Globalizing Minds:
Rhetoric And Realities In International Schools

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Research on Course Management Systems in Higher Education

Learner’s Privilege and Responsibility: A Critical Examination of the Experiences and Perspectives of Learners from Chinese Backgrounds in the United States

Fooling Around: Creative Learning Pathways

Advancing Methodologies to Support Both Summative and Formative Assessments

Exemplary Elementary Social Studies: Case Studies in Practice

Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice

** All books listed on these ABI sheets should be available within 60 days **
Globalizing Minds: Rhetoric And Realities In International Schools

Edited by Daphne P. Hobson, Global Teaching Consultants, LLC and Iveta Silova, Lehigh University

Globalization has a profound effect on the mission and goals of education worldwide. One of its most visible manifestations is the worldwide endorsement of the idea of “education for global citizenship,” which has been enthusiastically supported by national governments, politicians, and policy-makers across different nations. Increasingly, the educational institutions feel under pressure to respond to globalization forces by preparing students to engage competitively and successfully with this new realm, lest their nations be left in the dust. What is the role of international schools in implementing the idea of “education for global citizenship”? How do these schools create a culturally unbiased global curriculum when the adopted models have been developed by Western societies and at the very least are replete with (Western) cultural values, traditions, and biases?

This collection of essays attempts to grapple with these complex issues, while highlighting that culture and politics closely intertwine with schooling and curriculum as parents, administrators, teachers, and students of different backgrounds and interests negotiate definitions of self and each other to construct knowledge in particular contexts. The goal is to examine the complexity of factors that drive the global demand for “education for global citizenship” and de-construct the contested nature of “global citizenship” by examining how the phenomenon is understood, interpreted, and modified in different cultural settings. The authors provide not only a thick description of their cases, but also a critical assessment of various attempts to initiate and implement educational reforms aimed at the development of globally-minded citizens in various national settings.


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New Journal Issue

College Student Affairs Journal

Edited by **T. Elon Dancy II**, *University of Oklahoma* and **Roland W. Mitchell**, *Louisiana State University*

The College Student Affairs Journal publishes research and scholarship on topics that have implications for research and practice in college student affairs. Occasionally, journal publications include special reports, updates on professional issues, examinations of legal and policy issues, and historical pieces. Sponsored by the Southern Association for College Student Affairs (SACSA), the journal’s editorial home is at the University of Oklahoma in Norman and Louisiana State University in Baton Rouge.

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Review of College Students in the United States: Characteristics, Experiences, and Outcomes, *by Kristen A. Renn and Robert D. Reason* Reviewed by Darrell C. Ray

Author Biographical Data

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The e-learning research literature is characterized by studies that investigate the practice of teaching and learning online (pedagogy) and those that investigate the planning and administrative functions associated with e-learning delivery (management). This edited volume directs attention to pedagogy and management as it relates to the primary e-learning delivery mechanism, the course management system (CMS). Specifically, the research presented in this collection deals with a range of themes relevant to the selection, implementation, use and evaluation of course management systems in higher education.

The primary audience for this book includes instructors and students in instructional and educational technology programs. The book could easily be used as a text in a distance or online learning course. The secondary audience includes instructors and students in higher education programs and e-learning practitioners and administrators. The book is timely because of the growing presence and influence of course management systems on teaching and learning in higher education.

Learner’s Privilege and Responsibility: A Critical Examination of the Experiences and Perspectives of Learners from Chinese Backgrounds in the United States

Edited by Wen Ma, Le Moyne College and Chuang Wang, University of North Carolina at Charlotte

A volume in Literacy, Language, and Learning
Series Editors Claudia Finkbeiner, University of Kassel; Althier M. Lazar, Saint Joseph’s University and Wen Ma, Le Moyne College

This book is about the learner side of the teaching and learning equilibrium, centering on the educational experiences and perspectives of Chinese students in the United States. These students ranged from kindergarteners, adolescents, undergraduate, graduate, to adult learners, across the educational spectrum. Because Chinese students are the largest cohort among all international students in the U.S., and their prior educational experiences and perspectives in China are so different from those in the U.S., exploring who they are, what their learning experiences have been, and how their learning needs can be better met, may not only allow U.S. educators to teach them more effectively, but also help the educational community in both countries better learn about and from each other.

The chapters in the book examine the constructs of learner privilege and responsibility in the teaching and learning equation, cultural and linguistic challenges and transitional adjustments, self-concept, learning strategies, comparison and contrast of differences and similarities between Chinese and American students, and/or critical reflections on significant issues confronting Chinese learners. While each chapter is situated in its own research literature and connects with its own teaching and learning practices, all of them are united around the overarching themes of the book: the experiences and perspectives of diverse learners from Chinese backgrounds in the United States. The chapters also flesh out some of the larger theoretical/pedagogical issues between education in China and in the United States, provide useful lenses for rethinking about and better understanding their differences and similarities, as well as offer pertinent suggestions about how the educational community in both countries may benefit from learning about and from each other.

New Book Information

Fooling Around: Creative Learning Pathways

Edited by Lene Tanggaard, Aalborg University

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

Some old ideas can become very new. This is the case of the notion of creativity in psychology. Traditionally conceptualized in the narrow framework of the amazing things poets, composers, painters, and scientists do, creativity research had reached an impasse in its efforts to locate creativity within the confines of personality characteristics.

This is the time for change. The New Look at creativity that is rooted within the sociocultural tradition in psychology and elaborated in the present book finds creativity in each and every moment of our everyday lives. We are creative when we move around in the streets, dance tango, fool around with our self-images while shopping for clothes, or resist pre-given recipes while cooking dinners. We are being creative even in our bedrooms where we perform the difficult tasks of falling asleep or waking up through arrays of sleep inducers and alarm clocks, not to speak of the time we spend in the very state of sleep. All our actions at night—ranging from what we later call nightmares—or dreams—are arenas of creativity even if we may barely remember what we have done.

The present monograph by Lene Tanggaard constitutes a powerful multi-pronged exposition of the New Look at Creativity. Its starting point is in the move to pay attention to the processes of acting in everyday life—rather than start from the classification of products of human actions into classes of “creative” versus “non-creative”.

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6. Herlufsholm and Reclaiming Creativity
7. On the Shoulders of Francis Bacon
8. Two Types of Creative Apprenticeships

SECT I ON 2: A PRACTICE-DEVELOPING CREATIVITY MODEL
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10. The Inevitability of Creativity in Modern Society
11. Creativity in Children’s Lives: An Unconditional Good For Whom?
12. Conclusion and Perspectives
13. Concluding Remarks on the Methodology Driving the Empirical Parts of the Book

References

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Advancing Methodologies to Support Both Summative and Formative Assessments

Edited by Ying Cheng, University of Notre Dame and Hua-Hua Chang, University of Illinois at Urbana-Champaign

Over the past thirty years, student assessment has become an increasingly important component of public education. A variety of methodologies in testing have been developed to obtain and interpret the wealth of assessment outcomes. As assessment goals are getting increasingly multifaceted, new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes, such as students’ critical-thinking and problem-solving skills.

Testing methodologies are needed to extract information from assessments on such complicated skills, in order to advise teachers about certain areas of students that need intervention. It is even a bigger challenge, and a vital mission of today’s large-scale assessments, to gain such information from testing data in an efficient manner. For example PARCC and Smarter Balanced Assessments consortia are both striving to offer formative assessments through individualized, tailored testing. The book provides state-of-the-art coverage on new methodologies to support traditional summative assessment, and more importantly, for emerging formative assessments.

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Exemplary Elementary Social Studies: Case Studies in Practice

Edited by Andrea S. Libresco, Hofstra University; Janet Alleman, Michigan State University; Sherry L. Field, Arkansas Tech University and Jeff Passe, The College of New Jersey

A volume in Research in Curriculum and Instruction
Series Editor: O. L. Davis, Jr. The University of Texas at Austin

In many elementary classrooms, social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top. This volume is not another hand-wringing lament. On the contrary, the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom, how teachers can integrate social studies knowledge and skills throughout the school day, and how this learning can carry over into children’s homes and communities.

The seven case studies in this book, one at each elementary grade level, highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability. At the end of each case study, each teacher provides advice for elementary teachers of social studies. Our hope is that elementary teachers and prospective teachers, elementary principals, social studies supervisors, staff developers, and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum.

CONTENTS: Social Studies in the Age of Accountability: The Two Are Not Mutually Exclusive, Jeff Passe, Amy Good, and Andrea S. Libresco.
Listening to and Nurturing Interested, Passionate, and Thoughtful Sixth Graders, Andrea S. Libresco. Fostering Civic Efficacy and Action Through Fifth Graders’ Civic Zines, Roi Kawai, Stephanie Serriere, and Dana Mitra.
New Book Information

Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice
Edited by Suniti Sharma, Saint Joseph's University; JoAnn Phillion, Purdue University; Jubin Rahatzad, Purdue University and Hannah L. Sasser, Purdue University

A volume in Research for Social Justice: Personal~Passionate~Participatory Inquiry
(Sponsored by AERA Qualitative Research SIG and International Studies SIG)

Series Editors Ming Fang He, Georgia Southern University and JoAnn Phillion, Purdue University

In Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice, editors Suniti Sharma, JoAnn Phillion, Jubin Rahatzad, and Hannah L. Sasser present a collection of personal, passionate, and participatory global perspectives of teacher educators on internationalizing teacher education for social justice. The reader will encounter each author’s personal and professional journey into global classrooms for internationalizing teacher education and supporting future teachers in developing competencies necessary for addressing the academic needs of diverse K-12 classrooms. This collection provides a broad, critical, and interpretive overview of shifts in U.S. and global perspectives to offer transformative frameworks and strategies on preparing K-12 teachers to meet the complex demands for skills in the twenty-first century. The global tenor of this book, framed by theory, research, and practice spanning several countries provides a timely contribution to internationalizing teacher education for social justice in the twenty-first century. The authors’ dedication to preparing teachers who have knowledge of world cultures and global issues, combined with a deep commitment to social justice for promoting equity in education, informs each chapter. The authors take up the internationalization of teacher education for social justice as both an opportunity and a challenge, transcending rhetoric to meaningful action, situating their global understanding to inform readers of critical engagement with, and examination of, theory, research, and practice for effecting social and educational change.


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