

# Great Education Textbooks from Myers Education Press

Award-Winning Books for Faculty, Students, Libraries and Classrooms



Fall/Winter 2024-2025



Myers  
Education  
Press



August 1, 2024

Dear Colleagues,

As we all gear up for the upcoming academic year, I hope that one of the activities that you undertake is to review this catalog of our current textbook offerings. We have an excellent (and award-winning) list of titles in a variety of disciplines within Education.



Your students can purchase their textbooks from us in a variety of ways. They can order them through **our website** ([www.myersedpress.com](http://www.myersedpress.com)). All Myers Education Press titles are available in e-book versions through **Vital Source** and **RedShelf**, as well as **Chegg**, allowing you to utilize your institution's **LMS system** to enhance the learning experience for your students. We work with all **campus bookstores** and **online distributors** of textbooks. And, of course, all of our textbooks are **ADA compliant**.

Our textbooks range from 101-level Primers to graduate seminar-level research books, so I suspect that there are some titles that could help you with your teaching load. We have excellent customer service, so we'll be happy to help you with anything that you need. I wish you and your students a productive and successful academic year.

Best wishes,  
Chris Myers

[publisher@myersedpress.com](mailto:publisher@myersedpress.com)

## TABLE OF CONTENTS

Improvement Science.....	3
Black Studies in Education.....	6
Activism/Social Justice .....	8
LGBTQ+.....	15
Classroom Teaching/ Teacher Leadership .....	17
Curriculum & Instruction .....	19
Early Years/Youth Studies.....	27
Research in Education .....	30
Title Index .....	40
Author Index.....	41
Ordering Info.....	42



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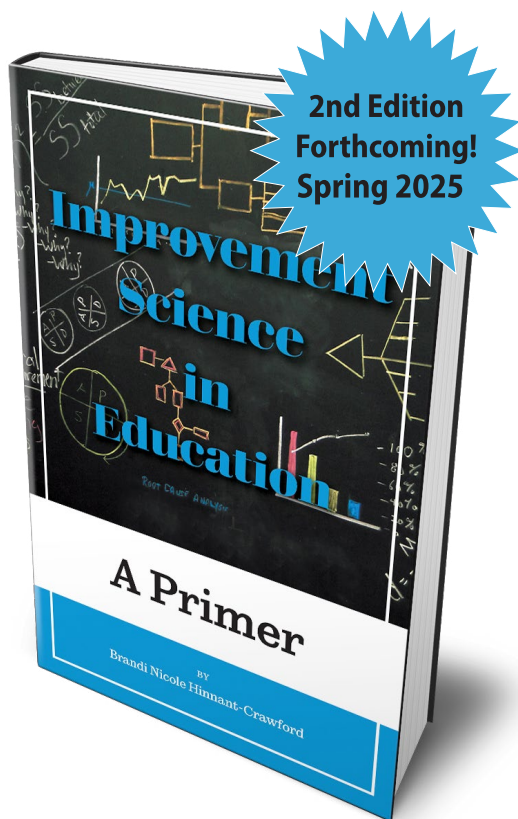
Our products are also available through Amazon and other online retail sites.

Brandi Nicole Hinnant-Crawford

# Improvement Science in Education A Primer

Improvement Science in Education and Beyond Series

*Improvement Science in Education: A Primer* provides a comprehensive overview of improvement science as a framework to guide continuous improvement and reconceptualizes improvement by centering equity and justice as the purpose of improvement. This Primer is designed to introduce improvement science, a methodology with origins in manufacturing, engineering and healthcare, to educational audiences. The book first explores the philosophical and methodological foundations of improvement science, juxtaposing it with traditional forms of research so that clear distinctions can be drawn. Chapters in the latter half of the book introduce the principles of improvement, give guidance and tools for operationalizing the principles in practice, and conclude with questions to ensure you are improving with equity in mind. Constantly reminding readers to think about who is involved and impacted, the Primer makes improvement science accessible to novices and adds critical dimensions for experienced practitioners to consider.



May 2020 / 230 pages / 6" x 9"

Paper / 9781975503550 / \$23.95

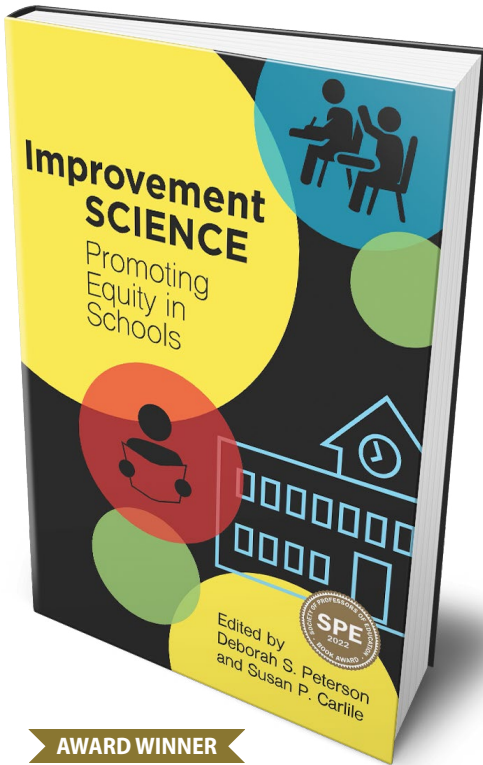
Cloth / 9781975503543 / \$150.00

E-book / 9781975503574 / \$23.95

*"This is an important book for educators who seek to use scientific means for solving all kinds of problems—particularly problems of educational equity. It addresses problems of practice, from instructional problems to organizational problems, and the nature of problems in general."*

—Gloria Ladson-Billings, PhD, President, National Academy of Education Fellow, American Academy of Arts & Sciences

**Brandi Hinnant-Crawford, PhD**, is an Associate Professor of Educational Research at Western Carolina University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*. She holds a PhD from Emory University in Educational Studies, a master's degree in Urban Education Policy from Brown University, and bachelor's degrees in English and Communication (media concentration) from North Carolina State University. While she loves research and teaching, her first priority is being the mother of her seven-year-old twins, Elizabeth Freedom and Elijah Justice Crawford.



AWARD WINNER

September 2021 / 125 pages / 6" x 9"

Paper / 9781975504670 / \$27.95

E-book / 9781975504694 / \$27.95

*"Improvement Science: Promoting Equity in Schools is a book for all of us who deeply feel the moral imperative to work for equity in our educational system.*

*This book provides concrete steps and a clear methodology to start now and to stop the practice of postponing the work until another school year. This book gives teachers and students hope that change can happen now."*

—Elena García-Velasco, M.A.T., 2012 Oregon Teacher of the Year

Deborah Peterson and Susan Carlile

## Improvement Science Promoting Equity in Schools

Improvement Science in Education and Beyond Series

A 2022 SPE Outstanding Book Honorable Mention

*Improvement Science: Promoting Equity in Schools* is intended for classroom teachers, school leaders, and district leaders charged with leading improvement efforts in schools. From questions such as "how do I develop a love of reading in my classroom?" to "how can I better manage student behavior during independent learning time?" to "what should we do to make sure kids of all races read at grade level by third grade" to "how could we include families of all backgrounds as partners in learning" or "how do we increase our graduation rate among underserved students" or even "how do we reduce theft during lunchtime," this book shares real-life examples from those who are currently leading equity-focused improvement in our classrooms and schools. If you are curious about how Improvement Science has been used, or how others have succeeded—or failed—at equity-focused improvement efforts in our classrooms and in our schools, or if you're wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you. Teachers, students, family members, community members, principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools.

**Deborah Peterson** (MA, Portland State University; EdD, Lewis and Clark College) is an associate professor at Portland State University. In her previous career as a school leader, she was known for increasing equity, community engagement, and student voice while dramatically improving student outcomes. Her teaching and research focus on preparing current and future school leaders to serve as anti-racist, culturally responsive leaders for equity. Her work has been published in numerous journals. The recipient of numerous grants for her work on equity, her current research includes examining the experiences of women leaders and leaders of color in numerous professions.

**Susan Carlile** (MA, University of Oregon; graduate work in education, University of Washington and Harvard University) is a professor of practice and program lead for the Educational Leadership and Policy Program. She has facilitated the leadership development of over 600 school leaders, received 18 grants for her work, and presented and published in dozens of state, national and international forums of leadership. Most recently, her research has focused on examining the issues facing women in leadership positions and strategies for navigating the workplace to ensure gender, racial, ethnic, linguistic and socio-economic equity in education.

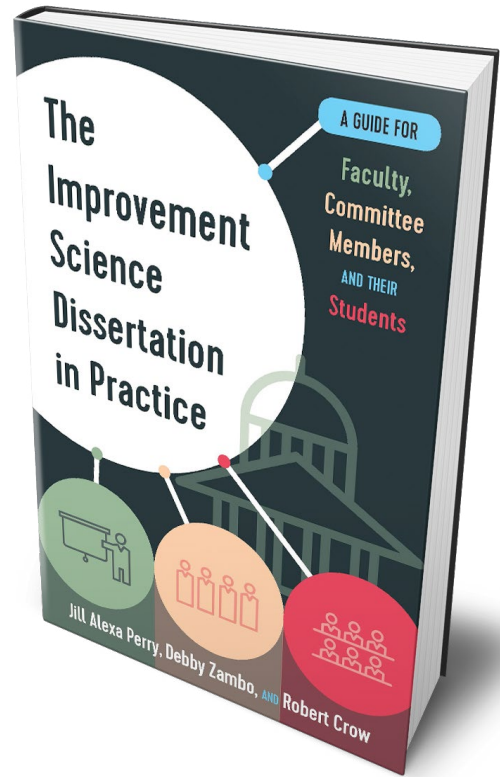
Jill Alexa Perry, Debby Zambo and Robert Crow

# The Improvement Science Dissertation in Practice

## A Guide for Faculty, Committee Members, and their Students

Improvement Science in Education and Beyond Series

*The Improvement Science Dissertation in Practice* provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology, when combined with the Dissertation in Practice experience in EdD programs, reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students, and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way.



May 2020 / 180 pages / 6" x 9"

Paper / 9781975503208 / \$29.95

Cloth / 9781975503192 / \$150.00

E-book / 9781975503222 / \$29.95

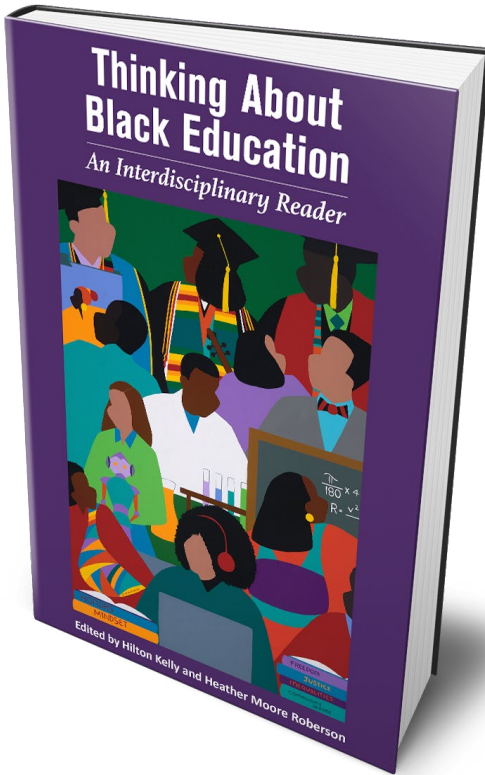
*"The tools in this book will help you design a model for rapid personal and organizational change. If you are looking for means to transform educational systems, you've found them."*

—Brandon Smith, EdD, Associate Dean of Academic Affairs for Student Success, Brevard College

**Debby Zambo** is an Associate Professor Emerita from Arizona State University currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Along with Jill Perry and Robert Crow, she developed and presented five workshops on a range of topics from the basic tools and processes of improvement science and, most recently, contextualizing improvement science in dissertation work.

**Dr. Jill Perry** is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and a Professor of Practice in the Department of Administrative and Policy Studies at the University of Pittsburgh. She has edited two books and is currently researching the ways EdD programs teach practitioners to utilize research evidence.

**Robert Crow, PhD**, is an associate professor of educational research at Western Carolina University. His expertise in assessment and evaluation has led to collaborations with other 4-year institutions, community colleges, PK-12 schools, and institutional accreditation agencies such as SACS-COC. Dr. Crow's research interests include assessment and evaluation of student learning and of learning environments.



April 2023 / 520 pages / 7" x 10"

Paper / 9781975502522 / \$39.95

E-book / 9781975502546 / \$39.95

*"Black education has been an enduring struggle for freedom, access, equity, and excellence in a world that has largely been systematically and sentimentally anti-black. This wonderfully curated collection reflects how Black scholars have engaged this struggle, transformed the discourse, and emerged as the field of Black educational studies."*

—Denise Taliaferro Baszile, Professor and Associate Dean,  
Miami University of Ohio

Edited by Hilton Kelly and Heather Moore Roberson

## Thinking About Black Education An Interdisciplinary Reader

In this pioneering interdisciplinary reader, Hilton Kelly and Heather Moore Roberson have curated essential readings for thinking about black education from slavery to the present day.

The reading selections are timeless, with both historical and contemporary readings from educational anthropology, history, legal studies, literary studies, and sociology to document the foundations and development of Black education in the United States. In addition, the authors highlight scholarship offering historical, conceptual, and pedagogical gems that shine a light on Black people's enduring pursuit of liberatory education. This book is an invitation to a broad audience, from people with no previous knowledge to scholars in the field, to think critically about Black education and to inspire others to uncover the agency, dreams, struggles, aspirations, and liberation of Black people across generations.

*Thinking About Black Education: An Interdisciplinary Reader* will address essential readings in African-Americans' education. The text is inspired by the editors' diverse backgrounds in interdisciplinary scholarship and professional communities. Necessary after 400 years of struggle for people of African-American descent to become fully-educated citizens with all the rights and privilege that true freedom brings, it can serve as a cornerstone during this quadricentennial moment by showcasing canonical, cutting-edge, and essential scholarship that people of African descent have produced in the United States.

*Thinking About Black Education* is an essential text for a variety of Black Studies courses, but it should also appeal to a broader audience of students and scholars interested in racial equity and social justice across the disciplines.

In 2022, **Hilton Kelly** became the Dean of the College of Liberal Arts and Education at the University of Wisconsin-Platteville. For most of his career, Kelly has been a Professor of Educational Studies and Africana Studies, and Chair of the Educational Studies Department at Davidson College. He received his B.A. in history from the University of North Carolina at Charlotte and both his M.S. in labor studies and Ph.D. in sociology from the University of Massachusetts at Amherst. His research and teaching interests include sociology of education, critical race theory, the Age of Jim Crow, the lives, work, and careers of African-American educators, and social memory studies.

**Heather Moore Roberson, Ph.D.** is an Associate Professor of Community & Justice Studies and Black Studies at Allegheny College. She received her B.A. in Educational Studies and American Studies from Trinity College and her M.A. and Ph.D. in American Studies from Purdue University. Moore Roberson conducts research in the fields of critical race theory, boyhood studies, and justice learning. She has published several book chapters and select articles in various interdisciplinary journals like *Radical Teacher* and *Professing Education*.



Edited by Kmt G. Shockley and Kofi Lomotey

Foreword by Gloria Ladson-Billings

Afterword by Joyce Elaine King

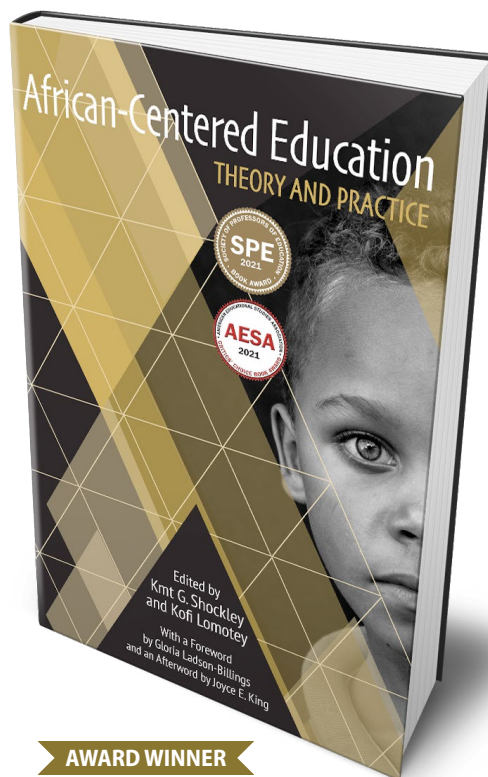
## African-Centered Education Theory and Practice

Critical Race Issues in Education Series

A 2021 AESA Critics' Choice Award Winner

A 2021 SPE Outstanding Book Award Winner

This volume brings together leading scholars and practitioners to address the theory and practice of African-centered education. The contributors provide perspectives on the history, methods, successes and challenges of African-centered education; discussions of the efforts that are being made to counter the miseducation of Black children; and prescriptions for—and analyses of—the way forward for Black children and Black communities. The authors argue that Black children need an education that moves them toward leading and taking agency within their own communities. They address several areas that capture the essence of what African-centered education is, how it works, and why it is a critical imperative at this moment. Those areas include historical analyses of African-centered education; parental perspectives; strategies for working with Black children; African-centered culture and STEM; culturally responsive curriculum and instruction; and culturally responsive resources for teachers and school leaders.



AWARD WINNER

June 2020 / 202 pages / 6" x 9"

Paper / 9781975502096 / \$42.95

Cloth / 9781975502089 / \$155.00

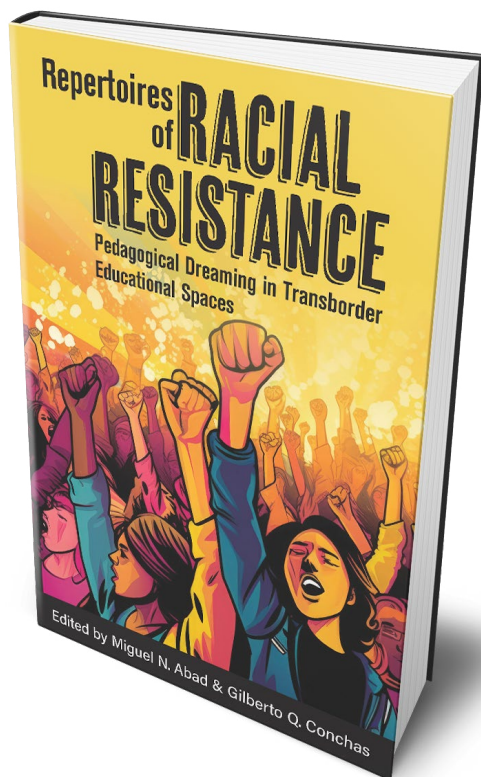
E-book / 9781975502119 / \$42.95

*"... African-centered scholars Kmt G. Shockley and Kofi Lomotey have assembled in African-Centered Education: Theory and Practice an impressive roster of contributors to levy fresh interrogations into the theoretical and practical underpinnings of contemporary African-centered education (ACE). The authors offer nuanced, grounded perspectives on the history, methods, successes, and challenges of ACE and situate it as a critical and viable educational imperative for Black children and communities... This critical text is a fresh reminder of what has been accomplished and the work yet remaining."*

—Excerpt from Lasana D. Kazembe review for *Teachers College Record* (ID No. 23798)

**Kmt G. Shockley** is Associate Professor in the Howard University School of Education. His research interests include transformative African-Centered Education and Educational Policy & Leadership. He is known for having been featured in the film *Hidden Colors* and for his film on the Maroons, which is entitled *For Humanity: Culture Community & Maroonage*.

For more than 40 years—as a scholar and as a practitioner—**Kofi Lomotey** has focused on the education of black people. At the higher education level, he has been a university professor, department chair, provost, president and chancellor. He has been a founder, teacher and administrator at three independent African-centered schools. He has published several books, articles in professional journals and book chapters.



Forthcoming 2024 / 300 pages / 6" x 9"

Paper / 9781975506629 / \$42.95

E-book / 9781975506643 / \$42.95

Edited by Miguel N. Abad and Gilberto Q. Conchas

## Repertoires of Racial Resistance Pedagogical Dreaming in Transborder Educational Spaces

Ethnic Studies Revival Series

*Repertoires of Resistance: Pedagogical Dreaming in Transborder Educational Spaces* explores the integral role of dreaming and imagination in pursuing educational justice. The illuminating case studies in this book highlight how youth and adults utilize Transformative Methodologies not only to generate knowledge, but also promote social change. Transformative Methodologies are approaches to research and knowledge production that explicitly:

- centers the perspectives, experiences, and expertise of BIPOC youth and communities as essential to research
- challenges conventional social science frameworks that relegate communities as “objects” of inquiry, and
- facilitates ethnically and racially minoritized young people to leverage their educational opportunities to express their agency, imagine emancipatory futures, and embody social change.

This volume will be of interest to graduate, postgraduate students, researchers and academics in fields such as multicultural education, critical pedagogy, youth development and qualitative and participatory methodologies. Pre-service teachers, practitioners, and libraries will also find this book useful.

*“Repertoires of Racial Resistance is an excellent collection of essays focusing on how young people of color’s re-imaginings have the potential to transform the education system in pursuit of racial justice. While theoretically informed, a major strength of the volume is that the voices of young people are front and center, underscoring that they are legitimate producers of knowledge with the potential to create change in the educational environment. Repertoires of Racial Resistance is a must-read for anyone interested in the future of America’s multiethnic educational system.”*

—Leo R. Chavez, Distinguished Professor Emeritus of Anthropology, University of California, Irvine

**Miguel N. Abad** is an Assistant Professor in the Department of Child and Adolescent Development at San Francisco State University. His work has been featured in publications such as *Race, Ethnicity and Education*; *Anthropology and Education Quarterly*; and *Race and Class*.

**Gilberto Q. Conchas** is currently the Inaugural Wayne K. and Anita Woolfolk Hoy Endowed Chair of Education at the Pennsylvania State University and a Center for the Study of Higher Education (CSHE) research associate. His current coauthored book, *The Chicana/o/x Dream: Hope, Resistance, and Educational Success*, was conferred the 2021 Book-of-the-Year Award from the American Association of Hispanics in Higher Education (AAHHE).

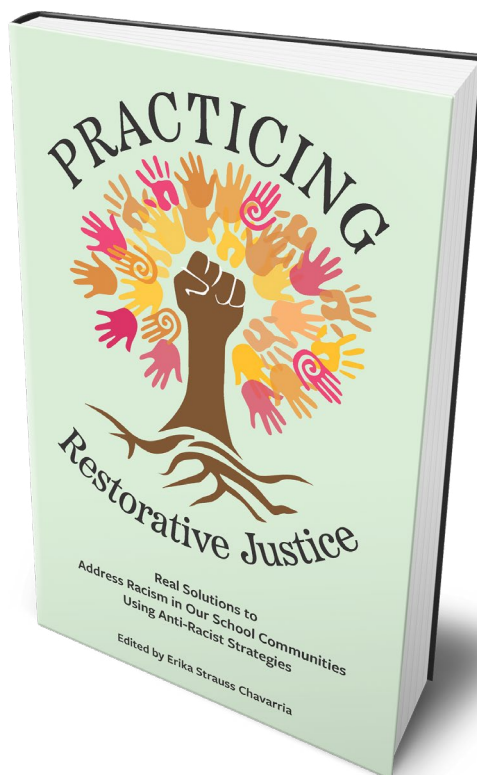
Erika Strauss Chavarria

## Practicing Restorative Justice

### Real Solutions to Address Racism in Our Classrooms Using Anti-Racist Strategies

Traditionally, educator preparation programs only provide classes related to content, practical pedagogy, and classroom management. If we hope to see any level of justice in the education system, preparation programs must include courses that take an honest and deep dive into the ways in which racism shows up in schools and communities. Aspiring educators are craving and demanding the tools and resources to be the best educators they can be for our students in this country. They know the importance of advocating for and enacting anti-racism in their pedagogical practices, in school policy and culture, and in their community. The authors of this book will offer first-hand testimony of how deep racism permeates public education, an institution that, since its founding, was never meant for Black and brown students, as well as solutions to create truly just and equitable school communities.

The ultimate mission of *Practicing Restorative Justice* is to show readers the effectiveness of restorative justice practices in addressing a number of issues that impact Black and brown students. It takes a deep dive into the School-to-Prison Pipeline, in which failed education policies push students of color out of schools and into the penal system, dooming them for life. Other topics include policing in schools, systemic racism's impact on classrooms and learners at all grade levels, and ways in which to decolonize the education system. The book provides classroom instructors, college of education faculty, and preservice teachers the concrete means to improve the learning experience of students of color in our public education system.



September 2024 / 300 pages / 6" x 9"

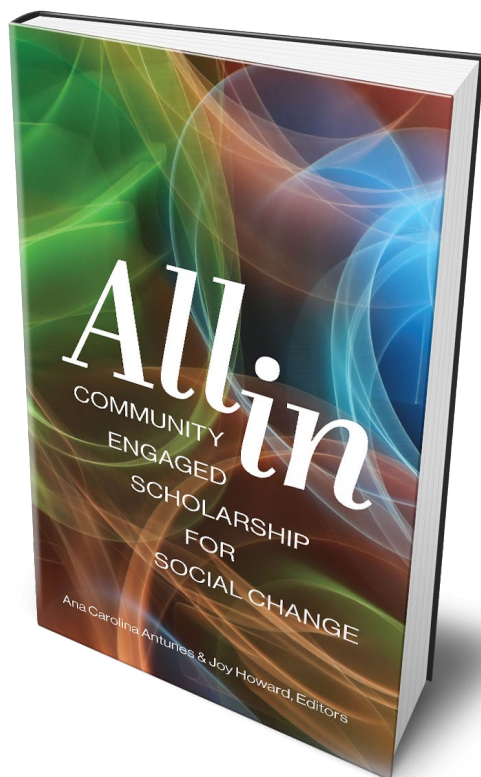
Paper / 9781975505721 / \$39.95

E-book / 9781975505745 / \$39.95

*"An inspiring and practical resource, this book offers a comprehensive perspective on the transformative power of restorative justice in education. Grounded in concrete examples, compelling stories, and insightful data, it equips aspiring educators and administrators with the tools to dismantle punitive culture, and center deep relationships instead. A must-read read for all in the field of education."*

—Cierra Kaler-Jones, Executive Director, Rethinking Schools

**Erika Strauss Chavarria** is the Founder and Executive Director of Columbia Community Care, a nonprofit in Howard County, Maryland. She obtained a BS in Political Science and Latin American Studies from the University of Pittsburgh, a Master's Degree in International Law and Human Rights from the United Nation University for Peace in Costa Rica, and a Master's in Teaching from Towson University. She is a frequent speaker across the country, served on a variety of panels and commissions, serves on a number of boards, and has won more than dozen awards in recognition of her efforts to improve our education system.



Edited by Ana Carolina Antunes and Joy Howard

## All In Community Engaged Scholarship for Social Change

The URBAN Matters Series

*All In: Community Engaged Scholarship for Social Change* is the first volume of the book series URBAN Matters. The goal of the series is for readers to find their way into the different spaces that the organization has created to support scholars and activists who share commitments to socially-just education and socially-just research as a means to creating a more socially just world. In *All In*, authors at various stages of their academic and professional careers, and in very different geographical contexts and community settings, provide unique examples of the ethos of our network. We hope that readers will be able to envision tangible examples of public scholarship for social justice and be inspired to begin, to continue and to extend their own project within various communities.

The book is divided into three sections: Teaching and Curriculum as Activism, Community Based Research as Social Justice, and Policy and/or Networking as Justice Work.

May 2024 / 200 pages / 6" x 9"

Paper / 9781975505936 / \$42.95

E-book / 9781975505950 / \$42.95

*"We have to thank Ana Antunes and Joy Howard for curating and editing All In—an inter-generational volume of essays crafted by progressive academics and organizers, from disparate fields including labor struggles, early childhood education, anti-racist schooling campaigns, food sovereignty and indigenous research practices. This volume is essential reading BEFORE you celebrate that your university has branded itself dedicated to 'community-centered research.' When activist scholarship becomes normative, it's time to worry—and check in with these writers who are deliciously and with complexity committed to deep epistemic justice, democratic participation, decolonizing practices and research for and with movements for justice."*

—Michelle Fine, Distinguished Professor, CUNY Critical Psychology/Urban Education and Visiting Professor University of South Africa

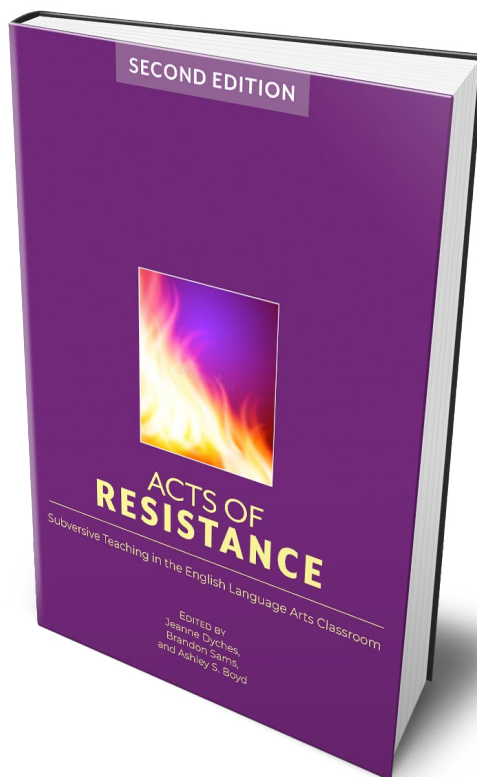
**Ana Carolina Antunes** is an Assistant Professor in the Division of Gender Studies at the University of Utah and the lead co-chair of the Urban Research-Based Action Network. Her work focuses on community-engaged research and critical youth and refugee studies. Her current research project investigates the intersection of comprehensive sexuality education and culturally relevant pedagogy and its effects on the youth's self-perception.

**Joy Howard** is an Associate Professor in the Human Services Department at Western Carolina University. Her work focuses on leadership for constructing humanizing educational communities. She is especially interested in humanizing movements and spacemaking, shared and subversive leadership, and beloved communities within a racist society.

Edited by Jeanne Dyches, Brandon Sams, and Ashley S. Boyd  
Foreword by Ashley Hope Pérez

## Acts of Resistance Subversive Teaching in the English Language Arts Classroom, Second Edition

The first edition of *Acts of Resistance: Subversive Teaching in the English Language Arts (ELA) Classroom* won the 2021 Society of Professors of Education's Outstanding Book Award and garnered other nominations. The second edition includes a foreword by Ashley Hope Pérez, author of the young adult literature novel *Out of Darkness*, one of the most frequently banned books across U.S. classrooms. Four new chapters reflect sociopolitical changes since the book's publication, including a widespread, coordinated uptick in the banning of books centering authors and characters from marginalized communities; the COVID-19 pandemic and with it, increased acts of violence against folks identifying as Asian, Asian American, and Pacific Islander; the murders of George Floyd, Breonna Taylor, and countless other victims of police brutality; the January 6th insurrection; the closing of the Trump era; the passing of anti-CRT and anti-LGBTQIA+ legislation; and a "school choice" movement that defunds public schools, deprofessionalizes educators, and places democracy in peril. Chapters specifically illustrate the storied practices of subversive teachers across the 6-12 ELA context. They provide educators with instructional ideas on how to do anti-oppressive work while also meeting traditional ELA disciplinary elements.



November 2023 / 260 pages / 7" x 10"

Paper / 9781975505608 / \$37.95

E-book / 9781975505622 / \$37.95

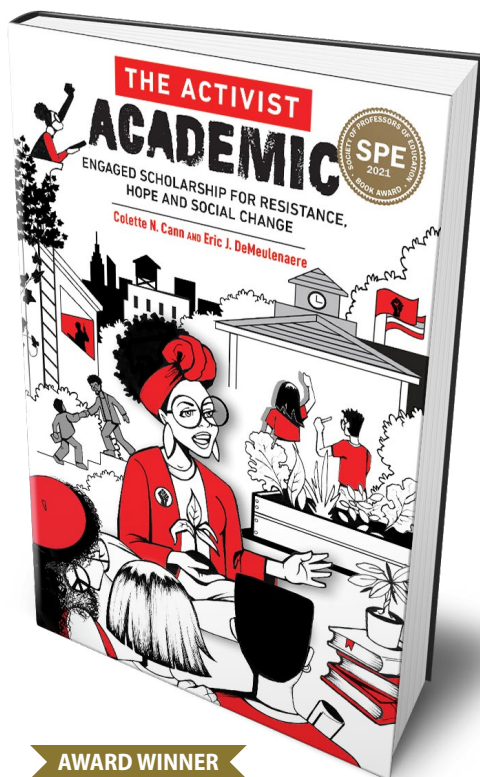
*"(T)his text supplies a much-needed collection of voices from the field who are seeking socially just, anti-oppressive futures. For teacher educators looking for examples that illustrate critical theory and reflect diverse teacher perspectives, this text contributes important examples and powerful stories."*

—Katrina S. Kennett for *Teachers College Record*, 12/22/20

**Dr. Jeanne Dyches** (she/her), an associate professor at Iowa State University, researches the relationship between curriculum, racial literacies, and antiracist teaching practices. Specifically, she works to understand how teachers and students resist limitations of their curriculum in order to engage antiracist, emancipatory, and joyful secondary literacy instruction. She has published in many journals, including *Harvard Educational Review*, *Journal of Teacher Education*, *English Journal*, and *Journal of Adolescent and Adult Literacy*.

**Brandon Sams** is an assistant professor of English education at Iowa State University. His work has recently been published in *English Teaching: Practice and Critique*, *The ALAN Review*, *Changing English*, and *The Journal of Language and Literacy Education*.

**Ashley S. Boyd** (she/her) is an associate professor of English/English Education at Washington State University, where she teaches graduate courses on critical theories and anti-oppressive pedagogies and undergraduate courses on Young Adult Literature and Methods for Teaching English. She has published in the *Journal of Teacher Education*, *English Education*, and *The ALAN Review*.



AWARD WINNER

April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$39.95

Cloth / 9781975501389 / \$150.00

E-book / 9781975501419 / \$39.95

Colette Cann and Eric DeMeulenaere

## The Activist Academic Engaged Scholarship for Resistance, Hope and Social Change

A 2021 SPE Outstanding Book Award Honorable Mention

Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forerunners like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence...but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two professors, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.

*"...be ready: drawing deeply on theory and experience, this book will pull readers into the conversations, the inquiry, and the unavoidable demand that we dive into the unresolvable contradictions at the heart of being a professor committed to justice."*

—Kevin Kumashiro, Ph.D., author of *Against Common Sense: Teaching and Learning toward Social Justice*

**Colette Cann** (Ph.D., U.C. Berkeley) is an Associate Professor of Education at the University of San Francisco. Her scholarship has allowed her to collaborate with teachers, students and community organizations and has appeared in journals such as *Race, Ethnicity and Education*; *Whiteness and Education*; *Urban Education*; *Journal of Peace Education*; *Qualitative Inquiry*; and *Cultural Studies* <—> *Critical Methodologies*.

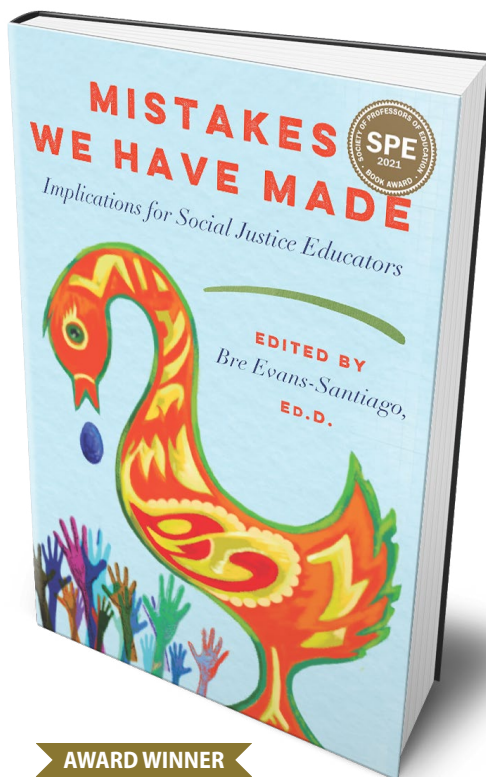
**Eric DeMeulenaere** (Ph.D. in the Social and Cultural Studies Program at U.C. Berkeley) is an Associate Professor of Urban Schooling in Clark University's Education Department. He has consulted with urban school leaders and teachers nationally and internationally to transform their pedagogical practices and organizational school cultures. He is co-author of *Reflections from the Field: How Coaching Made Us Better Teachers*.

Edited by Bre Evans-Santiago

## Mistakes We Have Made Implications for Social Justice Educators

A 2021 SPE Outstanding Book Award Honorable Mention

*Mistakes We Have Made: Implications for Social Justice Educators* is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. This book is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers.



AWARD WINNER

February 2020 / 224 pages / 6" x 9"

Paper / 9781975502362 / \$43.95

Cloth / 9781975502355 / \$155.00

E-book / 9781975502386 / \$43.95

*"Practical, timely, but most importantly, this book is written from authentic classroom experiences. Mistakes We Have Made is a must-read for new teachers and a refreshing perspective for veteran teachers alike."*

—Edward González, EdD, Bakersfield City School District teacher and Community speaker

**Dr. Bre Evans-Santiago** is an Assistant Professor in the Teacher Education Department at California State University, Bakersfield. Her research focuses on culturally-sustaining pedagogy and practices in TK-8 schools. Dr. Evans-Santiago also has research experience in improvement science as it relates to educational programs. Her current research projects include, but are not limited to, LGBTQ issues in education, and supporting minority males.



Forthcoming 2025 / 225 pages / 6" x 9"

Paper / 9781975506353 / \$41.95

E-book / 9781975506377 / \$41.95

Jeremy Delamarter

## Learning Space Exploring Critical Pedagogy through Science Fiction

*Learning Space: Exploring Critical Pedagogy through Science-Fiction* draws on popular science-fiction stories to provide current and future educators with the language, concepts, vocabulary, and practices to cast a critical lens upon their own learning spaces and their own pedagogical practices. For example, a critical examination of the way that Yoda trains Luke Skywalker in *The Empire Strikes Back* reveals a great deal about the insidious nature of deficit thinking, assuming that students learn best when they “empty their minds” and remain “passive.” The assumed hierarchical power structure between teacher and student, and the assumed relationship between learners and the knowledge with which they are supposed to be filled—all of these are called into question when viewed through a critical lens. Ultimately, this book uses science-fiction to highlight educational inequities in such wide-ranging topics as standard English, literary canons, machine learning, notions of academic dishonesty, epistemicide, inequitable school discipline, and more.

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**Dr. Jeremy Delamarter** is an associate professor and chair of the education department at Saint Martin's University in Lacey, WA. In addition, Dr. Delamarter holds teaching privileges at Roma Tre University, in Italy, and he serves on the executive board of the Washington Association of Colleges of Teacher Education. He is the author of *Proactive Images for Pre-Service Teachers* as well as numerous academic articles and other publications.



Edited by Kia Darling-Hammond and Bre Evans-Santiago

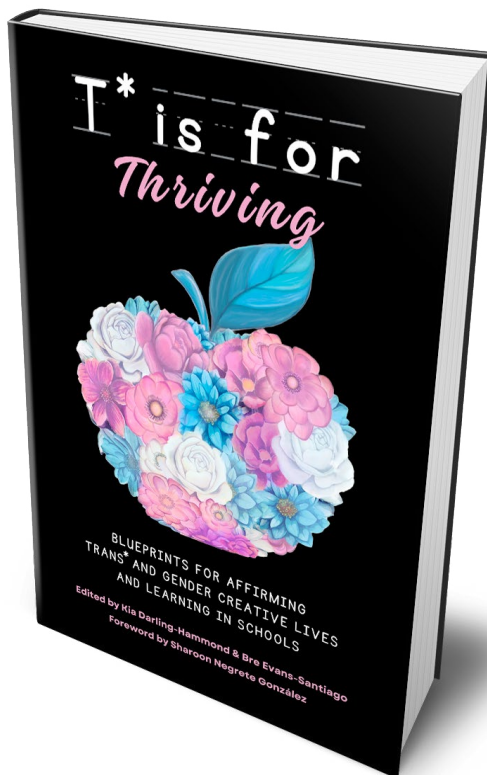
## T\* is for Thriving

### Blueprints for Affirming Trans\* and Gender Creative Lives and Learning in Schools

*T\* is for Thriving* contributes to the existing discourse on meeting trans\* and gender creative students' needs in schools. In it, the editors, Kia Darling-Hammond and Bre Evans-Santiago, combine lesson plans that offer models for inclusive instruction with stories that amplify community guidance about how to be responsive, affirming, and celebratory.

At the time of the completion of the manuscript, the Human Rights Campaign had officially declared a "State of Emergency" for LGBTQ+ Americans. Only four U.S. states mandate LGBTQ+-inclusive curriculum, despite there being roughly 60 million LGBTQ+ individuals in the country. Of the over 600 anti-LGBTQ+ bills introduced recently, nearly a third directly target trans\* and gender-creative people, violating both civil and human rights. Fortunately, not all bills will pass. Activists are moving liberation work forward everywhere every day. This book makes it easier for educators to be, as they historically have been, champions of justice in the face of oppression. Here are stories to read and share. Here are lessons to teach or adapt. Here is some fuel to sustain us. The editors of this collection invite readers to join them in building the schools, communities, and world we all dream of—deliberately, defiantly, and with tremendous courage.

*T\* is for Thriving* is essential reading for anyone involved in defending the rights of educators and students. It is the perfect text for a variety of courses in social justice, LGBTQ+ topics, and critical pedagogy.



April 2024 / 200 pages / 6" x 9"

Paper / 9781975505271 / \$39.95

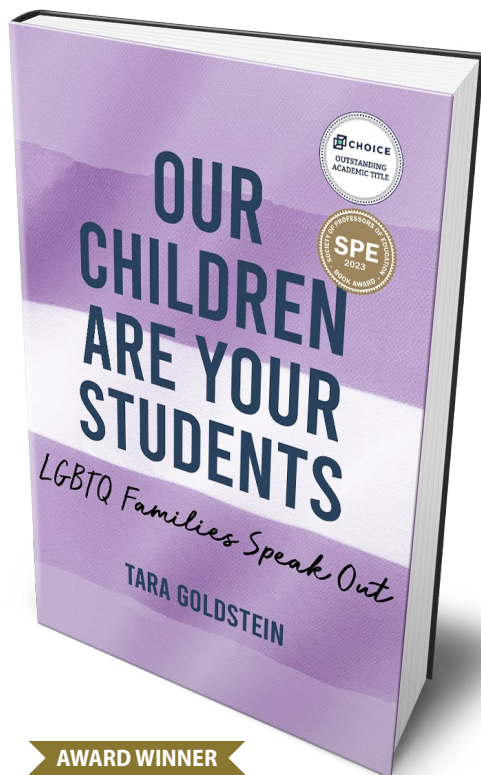
E-book / 9781975505295 / \$39.95

*"Through the gifts of practical wisdom, personal narratives, and innovative lesson plans, this beautiful, hopeful book simultaneously asserts the fundamental right of all children to a liberating education, and offers tangible strategies to get there."*

—Dr. Yolanda Sealey-Ruiz, Professor of English Education, Teachers College, Columbia University

**Kia Darling-Hammond** (she/her) holds a doctorate in developmental and psychological sciences in education. As CEO of the research and education firm Wise Chipmunk LLC, she leverages more than 25 years of experience in youth development, education, and organizational leadership to offer healing-centered research, advising, coaching, counseling, and public speaking, as well as designs for professional learning, curriculum development, and organizational growth.

**Bre Evans-Santiago** is an award-winner author, Chair, and Associate Professor in the Teacher Education Department at California State University, Bakersfield. Her research focuses on culturally-sustaining pedagogy and practices in TK–8 schools. Dr. Evans-Santiago also has research experience in improvement science as it relates to Residencies and educational programs. Her current research projects include, but are not limited to, Black, Indigenous, and People of Color issues in education as well as intersectionalities connected to Queer People of Color.



**AWARD WINNER**

January 2021 / 194 pages / 6" x 9"

Paper / 9781975504038 / \$33.95

Cloth / 9781975504021 / \$150.00

E-book / 9781975504052 / \$33.95

Tara Goldstein

## Our Children Are Your Students LGBTQ Families Speak Out

Queer Singularities: LGBTQ Histories, Cultures, and Identities in Education Series

A 2022 CHOICE Outstanding Academic Title

A 2023 SPE Outstanding Book Award Winner

Many schools have failed to create a nurturing educational environment for LGBTQ students. *Our Children are Your Students* features a discussion about the various tactics that LGBTQ families use to work with schools that don't anticipate the arrival of their families and children. The book features a verbatim theatre script called *Out at School*, which is based on interviews conducted with 37 LGBTQ families about their experiences in school. The families live in four different cities in the province of Ontario as well as in the suburbs and rural communities surrounding them. Written by Tara Goldstein, Jenny Salisbury, and Pam Baer, the play contains 22 scenes of verbatim monologues and dialogues. A set of images created by visual artist benjamin lee hicks accompanies each scene. The play also contains three original songs composed by musician Kate Reid, who draws on a number of the themes embedded in the scenes. Links to performances of the songs and to the artwork can be seen on the LGBTQ Families Speak Out project website: [www.lgbtqfamiliespeakout.ca](http://www.lgbtqfamiliespeakout.ca). This is an important book for teachers and pre-service teachers who are interested in creating inclusive classroom environments for all students.

*"Goldstein has written a must-read book that offers clear and powerful guidance for supporting LGBTQ students and families . . . It ought to be in the hands of teacher educators, preservice teachers, and professional development providers; it is that good."*

—H. M. Miller, Mercy College for *CHOICE* magazine, Vol 59, No. 10, June 2022

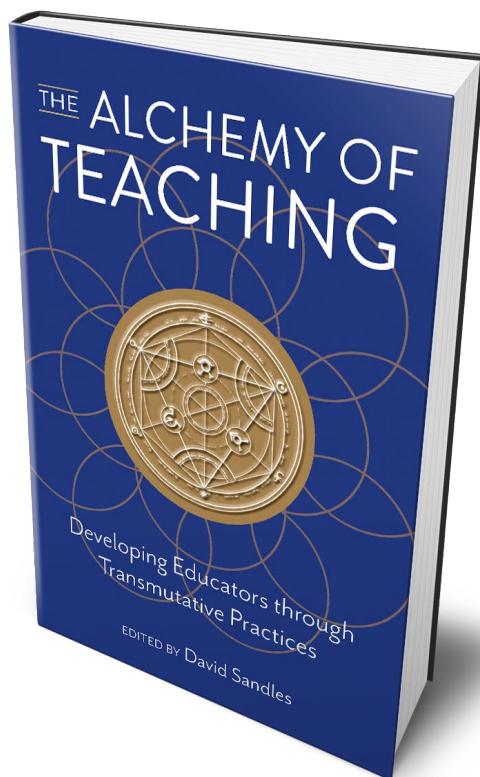
**Tara Goldstein** is a Professor in the Department of Curriculum, Teaching, and Learning at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Her current teaching and research program focuses on gender, sexuality and schooling, and verbatim theatre research. Her latest book is *Teaching Gender and Sexuality at School: Letters to Teachers* (2019). Tara is also the Founding and Artistic Director of Gailey Road Productions, a theatre company that produces her performed ethnographies and research-informed theatre.

Edited by David Sandles

# The Alchemy of Teaching

## Developing Educators Through Transmutative Practices

With an alchemical verve, educators have been shaping the very direction of students' lives since time immemorial. With millions of teachers currently serving in the K-12 sector and millions more serving in higher education spaces, the need for quality educator development is essential. *The Alchemy of Teaching* supplies support for educators in all sectors and covers an array of topics germane to educators everywhere. Accordingly, this work draws on the early notions of alchemy, which is the art of transforming mundane metals into lustrous gold, to develop a template for educators to succeed while infusing essential, hard-earned wisdom along the way. Written by highly experienced educators, this book is made up of three sections, with each detailing some of the prominent struggles educators regularly have in particular areas. Each author also elucidates the gold practices and provides techniques for avoiding some of the early pitfalls often experienced by educators. *The Alchemy of Teaching* is a valuable tool for educators across the teaching spectrum to bring greater hope and success to their classrooms.



June 2024 / 175 pages / 6" x 9"

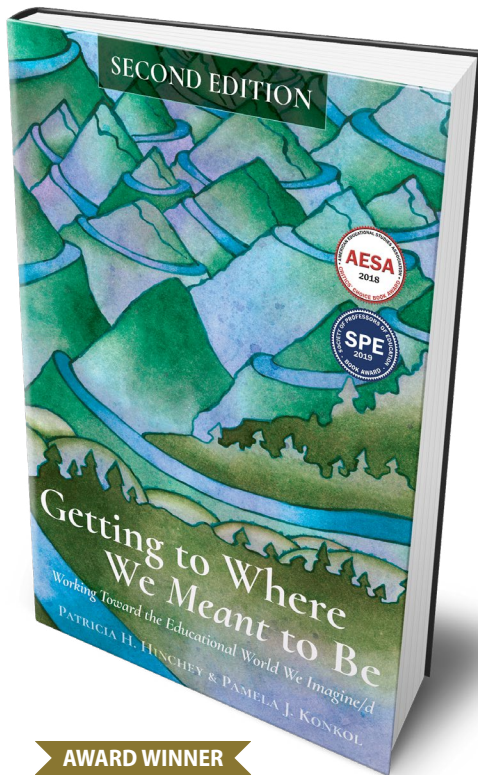
Paper / 9781975506261 / \$42.95

E-book / 9781975506285 / \$42.95

*"The Alchemy of Teaching is an asset in the evolving field of education. This carefully curated collection sheds light on the impact of teaching methods in various educational settings ranging from home schools to colleges. It effectively captures the essence of teaching challenges and opportunities, making it highly relevant for today's practitioners. Each chapter offers insights and practical tips, serving as motivation and a roadmap for aspiring educators. The diverse range of shared experiences equips readers with tools to improve their pedagogy and positively influence students. The Alchemy of Teaching: Developing Educators Through Transmutative Practices goes beyond being a book; when carefully interrogated, it serves as a guiding light for those dedicated to creating equitable and inclusive learning environments. It is a must-have reference for educators seeking to navigate the intricacies of teaching with imagination and compassion."*

—Taquan S. Stewart, Ed.D., Regional Managing Clinical Director, Alder Graduate School of Education

Oakland native **David Sandles**, having previously served as a K-12 teacher and university faculty member, is currently the Southern California Regional Director for CalStateTEACH, a multiple-subject teaching program. In that role, he supports schools and districts across the state of California to achieve their learning targets and enrich the lives of surrounding communities. In addition, Dr. Sandles is a seasoned member of multiple accreditation organizations, traveling around the United States to support teacher preparation programs with achieving regional and national accreditation.



AWARD WINNER

April 2024 / 221 pages / 6" x 9"

Paper / 9781975506568 / \$42.95

E-book / 9781975506582 / \$42.95

*"In this provocative and compelling book, Pat Hinchey and Pamela Konkol challenge us to rethink assumptions about teaching, learning, and curriculum. Their powerful text details assumptions currently dominating neoliberal education reform as well as alternative perspectives, illuminating complexities in critical issues that often go unexamined. Those who care about public education and the imperative of its deep potential need to read, contemplate, and take purposeful action prompted in Getting to Where We Meant to Be."*

—Brian D. Schultz, Professor and Chair  
of Teacher Education at Miami University

Patricia H. Hinchey and Pamela J. Konkol

## Getting to Where We Meant to Be, Second Edition

### Working Toward the Educational World We Imagine/d

A 2018 AESA Critics' Choice Award Winner

A 2019 SPE Outstanding Book Award Winner

At a moment when brawls are breaking out at school board meetings and state officials are increasingly issuing curricular mandates, it's possible that this text's central question is more important than ever: How is it that given good intentions and hard work among education professionals, things in schools can go so very wrong?

As in the first edition, Hinchey and Konkol suggest that unspoken and misleading assumptions can produce choices, decisions and policies with disastrous consequences for kids. They tease out such assumptions on the key issues of school goals, curriculum, education for citizenship, discipline and school reform, inviting readers to question the taken-for-granted in order to better align intentions and outcomes. Such contemporary issues as book banning and parents' movements are presented not as isolated controversies, but instead in their historical, cultural and political contexts.

Designed for both undergraduate and graduate classrooms, the text applies to a wide range of studies related to public education, including its theory, policy, history and politics. Without proselytizing, the text asks readers to think for themselves and articulate their own commitments guided by end-of-chapter questions, some intended for all readers and some specifically for experienced professionals. Suggested additional readings, websites and videos invite further exploration of the topics under discussion and offer still more food for thought.

**Patricia H. Hinchey** is Penn State Professor Emerita of Education and a Fellow of the National Education Policy Center. She holds a doctorate from Teachers College, Columbia University, where she taught several graduate courses in secondary English education.

**Pamela J. Konkol**, PhD is the Executive Director of the American Educational Studies Association and a professor of foundations, social policy, and research at Concordia University. She holds a PhD in Policy Studies in Urban Education and an MEd in Curriculum Studies from the University of Illinois at Chicago, and a BS in Communication/Cultural Studies and Women's Studies from Northwestern University.

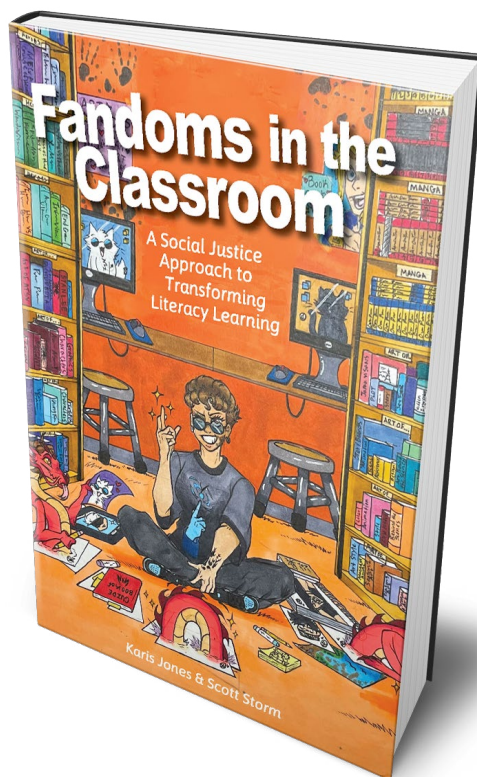
Karis Jones and Scott Storm

## Fandoms in the Classroom

### A Social Justice Approach to Transforming Literacy Learning

*What is a fandom, and why do fandoms matter for school?*

Fandoms are passionate communities dedicated to appreciating and engaging with texts of interest (movies, TV shows, books, bands, brands, sports teams, etc.) via personally and communally meaningful literacy practices. It is increasingly obvious that scripted literacy curricula and standardized tests fall short of meeting meaningful literacy goals and create culturally destructive learning spaces. *Fandoms in the Classroom* provides an alternative for educators looking to center passion in their classrooms, individualizing their literacy curricula by building from youth's interests. The book describes how educators in a wide range of secondary learning contexts can build curricula around students' already-present fandom interests to support literacy growth. This text supports educators in a range of learning contexts with step-by-step processes for building learning spaces that support navigation of fandom and disciplinary literacies, with a particular focus on common obstacles and roadblocks that teachers have shared with us. It addresses how classrooms doing critical fandom work can address social justice issues across both fandom and disciplinary communities.



Forthcoming 2024 / 160 pages / 6" x 9"

Paper / 9781975506179 / \$39.95

E-book / 9781975506193 / \$39.95

**Karis Jones**, PhD is an educator, literacy consultant, public humanities scholar, and community activist, as well as Assistant Professor of English Language Arts at Empire State University – SUNY. She has published widely, has won an AERA scholarly award, and serves on the executive board of AERA's Writing & Literacies SIG.

**Scott Storm**, PhD is a Visiting Assistant Professor of Education at Bowdoin College. He teaches courses on the social and cultural foundations of education, teaching for social justice, teacher education, urban education, and issues around literacies and language.



Forthcoming 2025 / 110 pages / 6" x 9"

Paper / 9781975507497 / \$29.95

E-book / 9781975507510 / \$29.95

Alecia Blackwood

## Ubuntu Pedagogy Becoming an Ubuntu Responsive Educator

*Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator* is a compelling narrative born from the author's lived experience and extensive teaching in the United States. The book chronicles her journey to Southern Africa, where she sought to understand what it means to "teach in the spirit of ubuntu." The book explores the transformative power of Ubuntu, an ancient African philosophy rooted in human interconnectedness and mutual care. It demonstrates how the principles of Ubuntu can be applied to create an engaging, inclusive, and effective learning environment. This work blends personal stories, practical examples, and a conceptual framework of Ubuntu pedagogy, illustrating its profound impact on both teaching practices and student achievement.

*Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator* is more than a pedagogical guide; it is a testament to the power of human connection and compassionate teaching. By integrating Ubuntu into educational practices, the author aims to inspire educators to create nurturing, inclusive, and effective learning environments that honor the humanity of every student.

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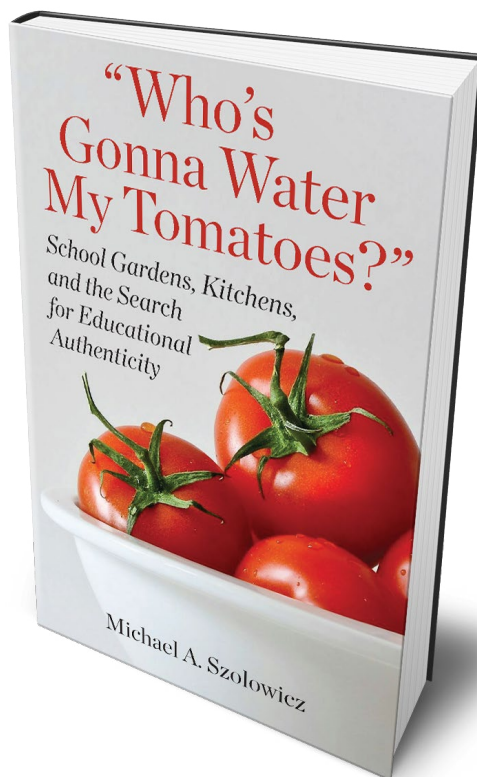
**Alecia Blackwood** explores an ubuntu pedagogy framework and provides an overview of how educators cultivate their cultural competence for teaching. Furthermore, the author offers practical examples that capture the different pedagogical moves when demonstrating an ubuntu-oriented teaching style that affirms and dignifies all learners. She is an author, an international speaker, and a former Fulbright-Hays Scholar for Namibia and Botswana. Alecia is an Assistant Professor of Education at Longwood University, where she passionately mentors aspiring educators and instills innovative teaching methods.

Michael A. Szolowicz

## “Who’s Gonna Water My Tomatoes?” School Gardens, Kitchens, and the Search for Educational Authenticity

Academy for Educational Studies Series

*“Who’s Gonna Water My Tomatoes?”: School Gardens, Kitchens, and the Search for Educational Authenticity* updates an old concept for our modern age, utilizing school gardens and culinary kitchens where students grow, prepare, and eat their own food. Over a century ago, the educational philosopher John Dewey proposed reforming education around the needs of the whole child, emphasizing academic learning and the child’s social needs for effective participation in a democratic society. He talked about school gardens and kitchens as two specific laboratories where children could apply what they were learning in school in daily life. This book explores Dewey’s philosophy with particular attention given to experiential learning’s relationship to gardens and kitchens. The book focuses on a network of edible schoolyards by introducing educators, teachers, principals, and staff, making edible schoolyards happen today. Their vision and motivations form in their favorite lessons, and the connections between garden and kitchen experiences to the more traditional subject matter favored on state tests. Suggestions and resources for starting new edible schoolyards, including suggested recipes, are provided for those who want to get growing with their own edible schoolyards. *“Who’s Gonna Water My Tomatoes?”* is an invaluable tool for K-12 practitioners, College of Education faculty, and pre-service teachers preparing to enter today’s classrooms.



Forthcoming 2024 / 200 pages / 6" x 9"

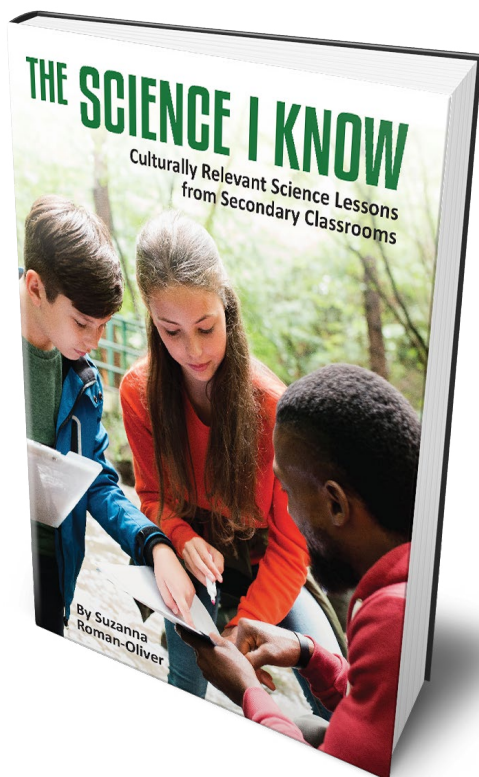
Paper / 9781975506148 / \$42.95

E-book / 9781975506162 / \$42.95

*“Who’s Gonna Water My Tomatoes?’ is a must read for those in education exploring beyond traditional models. With deep insights into Edible Education, the author reveals the transformative impact of food literacy programs on students. Drawing from John Dewey’s timeless philosophy, the book illustrates how education can jump conventional boundaries, empowering children with essential life skills. A compelling blend of history and practical wisdom, it’s a testament to the profound benefits of shaping future generations through experiential learning while inspiring them to have a healthy relationship with the food they eat.”*

—Dylan Wilson, Executive Director,  
Buena Vista Edible Schoolyard

**Michael Szolowicz** (PhD, University of Arizona) is an associate professor in the School of Social Sciences and Education at California State University, Bakersfield, and the Advanced Educational Studies department chair. His research interests explore the intersections of educational reform, politics, history, curriculum, philosophy, and democratic schooling. His work regarding resistance to the Common Core standards and state-mandated standardized testing has been published in Educational Policy Analysis Archives and Teachers College Record.



June 2024 / 156 pages / 6" x 9"

Paper / 9781975506087 / \$41.95

E-book / 9781975506100 / \$41.95

Edited by Suzanna Roman-Oliver

## The Science I Know Culturally Relevant Science Lessons from Secondary Classrooms

*The Science I Know: Culturally Relevant Science Lessons from Secondary Classrooms* is a collection of culturally relevant lesson plans written by secondary science teachers. Each lesson discusses how the tenets of academic success, cultural competence and critical consciousness that are part of the theory of Culturally Relevant Pedagogy (CRP) are addressed (Ladson-Billings, 1995). Additionally, each lesson plan is structured following the 5E learning cycle (Bybee, 2006) and aligned to the Next Generation Science Standards (NAS, 2012). The goal of this book is to help science teachers understand how to go about designing lessons that are culturally relevant. The hope is that the lessons that are detailed in each chapter will inspire teachers to draw the cultural knowledge from their students and capitalize on it when designing science lessons.

*The Science I Know* is not only essential reading for all science teachers interested in utilizing culturally relevant instructional practices in their classroom, but also a valuable tool in the instruction of pre-service teachers in Colleges of Education. The book's structure is ideal for classroom use.

*"Dr. Suzanna Roman-Oliver has nailed it with this book. Not only is she able to provide invaluable insights with her experiences as a K-12 teacher and a clinical assistant professor, but she does what many educators have struggled to do. Dr. Roman-Oliver aligned all of the resources in her book to NGSS standards. Educators will have access to high-quality 3D lessons that will prove to be highly engaging and interactive to each learner. If we expect our educators to teach science and engineering practices, crosscutting concepts, and disciplinary core ideas with fidelity, provide them with an opportunity to explore this great resource."*

—Latasha Lampkin, Doctoral Candidate, Georgia State University

**Suzanna Roman-Oliver** has been an educator for almost 20 years. She was a high school science teacher for English Language Learners for 12 years. After that, she worked as a Clinical Assistant Professor at Kennesaw State University. Her dissertation research, the inspiration for this book, focused on pre-service teachers understanding and implementation of culturally relevant pedagogy during their student-teaching experience. Dr. Roman-Oliver continues to do research to explore the influence of culture in the teaching and learning of science. She lives in Rome, Georgia, with her husband, son, and puppy. She is currently an Assistant Professor at Georgia College and State University.



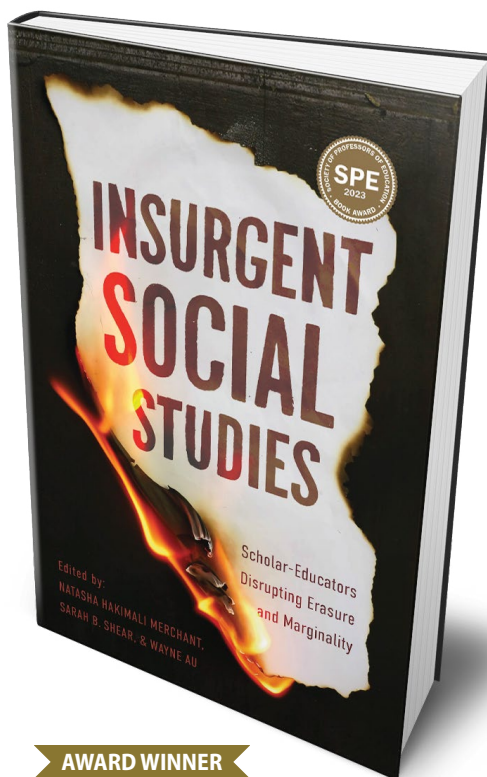
Edited by Natasha Hakimali Merchant,  
Sarah B. Shear, and Wayne Au

## Insurgent Social Studies Scholar-Educators Disrupting Erasure and Marginality

A 2023 SPE Outstanding Book Award Winner

Social studies education over its hundred-year history has often focused on predominantly white and male narratives. This has not only been detrimental to the increasingly diverse population of the U.S., but it has also meant that social studies as a field of scholarship has systematically excluded and marginalized the voices, teaching, and research of women, scholars of color, queer scholars, and scholars whose politics challenge the dominant traditions of history, geography, economics, and civics education.

*Insurgent Social Studies* intervenes in the field of social studies education by highlighting those whose work has often been deemed “too radical.” *Insurgent Social Studies* is essential reading to all researchers and practitioners in social studies, and is perfect as an adopted text in the social studies curriculum at Colleges of Education.



AWARD WINNER

June 2022 / 275 pages / 6" x 9"

Paper / 9781975504557 / \$39.95

E-book / 9781975504571 / \$39.95

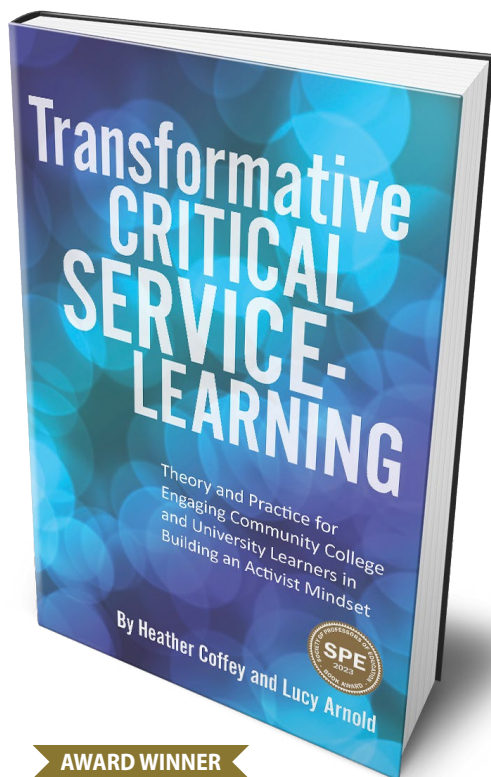
*“Why and how social studies education has continued to fail to serve as a curriculum of humanity and justice for all children is laid bare by Insurgent Social Studies: Scholar-Educators Disrupting Erasure and Marginality. Neither natural nor inevitable, social studies that serves the status quo of white settler supremacy is always promoted by those who benefit from it. In this unapologetically insurgent book, the most important scholar-educators of our time name the beneficiaries of this system and guide us to take back the curriculum that has harmed our children and communities for far too long. Join the struggle. The time for insurgency is NOW!”*

—Sohyun An, Professor of Social Studies Education, Kennesaw State University

**Natasha Hakimali Merchant** is Assistant Professor of Social Studies and Multicultural Education at the University of Washington Bothell where she teaches courses in equity, critical diversity and education. Natasha's research interests focus on how othered-bodies are taught in social studies curricula.

**Sarah B. Shear** is an Assistant Professor of Social Studies and Multicultural Education at the University of Washington-Bothell. She earned her doctorate in Learning, Teaching, and Curriculum from the University of Missouri. Her work has been published in a variety of journals and, most recently, she co-edited *(Re)Imagining Elementary Social Studies: A Controversial Issues Reader* (2018) and *Marking the Invisible: Articulating Whiteness in Social Studies Education* (2020).

**Wayne Au** is a Professor in the School of Educational Studies and is currently serving as the Dean of Diversity & Equity for the University of Washington Bothell. Recently, Dr. Au has been working in the Seattle area to support Black Lives Matter and Ethnic Studies in Seattle Schools and surrounding districts. His recent books include *Rethinking Ethnic Studies* (co-edited with Tolteka Cuahatin, Miguel Zavala, & Christine Sleeter, 2019) and *Teaching for Black Lives* (co-edited with Dyan Watson and Jesse Hagopian Schools, 2018).



AWARD WINNER

February 2022 / 144 pages / 6" x 9"

Paper / 9781975504991 / \$37.95

E-book / 9781975505011 / \$37.95

Heather Coffey and Lucy Arnold

## Transformative Critical Service-Learning Theory and Practice for Engaging Community College and University Learners in Building an Activist Mindset

A 2023 SPE Outstanding Book Honorable Mention

*Transformative Critical Service-Learning* offers hands-on tools for implementing, reflecting on, and assessing critical service-learning in classrooms and community spaces. Answering a need from practitioners for a practical tool for making sense of critical service-learning, the authors introduce the Critical Service-Learning Implementation Model as a way to encourage conversations among stakeholders. Materials include specific criteria to examine, examples of application and context, and ways to incorporate the model into reflective practices. Valuing partnerships, reflection, and analysis of power dynamics, the research and strategies offered here provide an entry point for faculty new to critical service-learning, while also offering new ideas and tools for long-time practitioners. Chapters offer particular attention to strategies for engaging students, syllabus development, and reflective cycles. Additionally, the authors offer a model for faculty development in the area of critical service-learning at the institutional level, including suggestions for faculty and administrators interested in increasing engagement with social justice and community spaces.

*“Transformative Critical Service-Learning invites university educators to challenge traditional understandings of both ‘service’ and ‘learning’ and reorient their practice toward the design of mutually humanizing partnerships grounded in commitments to equity, empathy, and justice. Coffey and Arnold offer educators the theoretical and practical tools they so urgently need to navigate the social, cultural, and political dimensions (and tensions) of critical service-learning alongside students and communities in ways that foster individual and collective transformation.”*

—Nicole Mirra, Ph.D., Assistant Professor of Urban Teacher Education, Rutgers University

**Heather Coffey** is a Professor in the Department of Middle, Secondary and K-12 Education at the University of North Carolina Charlotte. She serves as the Director of the UNC Charlotte Writing Project and the Teaching Fellows Program. Dr. Coffey's record of publication includes book chapters and articles in refereed practitioner and research journals.

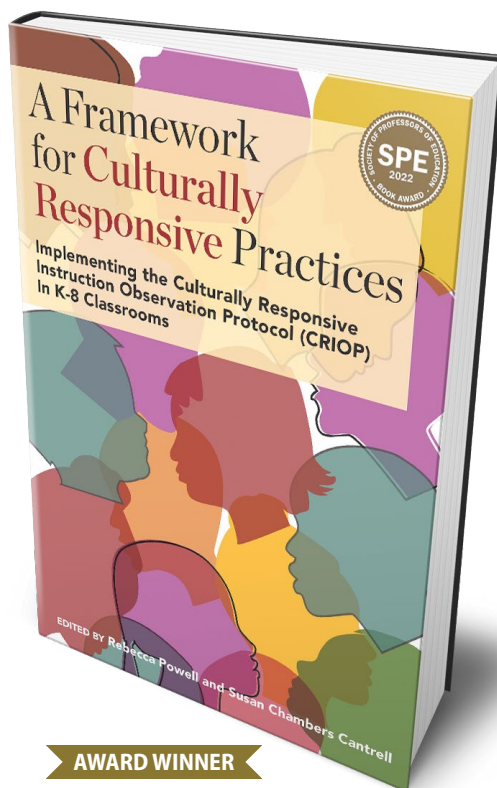
**Lucy Arnold** is an assistant professor of English at Limestone University where she also coordinates the English Education program. She earned her Ph.D. in Curriculum and Instruction and her M.A. in English Education from the University of North Carolina at Charlotte. She has published articles in state and national publications, including the *English Journal* and *Radical Teacher*.

Edited by Rebecca Powell and Susan Chambers Cantrell

## A Framework for Culturally Responsive Practices Implementing the Culturally Responsive Instruction Observation Protocol (CRIOP) In K-8 Classrooms

A 2022 SPE Outstanding Book Honorable Mention

What are the elements of culturally responsive and sustaining instruction? How can these elements be implemented in classrooms? One of the most effective methods of addressing these issues is the Culturally Responsive Instruction Observation Protocol (CRIOP), which is being used in school districts nationwide to guide teacher professional development. *A Framework for Culturally Responsive Practices* presents scholarship in second language acquisition, sociolinguistics, culturally appropriate assessment, educational anthropology, educational psychology, instruction, and critical pedagogy to provide guidance to those who strive to teach in ways that meet the needs of a diverse student population. This is a practical guide that can be used in a variety of courses for pre-service teachers as well as by teachers and administrators in school districts across the country.



AWARD WINNER

May 2021 / 250 pages / 7" x 10"

Paper / 9781975504151 / \$40.95

Cloth / 9781975504144 / \$155.00

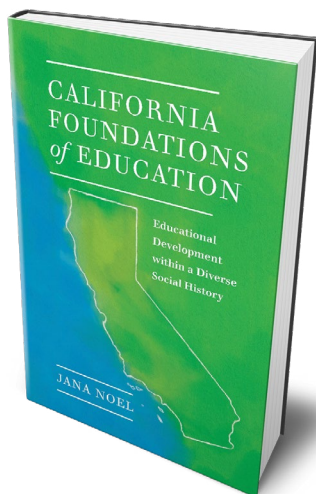
E-book / 9781975504175 / \$40.95

*"EL students' classroom experience can be improved when teachers utilize discourse to deepen understanding. The CRIOP framework guides teachers through the importance of building upon students' backgrounds and collaborative relationships. The scenarios provide teachers with incredible perspective for instruction and assessment, coupled with great suggestions for activities. I cannot wait to delve into this with teachers in our district!"*

—Dr. Molly McComas, Director of Student Services, Scott County Schools, KY

**Dr. Rebecca Powell** is Professor Emeritus and former Director of the Center for Culturally Relevant Pedagogy at Georgetown College. She is a graduate of The College of Wooster and received her M.Ed. degree from the University of North Carolina-Chapel Hill and Ed.D. from the University of Kentucky.

**Dr. Susan Chambers Cantrell** is a professor of Literacy in the Department of Curriculum and Instruction at the University of Kentucky, where she teaches courses in literacy education. Her research is focused on teachers' professional learning, efficacy development, and instructional change, particularly for underserved students.



October 2019 / 256 pages / 6" x 9"

Paper / 9781975502171 / \$43.95

Cloth / 9781975502164 / \$155.00

E-book / 9781975502195 / \$43.95

Jana Noel

## California Foundations of Education

### Educational Development within a Diverse Social History

California was diverse from the start. Throughout its unique social history, California's K-12 schools developed within a complex set of ideologies, prejudices, and uneven economic development in the state. While traditional foundations of education textbooks rightfully provide a national perspective on the U.S. educational system, this textbook focuses on the foundations of education in California, especially in light of the state's diverse history. Issues of equity and social justice are woven throughout chapters examining topics such as history; political influences; funding; curriculum; assessment and accountability; immigration and language policies; family and community engagement; and the teaching profession—"California style."

*California Foundations of Education* is an excellent textbook for a variety of classrooms. Instructors will benefit from a set of Guiding Questions to focus the reader on key topics in each chapter; and a section on Reflective and Action-Based Questions, designed to elicit further reflection on the topics in the chapters and to suggest actions that can be taken to tie the information in the chapters to the practice of education in schools and society.

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Edited by Timothy Kinard and Gaile S. Cannella

## Childhoods in More Just Worlds An International Handbook

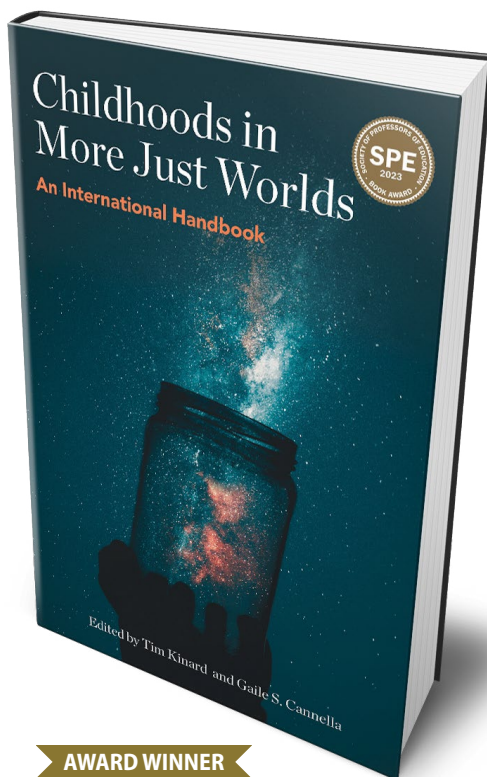
Early Years and Youth Studies Series

A 2023 SPE Outstanding Book Honorable Mention

Those who are younger, people of color, females, and human beings living in poverty have never been included in equitable performances of justice, care, respect, and fairness. The authors in this international volume use existing social values and institutions—and the strengths of these varied perspectives—to address justice in ways that have not previously been considered. The aim is to create more just worlds for those who are young—as well as for the rest of us.

The first set of chapters place at the forefront the lives of those who are younger who are commonly situated in positions of invisibility, disqualification, and even erasure. In the second section, the authors acknowledge that needed (re)conceptualizations of those who are younger, along with appreciation for human diversity and entanglements between the so-called human and nonhuman worlds, are the foundations for more just care and education environments. The last section of the book takes up the 20th century critical concerns with constructions of “child” that have dominated and continue to govern perspectives imposed on those who are younger.

Whatever the emphasis or focus of a section or chapter, throughout the volume is the recognition that dominant discourses (e.g. neoliberal capitalism, conservatism, progressivism, human exceptionalism) and the policies they create (and that facilitate them), influence possibilities for, and limitations to, more just childhood worlds. Therefore, each section includes chapters that address these complex discourses and policy issues. The reader is invited to engage with these complexities, to become-with the various texts, and to generate unthought possibilities for childhoods in more just worlds.



AWARD WINNER

November 2021 / 320 pages / 7" x 10"

Paper / 9781975504113 / \$46.95

Cloth / 9781975504106 / \$185.00

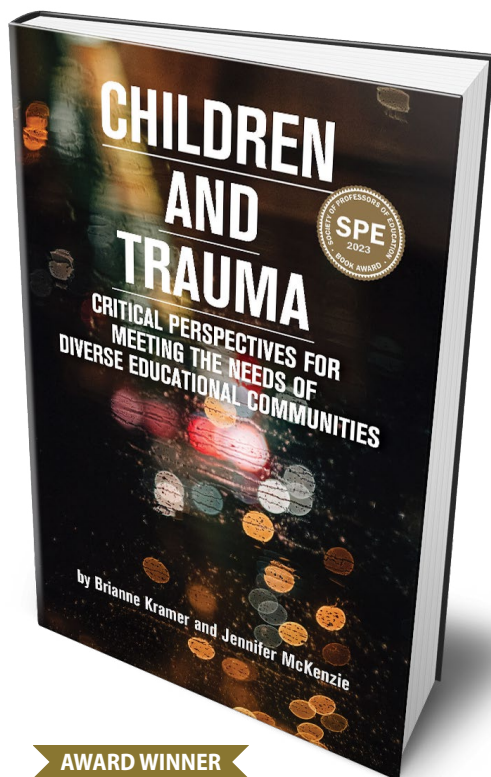
E-book / 9781975504137 / \$46.95

*"This timely and evocative volume traces how historical, political, and developmental discourses continue to influence how we mobilize justice, equity, and care in the lives of young children across the globe."*

—Haeny S. Yoon, Ph.D., Teachers College,  
Columbia University

**Tim Kinard** is an associate professor of early learning in the Department of Curriculum & Instruction at Texas State University in San Marcos, Texas. Publications emerging from this collaboration have appeared in a range of journals including *New Educator*, *Theory into Practice*, *Young Children* and the *International Journal of Qualitative Studies in Education*, as well as in a book he co-authored with Jesse Gainer and Mary Esther Huerta, entitled *Power Play: Explorando y Empujando Fronteras en Tejas*.

**Gaile S. Cannella** (EdD, University of Georgia) is an independent scholar who has served as a tenured Full Professor at Texas A&M University – College Station and at Arizona State University – Tempe, as well as the Velma Schmidt Endowed Chair of Education at the University of North Texas. Dr. Cannella's work has appeared in a range of journals and volumes, as well as in a large number of books that she has either written or edited.



AWARD WINNER

April 2022 / 300 pages / 6" x 9"

Paper / 9781975503437 / \$46.95

E-book / 9781975503451 / \$46.95

Brianne Kramer and Jennifer McKenzie

## Children and Trauma

### Critical Perspectives for Meeting the Needs of Diverse Educational Communities

Educational Psychology: Meaning Making for Teachers and Learners Series

A 2023 SPE Outstanding Book Honorable Mention

According to the American Psychological Association (APA, 2015), trauma is an emotional response to a terrible event, which can lead to difficulties with emotional regulation, social relationships, and the development of physical symptoms. Traumatic experiences may include physical or sexual abuse, neglect, experiencing or witnessing violence, war, suicides, and disasters. Because of the prevalence of students with traumatic experiences in K-12 schools, development and use of trauma-informed practices (TIP) is currently increasing in educational spaces across the United States as educators and others who work with children become more aware of how socio-emotional development and exposure to trauma places children on a pathway through adulthood. Because of growth in these areas, it is important for educators and others who work with children to have a resource to consult. *Children and Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities* provides teachers, administrators, and others involved in education with an understanding of trauma-informed practices and explains how they can be used in the classroom. Additionally, school districts could utilize this text to implement professional development, particularly if they are considering creating a districtwide trauma-informed system.

*"As a teacher education professor seeking to introduce students to understanding the impact of trauma in all aspects of the child's life and education, I am thrilled that this book exists! The research on trauma and adverse childhood experiences make it clear that protective factors mitigate the impact of trauma. Thus, educators must understand trauma, how it impacts learning, and how pedagogy, curriculum, and school policies can be those needed protective factors. Children And Trauma: Critical Perspectives for Meeting the Needs of Diverse Educational Communities will be required reading for my students as it fills a much-needed gap in addressing trauma in schools."*

—Denisha Jones, Ph.D., J.D., Director Art of Teaching, Sarah Lawrence College

**Brianne Kramer** (Ph.D., University of Toledo) is an Assistant Professor of Education in the College of Education and Human Development at Southern Utah University. Her research interests include issues of privilege, identity, and resistance in teacher education programs, educational policy, trauma-informed practices in the classroom, and teacher activism.

**Jennifer M. McKenzie** (Ph.D., University of Missouri) is an Assistant Professor of Special Education and the Special Education Program Director at Southern Utah University. She is currently engaged in research to create a coaching model in the use of evidence-based trauma-informed classroom management practices for classroom teachers.

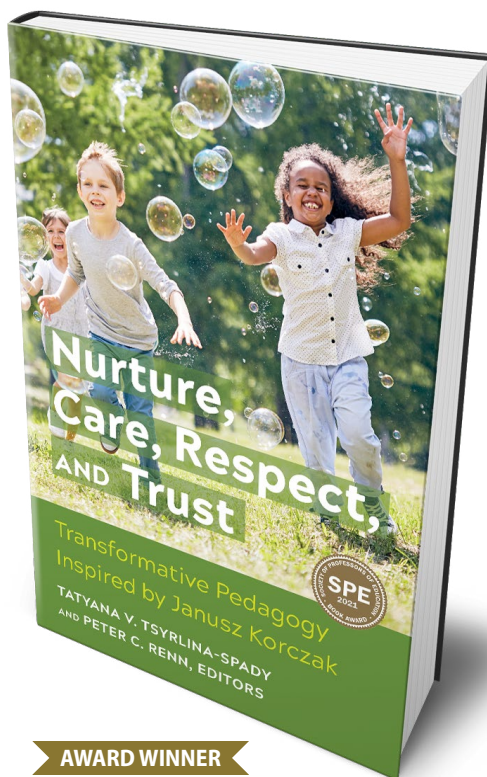
Edited by Tatyana Tsyrlina-Spady and Peter Renn

## Nurture, Care, Respect, and Trust Transformative Pedagogy Inspired by Janusz Korczak

Early Years and Youth Studies Series

A 2021 SPE Outstanding Book Award Honorable Mention

*Nurture, Care, Respect, and Trust* is the first collection of interdisciplinary and logically interconnected papers from nationally and internationally acclaimed researchers in philosophy, psychology, history of education, teacher training, educational leaders and practitioners, child advocates, and educators who have been motivated by the philosophy and pedagogy of Dr. Janusz Korczak (1878-1942), a world-famous moral exemplar and champion of children's rights. The book provides answers to timely questions of how to respect children's rights in K-12 schools, community centers, summer camps, and colleges; how to create an atmosphere of trust and safety, and provide social-emotional learning in the classroom; how to become a genuine child advocate; and how to support growing child agency. It also tells the story of Korczak, his life, and the lives of the children in his charge. *Nurture, Care, Respect, and Trust* details how Korczak's legacy encourages and stimulates new projects and spreads around the world. The volume serves as a rich resource of practical materials for teachers and university instructors, introducing a number of innovative lesson plans, examples of students' works, and school projects inspired by Korczak's pedagogy.



AWARD WINNER

January 2020 / 375 pages / 6" x 9"

Paper / 9781975501310 / \$43.95

Cloth / 9781975501303 / \$155.00

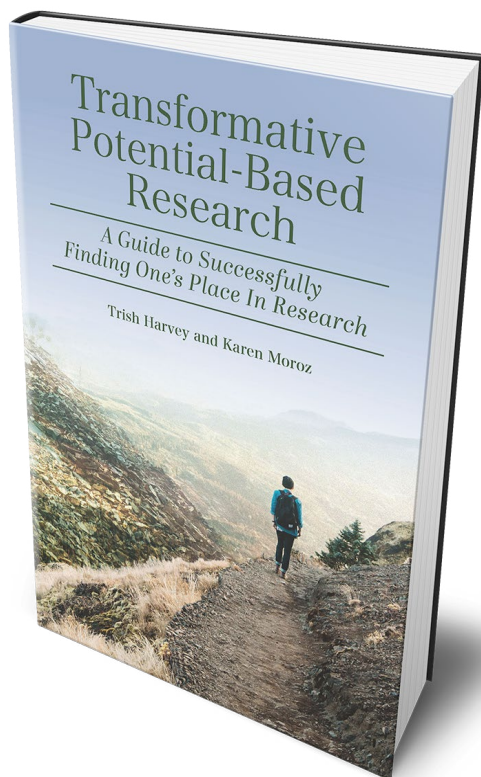
E-book / 9781975501334 / \$43.95

*"This book has its specific meaning for the study of pedagogy and its sub-disciplines (historical, comparative, general pedagogy, intercultural, interreligious education, social pedagogy), but also for the study of other human sciences such as philosophy, psychology and sociology. The contributions are characterized by new impulses for the worldwide implementation of children's rights. This book should not only belong in the stock of libraries of educational institutions, it is addressed to all people who are committed to the worldwide implementation and effective compliance of children's rights."*

—Reinhard Golz and David Whybra for Issue 1-2020 of *International Dialogues on Education: Past and Present*

**Tatyana Tsyrlina-Spady, Ph.D.**, is professor emeritus at Kursk State University (Russia) and Adjunct Professor at Seattle Pacific University. She is also a visiting professor at the University of British Columbia, Vancouver, BC, teaching at the Summer Institute on Child Advocacy in Action: The Legacy of Janusz Korczak. She is the author of over 20 books and edited volumes.

**Peter C. Renn, Ed.D.**, serves as an assistant dean in the School of Education at Seattle Pacific University. An educator for over 25 years, his research interests include the role of critical pedagogy in schools and educational neuroscience.



Forthcoming 2025 / 175 pages / 6" x 9"

Paper / 9781975507015 / \$39.95

E-book / 9781975507039 / \$39.95

Karen Moroz and Trish Harvey

## Transformative Potential-Based Research A Guide to Successfully Finding One's Place in Research

The Coming of Age of the Education Doctorate Series

Researchers working to clearly identify a research topic and theme have difficulty deciding how to focus their work. Using a potential-based learning focus, detailed in this text, readers are challenged to consider their role as researcher, scholar, and leader to guide their reflective work. *Transformative Potential Based Research: A Guide to Successfully Finding One's Place in Research* provides both the theoretical support and the guiding activities to help readers decide on an area of potential-based research. The result will prove to be transformational.

To guide this work, Karen Moroz and Trish Harvey have developed a suitable framework. They invite readers to review the mountain metaphor shared within the framework and to keep the visual present at all times as they progress through the book. It is addressed often and readers will be invited to use, extend, and discuss it numerous times throughout their journey.

*Transformative Potential Based Research* supports instructors and students through all stages of research, including:

- identifying and embracing relevant and essential topics,
- crafting research questions that accurately and concisely convey the purpose(s),
- exploring one's own connection to the issue,
- developing and employing individual processes that lead to success, and
- determining a potential-based frame that motivates the writer and frames the work

**Trish Harvey** is an associate professor in Hamline University's School of Education with an emphasis in Advanced Learning Technologies at Hamline University. Additionally, Dr. Harvey serves as the Program Director for the EdD and MAEd programs where she teaches all research courses.

**Karen Moroz** is an Associate Professor in and the Program Director for Hamline University's Masters in the Arts of Literacy Education and Reading License programs. She also teaches within the doctoral program.



Kathleen deMarrais, Kathryn Roulston, and Janie Copple

## Qualitative Research Design and Methods An Introduction

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

Written by scholars from three generations of qualitative methodologists, *Qualitative Research Design and Methods: An Introduction* situates qualitative research within the history of the field and integrates this history within discussions of specific research designs. This novel approach allows readers to come to know the genealogy of the field and how previous generations of scholars have informed what we know today as qualitative research. The text reflects these more traditional as well as emerging qualitative research approaches, providing a theoretically grounded approach to designing and implementing qualitative research studies. While some introductory research texts focus on the specific methods of qualitative research with little attention to the role of theory, this book forefronts theory in qualitative research. The authors speak to students new to qualitative research with clear discussions of theory and theoretical concepts and how those notions must be considered throughout all aspects of research design, implementation, and representation of findings. Each chapter integrates discussion of theory. In addition, the book highlights the role of ethics in the same way with a chapter at the beginning as well as discussions of ethics threaded throughout each of the design chapters.

*Qualitative Research Design and Methods* is THE introductory textbook for students taking introductory masters and doctoral courses in qualitative research. Instructors in those classes will appreciate the straightforward language and concepts provided by the authors.



February 2024 / 225 pages / 6" x 9"

Paper / 9781975505660 / \$37.95

E-book / 9781975505684 / \$37.95

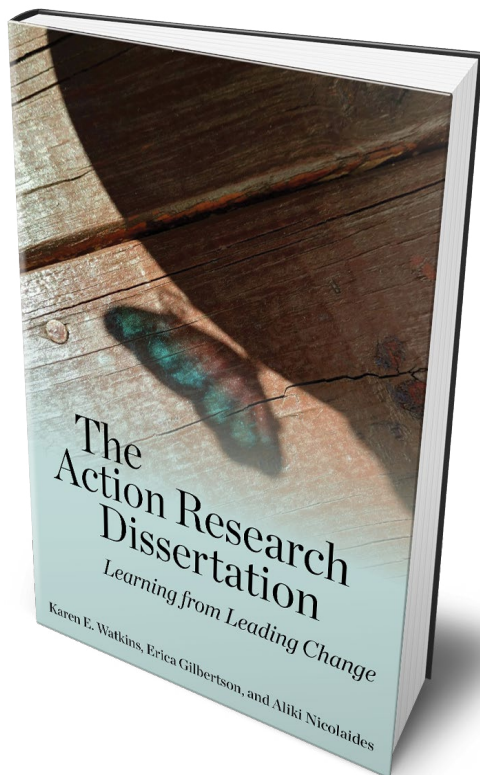
... *a beautiful creation from three of our most revered members of the qualitative research community. This book provides exactly the kind of grounding novice qualitative researchers can immediately benefit from—complete with learning objectives for each chapter, engaging examples, and activities to help guide learners through the process of designing and carrying out qualitative inquiry projects.*

—Thalia M. Mulvihill, Ph.D., Professor of Social Foundations of Education and Higher Education, Teachers College, Ball State University

**Kathleen deMarrais** is Professor, Emerita, of Qualitative Research in the Mary Frances Early College of Education at the University of Georgia. Her research interests include qualitative research methods, critical qualitative research, and archival methods.

**Kathryn Roulston** is Professor of Qualitative Research in the Mary Frances Early College of Education at the University of Georgia. Her research interests include qualitative research methods, qualitative interviewing, and analyses of talk-in-interaction.

**Janie Copple** is an Assistant Professor in the Department of Educational Policy Studies at Georgia State University. Her research explores qualitative research methodologies and pedagogies, specifically feminist critical materialist approaches to narrative, autoethnographic and arts-based research as well as topics on motherhood and puberty education.



August 2023 / 225 pages / 6" x 9"

Paper / 9781975505035 / \$39.95

E-book / 9781975505059 / \$39.95

*"Watkins, Gilbertson, and Nicolaides give us a practical and resource-rich approach suited to action researchers entering the field."*

—Hilary Bradbury, Ph.D., editor in chief,  
Action Research journal and curator, Foundation AR+

Karen E. Watkins, Erica Gilbertson, and Aliko Nicolaides

## The Action Research Dissertation Learning from Leading Change

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

The idea of the doctorate is undergoing a transformation as experts explore the nature of "doctorateness" and its relevance for current organizational and societal challenges. The professional practice doctorate has emerged as a highly useful framework to address these challenges and it necessarily requires a distinctive approach to the doctoral dissertation.

*The Action Research Dissertation: Learning from Leading Change* shares a framework for the action research dissertation, outlining the specific ways in which action research fosters the development of scholar-leaders. It offers both doctoral students who are practitioners in applied fields, and the faculty who guide them in their doctoral research, a comprehensive and applied approach to action research that focuses on facilitating and leading change in organizations, as well as ways to address how to translate the findings of this work into a rigorous, dissertation research study.

Throughout the book, the authors explicitly address the connection between the parallel and mutually-reinforcing processes of taking action and conducting research, offering rich insights, tools, and case examples that outline specifically how to use action research to both guide a change effort and generate useful insights to contribute to theory-building.

This is an essential book for a variety of readers, including professional practice doctoral students, faculty directing the studies of those students, program administrators, professional development coordinators, and many others.

**Karen E. Watkins** (PhD, University of Texas at Austin) is Professor of Learning, Leadership and Organizational Development in the College of Education at The University of Georgia. She is the author or co-author of numerous articles and chapters, and nine books.

**Aliko Nicolaides** EdD, is Professor of Adult Learning and Leadership at the University of Georgia in the program of Learning, Leadership & Organization Development. She is a founding steward and current Director of the International Transformative Learning Association.

**Erica Gilbertson** (EdD, The University of Georgia) is the Director of Organizational Impact for the Georgia Leadership Institute for School Improvement. She has co-authored eight published scholarly articles/book chapters and given more than 20 presentations at regional/national academic conferences.

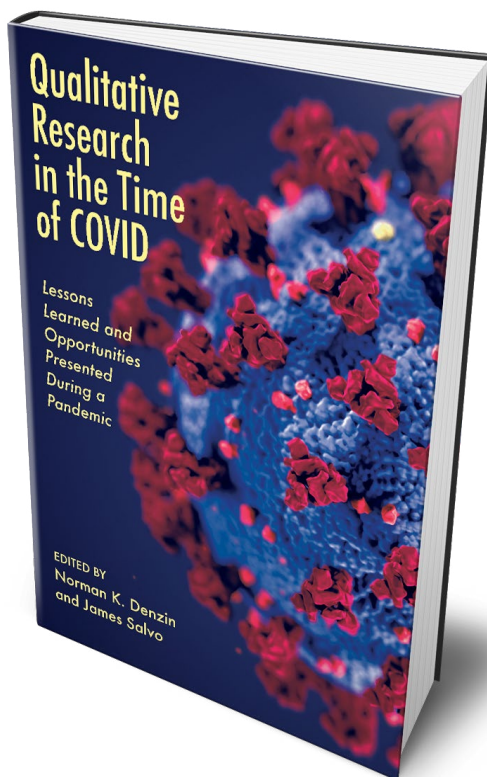
Norman K. Denzin and James Salvo

## Qualitative Research in the Time of COVID

### Lessons Learned and Opportunities Presented During a Pandemic

New Directions for Theorizing in Qualitative Inquiry Series

*Qualitative Research in the Time of COVID: Lessons Learned and Opportunities Presented During a Pandemic* focuses broadly upon educational issues during the COVID-19 pandemic. The chapters make note of how contextual understandings are important for the future of researchers, especially when those contexts involve inequality made more acute since the pandemic. The chapters illustrate the importance of creating a climate of care based upon the principles of care ethics, and also examine projects that could be taken in the context of necessary self-care during challenging times. Chapters address the climate of caring in both in-person and online educational spaces and what it means to support students in an expanded conception of classroom space. In discussions ranging from exemplars of arts-based, personal narrative to completing a dissertation during a pandemic, chapters share both the immensity of the challenges and the rewards of productive and meaningful work both domestically and internationally. In the context of the living taking place after the pandemic's coming into being as an event, this volume humbly offers writings as documents of remembrance of our historical present, offering with the hope that the historical may continue to move forward with an ethics of care ever in the foreground.



May 2023 / 150 pages / 6" x 9"

Paper / 9781975505219 / \$40.95

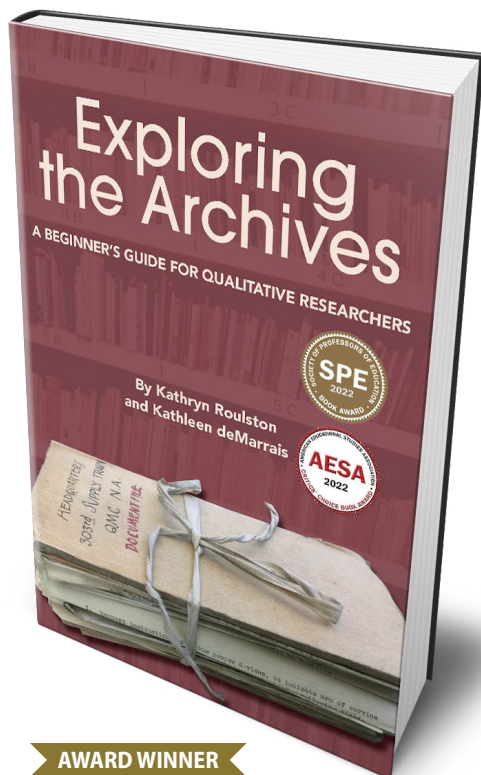
E-book / 9781975505233 / \$40.95

*"Qualitative Research in the Time of COVID... speaks to the resiliency that qualitative research has always had to rise above whatever has intended to weigh it down and surmount potential barriers, emerging and moving forward with increased integration, reflectivity, and rigor. The book is inclusive, with offerings from a range of experience levels of qualitative researchers, from emerging doctoral students becoming professionals in the field to well-seasoned and established qualitative researchers, so that any reader can easily establish a relatable entry point into the text. Since the text presents a multiplicity of applied qualitative examples, it would make an excellent companion to methodology texts for research courses. The lessons learned from each chapter offer a real-use inspired guidebook for graduate students as well as for professionals trying to navigate these new norms in qualitative studies."*

—Excerpt of a *Teachers College Record* May 2024 review by E.J. Summers and Sonya L. Armstrong

**Norman K. Denzin** was Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

**James Salvo** is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.



AWARD WINNER

June 2021 / 175 pages / 6" x 9"

Paper / 9781975503123 / \$36.95

Cloth / 9781975503116 / \$150.00

E-book / 9781975503147 / \$36.95

Kathryn Roulston and Kathleen deMarrais

## Exploring the Archives A Beginner's Guide for Qualitative Researchers

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

A 2022 AESA Critics' Choice Book Award Winner

A 2022 SPE Outstanding Book Award Winner

This book offers qualitative researchers an entrée into the world of working with archival repositories and special collections. It serves as a primer for students and researchers who might not be familiar with these sorts of collections, but with an interest in what has become known as the “archival turn,” in which the use of archival materials and artifacts in contemporary research has increased dramatically since the 1990s. Suited to novice researchers seeking a general introduction into how special collections are created and how they can be used, the book offers useful, clear guidance on using different types of archives, developing topics for research within the archives, assessing materials available, how to work with archivists and curators, documenting the research process, and writing up an archival study. Archival records and material culture (including manuscripts, documents, audio- and video-recordings, and visual and material culture) housed in special collections provide a wealth of resources for qualitative researchers seeking to conduct research in the social sciences.

*“Roulston and deMarrais’ Exploring the Archives: A Beginner’s Guide for Qualitative Researchers is a most welcome and needed addition to the qualitative data collection literature.*

*Like a rare find in the archive, this text overflows with rich details and thoughtful considerations of the nuances of archival work. The authors expertly guide readers through all aspects of qualitative archival work. Insightful examples punctuate the procedural work done in the main chapters of the text. This is a rich resource for anyone interested in qualitative archival research.”*

—Susan Nordstrom, Ph.D., Associate Professor of Educational Research, The University of Memphis

**Kathryn Roulston** is a professor in the Qualitative Research Program in the College of Education at the University of Georgia in Athens, Georgia, where she teaches qualitative research methods. She is the author of *Reflective Interviewing: A Guide to Theory and Practice* (2010), editor of *Interactional Studies of Qualitative Interviews* (2019), and a contributor to a variety of journals and book collections.

**Kathleen deMarrais** is a professor in the Department of Lifelong Education, Administration and Policy at the University of Georgia. She has written a variety of journal articles and chapters in collections. Her recent books include *In addition to numerous articles and book chapters, her books include: A Primer for Concerned Educators: Philanthropy, Hidden Strategy, and Collective Resistance* (with T. J. Brewer, J.C. Atkinson, B. Herron & J. B. Lewis) and *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. (with S. Lapan).

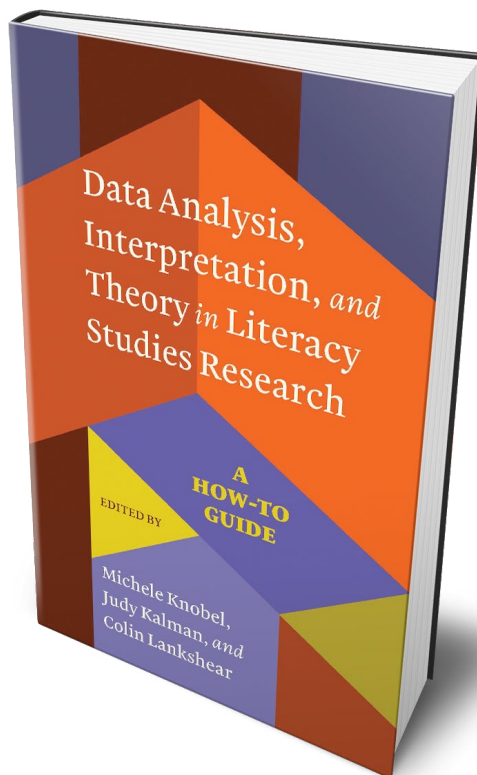
Edited by Michele Knobel, Judy Kalman and Colin Lankshear

## Data Analysis, Interpretation, and Theory in Literacy Studies Research A How-To Guide

Novice and early career researchers often have difficulty with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results.

*Data Analysis, Interpretation, and Theory in Literacy Studies Research* demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question, and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they interpreted the results of their analysis, to make them meaningful in research terms.

Approaches include interactional sociolinguistics, micro-ethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis, and multimediated discourse analysis, among others. This book will appeal to beginning researchers and to literacy researchers responsible for teaching qualitative literacy studies research design at undergraduate and graduate levels.



March 2020 / 275 pages / 7" x 10"

Paper / 9781975502133 / \$35.95

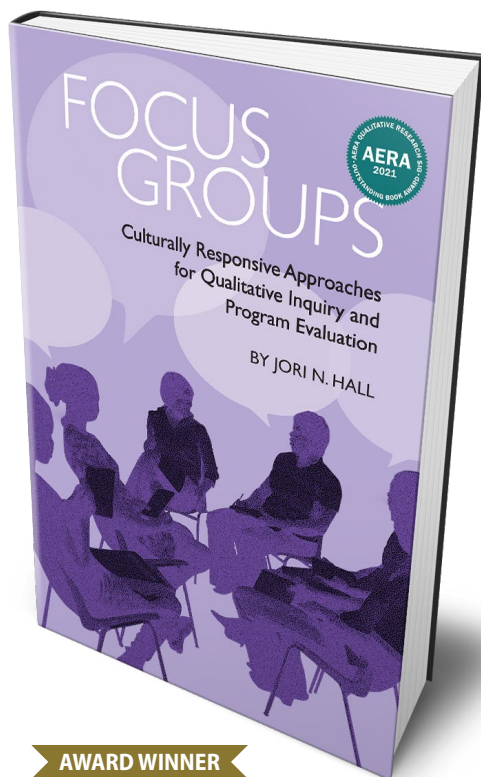
Cloth / 9781975502126 / \$150.00

E-book / 9781975502157 / \$35.95

**Michele Knobel** was a Professor of Education at Montclair State University (USA). Her work has been translated into Spanish, Catalan, Portuguese, Chinese, Danish and Estonian. Publications include *New Literacies: Everyday Practices and Social Learning* (with Colin Lankshear, 2011) and *New Literacies and Teacher Learning: Professional Development and the Digital Turn* (edited with Judy Kalman, 2016).

**Judy Kalman** is a professor at the Department of Educational Research within the Center for Research and Advanced Studies of the IPN. She currently directs the Laboratory of Education, Technology and Society, a space for reflection, the exchange of ideas, design and research. Her recent books include *Leer y Escribir en el Mundo Social* [Reading and Writing in the Social World] (2018) and *Literacy and Numeracy in Latin America* (co-edited with Brian Street, 2013).

**Colin Lankshear** is a freelance educational researcher, writer and teacher with a particular interest in literacies associated with new technologies. He lives in Mexico and is currently adjunct professor at Mount Saint Vincent University (Canada). Publications include *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation* (2017) and *A New Literacies Reader: Educational Perspectives* (2013; both edited with Michele Knobel).



AWARD WINNER

March 2020 / 175 pages / 6" x 9"

Paper / 9781975501938 / \$43.95

Cloth / 9781975501921 / \$155.00

E-book / 9781975501952 / \$43.95

*"Dr. Hall artfully demonstrates how to use culturally responsive focus groups for social justice through practical research techniques and case examples that show how the researcher can be an agent of change and give a voice to marginalized communities."*

—Stacy Penna, Ed.D., NVivo Community Director,  
QSR International

Jori N. Hall

## Focus Groups

### Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

A 2021 AERA Qualitative Research SIG Outstanding Book Award winner

*Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation* takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines. This book provides:

- an historical perspective on focus groups
- a theoretical foundation helpful for supporting focus groups with marginalized groups, vulnerable populations (older adults, children), and participants within non-Western settings
- basic procedures for conducting focus groups
- guidelines for cultural responsiveness and
- case examples of alternative approaches to focus groups that target specific communities and those in different contexts.

It also considers ethical issues around the use of culturally responsive focus groups, while providing guidance on analyzing and interpreting your data and establishing the credibility of your study. *Focus Groups* is an information-rich resource for qualitative researchers and program evaluators at various levels who want to learn about or enhance their knowledge on designing and conducting culturally responsive focus groups.

**Dr. Jori N. Hall** is an Associate Professor at the University of Georgia. She is an interdisciplinary scholar and research methodologist. Her work applies qualitative and mixed methods approaches to inquiry in order to improve programs in various contexts. Her current research focuses on the intersections of educational accountability policies and the organizational capacity of schools. Dr. Hall is also a program evaluator and studies culturally responsive evaluation approaches. She serves as an associate editor for the *American Journal of Evaluation*.

Edited by Norman K. Denzin and James Salvo

## New Directions in Theorizing Qualitative Research Performance as Resistance

New Directions for Theorizing in Qualitative Inquiry Series

In what ways can performance be mobilized to resist? This is the question that the present volume explores from within the context of qualitative research. From an arts-based approach, authors suggest methods on how artistic practice resists. The volume addresses how critical performance autoethnography might retain its ethical and democratic potential without falling into dogmatism or hegemony. This vision for democracy can even be accomplished through improvised, process-centered pieces that weave together thoughts from several key scholars, all to give us a critical perspective on how performative autoethnography is paradigmatically situated. The performance texts collected here question and resist, showing how the experience of art-making can move us through political and public spaces with liberatory potential, challenging social and ideological hegemonies and to generate social movements.



April 2020 / 175 pages / 6" x 9"

Paper / 9781975502805 / \$37.95

Cloth / 9781975502799 / \$155.00

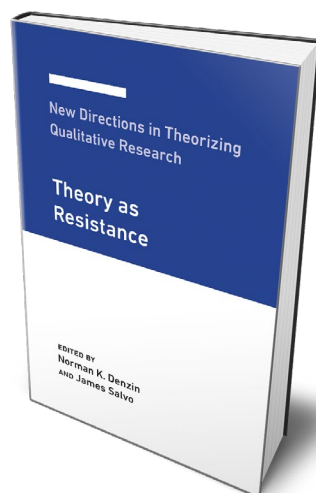
E-book / 9781975502829 / \$37.95

Edited by Norman K. Denzin and James Salvo

## New Directions in Theorizing Qualitative Research Theory as Resistance

New Directions for Theorizing in Qualitative Inquiry Series

What can it mean to resist in these troubled times, and how can we do so through theory? This volume presents novel ideas on how to accomplish this in the context of the field of qualitative research. The authors show us how we might go beyond pre-existing, systematized research methodologies to find our way. They challenge us to go beyond facile modes of thought and slow down any mechanistic practices of research, a slowing that can be surprisingly generative regarding pedagogy and knowledge production. The articles think through theories such as ones theorizing the postcolonial for the purpose of responding to global hegemony regarding institutional experiences of academe. They engage with practices of new materialism and show the multiform ways in which theory can be a companion to us in our journey of research. Further, the articles question hold-overs from humanist and modernist thought so that we might perform an inclusive pedagogy.



March 2020 / 175 pages / 6" x 9"

Paper / 9781975502843 / \$37.95

Cloth / 9781975502836 / \$155.00

E-book / 9781975502867 / \$37.95



February 2020 / 200 pages / 6" x 9"

Paper / 9781975501730 / \$43.95

Cloth / 9781975501723 / \$155.00

E-book / 9781975501754 / \$43.95



February 2020 / 200 pages / 6" x 9"

Paper / 9781975501778 / \$43.95

Cloth / 9781975501761 / \$155.00

E-book / 9781975501792 / \$43.95

Edited by Norman K. Denzin and James Salvo

## New Directions in Theorizing Qualitative Research Indigenous Research

New Directions for Theorizing in Qualitative Inquiry Series

The chapters in this volume collect together perspectives on Indigenous epistemologies. These Indigenous ways of knowing pay particular attention to the relational aspects of language, culture, and place. They are not identified as specific themes, but as integrated parts of a philosophy, for Indigenous epistemologies think within a relational framework, so that all aspects are best understood from this perspective. Indigenous ways of knowing have resisted colonization and oppression, and as such, Indigenous research perspectives exemplify a commitment to social justice, one that recovers knowledges that have been silenced or subjugated. When such knowledge is shared, we can see how to challenge oppressive regimes. We can see how to seek truth in a relational way that's attendant to being together. *Indigenous Research* takes up issues of social justice in a way that is informed by Indigenous epistemologies, an important practice in contemporary research, particularly qualitative inquiry.

Edited by Norman K. Denzin and James Salvo

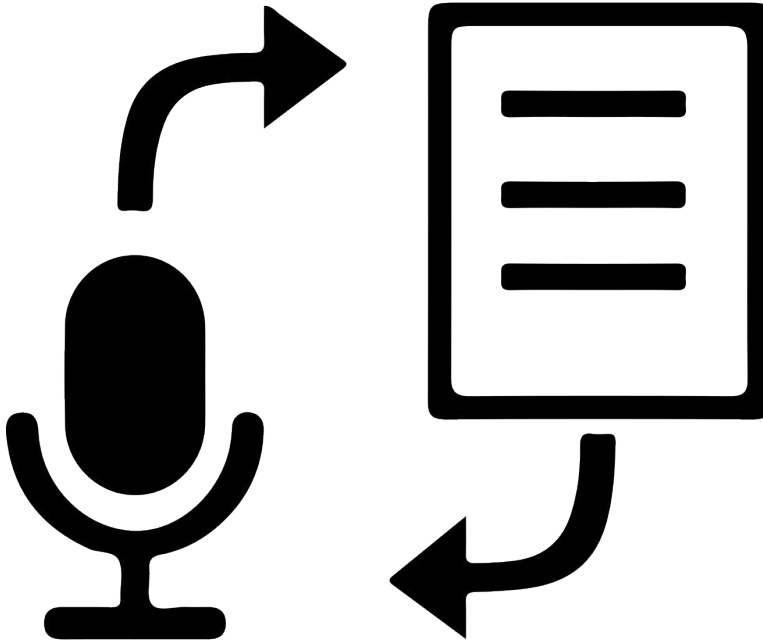
## New Directions in Theorizing Qualitative Research The Arts

New Directions for Theorizing in Qualitative Inquiry Series

This volume on arts-based research explores the transformative power of arts for qualitative inquiry and beyond. The chapters address multiple approaches from within arts-based research and suggest that art can be mobilized to reorient the political, especially when we find the political aim straying from its proper target of truth and justice. Artistic representation is never an end in itself, for the goal is to change the way we think about people and their lives. Arts-based research makes the world visible in new and different ways, in ways ordinary scholarly writing does not allow. *The Arts* develops a utopian idea of belonging, illustrating how moments of history, biography, culture, politics and lived experience come together in the aesthetic. Ultimately, the content of the book examines how artistic insights resonate in arts-based research, something that not only gives us criteria for assessing the quality of ethical engagement in arts-based research practice, but also provides a conceptual framework for living more just lives through art.



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## TITLE

## A

- Action Research Dissertation: Learning from Leading Change*, 32  
*Activist Academic*, 12  
*Acts of Resistance, Second Edition*, 11  
*African-Centered Education*, 7  
*Alchemy of Teaching: Developing Educators Through Transmutative Practices*, 17  
*All In: Community Engaged Scholarship for Social Change*, 10

## C

- California Foundations of Education*, 26  
*Childhoods in More Just Worlds*, 27  
*Children and Trauma*, 28

## D

- Data Analysis, Interpretation, and Theory in Literacy Studies Research*, 35

## E

- Exploring the Archives*, 34

## F

- Fandoms in the Classroom: A Social Justice Approach to Transforming Literacy Learning*, 19  
*Focus Groups*, 36  
*Framework for Culturally Responsive Practices*, 25

## G

- Getting to Where We Meant to Be, Second Edition*, 18

## I

- Improvement Science Dissertation in Practice*, 5  
*Improvement Science in Education: A Primer*, 3  
*Improvement Science: Promoting Equity in Schools*, 4  
*Insurgent Social Studies*, 23

## L

- Learning Space: Exploring Critical Pedagogy through Science Fiction*, 14

## M

- Mistakes We Have Made*, 13

## N

- New Directions in Theorizing Qualitative Research: Indigenous Research*, 38  
*New Directions in Theorizing Qualitative Research: Performance as Resistance*, 37  
*New Directions in Theorizing Qualitative Research: The Arts*, 38  
*New Directions in Theorizing Qualitative Research: Theory as Resistance*, 37  
*Nurture, Care, Respect, and Trust*, 29

## O

- Our Children Are Your Students*, 16

## P

- Practicing Restorative Justice: Real Solutions to Address Racism in Our Classrooms Using Anti-Racist Strategies*, 9

## Q

- Qualitative Research Design and Methods*, 31  
*Qualitative Research in the Time of COVID*, 33

## R

- Repertoires of Racial Resistance: Pedagogical Dreaming in Transborder Educational Spaces*, 8

## S

- Science I Know*, 22

## T

- Thinking About Black Education*, 6  
*T\* is for Thriving*, 15  
*Transformative Critical Service-Learning*, 24  
*Transformative Potential-Based Research: A Guide to Successfully Finding One's Place in Research*, 30

## U

- Ubuntu Pedagogy: Becoming an Ubuntu Responsive Educator*, 20

## W

- Who's Gonna Water My Tomatoes?: School Gardens, Kitchens, and the Search for Educational Authenticity*, 21

**AUTHOR****A**

Abad, Miguel N., 8  
 Antunes, Ana C., 10  
 Arnold, Lucy, 24  
 Au, Wayne, 23

**B**

Blackwood, Alecia, 20  
 Boyd, Ashley S., 11

**C**

Cann, Colette, 12  
 Cannella, Gaile S., 27  
 Cantrell, Susan Chambers, 25  
 Carlile, Susan, 4  
 Chavarria, Erika Strauss, 9  
 Coffey, Heather, 24  
 Conchas, Gilberto Q., 8  
 Copple, Janie, 31  
 Crow, Robert, 5

**D**

Darling-Hammond, Kia, 15  
 Delamarter, Jeremy, 14  
 deMarrais, Kathleen, 31, 34  
 DeMeulenaere, Eric, 12  
 Denzin, Norman K., 33, 37, 38  
 Dyches, Jeanne, 11

**E**

Evans-Santiago, Bre, 13, 15

**G**

Gilbertson, Erica, 32  
 Goldstein, Tara, 16

**H**

Hall, Jori N., 36  
 Harvey, Trish, 30  
 Hinnant-Crawford, Brandi Nicole, 3  
 Hinchey, Patricia H., 18  
 Howard, Joy, 10

**J**

Jones, Karis, 19

**K**

Kalman, Judy, 35  
 Kelly, Hilton, 6  
 Kinard, Timothy, 27  
 King, Joyce Elaine, 7  
 Knobel, Michelle, 35  
 Konkol, Pamela J., 18  
 Kramer, Brianne, 28

**L**

Ladson-Billings, Gloria, 7  
 Lankshear, Colin, 35  
 Lomotey, Kofi, 7

**M**

McKenzie, Jennifer, 28  
 Merchant, Natasha Hakimali, 23  
 Moroz, Karen, 30

**N**

Nicolaides, Aliko, 32  
 Noel, Jana, 26

**P**

Perry, Jill Alexa, 5  
 Peterson, Deborah, 4  
 Powell, Rebecca, 25

**R**

Renn, Peter, 29  
 Roberson, Heather Moore, 6  
 Roman-Oliver, Suzanna, 22  
 Roulston, Kathryn, 31, 34

**S**

Salvo, James, 33, 37, 38  
 Sams, Brandon, 11  
 Sandles, David, 17  
 Shear, Sarah B., 23  
 Shockley, Kmt G., 7  
 Storm, Scott, 19  
 Szolowicz, Michael, 21

**T**

Tsyrlina-Spady, Tatyana, 29

**W**

Watkins, Karen E., 32

**Z**

Zambo, Debby, 5



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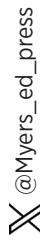


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