Leading with Character: Stories of Valor and Virtue and the Principles They Teach (2nd edition)

Cultural Psychology of Recursive Processes

Authentic Personal Brand Coaching: Entrepreneurial Leadership Brand Coaching for Sustainable High Performance

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Joined-up History: New Directions in History Education Research

Critical Qualitative Research in Social Education

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Large Scale Change For Non-Profits: A Playbook For Social Sector Capacity Building

Assessment in Online and Blended Learning Environments

Developing a Critical Border Dialogism: Learning from Fellow Educators in Malaysia, Mexico, Canada, and the United States

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A Book For Every Teacher:
Teaching English Language Learners

Learning the Left:
Popular Culture, Liberal Politics,
and Informal Education from 1900 to the Present

Critical Issues in Preparing Effective Early Childhood
Special Education Teachers for the 21 Century
Classroom: Interdisciplinary Perspectives

The Work of Mathematics Teacher Educators:
Continuing the Conversation
(Orginally published in 2004)

Middle Math: Improving the Undergraduate
Preparation of Teachers of Middle Grades Mathematics
(Orginally published in 2005)

The Work of Mathematics Teacher Educators:
Continuing the Conversation
(Orginally published in 2006)

Cases in Mathematics Teacher Education:
Tools for Developing Knowledge Needed for Teaching
(Orginally published in 2008)

Inquiry into Mathematics Teacher Education
(Orginally published in 2008)

Scholarly Practices and Inquiry
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Mathematics Teaching:
Putting Research into Practice at All Levels
(Orginally published in 2010)

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Leading with Character: 
Stories of Valor and Virtue 
and the Principles They Teach (2nd edition)

By John J. Sosik, The Pennsylvania State University, 
Great Valley School of Graduate Professional Studies

What kind of character strengths must leaders develop in themselves and others to create and sustain extraordinary organizational growth and performance? In this updated and expanded second edition, the author, John J. Sosik, answers this question by reviewing what is known about the connection between authentic transformational leadership and positive psychology. He summarizes a wealth of leadership knowledge in a unique collection of captivating stories about 25 famous leaders from business, history and pop culture: Aung San Suu Kyi, John F. Kennedy, Maya Angelou, Bill Gates, Brian Wilson, Rosa Parks, Martin Luther King, Jr., Joe Namath, Malala Yousafzai, Mother Teresa, Angelina Jolie, Pope Saint John Paul II, Shirley Chisholm, Sheryl Sandberg, Andy Griffith, Margaret Thatcher, Oprah Winfrey, Nelson Mandela, Warren Buffet, Carlos Ghosn, Eleanor Roosevelt, Sheryl Sandberg, Andy Griffith, Margaret Thatcher, Oprah Winfrey, Nelson Mandela, Warren Buffet, Carlos Ghosn, Eleanor Roosevelt, Herb Kelleher, Steve Jobs, Johnny Cash, and Fred Rogers.

What do these leaders have in common? Each possesses virtues of wisdom, courage, humanity, justice, temperance, and transcendence and their associated character strengths that form the foundation of their outstanding leadership. Besides generating astonishing results for their organizations, these leaders reaped numerous physical, mental, social and spiritual benefits from their strong character. Their stories teach readers leadership principles that they too can apply to achieve sustainable growth and excellence. The author includes dozens of interesting examples, vivid anecdotes, and clear guidelines to offer readers an in-depth look at how character and virtue forms the moral fiber of authentic transformational leadership. Individuals currently in leadership positions as well as aspiring leaders will find the book’s conversational style, fascinating stories, and practical guidelines both useful and inspiring.

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Cultural Psychology of Recursive Processes

Edited by Zachary Beckstead, Grand Valley State University

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

Cultural Psychology of Recursive Processes illustrates how recursivity, often neglected in the social sciences, can be an important concept for illuminating meaning-making processes. Recursivity is a fascinating though abstract concept with a wide array of often incompatible definitions. Rooted in mathematics and linguistics, this book brings recursion and recursive processes to the foreground of psychological processes. One unifying claim among the diverse chapters in this book is that recursion and recursive processes are at the core of complex social and psychological processes. Recursion is bound up with the notion of re-turning, re-examining, re-flecting and circling back, and these processes allow for human beings to simultaneously distance themselves from the here-and-now settings (by imaging the past and future) while being immersed in them. The objective of this book is not simply to celebrate the complexity of human living, but to extend the notion of recursion, recursivity and recursive processes into the realm of social and psychological processes beyond the arenas in which these ideas have currently thrived.

Cultural Psychology of Recursive Processes shows that in spite of the difficulty in defining recursivity, self-referencing (looping), transformation (generativity), complexity, and holism constitute its core characteristics and provide the basis for which authors in this book explore and elaborate this concept. Still, each contribution has its own unique take on recursivity and how it is applied to their phenomenon of investigation. Chapters in this book examine how recursive processes are related to and basic aspects of play and ritual, imitation, identity exploration, managing stigma, and commemorative practices. This book is intended for psychologists, sociologists, and mathematicians. Use of the book in post-graduate and graduate level of university teaching is expected in seminar format teaching occasions.


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New Book Information

Authentic Personal Brand Coaching: Entrepreneurial Leadership Brand Coaching for Sustainable High Performance
by Hubert K. Rampersad

This book offers an advanced breakthrough formula to build, implement, and cultivate an authentic, distinctive, and memorable personal brand, which forms the key to enduring personal success. This new personal branding blueprint entails a systematic and integrated journey towards self-awareness, happiness, and enduring marketing success. If you are branded in this holistic way you will automatically attract success and the people and opportunities that are a perfect fit for you. Dr. Hubert Rampersad has introduced an advanced authentic personal branding model and practical related tools, that provide an excellent framework and roadmap for building a strong authentic personal brand, which is in harmony with your dreams, life purpose, values, genius, passion, and with things what you love doing.

This unique authentic personal branding system will help you to unlock your potential and build a trusted image of yourself that you want to project in everything you do. It also opens your view to new ideas, possibilities and opportunities. It is combined with powerful tools to deliver peak performance and to create a stable basis for trustworthiness, credibility, and personal charisma. This innovative methodology is spiritual, measurable, holistic, organic, authentic and sustainable. It taps deeply into self-awareness and helps others to develop innovative ways of doing business with social media and to position themselves strongly in this individual age. It has been proven in practice to produce sustainable results, not only for individuals but also for organizations. It’s neither cosmetic nor cloudy, and therefore clients are experiencing concrete and sustainable results within 2 months.

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Making the Connection: Data-Informed Practices in Academic Support Centers for College Athletes

Edited by Eddie Comeaux, University of California, Riverside

Making the Connection: Data-Informed Practices in Academic Support Centers for College Athletes is practical and ideal for those who seek to use research to inform their individual and organizational practices. This volume is primarily intended for upper-level undergraduate and graduate students, though scholars, researchers, teachers, practitioners, coaches, athletics administrators, and advocates of intercollegiate athletics will also find it useful. It comprises a series of chapters that cover a wide range of evidence-based approaches designed to enhance the practices of those who work closely with college athletes. Given the breadth of the field overall, this single volume is not exhaustive, but the current concerns, challenges, and themes of relevance to higher education researchers, practitioners, and others are well addressed.

The intent of the text is to spark conversation about how college and university constituents can reframe their thinking about the importance of innovative research to careful, informed practice. Likewise, the contributors hope that it will inspire greater awareness and action among practitioners, as well as advance scholarship in the area of athletics. Each chapter includes current research, and in some cases theoretical perspectives, which should assist practitioners enhance the well-being of college athletes. Each chapter also offers guided discussion questions that are ideal for use as the basis of further conversation in the classroom setting.

Adopters of this text will benefit from leading voices in the field who delve into complex issues, shedding new light and presenting unique opportunities for understanding a diversity of perspectives on evidence-based practices in support centers for athletes. In all, this volume provides a rich portrait of data-driven practices designed to assist practitioners and others who work closely with college athletes, and lays the groundwork for an ambitious and long overdue agenda to further develop innovative research that informs the practices of athletics stakeholders and improves the quality of experiences for college athletes.


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Quarterly Review of Distance Education
“Research That Guides Practice”

Editors Michael Simonson and Charles Schlosser, Nova Southeastern University

The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full-length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines distance education as institutionally based, formal education, where the learning group is separated and where interactive technologies are used to unite the learning group.

Volume 15 Number 4 2014

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Reviewed by Jason LaFrance

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Refractions of Mathematics Education
Festschrift for Eva Jablonka

Edited by Christer Bergsten, Linköping University
and Bharath Sriraman, University of Montana

A Volume in Cognition, Equity & Society: International Perspectives
formally known as International Perspectives on Mathematics Education
— Cognition, Equity & Society
Series Editor Bharath Sriraman, The University of Montana
and Lyn English, Queensland University of Technology

The diversity of research in mathematics education has been addressed as both, a problem and a strength.
When manifested through adherence to different intellectual roots and theoretical orientations, diversions constitute 'refractions' of mathematics education. The collection and analysis of empirical data in a study are by necessity refracted through the specific analytical lens employed, as well as the aim of the study itself. Refractions can also refer to looking at old phenomena through new lenses.

The chapters in this book are refracted through philosophical, political, mathematical and personal lenses by distinguished authors in the field, addressing issues about the elusive experience of doing mathematics, purification of texts, refractions, mathematics and ethnomathematics, political messages in textbook tasks, mathematics education policy debate, the political in mathematics education research, philosophy and mathematics, meanings and representations, identity of mathematical modeling, and dilemmas in the teaching of calculus.

An ancient Sanskrit adage states that Knowledge is something that grows when shared, but shrinks when hoarded. Academics engaged in the generation of new Knowledge are blessed with both the time and the freedom to engage in pursuits that allow for intellectual pleasure. As a phenomenon of the Zeitgeist many have succumbed to the increased corporatization of academic work, engaging in activities for monetary and self advancement purposes. Are there any real intellectuals left in academia, à la Adorno, Bourdieu, Chomsky, Foucault, among others? This Festschrift is dedicated to academics that don't bother with self promotion or aggrandizement of themselves or their ideas in simplistic terms.

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Introduction, Christer Bergsten and Bharath Sriraman.

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Debates about the identity of school history and about the nature and purpose of the learning that does, can and should take place in history classrooms continue in many countries around the world. At issue, in many of these debates, beyond the concerns about history and national identity, are often unaddressed questions about the role and inter-relationship of historical knowledge and historical understanding in historical learning.

Research on historical thinking is on-going and a complex tradition of enquiry has developed across national borders in the last 30 years, focusing, in particular on developing students understanding of historical meta-concepts such as ‘evidence’ and ‘causation’. There has been comparatively little focus, however, on the historical content that students study, on how they study it and on how mastery of historical content contributes to students overall picture of a historical past.

This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction. What sense do students make of the history that they are taught? Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so? What are the relationships that obtain between history as an academic discipline, as practised in universities, and history as a subject taught in schools? What can research tell us about the effects of instructional strategies that aim to help students ‘join up’ what they learn in class into meaningful historical knowledge and understanding?


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Critical Qualitative Research in Social Education

Edited by Cameron White, University of Houston

Critical qualitative research informs social education through a lens that ensures the investigation of issues in education tied to power and privilege, ultimately leading to advocacy and activism. The concept of critical is increasingly challenged in this age of neoliberal reform; nevertheless, critical implies questioning, investigating and challenging in terms of equity and social justice, leading to critical consciousness (Freire, 1970). While we resist defining social education, as hopefully these ideas / concepts are fluid, the idea stems from a continual analysis and synthesis of critical theory/ critical pedagogy, media and cultural studies, social reconstruction / social justice, and social studies education framed by culturally responsive pedagogy. A social education take on critical qualitative research thus suggests multiple truths and perspectives and focuses on questions rather than answers.

While many have written on qualitative educational research and some have attempted to integrate critical pedagogy and qualitative research, few have explored the specific idea of social education and critical qualitative research. A major issue is that social education claims that there are no set procedures, scripted approaches, or narrow definitions as to the possibilities of research endeavors. Social education researchers make the process and investigation their own and adapt questions, procedures, methods, and strategies throughout the experience. This reflects an ever changing criticality in the bricolage of the research (Steinberg, 2011).

Critical qualitative research and social education are vital for the world of the 21st century. The onslaught of neoliberalism, corporatization, standardization, testing, and the continuing attack on public schools and educators necessitate critical approaches to teaching and learning along with critical qualitative research in social education. Ongoing issues with equity and social justice tied to race, ethnicity, class, orientation, age, and ability linking to schooling, education, teaching and learning must be addressed. The struggle between unbridled capitalism and democracy warrant these investigations in the 21st century, hopefully leading to advocacy and activism.

Leadership and School Quality is the twelfth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Hence, the chapters include analyses that investigate relationships between school organizations and leadership behaviors that have an impact on teacher and school effectiveness.


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Large Scale Change For Non-Profits:  
A Playbook For Social Sector Capacity Building

By Gina Hinrichs, (insert affiliation)  
Cheryl Richardson, (deceased)

A volume in Contemporary Trends in Organization Development and Change
Series Editors Therese F. Yaeger, Benedictine University  
and Peter F. Sorensen, Jr. Benedictine University

The impetus to purchase this book is to provide social profit leaders, change agents, and new organization development (OD) practitioners who need a simple “Monday-ready” tool kit so they can help their social profit organization build capacity. A complete large scale change approach is offered.

This practitioner’s playbook contains tactics and tools that can be experimented with by the social profit improvement team. A playbook allows the team to create, explore, and master without fear while learning. What is contained in this playbook has been tested across many for-profit and non-(social) profit organizations. It is designed to be a bridge for OD theories that have informed the work to field ready tools for large scale change. This book provides both explicit and tacit knowledge. The contents in this book have been tested in social profit projects.

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Other books in this series can be found on the series page website:
Online and blended learning require the reconstruction of instructor and learner roles, relations, and practices. Assessment becomes an important issue in a non-traditional learning environment. Assessment literacy, understanding assessment and assessment strategies, is critical for both faculty and students for effective teaching and learning in online and blended environments. Instructors need to identify effective assessment strategies and methods appropriate to online or blended learning and understand the potential of technology tools for monitoring student learning and improve their teaching effectiveness. How students are assessed shows them what is important and how they should approach learning engaging them in self-regulatory cognitions and activities.

This book will assist readers in the theory and practice of assessment in online and blended learning environments. Providing both a research and a practice perspective can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning. The book targets those who teach or plan to teach online or blended learning courses, instructional designers and students in understanding and implementing assessment, particularly assessment for learning. Questions as such addressed in this book on assessment in online and blended learning environments are:

- What assessment strategies can be used in online or blended learning? How can instructors design effective formative assessment strategies?
- What methods or technology tools can be used for assessment in online or blended learning?
- How does peer-assessment work in online or blended learning environments?

Developing a Critical Border Dialogism: Learning from Fellow Educators in Malaysia, Mexico, Canada, and the United States

By Timothy G. Cashman, University of Texas at El Paso

This book is based upon research conducted both before and after a visit to Kota Kinabalu, Malaysia in March, 2003. During this time period United States (US) bombs fell on Baghdad, Iraq. An invasion of US and British ground forces in Baghdad and other Iraqi cities followed the initial bombing. Events during the onset of the war became a catalyst for gaining insight on how the US invasion of Iraq impacted the lives of teachers and their students in Malaysia. In June and July of 2003, the researcher returned to interview educators in Sabah, Malaysia. Follow-up electronic communications with educators were conducted through the remainder of 2003.

After the research in Malaysia, the researcher conducted studies of educators' perspectives in Mexico, Canada, and the US. The key objective of the investigations in all four countries was to uncover attitudes and pedagogical comparisons of educators and their students regarding US policies, including war and counter-terrorism policies. Studies in the US took place in close proximity to the US/Mexico international border. Studies were analyzed through the lenses of place-based pedagogy, border pedagogy, and issues-centered approaches that provided baseline information for transnational comparisons and cross-comparative case studies. In this manner, the researcher contemplated the intersection of a critical pedagogy of place and border pedagogy. From these studies emerged new understandings and the development of a critical border dialogism. This critical border dialogism is based on following principles: heteroglossia, meliorism, critical cosmopolitanism, nepantla, dialogism feminism, and pragmatic hope. By its nature critical border dialogism engages us in multidirectional discourses that allow us to tackle issues and work toward enduring conflict resolutions. When applied in classroom settings critical border dialogism moves educators, students, and cultural workers in the direction of a critical border praxis.

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Application of Visual Data in K-16 Science Classrooms

Edited by Kevin D. Finson, Bradley University and Jon E. Pedersen, University of Nebraska–Lincoln

This book examines visual data use with students (PK-16) as well as in pre-service in-service science teacher preparation. Each chapter includes discussion about the current state of the art with respect to science classroom application and utilization of the particular visual data targeted by the author(s), discussion and explanation about the targeted visual data as applied by the author in his/her classroom, use of visual data as a diagnostic tool, its use as an assessment tool, and discussion of implications for science teaching and/or science teacher preparation.

Although the body of research and practice in this field is growing, there remains a gap in the literature about clearly explicating the use of visual data in the science classroom. A growing body of literature discusses what visual data are (although this topic is still viewed as being at the beginning of its development in educators’ thinking), and there are some scattered examples of studies exploring the use of visual data in science classrooms, although those studies have not necessarily clearly identified their foci as visual data, per se. As interest and attention has become more focused on visual data, a logical progression of questioning has been how visual data are actually applied in the science classroom, whether it be early elementary, college, or somewhere in between. Visual data applications of interest to the science education community include how it is identified, how it can be used with students and how students can generate it themselves, how it can be employed as a diagnostic tool in concept development, and how it can be utilized as an assessment tool. This book explores that, as well as a variety of pragmatic ways to help science educators more effectively utilize visual data and representations in their instruction.

A Book For Every Teacher: Teaching English Language Learners

By Nan Li, Claflin University

A Book for Every Teacher: Teaching English Language Learners is a unique and compressive text written for mainstream classroom teachers. The passion for writing this book comes from our working experiences with the K–12 teachers in four school districts through our ELL Center professional development program. Through this program, we provide professional training through our federally funded research and service projects. The purpose of our professional training is to prepare general education teachers to work effectively with English language learners (ELLs). While working with the teachers on a daily basis, we know the immediate needs of the teachers. This motivated us to embark this book project. In recent years, the ELL school population has the highest increase among school populations. As the NEA data indicates, providing ELL students with high quality services and programs is an important investment in America’s future (NEA, 2013). This book is our investment in helping teachers to meet their challenges and provide useful information and strategies for teaching ELLs.

The book is designed with K–12 teachers in mind. It is best used by teachers who have or will have ELLs in their classrooms and who seek information and strategies to better work with and serve their ELLs to achieve academic success. With this design, teachers can use the book as a text or reference tool.

This book can also be adopted as text materials for professional training. Teachers are the most important factor for ELLs’ academic success.

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Learning the Left:
Popular Culture, Liberal Politics,
and Informal Education from 1900 to the Present

Edited by Paul J. Ramsey, Eastern Michigan University

Learning the Left examines the ways in which young people and adults learned (and continue to learn) the tenets of liberal politics in the United States through the popular media and the arts from the turn of the twentieth century to the present. This collection of essays foregrounds mass culture as an educational site; it is hoped that this focus on the history of the civic functions of the popular media and arts will begin a much-needed conversation among a variety of scholars, notably historians of education.

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Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21st Century Classroom: Interdisciplinary Perspectives

Edited by: Festus E. Obiakor, Valdosta State University
Alicja Rieger, Valdosta State University
Anthony F. Rotatori, St. Xavier University

A volume in Contemporary Perspectives in Special Education
Series Editors: Anthony F. Rotatori, Saint Xavier University and Festus E. Obiakor, Valdosta State University

The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education. In addition, it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21st century classroom and the future. This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines, including but not limited to, teacher education, general education, special education, early childhood education, and urban education.

The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice. The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach. This has additional implications for teacher education, special education, educational leadership, curriculum and instruction, educational policy, and urban education, to name a few. The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different (and sometimes divergent) methodologies, philosophies, and ideologies.

CONTENTS:
The Work of Mathematics Teacher Educators: Continuing the Conversation
(Originally published in 2004)

Edited by: Kathleen Lynch-Davis and Robin L. Rider

A major focus of teacher education is the development of preservice teachers. However, it should not be the only focus of those who work in teacher education. Educating inservice teachers in equally important, and the conversation among those involved in mathematics teacher education needs to include discussion of this group as well. This conversation also highlights a need for professional development for teacher educators and research on the development of teacher educators. This monograph discusses issues in educating all of these groups of individuals in an effort to continue the conversation among those involved in mathematics teacher education.

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MAT000000
MAT030000
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The AMTE Monograph Series

Middle Math: Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics

*(Originally published in 2005)*

Edited by: Mary B. Eron and Sidney L. Rachlin

This monograph represents the work of many mathematics teacher educators who explored the content knowledge and pedagogical knowledge that make up the middle grades learning experience. The middle grades remains a unique period of time in students' development and as such provides both challenges and promising opportunities for those who prepare teachers of middle grades mathematics. This work is the final product of an exciting NSF supported endeavor that gathered leaders in the field and explored curriculum, case studies of program models at several institutions, as well as issue papers on such key topics as assessment, technology, and preparing culturally responsive teachers. AMTE hopes this monograph will stimulate discussion and bring attention to this critical period of schooling.

**Publication Date:** 2015

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**Subject:** Education, Mathematics, Teacher Education, Middle Grades

**BISAC Codes:**
MAT000000
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The AMTE Monograph Series

Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching
(Originally published in 2008)

Edited by: Margaret S. Smith and Susan N. Friel

The goal of AMTE Monograph 4, "Cases in Mathematics Teacher Education: Tools for Developing Knowledge Needed for Teaching", is to provide detailed accounts of case use that will inform the mathematics teacher education community on the range of ways in which cases can be used to foster teacher learning and the capacity to reflect on and learn from teaching. The chapters in this monograph describe the use of cases with preservice and practicing teachers at all levels K - 12, in content and methods courses as well as professional development settings, and focus on developing various aspects of teachers' knowledge base (i.e., content, pedagogy, and students as learners). Hence, Monograph 4 should prove to be a superb resource for mathematics teacher educators.

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BISAC Codes:
MAT000000
MAT030000
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New Book Information

The AMTE Monograph Series

Inquiry into Mathematics Teacher Education
(Originally published in 2008)

Edited by: Fran Arbaugh and P. Mark Taylor

The 14 chapters in this monograph provide support for mathematics teacher educators in both their Practical Knowledge and their Professional Knowledge. Individually, these articles provide insights into advancing our thinking about professional development, teacher preparation, and program development. Collectively, they have the potential to help the field of mathematics teacher education move forward in framing effective practices in mathematics teacher education and developing a focused, cohesive research agenda. ATME's Monograph 5, therefore, is a superb resource for mathematics teacher education.

Publication Date: 2015

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BISAC Codes:
MAT000000
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New Book Information

The AMTE Monograph Series

Scholarly Practices and Inquiry in the Preparation of Mathematics Teachers

(Originally published in 2009)

Edited by: Denise S. Mewborn and Hollylynne S. Lee

The sixth monograph of AMTE highlights examples of the important scholarship of the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve preservice and inservice teacher preparation. Chapters address important issues such as: designing tasks to emphasize mathematics knowledge for teaching; capitalizing on opportunities for student teaching mentor learning; and learning to lead classroom mathematics discussions.

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BISAC Codes:
MAT000000
MAT030000
EDU029010
The AMTE Monograph Series

Mathematics Teaching:
Putting Research into Practice at All Levels
(Originally published in 2010)

Edited by: Johnny W. Lott and Jennifer Luebeck

The seventh monograph of AMTE highlights examples of important scholarship of and for the mathematics teacher education community. This monograph, like others produced by AMTE, serves as a forum for mathematics teacher educators to exchange ideas, experiences, resources, and detailed accounts of work to improve teacher preparation. Chapters in this monograph take up a variety of issues such as using online social networking in the preparation of teachers, examining the impact of textbook-specific professional development, and offering a mathematics-specific reading in the content area course.

Publication Date: 2015

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