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Advanced Book Information
11 New Titles

Gender, Media, and Organization:
Challenging Mis(s)Representations of Women Leaders and Managers

Identity Intersectionalities, Mentoring, and Work-Life (Im)Balance:
Educators (Re)Negotiate the Personal, Professional, and Political

The Changing Landscape of Youth Work: Theory and Practice for an Evolving Field

Understanding the World Language edTPA: Research-Based Policy and Practice

Crossover Pedagogy: A Rationale For A New Teaching Partnership Between
Faculty And Student Affairs Leaders On College Campuses

Handbook on Personalized Learning for States, Districts, and Schools

Point of Departure:
Returning to a More Authentic Worldview for Education and Survival

Evaluating Second Language Courses

Journal of Character Education Volume 11, Issue 2

Theory and Practice of Adult and Higher Education

American Educational History Journal Volume 43

**All books listed on these ABI sheets should be available within 60 days**
Gender, Media, and Organization: Challenging Mis(s)Representations of Women Leaders and Managers

Edited By: Carole Elliott, University of Roehampton
Valerie Stead, Lancaster University
Sharon Mavin, University of Roehampton
and Jannine Williams, University of Bradford

A volume in Women and Leadership: Research, Theory, and Practice

Together, the volume's 14 chapters reflect the beginning of a rich, diverse, emergent strand of academic research that interrogates relationships between the media in its multiple forms and women's leadership. Illuminating the positioning of women leaders and professionals as both complex and problematic, these chapters offer an important agenda for management and organization scholars. They attest to the need to describe and make visible women's mis(s)representations in the media while drawing attention to the importance of situating these mis(s)representations in the broader social, economic, historical, cultural, and political context as a means to gain insight into their development and evolution. As a rich and diverse site of research, examination of the media calls for a broad methodological repertoire. The chapters in this book draw from multiple sources and include, among others, the development of thematic analysis to illuminate stereotypes, the use of critical discourse analysis to understand professional women's experience, a rhetorical analysis of the covers of Time magazine, and an interrogation of the power dynamics manifested in the media's practice of nicknaming women leaders.

Gender, Media, and Organization is a first step in stimulating further research that poses critical questions concerning gendered and sexualized representations of women leaders in textual and visual forms, and considers the media's influence on gender equality and social justice. The chapters offer fruitful avenues for future research to continue the momentum of challenging gendered media representations of women leaders and professionals.


More titles in this series can be found at: http://www.infoagepub.com/series/Women-and-Leadership
Identity Intersectionalities, Mentoring, and Work–Life (Im)Balance: Educators (Re)Negotiate the Personal, Professional, and Political

Editors: Katherine Cumings Mansfield, Virginia Commonwealth University, Anjalé D. Welton, University of Illinois at Urbana-Champaign and Pei-Ling Lee, The University of Texas at Austin

A volume in Work-Life Balance
Series Editors: Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, Monash University, Australia; Bonnie C. Fusarelli, North Carolina State University, Catherine A. Lugg, Rutgers University, Latish C. Reed, Milwaukee Public Schools, and George Theoharis, Syracuse University

Identity matters. Who we are in terms of our intersecting identities such as gender, race, social class, (dis)ability, geography, and religion are integral to who we are and how we navigate work and life. Unfortunately, many people have yet to grasp this understanding and, as a result, so many of our work spaces lack appropriate responses to what this means. Therefore, Identity Intersectionalities, Mentoring, and Work–Life (Im)balance: Educators (Re)Negotiate the Personal, Professional, and Political, the most recent installment of the work-life balance series, uses an intersectional perspective to critically examine the concept of work-life balance.

In an effort to build on the first book in the series, that focused on professors in educational leadership preparation programs, the authors here represent educators across the P-20 pipeline (primary and secondary schools in addition to higher education). This book is also unique in that it includes the voices of practitioners, students, and academics from a variety of related disciplines within the education profession, enabling the editors to include a diverse group of educators whose many voices speak to work-life balance in unique and very personal ways.

Contributing authors challenge whether the concept of work-life balance might be conceived as a privileged—and even an impractical-effort. Yet, the bottom line is, perceptions of work-life balance are exceptionally complex and vary widely depending on one’s many roles and intersecting identities. Moreover, this book considers how mentoring is important to negotiating the politics that come with balancing work and life; especially, if those intersecting identities are frequently associated with unsolicited stereotypes that impede upon one’s academic, professional and personal pursuits in life.

Finally, the editors argue that the power to authentically “be ourselves” is not only important to individual success, but also beneficial to fostering an institutional culture and climate that is truly supportive of and responsive to diversity, equity, and justice. Taken together, the voices in this book are a clarion call for P-12 and higher education professionals and organizations to envision how identity intersectionalities might become an every-day understanding, a normalized appreciation, and a customary commitment that translates into policy and practice.


More titles in this series can be found at: http://www.infoagepub.com/series/Work-Life-Balance

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More titles in this series can be found at: http://www.infoagepub.com/series/Adolescence-and-Education

IAP– Information Age Publishing, Inc. PO BOX 79049 Charlotte, NC 28271
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Understanding the World Language edTPA: Research-Based Policy and Practice

By: Susan A. Hildebrandt, Illinois State University and Pete Swanson, Georgia State University

A volume in Contemporary Language Education
Series Editor: Terry Osborn, University of South Florida Sarasota-Manatee

In *Understanding the World Language edTPA: Research-Based Policy and Practice*, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest.

The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs, as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning (Chapter 3) and they begin with assessment, moving to planning, and then to instruction (Chapters 4, 5, 6). In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high-scoring portfolio, and steps to stimulate teacher candidates’ professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA, in general, and the world language edTPA, in particular.

*Understanding the World Language edTPA: Research-Based Policy and Practice* provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements, while helping higher education faculty make appropriate curricular changes to accommodate edTPA.

**CONTENTS:**
Preface
Acknowledgments
CHAPTER I: What is edTPA?
CHAPTER II: Getting Started With Program and Course Suggestions
CHAPTER III: Context for Learning
CHAPTER IV: Beginning at the End: Assessing Student Learning
CHAPTER V: Planning for Teaching and Learning
CHAPTER VI: Instructing and Engaging Students in Learning
CHAPTER VII: Activities for the Methods Classroom
CHAPTER VIII: Concluding Thoughts
References
Appendixes
About the Authors

More titles in this series can be found at: http://www.infoagepub.com/series/Contemporary-Language-Education

IAP–Information Age Publishing, Inc. PO BOX 79049 Charlotte, NC 28271
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Crossover Pedagogy: A Rationale for a New Teaching Partnership Between Faculty and Student Affairs Leaders on College Campuses

By: Robert J. Nash, University of Vermont
 Jennifer J. J. Jang, Champlain College
 and Patricia C. Nguyen, University of California, Los Angeles

As authors, we are convinced that the time has finally arrived in academe for an extensive, experience-based, first-hand, seamless examination of what we are calling crossover pedagogy. There is no book-length examination of faculty-student affairs administrators collaboration in the academic realm anywhere. Nobody has yet to produce a case-based, hands-on, book-length treatment of how (and why) faculty and student affairs administrators can co-teach, co-author, and co-consult with one another as co-equal educators and campus leaders—with each group complementing the other in terms of their special skills, knowledge, background, and experiences. Without coming to practical terms with the case for collaboration that the above authors make, the why rationale developed in these publications on the topic of faculty-administrator collaboration (sometimes referred to as “blended” efforts) around the teaching-learning venture is lost in the logistics of technical policy issues and challenges.


This title can be found at: http://www.infoagepub.com/products/Crossover-Pedagogy
Handbook on Personalized Learning for States, Districts, and Schools

Editors: Marilyn Murphy, Center on Innovations in Learning
Sam Redding, Center on Innovations in Learning
and Janet S. Twyman, Center on Innovations in Learning

The recent passage of the Every Student Succeeds Act (ESSA) presents new opportunities and greater flexibility in efforts to personalize learning for all children. The Handbook on Personalized Learning for States, Districts, and Schools provides insight and guidance on maximizing that new flexibility.

Produced by the Center on Innovations in Learning (CIL), one of seven national content centers funded by the U.S. Department of Education, this volume suggests how teachers can enhance personalized learning by cultivating relationships with students and their families to better understand a child’s learning and motivation. Personalized learning also encourages the development of students’ metacognitive, social, and emotional competencies, thereby fostering students’ self-direction in their own education, one aimed at mastery of knowledge and skills and readiness for career and college.

Chapters address topics across the landscape of personalized learning, including co-designing instruction and learning pathways with students; variation in the time, place, and pace of learning, including flipped and blended classrooms; and using technology to manage and analyze the learning process. The Handbook's chapters include Action Principles to guide states, districts, and schools in personalizing learning.


This title can be found at: http://www.infoagepub.com/products/Handbook-On-Personalized-Learning
Point of Departure: Returning to a More Authentic Worldview for Education and Survival

By: Four Arrows (aka Donald Trent Jacobs), Fielding Graduate University

Point of Departure offers a practical metacognitive and transformational learning strategy for human surviving and thriving. Using five foundational and interactive Indigenous worldview beliefs that contrast sharply with our dominant worldview ones, everyone can reclaim the original instructions for living on Earth. Without the resulting change in consciousness that can emerge from this learning approach, no modern technologies can save us. The five foundational Indigenous precepts relate to a radically different understanding about: (1) Trance-based learning (2) Courage and Fearlessness (3) Community Oriented Self-Authorship (4) Sacred Communications (5) Nature as Ultimate Teacher.


Praise for Point of Departure:

Four Arrows provides a quintessential critique of how the collective human departure of modern society from “Indigenous Consciousness” has led to the current wholesale exploitation and destruction of “Indigenous Nature”…while providing the impetus for the urgency of a return to the “Indigenous Mind” as one of the true pathways for our future survival.

Recognizing the disastrous consequences of the dominant worldview pervading global society, Four Arrows teaches metacognitive strategies to help shift us back toward the Indigenous worldview—the only worldview that can restore balance amidst planetary crisis. With his characteristic insight, he reminds us that interconnectedness with all of creation is the basis of courage that will help each of us, Indigenous and non-Indigenous alike, rise to action in defense of Mother Earth.

Four Arrows continues to open our eyes to the possibility of a new society, one founded on the empirical data of thousands of years and within the paradigms of traditional wisdom and the people connected to all of life—theirs, ours, animal brethren and Mother Earth. Point of Departure is a MUST read for anyone who wants to be part of the solution.

Anyone who is even slightly Indigenous will nod in recognition all the way through Point of Departure. Using the four sacred directions as cognitive bridges into the circle of all, Four Arrows walks the reader through trance-based Transformative learning: courage, Indian-style, as connection—not fear-based; and the Indigenous grammar of communication and truth-telling, with neither restricted to humans. Then, binding the hoop together for “all our relations,” Four Arrows recommends re-acquaintance with Nature. The handy “take-away” discussions and “how-to” manuals concluding each discussion draw the reader into the circle, if only the reader is willing.

This title can be found at: http://www.infoagepub.com/products/Point-of-Departure
Typically, books on evaluation in the second and foreign language field deal with large programs and often result from large-scale studies done by the authors. The challenge for ordinary second and foreign language classroom teachers is that they must extrapolate techniques or strategies for evaluation from a very large scale to a much smaller scale, that of the course. At the same time, classroom teachers are responsible for outcomes of their courses and need to do evaluation on a scale and for needs of their choosing. *Evaluating Second Language Courses* is designed for classroom teachers who are dealing with a single course, and who wish to understand and improve some aspect of their course.

Contents:
- Foreword
- CHAPTER I: What Is Course Evaluation?
- CHAPTER II: Models of Second Language Course Evaluation
- CHAPTER III: Stakeholders and Outcomes, the World, and Outcomes Validation
- CHAPTER IV: The World, Stakeholders, and Needs Analysis
- CHAPTER V: Curriculum and Outcomes, and Course Logic
- CHAPTER VI: Curriculum and Stakeholders, and Formative Evaluation
- CHAPTER VII: Tests and Quizzes
- CHAPTER VIII: Classroom Observations, Interviews, and Questionnaires
- CHAPTER IX: Outcomes and Assessment, and Summative Evaluation
- CHAPTER X: Reading and Assessing Evaluation Publications
- Bibliography of Evaluation
- Bibliography About Evaluation
- Bibliography of Needs Analysis
- Bibliography About Needs Analysis
- Glossary

This title can be found at: http://www.infoagepub.com/products/Evaluating-Second-Language-Courses
New Issue Information

Journal of Character Education

Editors: Jacques S. Benninga, California State University, Fresno and Marvin W. Berkowitz, University of Missouri—St. Louis

Volume 11  Issue 2  2015

The Journal of Character Education is the only professional journal in education devoted to character education. It is designed to cover the field—from the latest research to applied best practices. We include original research reports, editorials and conceptual articles by the best minds in our field, reviews of latest books, ideas and examples of the integration with character education of socio-emotional learning and other relevant strategies, and manuscripts by educators that describe best practices in teaching and learning related to character education.

The Journal of Character Education has for over a decade been the sole scholarly journal focused on research, theory, measurement, and practice of character education. This issue includes four empirical articles, a practitioner's voice, and a book review. Topics covered in this issue include different approaches to character education in the classroom (e.g., using literature, narrative writing), how teachers promote character education, and how coaches may promote character development.

Articles

Narnian Virtues: C.S. Lewis as Character Educator
Mark Pike, Thomas Lickona, and Victoria Nesfield

Promoting Character Development through Coach Education
F. Clark Power and Alesha D. Seroczynski

The Character of Achievement:
An Analysis of Teachers' Instructional Practices for Character Education
Claire Robertson-Kraft and Kimberly Austin

What's Important to Me:
Identifying At-Risk and Resilient Students through Narrative Writing about Personal Values
Cesalie T. Stepney, Maurice J. Elias, and Yakov M. Epstein

Voices

Cultivating the Interaction of Academics and Character Education: A Teacher’s Call for Modest Adjustments in David Levin's Character Education Course and Similar Programs
Dan LaSalle

Book Review

Character Under Attack and What You Can Do About It, by Carl Sommer (2006)
Reviewed by Michael Hylen

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Theory and Practice of Adult and Higher Education

Edited By: Victor C. X. Wang, Florida Atlantic University

A volume on Theory and Practice of Adult and Higher Education will appeal to both our graduate students and faculty as so many of them have been taking courses in both program areas and have been concerned with their defined areas of expertise. Although theories and practices in Adult Education, and in Higher Education are being used interchangeably, there is a lack of scholarly work that connects existing theories and practices across the two fields. The proposed ground-breaking volume will cover topics/theories/practices in both fields of Adult Education and of Higher Education, and in doing so will bring to the fore the connections that make these two fields truly inseparable. The proposed volume will therefore generate new knowledge to share among faculty, graduate students and other researchers who practice not only in Adult Education, but also in Higher Education.


This title can be found at: http://www.infoagepub.com/products/Theory-and-Practice-of-Adult-and-Higher-Education
American Educational History Journal
(The official journal of the Organization of Educational Historians)

Edited by: Donna M. Davis, University of Missouri-Kansas City
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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.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH website at: www.edhistorians.org.
