



## DEPARTMENTS

### New and Forthcoming at Reference

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Alt, K. (2006). **2005-2006 Accredited Institutions of Postsecondary Education: Candidates for Accreditation and Accredited Programs at Other Facilities**. Washington, DC: American Council on Education. ISBN 1-57356-627-6. \$89.95.

This edition (annual directory) lists more than 6600 accredited higher education institutions, including public and private, two-year, four-year, and vocational and technical schools, as well as some colleges and universities located outside the United States. All are accredited by national, regional or professional and specialized accrediting agencies recognized by either the U.S. Department of Education or the Council for Higher Education Accreditation. Divided into three sections: degree-granting institutions, non-degree-granting institutions, and accredited programs affiliated with non-accredited institutions. In each section, institutions are listed alphabetically by state. Index and cross-references.

Banks, J. A., & Banks, C. A. (Eds). (2004). **Handbook of Research on Multicultural Education**. 2<sup>nd</sup> ed. San Francisco: Jossey-Bass. 1089 p. ISBN 0787959154. OCLC#51258293. \$75.00.

Intended for scholars and practicing educators, this revised and expanded edition provides a current overview and summary of theory, research and scholarship in the field of multicultural education since 1960. This edition offers 20 new chapters and 29 revised chapters; 18 chapters from 1995 edition are dropped. Twelve parts address: international perspectives; higher education; inter-group education; academic achievement; language issues; the education of ethnic groups; immigrant children; historical perspectives; knowledge construction; research issues; and trends. New material includes topics of assessment and standards, findings on the growth in interracial children, and the characteristics of children of immigrant families. Research approaches include experimental design, historical and philosophical inquiry, ethnographic study, case study, survey research, and insights from practice. Chapter references and index.

Barkley, E., Cross, K. P., & Major, C.H. (2004). **Collaborative Learning Techniques: A Handbook for College Faculty**. San Francisco: Jossey-Bass. 320 p. ISBN 0-7879-5518-3. OCLC#55877704.

This book offers college instructors an explanation of the process of group work and emphasizes the importance of collaboration to group learning. The authors provide examples of 30 collaborative learning techniques (CoLTs). These include techniques for discussion, reciprocal teaching, problem solving, using graphic information organizers and writing. Authors suggest how to form groups, assign roles, build teams, solve problems, facilitate, evaluate and grade student participation. The authors make the case for collaborative learning in higher education and offer college teachers information to make effective use of collaborative learning techniques. References and index.

Barr, C., & Gillespie, J. (2005). **Best Books for Children: Preschool Through Grade 6**. 8<sup>th</sup> ed. Westport, Ct: Libraries Unlimited. ISBN 1591580854. \$80.00.

This 8th edition includes more than 25,000 in-print titles recommended for children in grades K-6. More than 5000 entries, thematically organized, are new to this volume, which updates both Best Books for Children, 7th Edition (2002), and the Supplement to that volume (2003). This resource is intended for reader's advisory, research, and collection development. Books in series and award winners are noted. Includes annotations, bibliographic data, and review citations.

Bascia, N., et al. (Eds). (2005). Dordrecht; [London]: Springer. **International Handbook of Educational Policy**. 2 vols. 1114 p. ISBN 1-4020-3189-0 (set), 1402032013 (e-book). OCLC# 60417764. \$475.00.

This two-volume set is designed to be a resource for policy researchers, analysts, academics and graduate students interested in educational policy, educational reform, educational governance and leadership, teacher quality, literacy, and workplace learning. The handbook contains over fifty chapters written by nearly ninety leading researchers from a number of countries and presents contemporary and emergent trends in educational policy research. The chapters provide illustrations of the conceptual implications contained within them as well as allowing for comparisons across them. Sections cover leadership and governance, improving teacher quality and conceptualizing learning in various domains around the notion of literacies; and workplace learning.

Conrad, C., & Serlin, R. (Eds). (2006). **The SAGE Handbook for Research in Education: Engaging Ideas and Enriching Inquiry**. Thousand Oaks, CA: Sage Publications. 584 p. ISBN 1412906407. OCLC# 60971753. \$99.95.

With contributions of top scholars from fields within and outside of education, the handbook has two main sections: *Engaging Ideas: The Context Of Inquiry And Meaningful Problems* and *Enriching Inquiry Through Identifying And Addressing Key Challenges*. The 30 chapters feature auto ethnographic voices of authors through narratives, vignettes, and examples of key episodes in inquiry. Integrated are quantitative, qualitative and mixed method research approaches.

Dickinson, D. K., & Neuman, S. B. (Eds). (2005). **Handbook of Early Literacy Research**. Vol. 2. New York: Guilford Press. 459 p. ISBN 157230653X OCLC#46640984. \$65.00.

Editors David Dickinson and Susan Neuman lead a group of knowledgeable and credible scholars who offer current perspectives on early literacy research. Volume two covers all aspects of literacy learning in the preschool years and offers current perspectives on topics in volume one. Authors give attention to children and their reading with respect to relationships with teachers and family, preschool and primary grade instruction and policy. The handbook includes seven sections: cognitive and linguistic building blocks of early literacy development, phonemic awareness and letter knowledge, families and relationships and socio-emotional and linguistic supports, cultural and linguistic diversity, supporting literacy in preschool classrooms, programmatic interventions during the preschool years, and effective primary grade instruction. New topics include the transition to school, the teacher-child relationship, socio-dramatic play, vocabulary development, neuro-imaging work, Vygotskian theory, and findings from international studies.

English, F. W. (Ed). (2006). **Encyclopedia of Educational Leadership and Administration**. 2 vols. Thousand Oaks, CA: Sage Publications. 1144 p. ISBN 0761930876. \$325.00.

Presents the most recent theories, research, terms, concepts, ideas, and histories on educational leadership and school administration as is taught in preparation programs and practiced in schools and colleges now. There are over 600 entries written by more than 200 professors, graduate students, practitioners, and association officials. Includes a wide range of topics covering teaching and learning, curriculum, psychology and motivation, budgeting and finance, law, statistics, research, personnel management, planning, supervision, and much more. Biographical sketches, tables, references, index, PowerPoint drawings.

English, F. W. (Ed). 2004. **The Sage Handbook of Educational Leadership. Advances in Theory, Research, and Practice.** Thousand Oaks, CA: Sage Publications. 608 p. ISBN 0-7619-2979-7. OCLC#57798011. \$125.00.

This source considers the role of education in promoting civic responsibility and developing strong future leaders. Guest editors are assigned to each of five parts: multiple lenses of democratic leadership; covers management, organization and law; educational politics and policy in creating effective, equitable and democratic schools; theories of leadership and research problems and practices; micro-politics of school leadership. There are twenty-three chapters. This book reviews the critical knowledge base of educational leadership and a history of how leadership thought and practice has been formulated and expressed in the United States. Chapter references. Author and subject indexes.

Farenga, S. J., & Ness, D. (Eds). (2005). **Encyclopedia of Education and Human Development.** 3 vols. Armonk, NY: M.E. Sharpe. ISBN 0765612682. OCLC#57344198. \$349.

Written for professional educators and students, this three-volume set covers educational theory and practice from the primary grades through higher education on the topic of education and human development. Included are contemporary educational policies and issues as well as historical information about the subject dating back to the 19<sup>th</sup> century. Entries address the social and political context of the topics and people included. The work is divided into seven sections: constructs of learning; philosophical, social and political issues in education; levels in educational practice; physical motor and cognitive domains; educational issues concerning diverse populations; people; and organizations.

Garcia, E. (2004). **Teaching and Learning in Two Languages. Bilingualism & Schooling in the United States.** NY: Teachers College Press. 199 p. ISBN 0-8077-4537-5. OCLC#56942116. \$29.95.

This book offers a background on bilingualism and schooling. The author addresses educating students from diverse language, culture, and social class groups, as the population whose native language is not English grows in the United States. Debates address effective instructional practices, English first, immigration and assimilation, and the treatment of a student's native language in the classroom. The case for recognizing students' linguistic and cultural roots and for culturally responsive educational practices is made. The circumstances of bilingual children in the U.S. and states are described, from linguistic and cultural attributes of bilingual students to the history of U.S. educators serving linguistically diverse populations. U.S. policy issues are covered. Analysis of teachers, classrooms, schools, and communities that contribute to academic success for bilingual students is provided. References and index.

Gillespie, J. (2005). **The Children's and Young Adult Literature Handbook: A Research And Reference Guide.** Westport, CT: Libraries Unlimited. 393 p. ISBN 1563089491. OCLC# 61111320. \$55.00.

This compilation serve as a selection guide and collection development aid for librarians, as well as a navigation tool for researchers. The book describes and evaluates more than 1000 publications covering the entire spectrum of information sources in the field—from general reference, bibliographies, and biographies to review sources, literary awards, professional organizations, and special library collections. Internet and other non-print media are included, as are major English-language resources from Britain, Canada, Australia, and South Africa. Bibliographical references and indexes.

Harmon, D., & Jones, T. (2005). **Elementary Education. A Reference Handbook.** Series: Contemporary Education. Santa Barbara, CA: ABC-CLIO. 261 p. ISBN 1-57607-943-0. OCLC# 57730931. \$45.00.

The work presents elementary education within a holistic framework that allows readers to become familiar with the history and current status of elementary education. Authors seek to familiarize readers with the purpose of education in our society and its implications for schooling in a democratic society. Coverage includes description of elementary school populations, current trends, and the foundations of education. Authors discuss the development of the elementary student, learning theories, intelligence, styles, creativity, culture, and language. The elementary school curriculum from early childhood through the elementary curriculum is covered. One section on technology describes the history of school technology from 1800 to now. Annotated bibliography of print and non-print resources in elementary education.

Howard, C., et al. (Eds). (2005). **Encyclopedia of Distance Learning**. Four vols. Hershey, PA: Idea Group Reference. 2081p. ISBN 1591405556 (hardcover) 1591405548(e-book). OCLC# 57966011. \$995.00.

This source provides information about issues, solutions and challenges of technology for distance education programs, educators, administrators, and researchers. This source offers comprehensive coverage of the issues, concepts, trends, and technologies of distance learning from more than 400 international contributors from over 50 countries. Examples of topics found in the encyclopedia are workforce training, accessing education, digital divide, and the evolution of distance and online education into a multibillion dollar enterprise. Over 3000 terms and definitions and 6000 additional references are included. Online access is available.

Hopkins, B., et al. (Eds). (2005). **The Cambridge Encyclopedia of Child Development**. New York: Cambridge University Press. 670 p. ISBN 0521651174. OCLC# 56759845. \$150.00.

An up-to-date account of all aspects of child development. Contributions are from leading experts covering topics from neonatal development to education, encompassing pediatrics, neuroscience, theories and research methods, physical development, social development, cognitive development, psychopathology and parenting. The contributors also look at cultural issues, sex differences and the history of child development. There are seven parts: theories of development; methods in child development research; prenatal development and the newborn; domains of development, selected topics; developmental pathology; and crossing the borders. Also includes biographical sketches of key figures, a bibliography and author and subject indexes.

Jafari, A., & Kaufman, C. (Eds). (2006). **Handbook of Research on E-Portfolios**. Indianapolis, IN: Idea Group Reference. 600p. ISBN 1-59140-890-3. \$195.00 (book and online access), \$156.00 (online access only).

The aim of this handbook is to provide a complete investigation on a variety of e-portfolio uses through case studies and supporting technologies, and to explain the conceptual thinking behind current and potential uses not yet implemented. It covers the major themes and issues of e-portfolios, from concepts to technology to implementation. Features include authoritative contributions by the world's leading experts, references on literature and research on e-portfolios and free online access for libraries for life of the edition with the purchase of a print copy.

Leo, T., & Subramaniam, R.(Eds). (2006). **Handbook of Research on Literacy in Technology at the K-12 Level**. Hershey, PA: Idea Group Reference. 600 p. ISBN 1-59140-494-0 (book and online access); 1-59140-496-1 (online only). OCLC#61295782. \$195.00 (book and online access, \$156.00 (online access only).

This handbook provides comprehensive coverage of the issues, methods, and theories of literacy and technology at the pre-collegiate level. The 35 chapters reflect the research and practical experience of fifty international experts. The intent of this handbook is to detail the needs of teachers, researchers, and scholars through the contributors' perspectives, as well as mention new ideas and developments. Some of its features include: over 260 key terms with detailed definitions; more than 1300 references on existing literature and research on literacy and technology; and free online access for libraries for life of the edition with the purchase of a print copy.

Levinson, D. (2005). **Community Colleges: A Reference Handbook**. Santa Barbara, CA: ABC-CLIO. 225p. ISBN 1-57617-767-5. OCLC# 57574267. \$45.00.

This work provides an analytical approach to community colleges including such topics as globalization of the U.S. economy, social inequality, limited access to higher education, recent demographic developments, and the role of immigration and growing diversity in the United States. Analyzing the mission and purpose of community colleges, the author addresses the changing demographics of college students in the United States. An historical analysis of community college growth and an analysis of the balance of

quality versus access is offered. A section on the transfer versus career function of community colleges is included, as well as coverage of lifelong learning with respect to community colleges. A list of twenty-one trends in community colleges that were described at a plenary session of the 2001 annual meeting of the American Association of Community Colleges is included. Organizations and associations list and an annotated bibliography of print and web resources are also provided.

Lima, C., & Lima, J. (2005). ***A to Zoo: Subject Access to Children's Picture Books***. 7<sup>th</sup> ed. Westport, CT: Libraries Unlimited. ISBN 1591582326. OCLC#29336485. \$80.00.

The 7th edition of this standard reference adds more than 4000 titles published since 2001. An introduction discusses the history and growth of English-language picture books. Intended for both reader's advisory and collection building, this comprehensive edition offers up-to-date information on fiction and nonfiction picture books for children. Includes a subject guide, a bibliographic guide, and title and illustrator indexes.

Mayer, R. (Ed). (2005). ***The Cambridge Handbook of Multimedia Learning***. New York: University of Cambridge. 680 p. ISBN 0521838738. OCLC# 57526976, \$100.00.

The focus of this handbook is research and theory in the field of multimedia learning and how people learn from words and pictures in computer-based environments. Contains 35 chapters written by leading contributors in the field and encompasses all aspects of multimedia learning, including: online instructional presentations, interactive lessons, e-courses, simulation games, virtual reality, and computer-supported, in-class presentations. Author and subject indexes.

Perry, D. C., & Wiewel, W. (Eds). (2005). ***The University as Urban Developer. Case Studies and Analysis***. Armonk, NY: M.E. Sharpe. 330 p. ISBN 0-7656-1541-X. OCLC#57010249. \$79.95.

The outcome of a multiyear collaborative project, this book assesses the understudied topic of the political, economic, intellectual, and ethical elements of university real estate development. Offering guidelines for the evaluation of university real estate development, cases explore how the university is situated in the larger urban development process. Cases reflect the university relationship with the broader community, collaboration with partners, and the influence of national trends on development practices. Urban areas represented in cases include Pittsburgh, New York City, Chicago, Tacoma, Denver, Philadelphia, Atlanta, Toronto, Indianapolis, St. Louis, and Cleveland. A section on ethics is included.

Salkind, N. J. (Ed.). (2006). ***The Encyclopedia of Human Development***. 3 vols. Thousand Oaks, CA: Sage Publications. 1488 p. ISBN 1412904757. OCLC#58807258. \$495.00.

A comprehensive and authoritative reference work that presents research and facts from the fields of psychology, individual and family studies, and education. This three-volume encyclopedia contains over 600 entries organized alphabetically. It covers topics such as adolescence; cognitive development; education; family; gender differences; identity; longitudinal research; personality development; prenatal development, and temperament. Contributors are experts in the fields of psychology, education, human development and family studies, and gerontology. Classic studies and theories are highlighted and brief biographies of notable researchers and theorists are included. Bibliography and index.

Shelton, C., & Pollingue, A. (2005). ***The Exceptional Teacher's Handbook. The First-Year Special Education Teacher's Guide to Success***. 2<sup>nd</sup> ed. Thousand Oaks, CA: Corwin. 217 p. ISBN 0-7619-3195-3. OCLC#47815452. \$34.95.

Addressing the needs of the first year special education teacher, the authors describe best practices that promote and support excellent first-year teachers. Updated to include changes in NCLB and IDEA legislation, this edition guides teachers through the entire school year from preplanning to post planning, and deals with the need to support new teachers who may be experiencing stress. It covers understanding students with disabilities, placing students in the least restrictive environment, managing the classroom, teaching all students, preparing for student-teacher conferences, understanding current educational assessments, writing the legal and effective IEPs, preparing students for transition, professional develop-

ment for the special education teacher, handling medical emergencies, stress management for the first-year teacher, support organizations for students, and a pharmacology reference list. Quotes at the beginning of each chapter encourage topical reflection and researched-based information.

Snowling, M., & Hulme, C. (Eds). (2005). ***The Science of Reading: A Handbook***. Malden, MA: Blackwell Publishing. 661 p. ISBN 1405114886 (book), 1405141506 (e-book). OCLC#57579252 (book), 60570270 (e-book).

This handbook contains reviews of reading research from leading names in the field, providing a multidisciplinary overview of contemporary knowledge about reading and related skills. The volume is divided into seven sections: word recognition processes in reading; learning to read and spell; reading comprehension; reading in different languages; disorders of reading and spelling; biological bases of reading; and teaching reading. In addition to providing reviews of current reviews, each section offers additional information, such as, theories, models, and implications. Bibliographic references and indexes.

Upcraft, M., Gardner, J., & Barefoot, B. (2005). ***Challenging and Supporting the First-Year Student***. San Francisco: John Wiley & Sons. 607 p. ISBN 0-7879-5968-5. OCLC#51258293. \$47.42.

A guide to the first year of college, this work is intended for policymakers, academic administrators, and professionals who work directly with first-year students. This book describes the design of programs, services, courses and initiatives that contribute to student success in the first college year. There is an overview of the past decade of scholarship and practice on the topic. This source covers the topics of recruitment, persistence of students, campus cultures that lead to success for first-year students, classroom support, place of the library versus the library as place, supplemental instruction, orientation programs, living environments, and alcohol use. One section of this work is devoted to the subject of strategies and tools to use for assessing the first college year.

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The next issue of *Education Libraries* will focus on **Information Seeking**. Some of the areas to write about include:

- information literacy research processes
- information seeking behaviors by different user groups (student vs. faculty, age issues, special needs, English language users)
- information seeking in physical environments vs. cyberspace
- instruction on information seeking strategies
- supporting materials for information seeking
- facilities design to facilitate information seeking.

The deadline for submissions is December 15.