Handbook of Research on Promoting Cross-Cultural Competence and Social Justice in Teacher Education

Part of the Advances in Higher Education and Professional Development Book Series

Jared Keengwe (University of North Dakota, USA)

Description:
Without proper training on the intricacies of race and culture, pre-service and in-service teachers may unwittingly continue outdated and ineffective pedagogies. As the demographics of student bodies shift to include more diverse backgrounds, fluency in the discourse of social justice becomes necessary.

The Handbook of Research on Promoting Cross-Cultural Competence and Social Justice in Teacher Education elucidates the benefits, challenges, and strategies necessary to prepare teachers to meet the needs of a diverse student body. Features the newest research and pedagogical tools written by diverse scholars in the field of teacher training.

Readers:
This expertly crafted handbook is ideal for teachers, administrators, students of education, and policymakers.


Topics Covered:
- Co-Creation Spaces
- Cultural Self-Study
- Diverse Classrooms
- Embodied Microaggressive Behaviors
- Equity Literacy
- Minority Teacher Candidates
- Pre-Service Teacher Education
- Professional Development
- Relationship-Focused Pedagogy

Hardcover + Free E-Access: $265.00
E-Access + Free Hardcover: $265.00
1 Year Online Subscription: $125.00
2 Year Online Subscription: $210.00

Order Information
Phone: 717-533-8845 x100
Toll Free: 1-866-342-6657
Fax: 717-533-8661 or 717-533-7115
Online Bookstore: www.igi-global.com
Table of Contents

Chapter 1: Culturally Responsive Relationships Focused Pedagogies: The Key to Quality Teaching and Creating Quality Learning Environments  
Catherine Maree Burgess, University of Sydney, Australia  
John Robert Evans, University of Technology Sydney, Australia  

Chapter 2: Global Education Professional Development: A Model for Cross-Cultural Competence  
Elien Yeh, Columbia College Chicago, USA  
Monika Jaiswal-Oliver, Columbia College Chicago, USA  
Gigi Poseijal, Columbia College Chicago, USA  

Chapter 3: Preparing Teacher Candidates for Diverse Classrooms: The Role of Teacher Preparation Programs  
Judi Simmons Estes, Park University, USA  

Chapter 4: Cultural Self-Study as a Tool for Critical Reflection and Learning: Integral Analysis and Implications for Pre-Service Teacher Education Program  
Natalie J. Pitre, Queen’s University, Canada  
Veronica Bohac Clarke, University of Calgary, Canada  

Chapter 5: Demographic Imperativeness: Critical Issues in Preparing Minority Teacher Candidates in Teacher Education  
Amy Yun-Ping Chen, Saint Louis University, USA  

Chapter 6: Teacher Education and Digital Equity: Research in the Millennium  
Anita Rao Mysore, Independent Researcher, India  

Chapter 7: Exploring Technology Through Issues of Social Justice  
Courtney Kay Clausen, University of Northern Iowa, USA  

Chapter 8: We Drank the Cola in Collaboration: Voices of Haitian Teachers in Haiti  
Sarah Q. Coupet, Educational Consultant, USA  
Guerda Nicolas, University of Miami, USA  

Chapter 9: This Is How I Learn: Co-Creating Space for Students’ Voices  
Jessica H. Burbach, Portland YouthBuilders, USA  
Staci B. Martin, Portland YouthBuilders, USA  
Javonta Arnold-Fowles, Portland YouthBuilders, USA  
Johnathan Sakaith, Portland YouthBuilders, USA  
Cheyenne Julius, Portland YouthBuilders, USA  
Andrew Hibbs, Portland YouthBuilders, USA  

Chapter 10: Developing Equity Literacy through Diverse Literature for Children and Young Adults  
Suzanne Fondrie, University of Wisconsin Oshkosh, USA  
Marguerite Penick-Parks, University of Wisconsin Oshkosh, USA  

Chapter 11: Calling In, Not Calling Out: A Critical Race Framework for Nurturing Cross-cultural Alliances in Teacher Candidates  
Anita Bright, Portland State University, USA  
James Gambrell, Portland State University, USA  

Chapter 12: “I don’t see color, I grade on content”: An Approach to Addressing Embodied Microaggressive Behaviors in Preservice Teacher Programs  
Anika Spratley Burton, University of the District of Columbia, USA  
Pamela Hampton-Garland, University of the District of Columbia, USA  
Natalie Mizelle-Johnson, University of the District of Columbia, USA  

Chapter 13: Dispositions and Early Childhood Education Preservice Teachers: A Social Justice Stance  
Ursula Thomas, Georgia State University – Perimeter College, USA  

Chapter 14: Bridging the L1-L2 Divide: Learner-Centered Instruction in the Heritage/L2 Spanish Classroom  
Bridget M. Morgan, Indiana University South Bend, USA  

Chapter 15: Developing Resilience through Experiences: El Camino Al Exito  
Jennifer L. Penland, Sul Ross State University, U.S.A.  

Chapter 16: International Faculty Development in U.S. Higher Education  
Tony Lee, University of Oklahoma, USA  
Doo Hun Lim, University of Oklahoma, USA  

Chapter 17: Using Multimodal Literacies to Support Language Development for English Language Learners  
Peggy Semingson, The University of Texas at Arlington, USA  
Carla Amaro-Jiménez, The University of Texas at Arlington, USA  

Chapter 18: Supporting Language and Literacy Development for English Language Learners  
Beatrice Ader, West Chester University, USA  

Chapter 19: An Integral Analysis of Labeling, Inclusion, and the Impact of the K-12 School Experience on Gifted Boys  
Laurie Alisat, University of Calgary, Canada  
Veronika Bohac Clarke, University of Calgary, Canada  

Chapter 20: Multiculturalism in Special Education: Perspectives of Minority Children in Urban Schools  
Zandile P. Nkabinde, New Jersey City University, USA  

Jared Keengwe is a Professor of Education at the College of Education and Human Development, University of North Dakota, USA. Prof. Keengwe is the editor-in-chief of two IGI Global Book Series: Advances in Higher Education and Professional Development (AHEPD) and Advances in Early Childhood and K-12 Education (AECKE). He serves on the editorial review board of several international journals and is also the editor-in-chief of two journals: The British Journal of Education, Society and Behavioral Science and The Journal of Education and Learning (EduLearn). Prof. Keengwe has published more than 100 publications in refereed journals, books, book chapters, and conference proceedings. Prof. Keengwe's work was honored with the 2011 UND McDermott Faculty Award for Excellence in Academic Advising. He was also a recipient of the 2010 North Dakota Spirit Faculty Achievement Award, and the 13th Annual Martin Luther King Jr. Award in recognition of significant contribution in scholarship and service respectively. At the national level, Keengwe was one of the 10 recipients selected to receive the 2010 American Educational Research Association (AERA) Teacher Education Travel Award.