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Advanced Book Information
11 New Titles

Evaluative Research Methods: Managing the Complexities of Judgement in the Field

Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives

Working Together: Enhancing Urban Educator Quality though School-University Partnerships

Imagining Education: Beyond The Logic Of Global Neoliberal Capitalism

Sustainable Peace in the Twenty-First Century Bridging the Gap from Theory to Practice

Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way

Best Practices in Secondary Social Studies Assessment

Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education

The Timing of Neural and Behavioral events: Its relations to Human Experience

Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor

Methods of Psychological Intervention

**All books listed on these ABI sheets should be available within 60 days**
This book is written for research students and their supervisors, for ‘program evaluators’, and for those researchers who don’t call themselves evaluators, but whose research is evaluative. It is aimed, this is to say, at those whose research involves judgment - of policies, practices or organization. Judgment of their value, merit or their appropriateness. The involvement of judgment changes the nature of any research and makes particular demands on the researcher in terms of choice and use of method, ethics, political relationships and even emotional capabilities. There are many methodological text-books and models to support the researcher to meet such challenges. This is not one of those. Rather than teach a methodology or propose a model, this book helps you to think methodologically - i.e. to solve methodological, political, emotional issues as they arise, using your own judgment and your own resources. There are no blueprints for dealing with the ethics and the politics of evaluative research, there is only your ability to manage complexity and unpredictability. This book supports you in developing just that. Since this is an intellectual challenge the book offers both theory and method combined, and is laced with practical examples.

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Acknowledgements
Outline of the Book

PART I: INTRODUCTIONS
CHAPTER 1: What is Evaluative Research and How Are You Positioned Within It?
CHAPTER 2: Evaluative Enquiry and Democracy: Where It Came From and Where It Might Go
CHAPTER 3: Social Change and Evaluative Research
CHAPTER 4: Theorizing, Contingency, and Evaluative Cognition: Conceptual Tools to Help You Read the Book

PART II: THE CRAFT OF EVALUATIVE RESEARCH
CHAPTER 5: The ‘Self’ and the ‘Person’: Democratic Individualism
CHAPTER 6: Evaluative Interviewing
CHAPTER 7: Observation-Based Interviewing, Triangulation and the Redistribution of Power
CHAPTER 8: On Bullfighting, the Fragile Self, and an Introduction to Evaluative Case Study
CHAPTER 9: Analyzing Organization as an Evaluative Case
CHAPTER 10: Writing Democratically, and Finding Your Own Voice

PART III: THE POLITICS OF EVALUATIVE RESEARCH: DANGERS IN THE FIELD
CHAPTER 11: Quieting Reform: When Evaluative Research Can Be Dangerous, with Robert Stake and Acacia Cochise
CHAPTER 12: Politics and Negotiation in Evaluative Enquiry
CHAPTER 13: Evaluation Inside the Political System, With Barry Kushner
CHAPTER 14: Radical Manifestos for Evaluative Research

PART IV: CRITIQUES OF CURRENTLY POPULAR EVALUATION PRACTICES, THE WAY FORWARD
CHAPTER 15: Democracy, Theory, and Logic in Evaluative Research: Beware of Rationalism
CHAPTER 16: Democracy and Method in International Development Evaluation
CHAPTER 17: Arriving Backwards: Evaluative Enquiry, Innovation, and Democracy

References

ENDORSEMENT:

Here at last is a thoughtful and important effort to enlarge the theoretical and practical evaluative framework that includes consideration of the political environment. Part history, part memoir, part technical guide, and part passionate advocacy, Saville Kushner has written a book that moves our field forward.

Eleanor Chelimsky

More titles in this series can be found at: http://www.infoagepub.com/series/Evaluation-and-Society
Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives

Editors: Julia Storberg-Walker, George Washington University and Paige Haber-Curran, Texas State University


Twenty-first century leadership scholars acknowledge the importance of context, and many are considering post-heroic leadership models based on relationships rather than traits. This volume contributes to this discussion by offering a diverse array of perspectives and ways of knowing about leadership and leading. The purpose of the volume is to provide readers with not only interesting new ideas about women and leadership, but also to highlight the diverse epistemologies that can contribute to theorizing about women leaders. Some chapters represent typical social scientific practices and processes, while others represent newer knowledge forms and ways of knowing. The volume contributors adopt various epistemological positions, ranging from objective researcher to embedded co-participant. The chapters link their new findings to existing empirical or conceptual work and illustrate how the findings extend, amend, contradict, or confirm existing research. The diversity of the chapters is one of the volume’s strengths because it illuminates the multiple ways that leadership theory for women can be advanced.

Typically, research based on a realist perspective is more valuable in the academy. This perspective has indeed generated robust information about leadership in general and women’s leadership in particular. However, readers of this volume are offered an opportunity to explore multiple ways of knowing, different ways of researching, and are invited to de-center researcher objectivity. The authors of the chapters offer conceptual and empirical findings, illuminate multiple and alternative research practices, and in the end suggest future directions for quantitative, qualitative, and mixed-methods research.

New Book Information

Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives

Editors: Julia Storberg-Walker, George Washington University and Paige Haber-Curran, Texas State University

A volume in Women and Leadership: Research, Theory, and Practice Series Editors: Susan R. Madsen, Utah Valley University, Karen A. Longman, Azusa Pacific University, and Faith Wamburu Ngunjiri, Concordia College

Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives is the fifth volume in the Women and Leadership: Research, Theory, and Practice series. This cross-disciplinary series, from the International Leadership Association, enhances leadership knowledge and improves leadership development of women around the world. The purpose of this volume is to provide a forum for women to theorize about women’s leadership in multiple ways and in multiple contexts. Theorizing has been viewed as a gendered activity (Swedberg, 2014), and this series of chapters seeks to upend that imbalance. The chapters are written by women who represent multiple disciplines, cultures, races, and subject positions. The diversity extends into research paradigm and method, and the chapters combine to illuminate the multiple ways of knowing about and being a woman leader.

New Book Information

Working Together: Enhancing Urban Educator Quality Through School-University Partnerships

Editors: Diane Yendol-Hoppey, University of North Florida, Deborah A. Shanley, Brooklyn College–CUNY, Darby C. Delane, Alachua County Public Schools, and David Hoppey, University of North Florida

A volume in Advances in Teacher Education Series Editor: Diane Yendol-Hoppey, University of North Florida

This book provides illustrations of urban school-university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools. The authors share their work by blending practitioner and researcher voices to offer other school and university-based educators, policy makers, and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools.

In each chapter, the authors describe their urban partnership story, the greatest challenges they faced, how they responded to those challenges, and evidence of impact. Given that each partnership is unique, the authors conclude each chapter by offering a set of questions for discussion.

This book serves as an excellent resource for educators interested in establishing urban school-university partnerships that improve educator quality, strengthen the pipeline of urban educators, and expand Pk-12 students’ learning experiences. The book is divided into three sections: (1) Teacher Candidate Preparation, (2) Teacher Professional Development, and (3) Principal Development.


More titles in this series can be found at: http://www.infoagepub.com/series/Advances-in-Teacher-Education
Imagining Education: Beyond the Logic of Global Neoliberal Capitalism

Edited by: Arturo Rodríguez, Boise State University and Kevin R. Magill, The University of Texas at Austin

A volume in Critical Constructions: Studies On Education and Society

Given the current social climate this book interrogates capitalism’s relationships to and influence on education. More importantly, this book is part of a greater effort to re-humanize society by generating dialogue, encouraging solidarity and providing analyses of power and avenues for agency in supporting a life beyond the logic of the state and its implied structure, global neoliberal capitalism. The authors speak to the conceptual and material manifestations of neoliberalism that order education.

Imagining education is an informed public working against what is understood as self-interest, a reconsideration of a world beyond ideology; popular education aiding social transformation for community, a move away from divisiveness and social struggle. We do not offer easy answers to the problems of global neoliberal capitalism in education, instead the authors in this book offer frameworks for contextualizing neoliberalism, its history, and what education might be on the day after the end of capitalism. This is the rupture of the rationality of global neoliberal capitalism where we examine the potentialities of a world beyond the capitalist organization of consciousness.


More titles in this series can be found at: http://www.infoagepub.com/series/critical-constructions
Sustainable Peace in the Twenty-First Century: Bridging the Gap from Theory to Practice

By: Dilip Vasudeo Kulkarni

A volume in Peace Education
Series Editors: Laura Finley, Barry University and Robin Cooper, Nova Southeastern University

"Why haven't we been successful in finding sustainable solutions?" is a question that this book attempts to address. This book questions the appropriateness of current approaches to international conflict mediation/peacebuilding and whether today's practitioners have the necessary patience, passion, and training to manage twenty-first-century conflicts. This book also examines whether the current approaches to the mediation of international conflict and peacebuilding, as well as the education in these fields, effectively consider the influence of the post-Cold War environment and whether they address sub-national conflicts caused by the continually increasing social inequality within societies, among parties with different cultural, religious, racial, ethnic, and linguistic backgrounds.

The narratives of the lived experiences of this book's contributors are used to illustrate the challenges associated with achieving sustained global peace in the twenty-first century. Using the author's conversations with the contributors to the book, as well as educators, this book suggests that a universally adopted answer to the book's underlying question has not yet been established. Therefore, the objective of this book is to start a public conversation about reforming the current education and practices used in the mediation of international conflicts and peacebuilding. The author hopes that these reforms will enable practitioners in integrating the message of the youth uprisings across the globe in finding sustainable resolutions to social inequality-based conflicts within their societies and among countries across the globe.

As all of the citizens of the world continue to live in the midst of conflicts erupting across the globe, this book brings to the surface the urgent and acute need for finding better approaches to address this century's social inequality-based conflicts. This book seeks to bring hope and to energize individuals with different cultural, religious, ethnic, racial and linguistic backgrounds, as well as individuals with different professional and personal lived experiences to collaboratively work together to achieve sustainable global peace. The author hopes that this book will foster among students, educators, and practitioners a better understanding of international conflict mediators' approaches for accommodating the inter-relationship between culture and the mediation of international conflicts.

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*Peace Education Series Introduction*
Preface

**CHAPTER I: Challenges for Achieving Sustainable Global Peace in the 21st Century**

**CHAPTER II: Constraints and Inadequacies of Current Practices and Future Needs**

**CHAPTER III: Culture and Conflicts in the 21st Century**

**CHAPTER IV: How Mediation and Peacebuilding Practices Are Impacted by the Evolving Dynamics of International Conflicts**

**CHAPTER V: How Life Experiences of Mediators and Peacebuilders Come Into Play**

**CHAPTER VI: Changing Practices—Needed Structural and Practice Reforms**

**CHAPTER VII: Educating and Training Future Practitioners**

**CHAPTER VIII: Other Critical Challenges to Achieving Global Peace**

**CHAPTER IX: Empowering a "Greatest Generation" for the 21st Century**

References

About the Contributing Mediators

More titles in this series can be found at: http://www.infoagepub.com/series/Peace-Education
Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way

Editors: William DeJean, Inspiration Unleashed and Jeff Sapp, California State University Dominguez Hills

A volume in Educational Leadership for Social Justice
Series Editors: Jeffrey S. Brooks, Monash University, Denise E. Armstrong, Brock University; Ira Bogotch, Florida Atlantic University; Sandra Harris, Lamar University; Whitney Sherman Newcomb, Virginia Commonwealth University and George Theoharis, Syracuse University

Dear Gay, Lesbian, Bisexual, And Transgender Teacher: Letters Of Advice To Help You Find Your Way is full of the voices of queer educators and calls for educational leaders to be allies in their social justice leadership roles. Queer professionals write personal letters to junior queer colleagues answering the general prompt, “What have you learned as a queer educator that you believe is essential to the success of current or future gay, lesbian, bisexual, or transgendered educators?” The responses are thoughtful, powerful, poignant, and direct.

The collection of letters includes senior queer professionals, pre-service teachers who were currently in university courses at the very beginning of their careers, PreK-12 professionals at the beginning, middle, and end of their careers, administrators, counselors, teacher-educators at the university level, community educational leaders, lawyers, and heterosexual allies. There are early childhood teachers, elementary teachers, middle school and high school teachers representing nearly every content area, special education teachers, GSA (Gay Straight Alliance) leaders, school counselors, university professors of education across various fields of specialization, and activists. There are many races and ethnicities represented as well as eight countries. There are rural professionals and urban professionals. There are gay, lesbian, bisexual, and transgendered educators represented. This group of letters represents the intersectionality of queerness in all of its rich splendor.


More titles in this series can be found at: http://www.infoagepub.com/series/Educational-Leadership-for-Social-Justice
The importance of social studies assessment is beyond question. The National Council of the Social Studies’ C3 Framework recognizes the importance of high-quality assessments—its major objective, a “deep understanding of the sociocultural world,” has as its underpinning the idea that students must be able to investigate the world, and that teachers must be able to assess their understanding of it. However, there is a comparative dearth of research that focuses on effective social studies assessment, particularly with regard to the impact of teacher practice on the development of best practices. Such research is vital to moving social studies away from an emphasis on testing and more towards using assessment as a means of educating our students.

In Best Practices of Social Studies Assessment, we focus on an essential question: what is an “effective” assessment? Helping teachers develop practical, curriculum-appropriate strategies is essential, especially in an era in which teachers are faced with the dilemma of creating inquiry-based assessments in the midst of preexisting regimes of standardized summative assessments. In this volume, research conducted between university professors and working teachers is described, focusing on innovative assessment practices. These practices include role-playing activities depicting historical events; Socratic seminars revolving around public policy issues; collaborative student projects on a wide range of social inquiries, including the implementation of UN programs; and the promotion of critical thinking and writing skills, on subjects as diverse as school violence and the impact of imperialism.

These adaptive assessments highlight the essential role of the teacher in creating assessments that blend higher-order critical thinking, complex content knowledge, and an understanding of their own students. The strategies described in this volume focus on the ability of expert educators to “[acknowledge] the structures, power, and consequences of high-stakes testing regimes while simultaneously designing and sustaining classroom assessment methods that embody the social-participatory nature of learning and reflect research on effective practice” (p. 289). The volume also describes the shared characteristics of the teachers who created these assessments, especially their emphasis on self-reflection and student autonomy, as well as their professional willingness to take on challenges associated with performance-based assessments, even in the face of institutional pressures and external demands.


More titles in this series can be found at: http://www.infoagepub.com/series/International-Social-Studies-Forum
Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education

By: Mathew D. Felton-Koestler, Ohio University
Ksenija Simic-Muller, Pacific Lutheran University,
and José María Menéndez, Pima Community College

Reflecting the World: A Guide to Incorporating Equity in Mathematics Teacher Education is a guide for mathematics teacher educators interested in incorporating equity concerns into their teaching. The book draws on the authors’ research and experience integrating issues of equity, diversity, and social justice into their work as mathematics teacher educators of preservice and inservice preK-9 teachers. Reflecting the World includes both a framework for integrating issues of equity into mathematics teacher education courses and professional development and example lessons. The lessons are organized by content area and include guidance for using them effectively.

Elementary and middle grades pre-service teachers are often uncomfortable with mathematics, uncertain about their ability to teach it, and unsure of how it connects to the real world. For many preservice teachers a focus on the real world—and in particular on issues of equity, diversity, and social justice—is more engaging than their past experiences with mathematics and can help lessen their mathematical anxieties.

Reflecting the World will assist teacher educators in designing and teaching mathematics content and methods courses in ways that support future teachers to see the relevance of mathematics to our world and in becoming critical, questioning citizens in an increasingly mathematical world. The book provides a set of tools for helping future teachers connect mathematics to the lives, interests, and political realities of an increasingly diverse student body, and in doing so it provides a meaningful answer to the question, “when will I ever use this?”

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CHAPTER 5: Rational Number Lessons
CHAPTER 6: Algebra Lessons
CHAPTER 7: Geometry and Measurement Lessons
CHAPTER 8: Data Analysis Lessons
CHAPTER 9: Probability Lessons
CHAPTER 10: Projects
CHAPTER 11: Additional Materials

This title can be found at: http://www.infoagepub.com/products/Reflecting-the-World
This monograph reviews cognitive and neuroscience studies of the relations between timing of both neural and behavioral events and human experience. The historical roots of these discussions are traced to the beginning of modern psychology. In the beginning of experimental psychology in Leibzig, Wundt worked on how elements of sensation relate to consciousness. In later development of psychology, the timing of conscious and unconscious processing of information, the timing of events in learning including language learning, mental speed and intelligence, and the speed of cognition vis-à-vis emotion are all crucial questions.

Systematic consideration of neural times is complementary to conventional neuroscience research, such as the Blue Brain Project focusing on neural structure. The discussion of neural times in the literature tends to be fragmented, incidental to whatever is the subject matter. This book attempts to treat neural times in the whole range of basic psychological processes more systematically, and shows how they are germane to the understanding of many cognitive and behavioral phenomena. Neural times are related to the evolutionary development of the brain and the human experience. A crucial dynamic in the interaction of evolutionarily older and newer regions of the brain depends on timing. The interaction of the generally faster unconscious processes, including emotions, and more deliberate processes results in greater variation of experiences and behaviors which is central to free will and adaptive for humankind as a whole.

This monograph is intended for senior undergraduates, graduate students, and professionals interested in an in-depth look at the role of timing of neural and behavioral processes in affecting human experience. It is not a textbook as such. It is a complementary resource for students of cognitive psychology, learning, and evolutionary psychology.

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Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor

By: Kevin J. Pugh, University of Northern Colorado

Of all the topics ever studied, surely one of the most compelling is human learning itself. What is the nature of the human mind? How do we understand and process new information? Where do new ideas come from? How is our very intelligence a product of society and culture?

*Computers, Cockroaches, and Ecosystems: Understanding Learning through Metaphor* brings to light the great discoveries about human learning by illuminating key metaphors underlying the major learning perspectives. Such metaphors include, among others, the mind as computer, the mind as ecosystem, and the mind as cultural tools. These metaphors reveal the essence of different learning perspectives in a way that is accessible and engaging for teachers and students. Each metaphor is brought to life through stories ranging from the humorous to the profound.

The book conveys scholarly ideas in a personal manner and will be a delight for teachers, university students, parents, business or military trainers, or anyone with an interest in learning.

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PART IV: SOCIOCULTURALISM
CHAPTER 7: Mind as Cultural Tools
CHAPTER 8: Learning as Cockroach or Panda Bear
PART V: THE PURPOSE OF LEARNING
CHAPTER 9: Learning as the Journey versus the Map
CHAPTER 10: Learning as Art

This title can be found at: http://www.infoagepub.com/products/Computers-Cockroaches-and-Ecosystems
The volume forms part of the series ‘Yearbook of Idiographic Science’. Authors draw on principles of idiographic science to formulate interventions applicable to a broad diversity of settings and institutions, such as educational settings, organizations, and medical settings. It similarly deals with various psychological behaviours targeted for intervention, such as gambling, family therapy, and crime. The volume will be of interest to scholars, researchers and practitioners working in the fields of psychology, social work, counseling, family therapy, education, organizational behavior & criminal justice.

The volume provides an invaluable resource to scholars, researchers and practitioners in psychology. Psychological interventions are becoming increasingly popular in contemporary societies. This volume is intended to help psychologists and other professionals understand how general psychological knowledge can serve to guide local and particular interventions. The present volume helps bridge the gap between general knowledge in the psychological sciences and particular instances of human behavior as it takes place in everyday life.

**Methods of Psychological Intervention** provides a rich collection of chapters that provide an invaluable resource to scholars, researchers and practitioners in psychology. Psychological interventions are becoming increasingly popular in contemporary societies. This volume is intended to help psychologists and other professionals understand how general psychological knowledge can serve to guide local and particular interventions. The present volume helps bridge the gap between general knowledge in the psychological sciences and particular instances of human behavior as it takes place in everyday life.

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**CONTENTS:** List of Figures. List of Tables. **PROLOGUE:** Intervention: A Systemic Transformation Within a Single Instance, *Jaan Valson*.


More titles in this series can be found at: [http://www.infoagepub.com/series/Yearbook-of-Idiographic-Science](http://www.infoagepub.com/series/Yearbook-of-Idiographic-Science)