication development because it is often by means of this activity that children develop the skill of presenting a series of events both in speech and writing. However, varying concepts of literacy exist in different societies, and literacy has different social and personal implications in different social and cultural contexts. In our schools, teachers are expected to teach what is relevant for students in the dominant cultural framework, but it would benefit those teachers greatly to have an understanding of important differences in, for example, narrative styles of different cultures.

Bilingualism or even multilingualism is all around us. Even in the United States, where a single language is clearly predominant, there are hundreds of languages spoken. Speaking more than one language may not be typical, but is so common in modern times that it would be senseless to ignore its many implications. The study of narratives told by children in both English and Japanese that are presented in this book will provide an important point of reference for research aimed at teasing apart the relative contributions of linguistic abilities and cultural conceptions to bilingual children’s narrative development.


Text Relevance and Learning from Text
Gregory Schraw, University of Nevada - Las Vegas
Matthew T. McCrudden, Victoria University of Wellington
Joseph P. Magliano, Northern Illinois University


Why do people from similar backgrounds who read the same text construct different meanings? Is there a question behind every reading goal, such that reading is an interactive process of asking and answering of questions? Do people who believe that knowledge is dynamic construct meaning differently than those who believe that knowledge is certain? This volume addresses questions such as these and presents cutting edge research and theory that explores how readers determine text relevance (i.e., the different values they assign to information as they read), how relevance affects understanding, and the implications of these studies for theories of text comprehension.

This volume documents in a compelling manner the ongoing international effort to understand how text relevance affects reading and comprehension. Contributing authors represent major academic institutions on three continents and nine countries, demonstrating the multinational interest in text relevance. Why is there so much interest in text relevance? Learners are inundated with unprecedented amounts of information, and increased research regarding how readers process non-traditional texts (e.g., documents on the web) and multiple documents, for example, underscores the importance of understanding how readers determine the relevance of text information for personal, academic, or professional goals, which can enable educators to design learning situations that help learners get the most out of reading.

Think Tank Research Quality
Lessons for Policy Makers, the Media, and the Public
Kevin G. Welner, 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 teaching 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.


Think, Care, Act
Teaching for a Peaceful Future
Susan Gelber Cannon, Episcopal Academy

A volume in the series Peace Education

Committed to teaching for peace and justice, the author brings to life a teaching approach that empowers youth:

• to think critically and creatively about historical, current, and future issues,
• to care about classmates and neighbors as well as the global community,
• to act—locally and globally—for the greater good.
Think, Care, Act: Teaching for a Peaceful Future is readable, practical, conversational, and intimate. It will inspire readers to build a just and peaceful world.

Think, Care, Act depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace. The author uses three imperatives—think, care, act—to infuse required curricula with peace, character, and multicultural concepts in daily activities throughout the year.

Chapters address critical and creative thinking; media and political literacy; compassionate classroom and school climate; explorations of racism, gender issues, civil discourse, global citizenship, war, and peace; and school, community, and global social-action projects. Chapters include rationales, lesson expectations, and classroom “play-by-play.” Students’ feedback about the impact of lessons is also featured. With its combination of theory and practice Think, Care, Act is unique. It will motivate teachers, education students, and scholars to employ “think, care, act” frameworks to empower students to build a peaceful future.


Topics in Mathematics for Elementary Teachers
A Technology-Enhanced Experiential Approach
Sergei Abramovich, State University of New York at Potsdam


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. 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.
Transcendental Learning discusses the work of five figures associated with transcendentalism concerning their views on education. Alcott, Emerson, Fuller, Peabody and Thoreau all taught at one time and held definite views about education. The book explores these conceptions with chapters on each of the five individuals and then focuses the main features of transcendental learning and its legacy today. A central thesis of the book is that transcendental learning is essentially holistic in nature and provides rich educational vision that is in many ways a tonic to today’s factory like approach to schooling. In contrast to the narrow vision of education that is promoted by governments and the media, the Transcendentalists offer a redemptive vision of education that includes:

- educating the whole child-body, mind, and soul,
- happiness as a goal of education,
- educating students so they see the interconnectedness of nature,
- recognizing the inner wisdom of the child as something to be honored and nurtured,
- a blueprint for environmental education through the work of Thoreau,
- an inspiring vision for educating women of all ages through the work of Margaret Fuller,
- an experimental approach to pedagogy that continually seeks for more effective ways of educating children,
- a recognition of the importance of the presence of teacher and encouraging teachers to be aware and conscious of their own behavior.
- a vision of multicultural and bilingual education through the work of Elizabeth Peabody

The Transcendentalists, particularly Emerson and Thoreau, sewed the seeds for the environmental movement and for non-violent change. Their work eventually influenced Gandhi and Martin Luther King Jr. and it continues to resonate today in the thinking of Aung Sang Suu Kyi and the Dalai Lama. The Transcendentalists’ vision of education is worth examining as well given the dissatisfaction with the current educational scene.

Endorsements:


"The secret to a vital, renewed America lies in the life and writings of the Transcendentalist community of Concord, Massachusetts in the 19th century. Jack Miller, who I know has been devoted to a new, living form of education throughout his career, has written a book that could inspire a revolution in teaching. It goes against the tide, as do Emerson and Thoreau. But it offers a blueprint and a hope for our children."

Thomas Moore, author of "Care of the Soul."

"A timely account of great thinking on genuine education. Reading this, today's beleaguered teachers should experience a renewal of spirit and commitment."

Nel Nodding, author of "Happiness and Education."

CONTENTS:
1. Transcendental Learning
2. Ralph Waldo Emerson: Visionary and Mentor
3. Bronson Alcott: Pioneer in Spiritual Education
4. Margaret Fuller: Voice for and Educator of Women
5. Henry David Thoreau: Environmental Education/Holistic Educator
6. Elizabeth Peabody
7. A Transcendental Pedagogy
8. The Legacy: Holistic Education
provide for human comfort; the extinction or reduction of other species does not matter; we are free to consume or destroy natural resources at will but are safe from destruction ourselves; and the Earth will continue to sustain us, even if we do not sustain the Earth. Unless these concepts are changed, we will increase global warming and add to the ruin of much of the Earth.

This book presents powerful ideas for transformative eco-education. At this time of ever-increasing ecological crisis, such education is needed more than ever before. We urge readers to use the ideas and activities in this book with your students, develop them further, and create new conceptions to share with other educators and students.

The chapters in this book provide key principles, of which the following are just a few. First, educators can and should prepare students for natural disasters. Second, stories, case studies, the arts, and hands-on environmental experience, all enriched by reflection and discussion, can offer profound learning about ecology. Third, education at all levels can benefit from a true ecological emphasis. Fourth, teachers must receive preparation in how to employ transformative eco-education. Fifth, Indigenous wisdom can offer important, holistic, spiritual paths to understanding and caring for nature, and other spiritual traditions also provide valid ways of comprehending humans as part of the universal web of existence. Sixth, transformative eco-education can be an antidote to not only environmental breakdown, but also to materialistic overconsumption and moral confusion. Seventh, we can only heal the Earth by also healing ourselves. If we heed these principles together, we can make transformative eco-education a blazing torch to light the path for the current century and beyond.


Two Nobodies Speak Out
Our 150 Year Journey and Perspectives on Education
Sheldon Marcus, Fordham University
Philip D. Vairo, President (Retired), Worcester State University


This book traces the journey of two individuals who have spent their lives on both sides of the teacher/professor’s desk. Between them, they went from attending kindergarten to being a college president, and in that journey, they held positions ranging from classroom teacher in the New York City public schools, every rank of the professorial ladder, to almost every administrative position available in a university.

In their book, Marcus and Vairo are totally candid in relating their experiences in their various roles. They are highly opinionated, but these opinions are based on the realities they encountered with students and colleagues at all levels of education.

This book utilizes vignettes as well as commentaries to tell a story of two educators who have worked at every part of the United States. There is little that has happened in education since the 1940’s down to the present day that is not touched on in this book. Marcus and Vairo are “insiders” with no ax to grind. They tell the truth as they see it!

CONTENTS: Acknowledgements Introduction Chapter I Who Are We? Chapter II Moving from Sitting Behind the Desk to Standing In Front of the Classroom Chapter III American Colleges and Universities: What are They Like and Where are They Going? Chapter IV Teachers: Can They All be Great? Chapter V Educational Reform: A Con Game, a Possibility, or a Reality? Chapter VI Power Brokers and Influential People in the Educational Arena: Are They a Positive Force? Chapter VII Thinking Out Loud! Chapter VIII Concluding Remarks
Ubiquitous Learning
Strategies for Pedagogy, Course Design and Technology

Terry T. Kidd, Texas A&M University
Irene Chen, University of Houston-Downtown


Ubiquitous Learning: Strategies for Pedagogy, Course Design, and Technology bridges the gap between digital media and education, by presenting an intriguing look on the future of education. By combining theory, research, and practice, this book paints a broad picture of the field of ubiquitous learning by focuses on how to use theory and research to enhance technology integration to support teaching and learning through instructional design strategies for instruction, models and frameworks for course design, and applications of mobile and social media tools to create, implement, and deliver a ubiquitous learning environment.

This book is of interest to researchers and graduate students in educational technology, information sciences, adult learning and other learning and performance fields, as well as university faculty, teachers, administrators, policymakers, and industry leaders, who can use this text to make essential decisions related to their respective roles in education.

Ubiquitous Learning: Strategies for Pedagogy, Course Design, and Technology is a great reference for those who wish to enhance their levels of teaching and student engagement though the use of technology.


Understanding Service-Learning and Community Engagement
Crossing Boundaries through Research

Julie A. Hatcher, Indiana University-Purdue University Indianapolis
Robert G. Bringle, Indiana University-Purdue University Indianapolis

A volume in the series Advances in Service-Learning Research

There is an increasing proliferation of service-learning courses in colleges and universities in the U.S. and internationally, and research in the field has seen significant growth in diverse geographic areas in the past decade. Membership organizations now exist to convene scholars and practitioners across the globe. Chapters in this volume are based on presentations given at the 2010 annual conference of the International Association for Research on Service Learning and Community Engagement held in Indianapolis, IN. The conference theme “International Perspectives: Crossing Boundaries through Research” was chosen to highlight ways in which research crosses all kinds of boundaries: disciplinary boundaries, cultural boundaries, and national boundaries.

Although service-learning is valued as an active learning strategy across the globe, little is known about the ways that service-learning is similar or different in varied contexts. Understanding service-learning and community engagement from cross-cultural and crossdisciplinary perspectives will improve both research and practice. Together, these chapters represent the diversity, complexity, and creativity evident by scholars and practitioners in this field of study.

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.

CONTENTS:


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.

In three case studies, the author analyzes several non-standard and alternatives to standards. The impoverished understanding of student subjectivity, motivation, and agency inherent in 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.
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.

The X Factor
Personality Traits of Exceptional Science Teachers
Clair T. Berube, Hampton University


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?


Yes We Can!
Improving Urban Schools through Innovative Educational Reform
Leanne L. Howell, Ph.D., Baylor University
Chance W. Lewis, Ph.D., University of North Carolina at Charlotte
Norvella Carter, Ph.D., Texas A&M

A volume in the series Contemporary Perspectives on Access, Equity, and Achievement

Yes We Can: Improving Urban Schools through Innovative Educational Reform is a empirically-based book on urban education reform to not only proclaim that hope is alive for urban schools, but to also produce a body of literature that examines current practices and then offer practical implications for all involved in this arduous task. This book is filled with real-world strategies to implement in your quest to inspire and bring about reform. Additionally, we hope that you garner hope from the school personnel, school campuses, and school resources used as examples within the body of this work.

We offer this book to all stakeholders who find themselves associated with urban schools: teachers, administrators, parents and even students. Consider this book an empirically based roadmap as you consider being a part of this transformation. We hope that it not only inspire you to adopt the “Yes We Can” spirit, but also empower you to be the beacon of light for urban students whose very future relies on people like you to keep the torch alive.

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