

An Excellent Addition to Your Library!

Released: January 2014

Critical Practice in P-12 Education: Transformative Teaching and Learning

Premier Reference Source

Critical Practice in P-12 Education

Transformative Teaching and Learning

Part of the Advances in Early Childhood and
K-12 Education Book Series



Part of the Advances in Early Childhood and K-12 Education Book Series

Salika A. Lawrence
(William Paterson University, USA)

With an ever growing diverse population and access to new technologies, it is no revelation that education is undergoing a significant transformation in the twenty-first century. What remains a struggle is equipping students to meet modern expectations while trying to provide a platform for learning that does not perpetuate the same inequalities found in society.

Critical Practice in P-12 Education: Transformative Teaching and Learning presents a framework for teaching that empowers students, fosters literacy development, and explains the underlying factors that influence pedagogy. Highlighting practices from around the globe; this book is an essential tool for P-12 educators, pre-service and in-service teachers, administrators, teacher educators, and researchers across social science disciplines that have an interest in field-based educational research.

Topics Covered:

- Collaboration
- New Literacies
- Technology Integration
- Critical Literacy and Pedagogy
- Curriculum and Instruction
- Diversity
- Global Context
- Twenty-First Century Needs

ISBN: 9781466650596; © 2014; 317 pp.

Print: US \$175.00 | Perpetual: US \$265.00 | Print + Perpetual: US \$350.00

Pre-pub Discount:*

Print: US \$165.00 | Perpetual: US \$250.00

* Pre-pub price is good through one month after publication date.

Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

Salika A. Lawrence, PhD is a professor of literacy and language arts at William Paterson University. She is also the director of the Master's in Literacy program and co-director of the Basic Reading Instruction program. As a teacher educator, Dr. Lawrence brings expertise as literacy specialist and former middle school Social Studies and high school teacher History teacher. She has worked as a literacy coach and continues to serve schools in this capacity by facilitating common planning teams and professional learning communities. Dr. Lawrence frequently conducts school, district and program evaluations. She has authored and co-authored book chapters, and her work also appears in such journals as *Journal of Adolescent & Adult Literacy*, *The Language and Literacy Spectrum*, *Journal of the New York State Reading Association*, *Literacy Research & Instruction*, *The Journal of Literacy and Technology*, *Journal of Inquiry and Action in Education*.



www.igi-global.com

Publishing Academic Excellence
at the Pace of Technology Since 1988

Section 1: Context of 21st Century Teaching and Learning

Chapter 1

Critical Instruction, Student Achievement, and the Nurturing of Global Citizens:

Howard Menand (University of North Carolina – Charlotte, USA)

Chapter 2

Exploring the Use of Technology, Multimodal Texts, and Digital Tools in K-12 Classrooms

Salika A. Lawrence (William Paterson University, USA)

Chapter 3

Instructional Dynamic and Flexible Strategy:

Elena Railean (Academy of Sciences of Moldova, Moldova)

Chapter 4

Attending to Student Motivation through Critical Practice:

Rahila Simzar (University of California – Irvine, USA)

Thurston Domina (University of California – Irvine, USA)

Section 2: Crossing Boundaries and Redefining Learning Spaces

Chapter 5

"Dear Sophia, I'm Going to Another World":

Stacia M. Stribling (George Mason University, USA)

Elizabeth K. DeMulder (George Mason University, USA)

Chapter 6

Achievement vs. Social Justice:

Kimberly Hartnett-Edwards (University of Denver, USA)

Eron Reed (University of Denver, USA)

Chapter 7

Prospective Teachers' "Turn toward the Critical" in Unofficial Spaces

Heidi L. Hallman (University of Kansas, USA)

Chapter 8

Critical Pedagogy and Children's Musical Flow:

Taichi Akutsu (Seisa University, Japan & Tokyo Gakugei University, Japan)

Richard K. Gordon (California State University, USA)

Keiko Noguchi (Seisa University, Japan)

Section 3: Reconceptualizing the Curriculum

Chapter 9

Exploring Humanitarian Law:

Mary Jane Harkins (Mount Saint Vincent University, Canada)

Catherine Baillie Abidi (Saint Francis Xavier University, Canada)

Taunya Pynn Crowe (Cobequid Educational Centre, Canada)

Renata Verri (Horton High School, Canada)

Chapter 10

A Critical Queer Literacy Approach to Teaching Children's Literature about Same-Sex Parenting

Aubry Threlkeld (Harvard Graduate School of Education, USA)

Chapter 11

Locating Shakespearean Familial Curriculum in Secondary Contexts

Mary Rice (University of Kansas, USA)

Order Your Copy Today!

Name: _____

Organization: _____

Address: _____

City, State, Zip: _____

Country: _____

Tel: _____

Fax: _____

E-mail: _____

☐ Enclosed is check payable to IGI Global in
US Dollars, drawn on a US-based bank

☐ Credit Card ☐ Mastercard ☐ Visa ☐ Am. Express

3 or 4 Digit Security Code: _____

Name on Card: _____

Account #: _____

Expiration Date: _____