

New and Forthcoming

By Dr. Lori Mestre

Anderman, E.M. & Anderman, L.H. (2008).
Psychology of Classroom Learning: An Encyclopedia.
(Vols. 1-2). Farmington Hills, MI: Gale. ISBN: 0-0286-6167-2; 978-0-0286-6167-4; eBook ISBN: 978-0-0286-6170-4. OCLC: 191891733. 1000 pp. \$260.00.

Psychology of Classroom Learning is a two volume set that explores psychological aspects of learning — such as cognition, motivation and emotion. It includes theories, biographies, classroom concerns, development issues, and methods of promoting learning especially focused on the student/teacher dynamic. The nearly 300 detailed essays examine how learning is affected by a range of factors, from the effect of teachers' emotions and classroom management style to the impact of cultural differences and school culture. Includes, photographs, images, and index.

Intended for: use by a broad audience, including teachers, school psychologists and those studying developmental and educational psychology.

Asamen, J.K., Ellis, M.L. & Berry, G.L. (Eds.). (2008). *The SAGE Handbook of Child Development, Multiculturalism, and Media.* Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-4915-6. OCLC: 183926457. 495 pp. \$125.00.

The SAGE Handbook of Child Development explores the multicultural development of children through theory, research, and best practices through socialization (such as family, home, schools, peers) and media influences (such as print, television, Internet, video games). It examines how socialization practices and media content construct and teach us about diverse cultures.

The 29 chapters are divided into four parts: Part I: Foundations for Multicultural Concepts, Child Development Principles, and an Emerging Worldview; Part II: Institutions of Socialization and the Development of a Child's Multicultural Worldview; Part III: Media and the Development of a Child's Multicultural Worldview;

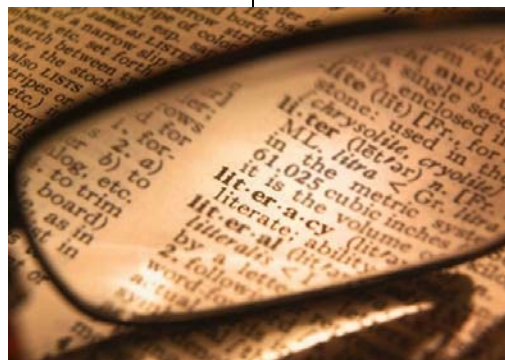
Part IV: Perspectives on Media Literacy and the Forces that Shape the Media Experiences of Children. Throughout, the editors and chapter authors highlight how to analyze, compare, and contrast alternative perspectives of children of different cultures with the major principles and theories of child development in cognitive, socioemotional, and/or social/contextual domains. Includes illustrations, bibliographical references and indexes.

Intended for: those interested in program development, research and evaluation, as well as for broadcasters, public policy and advocacy groups, teachers, and other childcare professionals.

Ayers, W. Quinn, T. & Stovall, D.O. (2008).
Handbook of Social Justice in Education. London: Routledge. ISBN: 0-8058-5927-6; 978-0-8058-5927-0. OCLC: 190396172. 800 pp. \$225.00; \$89.95.

The Handbook of Social Justice Education is an up-to-date review of the field from multiple perspectives concerning topics like education theory, research, and practice in historical and ideological context, with an emphasis on social movements for justice. The nine sections are: Historical and Theoretical Perspectives ; International Perspectives on Social Justice in Education; Race and Ethnicity, Language and Identity; Seeking Social Justice in Education; Gender, Sexuality and Social Justice in Education; Bodies, Disability and the Fight for Social Justice in Education; Youth and Social Justice in Education; Globalization: Local and World Issues in Education; The Politics of Social Justice Meets Practice: Teacher Education and School Change; and Classrooms, Pedagogy, and Practicing Justice.

Intended for: researchers, professionals, and students across the fields of educational foundations, multicultural/diversity education, educational policy, and curriculum and instruction..



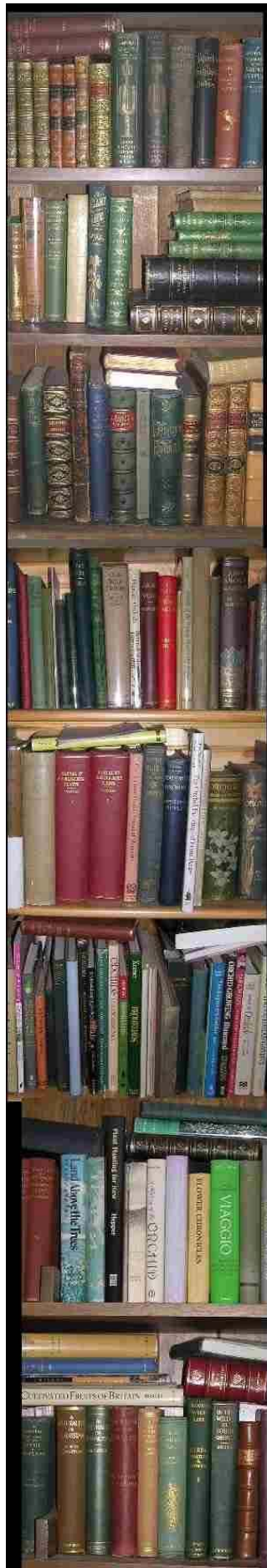
Bickman, L., & Rog Westat, D.J. (Eds.). (2008). *The SAGE Handbook of Applied Social Research Methods*. (2nd ed.). Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-5031-2. OCLC: 212893577. 680 pp. \$125.00.

This revised handbook covers core methods, research designs, data collection, management, and analysis issues related to social research methods. The eighteen chapters are organized into three parts: Part I: Approaches to applied research; Part II: Applied research designs; and Part III: Practical data collection.

Each chapter includes step-by-step procedures practical examples from various settings to illustrate the method, and parameters to define when the method is most appropriate and when it is not appropriate. The emphasis for this revision is on applying research techniques in "real-world" settings in which there are various constraints. It also includes chapters on Internet data collection, concept mapping, and qualitative comparative analysis. Includes graphs, models, and tip boxes. Intended for: students of introductory and intermediate research methods courses and researchers.

Borman, K. & Cahill, S. (2008). *Handbook of American high schools*. (Vols. 1- 2). Lanham, MD: Rowman & Littlefield Education. Vol 1: ISBN: 1-5788-6702-9; 978-1-5788-6702-8. 490 pp. \$49.95. Vol 2: ISBN: 1-5788-6703-7; 978-1-5788-6703-5. 488 pp. \$49.95. OCLC: 229021438; OCLC: 232713699.

Written by an interdisciplinary group of experts in education, psychology, sociology, and other fields, this handbook provides an examination of U.S. secondary education from the private academies of Colonial America to the comprehensive high schools and alternative schools of today. It includes original entries on almost all of the core issues surrounding education, especially those concerning social issues. Includes cross referencing, primary documents, bibliography. Intended to serve as a



reference for scholars, educators, parents, and students in a variety of fields.

Charner, B., Murphy, M. & Clark C. (Eds.). (2008). *The GIANT Encyclopedia of lesson plans: More than 250 lesson plans created by teachers for teachers*. Beltsville, MD: Gryphon House, Incorporated ISBN: 0-8765-9068-7; 978-0-8765-9068-3 978-0-8765-9068-3. OCLC: 213384895 574 pp. \$34.95.

This *Encyclopedia* offers more than 250 complete lesson plans written by teachers. Lesson plans for ages 3-6 cover topics from colors and numbers to seasons and nursery rhymes. Each lesson plan is complete with: A learning objective; A circle or group time activity; Book suggestions; Snack ideas; Five learning center activities; Assessment strategies; Related songs, poems, and fingerplays. Includes indexes.

Drotner, K. & Livingstone, S. (Eds.). (2008) *International Handbook of Children, Media and Culture*. Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-2832-8. OCLC: 71285206. 560 pp. \$130.00.

Each chapter in this multidisciplinary handbook provides a clear orientation to the main debates and core issues related to media and culture. The contributors, from around the globe, present detailed empirical cases to illustrate how interactions with technologies shape children's social relationships. They also present global trends and cultural variations in how children use media. Intended for: advanced students and scholars.

English, L.M. (Ed.). (2008). *International Encyclopedia of Adult Education*. Basingstoke: Palgrave Macmillan. ISBN: 978-0-2302-0171-2. OCLC: 226357124. 768 pp. \$55.00.

The *International Encyclopedia of Adult Education* provides a comprehensive and

concise guide to key terms, individuals, movements and concepts in adult, from the field's emergence to present day. More than 170 entries, arranged A-Z, were written by international scholars. They provide summaries of ongoing debates, from self-directed learning to human resource development. Includes bibliographical references and an index.

Intended for: Scholars, graduate students, and practitioners who have an interest in the field of adult education.

Fry, H. & Marshall, S. (2008). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. (3rd ed., revised). New York: Routledge. ISBN: 0-4154-3464-5; 978-0-4154-3464-5. OCLC: 213133362. 544 pp. \$49.95.

This updated and expanded edition of the *Handbook* focuses on developing professional academic skills for teaching. It includes new topics such as: e-learning; lecturing to large groups; formative and summative assessment; and supervising research students. Part 1 examines teaching and supervising in higher education, focusing on a range of approaches and contexts. Part 2 examines teaching in discipline-specific areas and includes new chapters on engineering, economics, law, and the creative and

performing arts. Part 3 considers approaches to demonstrating and enhancing practice. Includes illustrations, bibliographical references, and an index.

Intended for: new lecturers and those working in learning and education.



Given, L.M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. (Vols.1-2). Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN 1-4129-4163-6; 978-1-4129-4163-1. OCLC: 185031301. \$350.00.

The SAGE Encyclopedia of Qualitative Research Methods presents an overview of qualitative approaches to research, including ready-to-use techniques, facts, and examples from the field. The international contributors are from a variety of disciplines and represent different approaches, including traditional, positivist, postmodern,

and constructionist. The approximate 500-600 entries are arranged A-Z and cover every major facet of qualitative methods, including gaining access; research participants; data coding and collection; research ethics, and aspects of specific qualitative methods. Entries define and explain core concepts, and describe the techniques involved in the implementation of qualitative methods. They are also cross referenced and include stable URLs and further readings.

Intended for: Public and academic libraries, undergraduate and graduate students, practitioners, researchers, and consultants. Includes a reader's guide, appendices, and a bibliography.

Gonzalez, J. M. (Ed.). (2008). *Encyclopedia of Bilingual Education*. (Vols. 1-2). Los Angeles, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-3720-7. OCLC: 185031294. 1008 pp. \$325.00.

This reference work provides resources discussing the polemics in the field of bilingual education from various angles: history, policy, classroom practice, designs, and research bases. It covers the history of bilingual education in the last half of the 20th century and its roots in earlier periods in U.S. history and provides links between bilingual education and related subjects:

linguistics, education equity issues, socio-cultural diversity, and the nature of demographic change in the United States. Included are public documents, important legislation and litigation documents, essays, presentation of law and court cases, demographic data, biographical and bibliographic material. Intended for:

nonspecialists, university undergraduates and school personnel.

Hornberger, N.H. (Ed.). (2008). *Encyclopedia of Language and Education*. (2nd ed. Vols. 1-10). New York: Springer. ISBN: 978-0-3873-2875-1 (set); 0-3873-2875-0 (set); 978-0-3873-0424-3 (e-bk.); 0-3873-0424-X (e-bk.) ;978-0-3873-5420-0 (print & electronic bundle) ;0-3873-5420-4 (print & electronic bundle). OCLC: 185028339. \$1500.00.

This second, 10 volume revised edition of the award winning set includes the newest developments in the field. New volumes of language socialization and language ecology, research and scholarly content have been added, especially relevant to language and teaching in a global society. More than 250 international scholars contributed to the *Encyclopedia*. Each volume contains reviews, most with coverage of early developments in their topic, major contributions, work in progress, problems and difficulties, and future directions. The volumes are: Volume 1: Language Policy and Political Issues in Education; Volume 2: Literacy; Volume 3: Discourse and Education; Volume 4: Second and Foreign Language Education; Volume 5: Bilingual Education; Volume 6: Knowledge About Language; Volume 7: Language Testing and Assessment; Volume 8: Language Socialization; Volume 9: Ecology of Language; Volume 10: Research Methods in Language and Education.

Intended for: Researchers and policy makers in education, and college and university libraries.

Lavrakas, P. (2008). *Encyclopedia of Survey Research Methods*. Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 1-4129-1808-1; 978-1-4129-1808-4. OCLC: 213466494.1080 pp. \$350.00.

The *Encyclopedia of Survey Research Methods* presents information and methodological examples from all major facets of survey research. With more than 600 entries with cross referenced terms and stable URLs, this resource uses a Total Survey Error perspective that considers all aspects of possible survey error from a cost-benefit standpoint. Facets covered include: selecting the sample design and the sampling frame, designing and pretesting the questionnaire, data collection, and data coding. Also discussed are issues surrounding diminishing response rates, confidentiality, privacy, informed consent and other ethical issues, data weighting, and data analyses.

Intended for: beginning, intermediate, and advanced students, practitioners, researchers, consultants, and consumers of survey-based information. Includes a reader's guide, sample survey designs, actual instruments, appendices, index, and bibliography.



Provenzo Jr., E.F. (Ed.). (2008). *Foundations of Educational Thought*. (Vols. 1-4). Series: Sage Library of Educational Thought & Practice Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-4586-8; 1-4129-4586-0. OCLC: 173719719. 1624 pp. \$1,050.00.

The four volumes in this set bring together a comprehensive collection of readings on educational thought and the Western world's most influential thinkers from Antiquity to the Present. It includes four volumes and over 100

different selections. Vol 1: Classic/Early Modern (to 1945); Vol 2: Modern (1945-1979); Vol 3/4: Postmodern (1979-present). Selections from historic and seminal addresses, reports, and works are included. For a sample chapter see:

http://www.sagepub.com/upm-data/19063_Provenzo-Vol_1_Ch_01.pdf

Intended for: Researchers and lecturers interested in education studies or the sociology of education.

Renaud, J.P., Provenzo Jr., E. F. (Eds.). (2008). *Encyclopedia of the Social and Cultural Foundations of Education*. (Vols. 1-3). Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 1-4129-0678-4; 978-1-4129-0678-4. OCLC: 230006238. 1384 pp. \$425.00.

This resource provides an introduction to the social and cultural foundations of education, as well as topics ranging from methodological approaches to major movements in the field. Themes and theoretical debates are covered with an interdisciplinary perspective in areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education. Some specific topics debated are: religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking. A chronology of the historical development of American education, essays on major movements in the field, and more than 130 biographical entries are included on important men and women in education. The *Encyclopedia* also contains a visual history of American education with nearly 350 images and an accompanying narrative. Includes bibliographic resources and a user's guide.

Reynolds, C.P. (2008). *Handbook of School Psychology*. (4th ed). John Wiley & Sons, Incorporated. ISBN: 0-4717-0747-3; 978-0-4717-0747-9. OCLC: 237191871. 1216 pp. \$147.95.

This updated and revised handbook again focuses on how a school psychologist can operate and create change within the educational system instead of focusing solely on the diagnosis and treatment of an individual.

Russon, C.J. (Ed.) (2008). *Encyclopedia of Education Law*. (Vols. 1-2). Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 1-4129-6391-5; 978-1-4129-6391-6. OCLC: 185031300. 1072 pp. \$325.00.

The *Encyclopedia of Education Law* provides entries in broad areas covering key cases in education law, key concepts, theories, legal principles, treaties, curricular issues, educational equity, governance rights of students and teachers and technology. Essays by leading experts are included, as well as selections from key documents, and entries on the historical development of the law as it relates to education.

Smith, M. C. (2008). *Handbook of Research on Adult Learning and Development*. Mahwah, NJ: Lawrence Erlbaum Associates, Incorporated. ISBN: 978-0-8058-5819-8; 978-0-8058-5820-4; 780203887882 (eBook); 0203887883 (eBook). OCLC: 190396106 \$250.00; \$99.95. 824 pp.

This handbook analyzes, integrates, and summarizes theoretical advances and research findings on adult development and learning. Prominent scholars across diverse disciplinary fields contributed to this resource. Fields represented include education, developmental psychology, public policy, gerontology, neurology, public health, sociology, family studies, and adult education. The six themes of this volume are: Theoretical Perspectives on Adult Development and Learning; Research Methods in Adult Development; Research on Adult Development; Research on Adult Learning; Aging and Gerontological Research; and Policy Perspectives on Aging.

Intended for: Researchers, faculty, graduate students and practitioners whose work pertains to adult and lifespan development and learning.

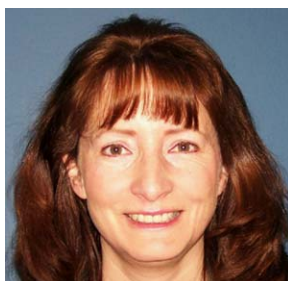
Tillman, L.C. (2008). *The SAGE Handbook of African American Education*. Thousand Oaks, CA: SAGE Publications, Incorporated. ISBN: 978-1-4129-3743-6. OCLC: 226281130. \$99.95. 584 pp.

The SAGE Handbook of African American Education is a collection of theoretical and empirical scholarship with perspectives on issues affecting the participation and leadership of African Americans in PK–12 and postsecondary education. This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group. The 30 chapters are divided into six sections. They are; Section I: The Education of Black Folk: Historical Perspectives; Section II: The Landscape of Teaching and Learning for African Americans in U.S. Schooling; Section III: African American Leaders in PK-12 Educational Leadership; Section IV: African Americans in Higher Education; Section V: Current Issues: Theory and Research on the Participation of African Americans in U.S. Education; Section VI: African Americans Shaping Educational Policy?

Intended for: Scholars and practitioners. Includes bibliographical references, index and appendix.

Tucker, E. (2008). *Children's Folklore: A Handbook*. Westport, CT: Greenwood Publishing Group, Incorporated. ISBN: 0-3133-4189-3; 978-0-3133-4189-2. OCLC: 226357704. 184 pp. \$55.00.

The first section of this introduction to children's folklore discusses how children's folklore is defined, and how various types of children's folklore are classified. Examples and texts illustrating the variety of children's folklore from around the world are included. The next section looks at how scholars have responded to children's folklore since the 19th century, and how children's folklore has become prominent in popular culture. Includes a glossary, bibliographical references, and index. Intended for: nonspecialists.



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