

Challenges Associated with Cross-Cultural and At-Risk Student Engagement

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

Richard K. Gordon (California State University, USA), Taichi Akutsu (Seisa University, Japan), J. Cynthia McDermott (Antioch University, USA) and Jose W. Lalas (Redlands University, USA)

Description:

Creating a meaningful and interactive learning environment is a complex task for any educator. However, once this is accomplished, students have the chance to receive enhanced opportunities for knowledge development and retention.

Challenges Associated with Cross-Cultural and At-Risk Student Engagement provides a comprehensive examination on emerging strategies for optimizing instructional environments in modern school systems and emphasizes the role that intercultural education plays in this endeavor. Highlights research perspectives across numerous topics, such as curriculum design, student-teacher interaction, and critical pedagogies.

Readers:

This book is an ideal reference source for professionals, academics, educators, school administrators, and practitioners interested in academic success in high stakes assessment environments.

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Topics Covered:

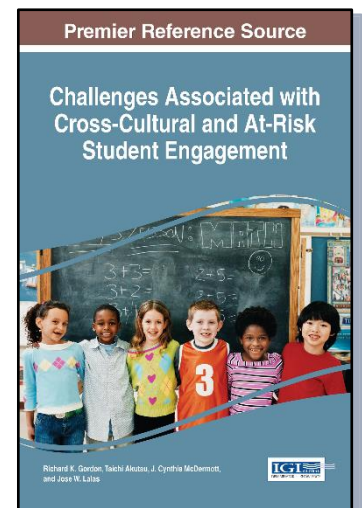
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Richard K. Gordon is an emeritus professor of teacher education at California State University, Dominguez Hills. Dr. Gordon has lectured internationally in Asia, Africa, South America and Central America. His interest in ideal pedagogies is informed by relationships formed with teachers and students in these countries. His research interests continue to be Urban Education and Critical Theory applied in Education.

Taichi Akutsu is a Japanese violinist-teacher-researcher of music education and a lecturer at Seisa University and Shujitsu University. His degrees include a MM, from Manhattan School of Music (2005); and a MA, from Lehman College, CUNY (2011) and PhD in Education, from Tokyo Gakugei University. While focusing on children's musical engagement and human development, Akutsu has presented research and practice in Helsinki, New Orleans, Seattle, Miami, New York, Seoul and Tokyo.

J. Cynthia McDermott is a professor of education at Antioch University Los Angeles. A Fulbright scholar, she has been honored to teach in a variety of countries with teacher educators. She has been a student and teacher of the Foxfire Approach and the editor of a seminal book on the topic.

Jose Lalas has been involved in teacher education for 28 years as a faculty in both public and private universities (14 years at CSU Dominguez Hills; currently, 14 years at University of Redlands). Currently as a Professor of Literacy and Teacher Education and director of the University of Redlands' Center for Educational Justice. His most current research work focuses on student engagement and achievement gap and the influence of social and cultural capital, social class, funds of knowledge, and language. Dr. Lalas is currently an elected school board member of the Corona-Norco Unified School District, the community service he has done for 21 years. He continues to integrate his university experience in improving the quality of K-12 schooling and focus his attention on improving the District's curriculum and instruction including its professional development.

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