International Journal of Educational Policy, Research and Practice

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Volume 2  Number 1  Spring 2001


Volume 1  Number 4  Winter 2000

Special Issue: Race in Social and Educational Policy:
Critical Race Studies, History, and Western Imperialism
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Focus Article: Learnings Disabilities as a Working Memory Deficit
Lee Swanson, University of California, Riverside and Linda Siegel, University of British Columbia.


Volume 7  Number 2  2001

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

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Issues in Education:
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**New for 2001!**

**The International Social Studies Forum**

**Editors:**

Richard A. Diem, University of Texas at San Antonio  
and Jeff Passe, University of North Carolina at Charlotte


**Mission Statement:** The focus of the Forum is to provide a venue for manuscripts, critical essays and reviews that encompass multiple and interdisciplinary perspectives in regards to issues related to all aspects of the social studies and social studies education.

**Volume 1 Number 1 2001**

**CONTENTS:**

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

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**Quarterly Journal of Electronic Commerce**

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The University of Mississippi


**Volume 2 Number 3 2001**

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New for 2002!

Disability, Culture, and Education

Editors:
Scot Danforth, University of Missouri - St. Louis
Susan Gabel, National-Louis University

Mission Statement: Disability, Culture, and Education is a quarterly, refereed journal of international scope devoted to publishing the highest quality interdisciplinary scholarship and research based in the humanities and the humanities-oriented qualitative social sciences. The goal of the journal is to support scholarship that examines, critiques, and interprets disability as a construct and a human experience embedded within cultural beliefs, practices, and social institutions. The journal is a forum for challenging and questioning traditional ways that disability is understood in education and related fields of inquiry. The journal welcomes imaginative, provocative articles that open up new possibilities.

Editorial Board: Julie Allan, University of Stirling, Scotland; Len Barton, University of Sheffield, England; Douglas Biklen, Syracuse University; Ellen Brantlinger, Indiana University; Joya A. Carter, Columbia University; Cleo Cherryholmes, Michigan State University; Robert Chimedza, Zimbabwe Open University, Zimbabwe; Mairian Codrington, King’s College, England; Nirmala Erevelles, Auburn University; Dianne L. Ferguson, University of Oregon, USA; Philip M. Ferguson, University of Missouri - St. Louis; Deborah Gallagher, University of Illinois-Chicago; Susan Peters, Michigan State University; Thomas M. Skrtic, University of Kansas; Terry Jo Smith, National-Louis University; Steven J. Taylor, Syracuse University; Linda Ware, University of Rochester

Volume 1 Number 1 Spring 2002


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Curriculum and Teaching Dialogue

(The official journal of the American Association for Teaching and Curriculum)

Editor:
Susan C. Brown, University of Portland


Volume 3  Fall 2001


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New for 2002!

Teaching Educational Psychology

Editors:
Nancy F. Knapp, University of Georgia
Kelvin Seifert, University of Manitoba

Mission Statement: “Teaching Educational Psychology” is a biannual, refereed journal devoted to increasing our shared knowledge base about the teaching of educational psychology to a variety of educational constituencies, including pre-service and in-service teachers, administrators, policy-makers, parents, and the public. Readers of the journal include researchers, college faculty, students, and practitioners in educational psychology, teacher education, and educational policy.

TENTATIVE TOPICS:
- Whose psychology? What should we teach, what do teachers need to know in educational psychology?
- “Practicing what we teach”: Teaching educational psychology in a manner consistent with what we know about learning.
- Making educational psychology an integral part of the teacher education program and experience.
- Current and potential role(s) of graduate teaching assistants in the teaching of educational psychology.
- A new role: the “practicing” educational psychologist?
- Evaluating the learning of educational psychology: testing, grading, and different paradigms of “knowing”.
- The role of educational psychology and educational psychologists in current educational debates: “Teaching” educational psychology to the public and the policy makers.
- The educational psychologist as coach and collaborator: How educational psychology can be taught to and learned from practicing teachers.
- Principles of learning and the structure of schools: why educational psychology should be part of every educational leadership program.
- Dealing with issues of diversity and prejudice in teaching educational psychology.
- Descriptive and evaluative data on new formats and methods for teaching educational psychology including:
  - distance learning and on-line formats
  - integration of field experiences
  - parallel, combined or team-taught classes in educational psychology and educational foundations or methods

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Book Series

Adolescence and Education

Series Editors:
Tim Urdan, Santa Clara University
and Frank Pajares, Emory University

Mission Statement: Adolescence and Education is a book series devoted to presenting quality research aimed at understanding and enhancing the education of adolescent students. Adolescence is a period of life marked by dramatic changes in the physical, cognitive, social, and emotional lives of students. It is also the time when many students turn their attention away from school, beginning a descent into failure and dropping out. All students make decisions about education during their adolescent years that will have consequences for the rest of their lives, including which subjects to pursue and whether to enroll in college track courses. Because adolescence marks a turning point in the educational careers of many students, it is important to develop a comprehensive understanding of the factors that affect the education of adolescents. In recent decades, an increasing number of researchers have begun to focus on this topic, and the field is now able to sustain a book series with this focus.

Volume 1.

Is Adolescence Here to Stay?


ISBN 1-931576-45-9 approx. $63.25 cloth

Place your subscription or standing order today!
Advances in Service-Learning Research

Series Editor: Shelley H. Billig, RMC Research Corporation, Denver

Mission Statement: Service-learning is an approach to teaching and learning that can help students acquire academic skills and knowledge, develop strong interpersonal skills and self-knowledge, become more civic minded, and gain understanding of their connected to their communities and society. This learning and development occurs by having students provide meaningful service through which they serve as an important resource to the community and systematically reflect on the process with their teachers, mentors, and/or advisors.

This book series will gather current research on service-learning in K-12 education, teacher education, and higher education. Along with chapters highlighting the findings of service-learning research studies, the book will include thought pieces that identify theoretical groundings of service-learning and present methodological approaches for studying service-learning (including teacher action research).

Service-Learning: The Essence of the Pedagogy

Edited by Andrew Furco, University of California-Berkeley and Shelley H. Billig, RMC Research Corporation, Denver


Contemporary Perspectives in Early Childhood Education

Series Editors: Olivia N. Saracho, University of Maryland and Bernard Spodek, University of Illinois

Mission Statement: The mission of the series is to provide an integrated view of current knowledge within the various areas of early childhood education. Each volume in the series will present a scholarly, but accessible review of research and theory related to some aspect of early childhood education. The topics to be covered in each volume will be determined by which aspects of the field are considered particularly important at the time of its development as well as which are particularly generative in relation to current research and theory.

Contemporary Perspectives on Curriculum for Early Childhood Education

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


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Contemporary Perspectives on Language and Literacy in Early Childhood Education

In preparation 2002 ISBN 1-930608-28-4 approx. $29.95 paper
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Contemporary Perspectives on Play in Early Childhood Education

In preparation 2003 ISBN 1-930608-30-6 approx. $29.95 paper
ISBN 1-930608-31-4 approx. $63.25 cloth

Current Perspectives on Cognition, Learning and Instruction

Series Editor: James M. Royer
University of Massachusetts

Mission Statement: The series, which would include both a yearly volume and occasional monographs, would be directed at the interface between theoretical advances in cognition and instruction and the application of those theories to educational practice.

Mathematical Cognition

Edited by James Royer, University of Massachusetts


In preparation 2002 ISBN 1-930608-34-9 approx. $29.95 paper
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Evaluation and Society

Series Editors:
Katherine E. Ryan and Thomas A. Schwandt
University of Illinois at Urbana-Champaign

Mission Statement: Evaluation and Society is a new series of single-authored manuscripts and edited volumes which contribute to a dialogue about critical issues in the social impact and moral-political consequences of evaluation and other social research practices. Volumes in the series will explore new methodologies and new theoretical treatments of issues related to the fit of evaluation and social research to society—e.g., knowledge production and use, the responsibility of the social scientist, the public role of social research, agendas for social change—across a broad range of content areas, theoretical orientations, and empirical instances. The series will particularly promote interdisciplinary and cross-disciplinary perspectives on evaluation and social praxis. The series is aimed at a broad readership of scholars and graduate students in evaluation, policy analysis, and social science who are interested in exploring the links between social research, social life, and moral-political discourse.

Open Communicative Space: Evaluation and the Public Sphere

Edited by Stephen Kemmis, Professor Emeritus of the University of Ballarat and Hannele Niemi, University of Helsinki, Finland


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Family School Community Partnership Issues

(sponsored by the Family School Community Partnership Issues SIG)

Series Editor:
Diana Hiatt-Michael
Pepperdine University

Mission Statement: The purpose of this series is to provide practitioners and researchers a forum for securing contemporary knowledge on Family School Community Partnership issues. Family School Partnerships involve persons across educational and relational groups, including administrators, parents and family members, students, community groups, teacher training institutions, policymakers, and businesses.

This series will produce one issue a year and focus on selected themes each year. Each monograph will highlight the most comprehensive and robust theory and practice. The themes and topics will be determined by the Executive Board and membership of American Educational Research Association Special Interest Group-Family, School, Community Partnerships.

Place your subscription or standing order today!
Promising Practices in Family Involvement
Edited by Diana Hiatt-Michael, Pepperdine University


Promising Practices to Connect Schools with the Community

Promising Practices for Family and Community Involvement in Special Education

The Handbook of Research in Middle Level Education
(sponsored by the Research in Middle Level Education SIG)

Series Editor:
Vincent A. Anfara, Jr.
Temple University

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Volume 1.


Instructional Design: A Primer
By Bruce R. Ledford, Auburn University and Phillip J. Sleeman, University of Connecticut


International Perspectives on Educational Policy, Research and Practice
Series Editor: Kathryn M. Borman
University of South Florida

Mission Statement: The new book series, International Perspectives on Educational Policy, Research and Practice is an extension of the internationally-known journal of similar title, the International Journal of Educational Policy, Research and Practice. This book series seeks to extend the research on internationally important issues within education, while providing a platform for deliberation among practitioners, providing a vehicle for the exchange of ideas among scholars internationally.


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policy-makers and researchers. The scope of topics to be published ranges from technology-based instruction and diverse methodologies to educational practices in developing nations and issues of contemporary concern. A leading forum for informed discussion, this series draws upon projects from institutions around the globe.


Research in Multicultural Education and International Perspectives

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

Mission Statement: The purpose of this thematic book series is to provide an outlet for the rapid growth of research in multicultural and international perspectives on educational, psychological and social issues. The series is intended for educators and researchers in social sciences and education as well as students and psycho educational practitioners. Both single authored manuscripts and multiple authored or edited volumes, particularly if they are suitable for adoption in graduate-level courses, are suitable for this series.


Multiple Competencies and Self-Regulated Learning: Implications for Multicultural Education

Edited by Chi-yue Chiu, Farideh Salili and Ying-yi Hong, The University of Hong Kong


Perspectives in Instructional Technology and Distance Education

Series Editors: Charles Schlosser and Michael Simonson
Nova Southeastern University

Mission Statement: Perspectives in Instructional Technology and Distance Education will offer concise and accessible treatments of issues related to the history, theory, and practice of instructional technology for an audience including educators, students, and practitioners in instructional technology and related fields.

Learning From Media: Arguments, Analysis and Evidence
Edited by Richard E. Clark, University of Southern California


Perspectives on Mentoring

Series Editor
Frances K. Kochan
Auburn University

Mission Statement: Mentoring has become an important aspect of professional development in a wide variety of fields such as education engineering and business. There is an increased interest in the topic on a global scale. Research indicates that those who receive mentoring rise faster in their organizations and have more success in their careers than those who do have this experience. This series will focus on various aspects of the mentoring process.

The Organizational and Human Dimensions of Mentoring Across Diverse Settings

This book examines mentoring with a focus on enhancing opportunities for those traditionally ignored in the mentoring process. It includes chapters about mentoring in a variety of settings with varied populations to capture the essence of the experience. The editor gleans the chapters to present an analysis of the organizational factors which should be considered when designing a mentoring program and the human side of the mentoring process. The book should be of interest to those who want to foster the success of others through organizational mentoring initiatives as well as to individuals who wish to participate in mentoring endeavors as a mentor or mentee.


Mentoring from an International Perspective

This book will examine mentoring from a global perspective in an effort to discover the commonalities and differences, not only in diverse fields of practice, but across a wide range of contextual
settings. Each chapter of the book will contain an overview of the program, problems encountered and solutions to them, benefits, outcomes, impact, and thoughts for reflection and consideration. The editor will examine common themes and explore their cross cultural implications. The volume is intended for those interested in the concept of mentoring in any professional setting and culture. It will provide important insights into how to create a mentoring program, strategies for overcoming problems, and methods for assessing outcomes and impact.

In preparation 2002 ISBN 1-930608-38-1 approx. $29.95 paper
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Research in Bilingual Education

Series Editor:
Liliana Minaya-Rowe
University of Connecticut

Mission Statement: The central question in this edited book is how to train teachers of an increasingly multilingual and multicultural American school population. Teacher Training and Effective Pedagogy in the Context of Student Diversity offers (1) a research-based dialogue from a variety of perspectives about teacher training and teaching in the context of student’s linguistic and cultural diversity, and (2) three major areas of professional development that have the potential to impact on teacher quality and on the educational services provided to English language learners at all levels of instruction.

Teacher Training and Effective Pedagogy in the Context of Student Diversity

Edited by: Liliana Minaya-Rowe,
University of Connecticut

TENTATIVE CONTENTS: Introduction, Liliana Minaya-Rowe.

In preparation 2003 ISBN 1-930608-40-3 approx. $29.95 paper
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Research in Career Development

Series Editors:
Donald Thompson, Troy State University
and John Patrick, California University of Pennsylvania

Mission Statement: The primary purpose of Research in Career Development is to provide a broad look at the field of career development research including career counseling, career guidance, career education, and general career development programming, and to examine some of the field's major themes, approaches and assumptions. We will examine both knowledge from the past as well as what the future might bring. We will bring together a variety of experts/authors from the area of interest and try to provide readers with a framework for action based on the best available research information.

A Historical Overview and Contemporary Analysis

This volume will examine the historical emergence of the concept of career including early ideas about the meaning and role of work and how it fit with life. The concept of career development is of relatively recent origin. It was not until the early 20th Century that serious attention was given to the role of work and career as it applied to the common man. While the concept of “vocation” has historical roots that date back centuries, vocation (or calling) was typically only applied to the professions of the clergy, law and medicine. These individuals had careers, while the common man had a job.

Perhaps the most significant event that changed both the labor market and the associated socio-cultural values about work was the 2nd World War. The technological advances that were brought about by the war were profound in terms of changing the nature of work, and the war brought about a significant change in the gender makeup of our labor force as millions of women entered the labor market to support the war effort. The combined effects of technology, a radical new value system, and a burgeoning economy changed everything.

The first section of Volume I will deal with the historical antecedents of career development up to and including World War II. Section II of this first issue will focus on what we have learned about the nature of career development during the last 50 years by examining what we know and how we know it.

In preparation 2002

Mission Statement: The book series, entitled “Research in Curriculum and Instruction”, will focus on a) considerations of curriculum practices at school, district, state, and federal levels, b) relationship of curriculum practices to curriculum theories and societal issues, c) concerns derived from curriculum policy analyses and from analyses of various curriculum advocacies, and d) insights derived from investigations into curriculum history. Although the series will emphasize the American curriculum scene, aspects of curriculum practice and theory embedded in non-US countries will not be overlooked. Furthermore, this series will not restrict its concern to general curriculum matters, but it will draw explicit attention to curriculum issues relating to the several curriculum subjects. The series’ primary concern will be to illuminate practice and issues toward informed and improved curriculum practice.

New Research in Curriculum History

Edited by Sherry L. Field, University of Georgia

This volume will contain selected papers presented at meetings of the Society for the Study of curriculum History across the past decade plus several specially commissioned papers from senior scholars in the field. Professor Field was the Society’s President for some time during that period. Papers will treat dimensions of the development of the American school curriculum, both elementary and secondary.

In preparation 2002

Research in Educational Diversity and Excellence

Series Editors:
Hersh C. Waxman and Yolanda N. Padron
University of Houston

Mission Statement: The mission of this series is to bring issues of diversity and educational risk to the forefront of national attention in order to assist the nation’s diverse students at risk of educational failure to achieve academic excellence. This series will focus on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location.

Each volume will include empirical studies and syntheses of research that provide an integrated view of the emerging body of research within areas such as: (a) language learning and academic achievement, (b) professional development, (c) family, peers, schools, and communities, (d) instruction in context, and (e) integrated school reform. In order to inform scholars, practitioners, and policy makers, each volume will provide fundamental knowledge about effective programs and practices that affect students place at risk through linguistic, racial, economic, and geographic diversity. Some volumes will be written by one or two authors on a given aspect of educational diversity. Most, however, will be edited, thematic works with chapters written by several experts in various aspects of the volume's theme.
Educational Resilience:
Student, Teacher, and School-Level Perspectives
Edited by Hersh C. Waxman, Yolanda N. Padron, and Jon P. Gray, University of Houston
This volume will contain conceptual articles, research syntheses, and research studies in the area of educational resiliency. Current resiliency research from the US Department of Education's National Research Centers (e.g., Center for Research on Education, Diversity, and Excellence, Center for Research on Students Placed at Risk) and Regional Laboratory's (e.g., Laboratory for Student Success) will be featured in this volume. The book will focus on promoting resiliency from the multi-level perspectives of students, teachers, and students.

Research in Educational Policy:
Local, National, and Global Perspectives
Series Editor: Kenneth K. Wong
Vanderbilt University
Improving Results for Children and Families: Linking Collaborative Services with School Reform Efforts
(published in cooperation with the Laboratory for Student Success)
Edited by Margaret C. Wang, Temple University and William Lowe Boyd, Pennsylvania State University

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Accountability, Efficiency, and Equity: Issues in Title I School Wide Program Implementation

Edited by Kenneth K. Wong, University of Chicago and Margaret C. Wang, Temple University


Cross Cultural Perspectives in Child Advocacy

Edited by Ilene R. Berson, Michael J. Berson, and Bárbara C. Cruz, University of South Florida


Advocating for Children and Families in an Emerging Democracy: The Post Soviet Experience in Lithuania

Edited by Judy Kugelmass, Binghamton University and Dennis J. Ritchie, Nazareth College

Mission Statement: This book investigates issues surrounding the creation of social policy and support systems for children and families in this emerging democracy. Approaches advocated by progressively oriented Lithuanian educators, mental health and human service professionals toward addressing these conditions are presented by Lithuanian and American educators and mental health practitioners who have been working toward the development of democratically based social institutions.


Research in Global Child Advocacy

Series Editors: Michael J. Berson and Ilene R. Berson
University of South Florida

Mission Statement: This book series (a) suggests school-based applications of research in the area of child maltreatment, (b) explores activities to promote children’s rights, (c) addresses policies to protect children, (d) describes multidisciplinary collaborative partnerships, and (e) investigates individual characteristics, systemic barriers, cultural beliefs, and societal trends that may be associated with violence, trauma, and abuse. Book topics will include childhood trauma, decision-making among sentinels, domestic violence, child maltreatment, cultural issues, family dynamics, brain development, violence and childhood development, Internet safety, child welfare, multicultural and global perspectives, and other areas.


Research in Education Fiscal Policy and Practice: Local, National, and Global Perspectives

Series Editors: Christopher Roellke, Vasser College and Jennifer King Rice, University of Maryland

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Mission Statement: The current education policy emphasis on higher performance standards, school-level accountability, and market-based reform presents important research challenges within the field of school finance. The simultaneous pursuit of both equity and efficiency within this policy context creates an unprecedented demand for rigorous, timely, and field-relevant research on fiscal practices in schools. This book series is intended to help meet this demand.

Specifically, the series provides a scholarly forum for interdisciplinary research on the financing of public, private, and higher education in the United States and abroad. The series is committed to disseminating high quality empirical studies, policy analyses, theoretical models, and literature reviews on contemporary issues in fiscal policy and practice. Each themed volume is intended for a diversity of readers, including academic researchers, policy makers, and school practitioners.

**Fiscal Issues in Urban Schools**

Edited by Christopher Roellke, Vassar College and Jennifer King Rice, University of Maryland


**Saving America's School Infrastructure**

Edited by Faith E. Crampton, University of Wisconsin Milwaukee and David C. Thompson, Kansas State University


In preparation 2003 ISBN 1-931576-16-5 approx. $29.95 paper ISBN 1-931576-17-3 approx. $63.25 cloth

**Research in Mathematics Education**

Series Editor
Barbara Dougherty, University of Hawaii

Mission Statement: The mission of the series is to present current and relevant research findings that can be linked to effective mathematics classroom practices. Each volume features a selection of papers that provide researchers and practitioners with cutting-edge information, relevant to diverse contexts. This series is focused in five areas: 1) mathematical content, 2) instructional practices, 3) assessment and evaluation techniques, 4) teacher development, and 5) technology. While some volumes will focus in only one area, others will cut across multiple areas. Regardless of the area(s) that each volume represents, the content is consistent with the National Council of Teachers of Mathematics Principles and Standards for School Mathematics (2000).


**Research in Professional School Development**

Series Editors
Irma N. Guadarrama, John Ramsey, and Janice Nath, University of Houston

Mission Statement: Besides creating an outlet or vehicle for the promotion and the dissemination of theory and practice in the professional development school field, the book series project will focus on topics at the forefront of current discussion and dialogue among experts. The manuscripts will be carefully and systematically selected to provide the expression of an array of voices, especially those that speak from insightful, first-hand experience. Included are the voices of the researchers who strive to design and implement research that seeks to inform practice. The book series will underscore the depth and substance of research quantitative and qualitative designs, and their applications in a variety of contexts.

Place your subscription or standing order today!
Forging Alliances in Community and Thought

Edited by Irma N. Guadarrama,
University of Houston

TENTATIVE CONTENTS: Section I: Exploring Theoretical Paradigms in Design, Development, and Enactment of PDSs.

The purpose of this section is to bring to the limelight the discourse on what constitutes a PDS, what theories underlie its structure and function, and what are the PDS' greatest assets in the current and future trends of teacher education and education in general.

Topics to be included:

… PDSs and their impact on teacher education, professionalism, school reform, and student achievement.
… PDSs and their influences in forging university/school partnerships.

Section II: Standard-Based Teacher Education and PDSs

This section focuses on the efforts of policy-makers and practitioners to develop standards that meet the criteria for improving teacher education and also, maintain the structure and function of PDSs.

Topics to be included:

… Local and national landscapes of standard-based PDSs.
… PDSs and their influence on developing teacher education standards

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The development of quality teacher education programs have resulted in profiles of what works well within a PDS model. This section highlights what practitioners have contributed to PDS model development and how their efforts can further assist researchers in their investigations.

Topics to be included:

… PDS enactments that combine theory and practice.
… Building communities of learners in PDS research.

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Research in Second Language Learning

Series Editor:
JoAnn Hammadou Sullivan,
University of Rhode Island


Mission Statement: The field of second language learning research has grown rapidly in recent years. Educators have become increasingly aware that pedagogical knowledge varies significantly from one subject domain to the next and that findings from educational research in one domain are not necessarily applicable to the next. Researchers in second language learning are adding to our understandings of second-language specific pedagogy. There exists a need, therefore, for an outlet for these ever improving understandings of this content-specific pedagogy. The new book series, Research in Second Language Learning, will provide just such an outlet. The series invites articles from all methodological approaches to research. The series will promote a research-based approach to the decision-making process in second language teaching/learning.

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Mission Statement: The volumes in this series will address the need for detailed introductions, guides, and models for a wide range of research methods. For this series, research is defined broadly to include basic research, applied research, evaluation research, action research, and instructional design and policy research, employing quantitative, qualitative, and mixed methods. Readers will generally be scholars in educational technology and related fields, graduate students, and practitioners interested in conducting research. Volumes may concentrate on methodological approaches, empirical studies, foundational issues, or a combination. In any case, they should take the reader well beyond the content in introductory research textbooks, and they should use examples, illustrations, and models that show how this particular approach can or should be used in educational technology.

Methods of Evaluating Educational Technology

Edited by Walt Heinecke and Laura Blasi, University of Virginia


Qualitative Research Methods for Education and Instructional Technology

By Jerry Willis, Iowa State University, Mukta Jost, North Carolina A&T University, and Rema Nilakanta, Iowa State University

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emphasis is on these four paradigms or world views as philosophies of science that guide instructional technology researchers. Chapters in Section 2: Pathways to Understanding. Introduce basic qualitative methodology and explore a number of basic methods including ethnography, field observation, and case studies, as well as interviewing, and historical research. The final chapter in this section introduces participatory research methods including action research and emancipatory methods. Section 3: Data Collection and Analysis. The first chapter covers general guidelines for analyzing qualitative data as well as a discussion of “loose” and “structured” analysis procedures. Chapters in this section also introduce computer-based methods of collecting and analyzing and evaluate the more popular software packages. Section 4: The Dissemination of Results. Chapters include writing traditional research papers and creating alternative formats for dissemination such as plays and multimedia presentations.

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Series Editors
Carol Camp Yeakey, University of Virginia and Ronald D. Henderson, National Education Association

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Volume 1.


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Mission Statement: Over the past two decades greater numbers of courses and programs in colleges and universities have emerged that explore the lives and roles of women who have been engaged in shaping and determining the cultural contexts in which we live, yet parity for women and girls within schools, the workplace, and the academy have changed only slightly. The differential treatment between males and females in classrooms from the nursery school to the post-doctoral experience impact females’ academic and career opportunities, social treatment, and participation in power structures.

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