The Status of Social Studies: Views from the Field

Varied Perspectives on Play and Learning: Theory and Research on Early Years Education

American Educational History Journal VOLUME 40, NUMBERS 1 & 2 2013

Transforming Teacher Education through Service-Learning

Lives And Relationships: Culture in Transitions Between Social Roles

WRITE ON! MATH
Taking Better Notes in Math Class

Curriculum and Teaching Dialogue Volume 15 numbers 1 & 2

Thinking in Childhood and Adolescence

Catholic Schools and the Public Interest: Past, Present, and Future Directions

Fieldbook of ibstpi Evaluator Competencies

Social Entrepreneurship as a Catalyst for Social Change

Dialogical Approaches to Trust in Communication

Spiritual Leadership in Action: The CEL Story Achieving Extraordinary Results Through Ordinary People

** All books listed on these ABI sheets should be available within 60 days **
The Status of Social Studies: Views from the Field

Edited by Jeff Passe, Towson University and Paul G. Fitchett, University of North Carolina at Charlotte

A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States. With over 12,000 responses, it is the largest survey of social studies teachers in over three decades. We asked teachers about their curricular goals, their methods of instruction, their use of technology, and the way they address the needs of English language learners and students with disabilities. We gathered demographic data too, along with inquiries about the teachers’ training, their professional development experiences, and even whether they serve as coaches.

The enormous data set from this project was analyzed by multiple research teams, each with its own chapter. This volume would be a valuable resource for any professor, doctoral student, or Master’s student examining the field of social studies education.

It is hard to imagine a research study, topical article, or professional development session concerning social studies that would not quote findings from this book about the current status of social studies. With chapters on such key issues as the teaching of history, how teachers address religion, social studies teachers’ use of technology, and how teachers adapt their instruction for students with disabilities or for English language learners, the book’s content will immediately be relevant and useful.

Varied Perspectives on Play and Learning: Theory and Research on Early Years Education

Edited by Ole Fredrik Lillemyr, Queen Maud University College; Sue Dockett, Charles Sturt University and Bob Perry, Charles Sturt University

This book brings together an international group of researchers reporting on their work about play and early childhood education across 13 countries – Norway, Sweden, Denmark, England, Germany, Hong Kong, United States of America, India, The Maldives, Sri Lanka, Singapore, China and Australia. It contributes to growing international conversations about play and the role of play in early childhood education.

Each of the chapters in this anthology reflects different directions in research as well as a range of approaches to reconceptualising play. Each researcher questions assumptions underpinning young children’s play and early childhood education and explores the implications of these questions for further research, practice and policy. Chapters report a wide range of innovative and transformative research, focusing on areas such as the play of infants and toddlers, the role of values in play, the complexity of connections between play and learning, motivation, the role and understandings of early childhood educators in promoting children’s play, risky play and the impact of Westernised approaches to play in different contexts.

This book argues for the importance of children’s play at a time when there is a great deal of pressure to increase the academic focus of early education and to eliminate play that could be deemed risky. Several authors note moves towards pedagogies of play and explore the potential links between play and learning in early education settings. The research reported in this book is a timely reminder of the value of play, for and of itself, as well as the learning potential of play. It provides a pathway into the debates about the role and value of play in early years education for students, researchers and policy-makers.


Publication Date: 2013

ISBNs:
Paperback: 9781623964153
Hardcover: 9781623964160
E-Book: 9781623964177

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25
Page Count: 236
Subject: Education, Social Studies, ELL

BISAC Codes:
EDU000000
SOC000000
SOC024000
American Educational History Journal
(The official journal of the Organization of Educational Historians)

Edited by Paul J. Ramsey, Eastern Michigan University
Book Review Editor: Susan Studer, California Baptist University
Associate Editor: Donna M. Davis, University of Missouri—Kansas City
Associate Editor: Joshua Garrison, University of Wisconsin–Oshkosh
Managing Editor: Mindy Spearman, Clemson University
Editorial Assistant: John Field, Eastern Michigan University

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.

VOLUME 40, NUMBER 2, 2013


VOLUME 40, NUMBER 1, 2013


Publication Date: 2013

ISBNs:
Paperback: 9781623964214
Hardcover: 9781623964221
E-Book: 9781623964238

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125X9.25
Page Count: 414
Subject: Education, History

BISAC Codes:
EDU029010
EDU000000
EDU016000

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125      fax: 704-752-9113      URL: www.infoagepub.com
Transforming Teacher Education through Service-Learning

Edited by Virginia M. Jagla, National Louis University; Joseph A. Erickson, Augsburg College and Alan S. Tinkler, University of Vermont

A volume in Advances in Service-Learning Research
Series Editor Virginia M. Jagla, National Louis University;

Transforming Teacher Education through Service-Learning provides a fresh look at educational reform through the lens of teacher preparation. It poses the question “Why service-learning now?” as it discusses the meaningful ways service-learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow’s children.

The pedagogy of service-learning has significant implications for teacher education. Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity. Knowledge of the pedagogy and how to implement it in candidates’ future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools. The current and ongoing research found within this volume is meant to continue support of the notion of educational reform.

Because the vision we hold becomes the reality we experience, it is imperative to consider the question—Why service-learning now?—as we adjust teacher preparation programs to promote engaging opportunities for today’s youth.


Publication Date: 2013

ISBNs:
Paperback: 9781623964184
Hardcover: 9781623964191
E-Book: 9781623964207

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125X9.25
Page Count: 284
Subject: Education , Service-Learning, Teacher Education
BISAC Codes:
EDU000000
EDU029000
EDU037000
New Book Information

Lives And Relationships:
Culture in Transitions Between Social Roles

Edited by Yasuhiro Omi, University of Yamanashi, Japan;
Lilian Patricia Rodríguez and María Claudia Peralta-Gómez,
Universidad de La Sabana, Colombia

A volume in Advances in Cultural Psychology
Series Editor: Jaan Valsiner, Clark University

This book brings to cultural psychology the focus on phenomenology of everyday life. Whether it is in the context of education, work, or exploration of life environments, the chapters in this book convene on the need to give attention to complex realities of everyday living. Thus, a description of pre-school organization in Japan would be in its form very different from school organization in Britain or Colombia—yet the realities of human beings acting in social roles are continuous around the world.


Series URL: http://infoagepub.com/series/Advances-in-Cultural-Psychology

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
WRITE ON! MATH
Taking Better Notes in Math Class

By Robert Gerver, North Shore High School

Write On! Math is a program that offers specific strategies and projects designed to keep your students engaged during math class, strengthen their mathematics, and teach them technical writing skills. Write On! Math is a program that will teach students systematically how to take better notes in math class. Total concentration is a prerequisite to learning how to take better notes. Therefore, a by-product of taking better notes is staying focused in class.

Possibly, as a teacher, you at one time remarked to a colleague how you understood something better (or even for the first time!) when you had to teach it. There is no better way to ensure you know something well than to have to teach it to somebody else. The Write On! Math program requires students to do exactly that—that is why it improves their mathematics as well as teaches them a valuable writing technique not taught in English class. Write On! Math will improve the way you preset material to your students in class and on your handouts.

CONTNETS:
Introduction: Why Focus on Writing in Mathematics?
Chapter 1: Introduction to Communication
Chapter 2: The Notes You Take in Math Class
Chapter 3: Writing Techniques
Chapter 4: Sample Student Research Paper

Publication Date: 2013
ISBNs:
Paperback: 9781623964061
Hardcover: 9781623964078
E-Book: 9781623964085

Price:
Paperback: $29.99
Hardcover: $49.99

Trim Size: 8.5X11
Page Count: 100
Subject: Education, Mathematics Research

BISAC Codes:
EDU000000
MAT000000
MAT027000
New Book Information!

Curriculum and Teaching Dialogue
Volume 15 numbers 1 & 2

Edited by David J. Flinders, Indiana University, Bloomington
P. Bruce Uhrmacher, University of Denver
and Christy M. Moroye, University of Northern Colorado

A volume in Curriculum and Teaching Dialogue
Series Editors: David J. Flinders, Indiana University and P. Bruce Uhrmacher, University of Denver

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.

CONTENTS:

Presidents’ Message: Curriculum and Community, Amy Masko.

Publication Date: 2013

ISBs:
Paperback: 9781623964306
Hardcover: 9781623964313
E-Book: 9781623964320

Paperback: $45.99
Hardcover: $73.99

Trim Size: 6.125 X 9.25
Page Count: 318

Subject: Education, Curriculum, Teacher Education

BISAC Codes:
EDU000000
EDU032000
EDU029000

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125   fax: 704-752-9113   URL: www.infoagepub.com
Thinking in Childhood and Adolescence
by Paris S. Strom, Auburn University
and Robert D. Strom, Arizona State University

A volume in Lifespan Learning
Series editors Paris S. Strom, Auburn University
and Robert D. Strom, Arizona State University

Until recently educators were expected to provide all the knowledge students would need to ensure their future. However, the Internet has altered conditions of learning in ways that motivate students to be more self-directed and less dependent on direct instruction. Neuroscience discoveries about brain functioning also urge schools to adopt thinking as an aspect of core curriculum. Students who acquire thinking skills needed to locate information, process and organize data, generate creative and practical ideas, communicate with all age groups, and collaborate can adapt to technology change and social evolution.

Encouraging adolescents to choose some goals they pursue respects their need for autonomy. Recognizing the need to amend certain goals is important so a person knows when change in personal direction is warranted. Exploring careers in a low risk setting motivates realistic aspirations and helps students to shape their future. Employer expectations for teamwork require attention. Performing well in groups including peer and self-evaluation yields productive thinking and is conducive to mental health.

The intended audience for this book is college students preparing to become teachers in preschool, elementary or secondary education. The book describes ways schools and families can support higher order thinking during childhood and adolescence. Learning that occurs outside school is ignored by tests that reflect only classroom lessons. New instruments that measure thinking are needed to enable transformation of school goals and evaluation of student progress. Shifting to a dual emphasis on thinking and learning is a challenge for teachers of all grade levels.

CONTENTS
Part I. ADJUSTMENT TO CHANGE
1. Thinking and Attention
2. Thinking and Internet
3. Thinking and Fears
4. Thinking and Stress
5. Thinking and Cultures

Part II. SCOPE OF ACHIEVEMENT
6. Thinking and Curiosity
7. Thinking and Discipline
8. Thinking and Creativity
9. Thinking and Integrity
10. Thinking and Theories

Part III. PLANNING AND DIRECTION
11. Thinking and Goals
12. Thinking and Reflection
13. Thinking and Decisions
14. Thinking and Perspectives
15. Thinking and Risks

Publication Date: 2013

ISBNs:
Paperback: 9781623964337
Hardcover: 9781623964344
E-Book: 9781623964351

Price:
Paperback: $45.99
Hardcover: $85.99

Trim Size: 6.125 X 9.25
Page Count: 346

Subject: Children, Thinking, Teaching, Adolescents, Technology Evaluation
BISAC Codes:
EDU000000
EDU032000
EDU002000
Catholic Schools and the Public Interest:
Past, Present, and Future Directions

Edited by Patricia A. Bauch, O.P., The University of Alabama

A volume in Research on Religion and Education
Series Editors Stephen J. Denig, Niagara University
and Lyndon G. Furst, Andrews University

This book is a study of the contributions of Catholic K-12 schools in the United States to the public interest from the 1800’s to the present. It presents seven strategies that have the possibility of leading Catholic schools in positive, new directions. Outsiders often misunderstand the mission, purpose, and inclusivity of Catholic schools. This book brings a new focus on Catholic schools from the perspective of their service to this country through the education of Catholics and non-Catholics. In 16 chapters, a variety of scholars examine these schools across three periods: echoes of the past, realities of the present, and future directions.

The intention of the editor and authors of this volume is that Catholic schools and those interested in conducting Catholic school research will find guidance, especially in examining newer types of partnerships flourishing in different types of Catholic schools in different regions of the country and types of schools from rural, suburban to city and inner-city schools. By increasing the data we have, such studies could help stem the tide of Catholic school demise.

In addition, Catholic school leaders, and parents who chose them or are thinking about choosing them, will find here a balanced description of what constitutes a Catholic school and how they are different from public schools. In understanding better the role and function of Catholic schools in serving the public interest, new ideas, innovations, and improvements can help these schools survive and grow.

New Book Information

Fieldbook of ibstpi Evaluator Competencies

By Darlene F. Russ-Eft, Oregon State University; Marcie J. Bober-Michel, San Diego State University; Tiffany A. Koszalka, Syracuse University; and Catherine M. Sleezer, Training and Performance Improvement Specialists

A volume in The ibstpi Book Series

The book, Evaluator Competencies: Standards for the Practice of Evaluation, details the development and validation of evaluator competencies by the International Board of Standards for Training, Performance, and Instruction (ibstpi). Developing an understanding of the ibstpi Evaluator Competencies may not be sufficient for individuals to determine how to improve their, or their colleagues’, competencies. This Fieldbook provides additional information, resources, and tools to assist those who want to improve their own competencies or those who want to help other individuals improve. Thus, the goals for the present companion volume are:

• To provide additional practical information in each of the four evaluator domains (i.e., professional foundations, planning and designing the evaluation, implementing the evaluation plan, and managing the evaluation).
• To present practical tools and resources that support specific evaluator competencies, whether as an internal or an external evaluator.
• To offer practical insights on the evaluator competencies from experienced evaluators.
• To provide practical evaluation exercises and resources that can be used with undergraduate and graduate courses.

CONTENTS
Overview and Purpose
DOMAIN: PROFESSIONAL FOUNDATIONS
1. Communicate Effectively in Written, Oral, and Visual Form
2. Choosing an Evaluator
3. Demonstrate Effective Interpersonal Skills
4. Observe Ethical and Legal Standards
5. Demonstrate an Awareness of the Politics of Evaluation

DOMAIN: PLANNING AND DESIGNING THE EVALUATION
6. Develop an Effective Evaluation Plan
7. Develop a Management Plan for the Evaluation
8. Devise Data Collection Strategies to Support the Evaluation Questions and Design
9. Pilot Test the Data Collection Instruments and Procedures

DOMAIN: IMPLEMENTING THE EVALUATION PLAN
10. Collect Data
11. Analyze and Interpret Data
12. Disseminate and Follow Up the Findings and Recommendations

DOMAIN: MANAGING THE EVALUATION
13. Monitor the Evaluation Plan
14. Work Effectively With Personnel and Stakeholders

About the Authors.

Publication Date: 2013
ISBNs:
Paperback: 9781623964429
Hardcover: 9781623964436
E-Book: 9781623964443
Paperback: $45.99
Hardcover: $85.99
Trim Size: 6.125 X 9.25
Page Count: 108

Subject: Education, Higher Education, Evaluation
BISAC Codes:
EDU000000
EDU007000
EDU037000
Social Entrepreneurship as a Catalyst for Social Change

Edited by Charles Wankel, St. John's University and Larry Pate, Decision Systems International in collaboration with Ted Metrakas and Traci L. Shoblom

A volume in Research in Management Education and Development
Series Editors: Charles Wankel, St. John’s University

Social Entrepreneurship as a Catalyst for Social Change contains twenty chapters on the impact of social entrepreneurial ventures within a variety of cultural and national contexts. From Brazil to Croatia, from Thailand to Greenland, this book is rare in that it provides a rich landscape in which to imagine additional efforts to bring about positive social change. The case studies cover a broad range of topics with one common theme—how can we learn from what others are doing in the emerging field of social entrepreneurship? The various cases will inspire budding entrepreneurs to new heights of awareness to support the alleviation of poverty in many contexts.

Part Two, Lessons from the Field: How Social Entrepreneurial Companies are Succeeding, discusses the similarities and differences that social entrepreneurial ventures and other businesses must face to be successful. Other topics covered include Entrepreneur Bootcamp for Veterans, microfinance, social entrepreneurship education, and development of a culture of social entrepreneurship.

Part Three, Going from Local to Global, explores the challenges of a social enterprise as it transitions from a national venture to an international one. The relationship between social entrepreneurship and local business development in places such as Sicily is discussed through case studies. A stage theory of social venture internationalization is put forth. Research connecting social media and social entrepreneurship is used to illustrate the importance of social networks in creating positive social change.

Part four, Challenges in Social Entrepreneurship, explores the challenges that social entrepreneurial ventures face. Ethics of intellectual property rights in social enterprises is a focal topic in this section. Social franchising as an approach to social entrepreneurship is illustrated.

CONTENTS

New Book Information

Dialogical Approaches to Trust in Communication

Edited by Per Linell, Göteborg University and Ivana Marková, University of Stirling

A volume in Advances in Cultural Psychology
Series Editor: Jaan Valsiner, Clark University

Trust has a constituent role in human societies. It has been treated as a scientific topic in many disciplines. Yet, despite the fact that trust and distrust come to life primarily in human communication and through language, it has seldom been analyzed from a communicative or linguistic perspective. This is the theme of this path-breaking volume.

This volume contains 12 chapters, plus introduction and epilogue by the editors. They have been authored by leading specialists on trust in language and communication, coming from many disciplines and from different cultures and countries. Most of the authors share a conceptual basis in dialogical theories.

This book is a follow-up volume to two previous volumes on trust within cultural psychology, Trust and Distrust (Marková & Gillespie, 2008) and Trust and Conflict (Marková & Gillespie, 2012). It will be of interest to anyone seriously interested in trust in societies, and in trust and distrust as displayed in communication and language.


Publication Date: 2013
ISBns:
Paperback: 9781623964481
Hardcover: 9781623964498
E-Book: 9781623964504
Price:
Paperback: $45.99
Hardcover: $85.99
Trim Size: 6.125 X 9.25
Page Count: 314
Subject: Education, Psychology
BISAC Codes:
PSY000000
PSY031000
PSY030000

Series URL: http://infoagepub.com/series/Advances-in-Cultural-Psychology
IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com
New Book Information

Spiritual Leadership in Action: The CEL Story
Achieving Extraordinary Results
Through Ordinary People

By Louis W. Fry, Texas A&M University–Central Texas
and Yochanan Altman, Bordeaux Management School

A volume in Advances in Workplace Spirituality: Theory, Research, and Application
Series Editor Louis W. (Jody) Fry, Texas A&M University - Central Texas

Spiritual Leadership in Action: The CEL Story is designed for thoughtful leaders working in the complexity and messiness of their daily organizational lives. It is a book first and foremost about people, about the ways they find purpose, creativity and meaning in their professional work; how they thrive in community and fulfill their deep desire to be of service to others against seemingly impossible odds and limitations. A study of how full human potential and creativity is released, how the spirit within, and without, can be experienced and manifested. It is also story of ordinary people achieving extraordinary results, individually and collectively; of people becoming more than they thought was possible; and having fun along the way.

This is a practical book with reflections, legacy and “lessons learnt” to support and guide busy leaders who are looking for wisdom and to learn from the experiences and mistakes of others. Spiritual Leadership in Action: The CEL Story is the result of serious and rigorous academic research. It is a case study containing features, dilemmas and opportunities facing all leaders today. A leadership narrative of a professional community who learned to live and work together with respect and harmony. It is also the story of a CEO leader and the integration of her spiritual yearning and fulfillment manifested through her professional vocation and calling.

In particular it explores how:

• To create effective collaborative partnerships
• To deliver outstanding value for money on limited resources in complex contexts
• To develop excellent commercial practices within a public sector organization
• To nurture the spirit, high energy and performance of everyone involved to ensure outstanding success on the triple bottom line

This book challenges the reader to be bold, creative, reflective, trusting, even more allowing of their own spirit and leadership path, and to rise to even greater achievements; but most of all to fulfill their own deepest yearnings and potential and to become the very best of what they are meant to be, both as a leader and as a human being.

An important feature in this book is that spirituality and religion are distinct, and that organizational spiritual leadership can be inclusive or exclusive of religious theory and practice. The Centre for Excellence in Leadership (CEL) serves as a role model for maximizing the triple bottom line through both personal and organizational spiritual leadership. CEL is a stellar example of an organization that embraced organizational spiritual leadership, the values of altruistic love, employee well-being, and sustainability while maintaining high levels of financial performance. Spiritual Leadership in Action: The CEL Story chronicles how, as CEO, Lynne Sedgmore led CEL through its spiritual journey, including several “Dark Nights of the Soul,” to a place of pre-eminence in the United Kingdom’s Learning and Skills sector.

Publication Date: 2013

ISBNs:
- Paperback: 9781623964092
- Hardcover: 9781623964108
- E-Book: 9781623964115

Price:
- Paperback: $29.99
- Hardcover: $49.99

Trim Size: 6.125 X 9.25
Page Count: 
Subject: Leadership, Workplace Spirituality, Education, Management
BISAC Codes:
- BUS071000
- BUS097000
- BUS055000