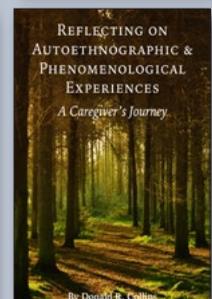
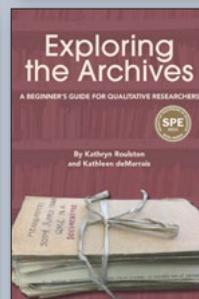
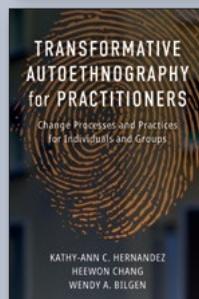
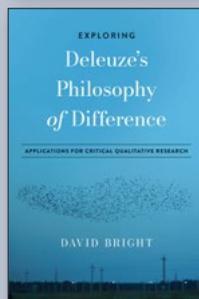
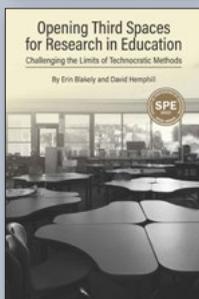
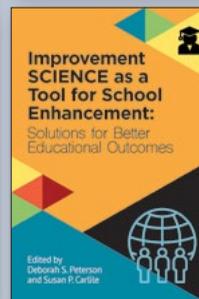
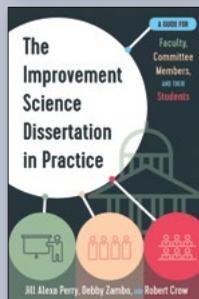
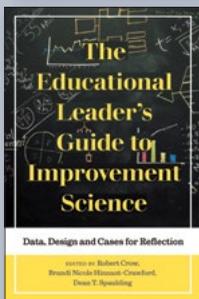
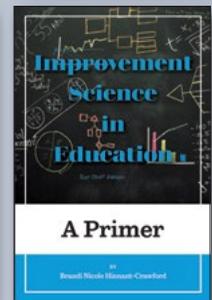
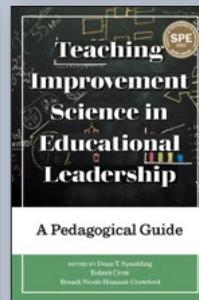
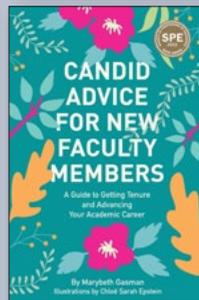
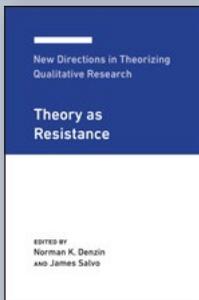
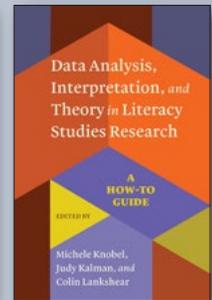
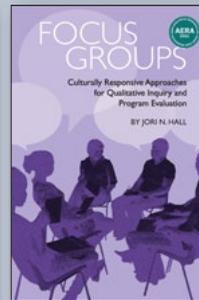
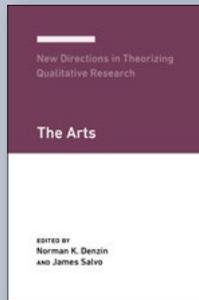
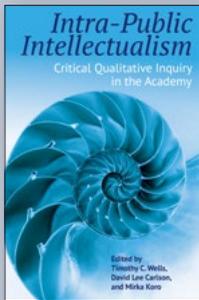
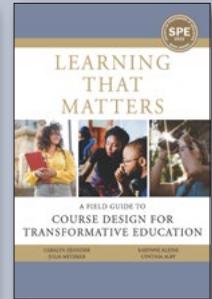
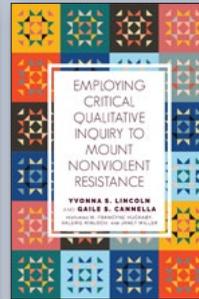
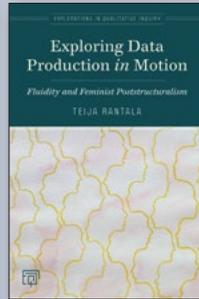
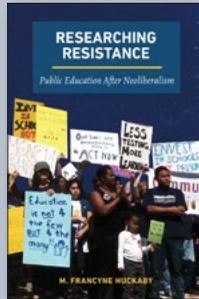
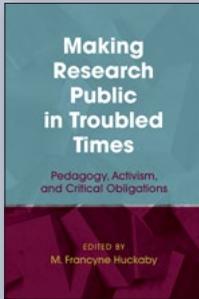


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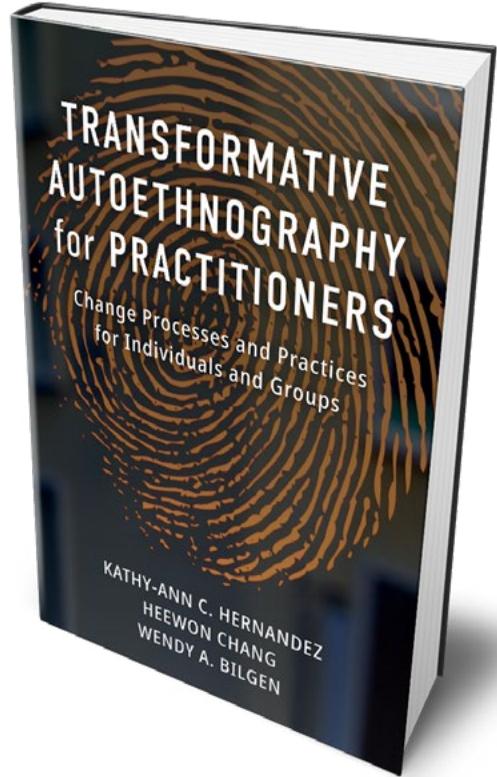
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Kathy-Ann C. Hernandez, Heewon Chang, and Wendy A. Bilgen

Transformative Autoethnography for Practitioners

Change Processes and Practices for Individuals and Groups

Can transformation be the primary goal of autoethnographic research? In this book, the authors provide proof that this is indeed possible. Since autoethnography first appeared as a nascent approach to social inquiry, much has been written about it as a useful addition to the field of qualitative research methods. Over the years, its usage has been extended across various disciplines including the humanities, human services, social sciences, leadership studies, engineering, education, counseling, and even medical education. Notably, the primary function of autoethnography to advance our understanding around sociocultural phenomena has been increasingly paired with a parallel function of the many ways in which this research method can also contribute to practice. However, though its contribution to scholarship is well documented, less has been written about its practical usage as the focal point of inquiry. Yet there is growing evidence that one of the emerging strengths of autoethnography is its transformative capabilities. In *Transformative Autoethnography for Practitioners*, Hernandez, Chang and Bilgen turn the spotlight on autoethnography as a tool for practitioners where the primary goal is to solve real world problems by facilitating transformational change at the individual, group and/or organizational levels. They draw on existing scholarship as well as their collective work and expertise to provide a Transformative Autoethnographic Model (TAM) for use by practitioners who are intent on effecting such changes in their respective contexts.



March 2022 / 160 pages / 6" x 9"

Paper / 9781975504878 / \$33.95

E-book / 9781975504892 / \$33.95

"What a remarkable and timely contribution to autoethnographic research! Especially to practitioners, but also to all of us who value autoethnography for the good it can add to our world."

—Carolyn S. Ellis, Ph.D., Distinguished Professor Emerita of Communication and Sociology, University of South Florida

Kathy-Ann C. Hernandez, Ph.D. is a Professor of Leadership in the College of Business and Leadership and co-chair of the Ph.D. Program in Organizational Leadership at Eastern University in Pennsylvania. She has authored or co-authored several books, book chapters and articles and serves as a co-editor for the International Journal of Multicultural Education.

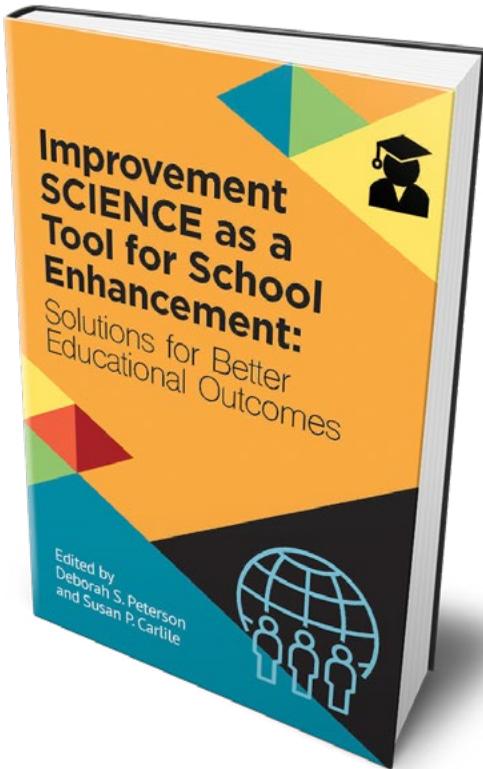
Heewon Chang, PhD, is Professor at Eastern University, USA, and serves as the Chair of the PhD in Organizational Leadership program. She founded two academic journals, including the International Journal of Multicultural Education, and has published four books, many journal articles and book chapters.

Wendy A. Bilgen is an online adjunct instructor for Cornerstone University, Professional and Graduate Studies (PGS). She also maintains a private counseling and consulting practice in Turkey where she has lived for the past two decades.

Deborah S. Peterson and Susan P. Carlile

Improvement Science as a Tool for School Enhancement Solutions for Better Educational Outcomes

Improvement Science in Education and Beyond Series



February 2022
312 pages / 6" x 9"

Paper / 9781975504793 / \$29.95
E-book / 9781975504816 / \$29.95

"... provides a wealth of case studies that teacher, school, and district leaders can use to address a wide range of systemic equity issues facing schools. Each case reveals important and useful insights about how improvement science processes move equity forward."

—Dr. Sheldon Berman, Lead Superintendent
for Social-Emotional Learning with AASA
(American Association of School Administrators)

Improvement Science as a Tool for School Enhancement: Solutions for Better Educational Outcomes is a collection of equity-focused improvement science-in-action, school-based case studies led by practitioners. Chapter authors tell us how and why improvement science principles make system-wide improvements in classroom practice, how they learned from the problems encountered and further, how they were then able to make changes within a school or district. A core principle of improvement science is variability in context (what works for whom and under what conditions), a critical concept for improvement in each of the case studies. Each team analyzed their problem of practice from the perspective of the unique conditions in their context, considering what might work, and what might not work, and when the changes could be expanded for implementation school- or district-wide.

The editors and contributors provide examples of how to use the processes and tools of improvement science to increase equity system-wide. How to use improvement science to address educational disparities system-wide with urgency, commitment, and a belief in the success of every child, of every race, every ethnicity, gender, ability, and cultural identity, is the essence of this book.

Deborah Peterson (MA, Portland State University; EdD, Lewis and Clark College) is an associate professor at Portland State University. In her previous career as a school leader, she was known for increasing equity, community engagement, and student voice while dramatically improving student outcomes. Her teaching and research focus on preparing current and future school leaders to serve as anti-racist, culturally responsive leaders for equity. Her work has been published in numerous journals. The recipient of numerous grants for her work on equity, her current research includes examining the experiences of women leaders and leaders of color in numerous professions.

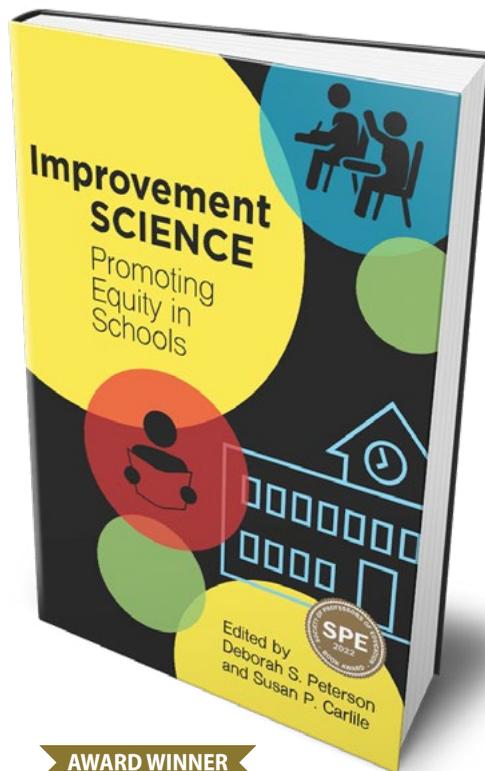
Susan Carlile (MA, University of Oregon; graduate work in education, University of Washington and Harvard University) is a professor of practice and program lead for the Educational Leadership and Policy Program. She has facilitated the leadership development of over 600 school leaders, received 18 grants for her work, and presented and published in dozens of state, national and international forums of leadership. Most recently, her research has focused on examining the issues facing women in leadership positions and strategies for navigating the workplace to ensure gender, racial, ethnic, linguistic and socio-economic equity in education.

Deborah Peterson and Susan Carlile

Improvement Science Promoting Equity in Schools

Improvement Science in Education and Beyond Series

Improvement Science: Promoting Equity in Schools is intended for classroom teachers, school leaders, and district leaders charged with leading improvement efforts in schools. From questions such as “how do I develop a love of reading in my classroom?” to “how can I better manage student behavior during independent learning time?” to “what should we do to make sure kids of all races read at grade level by third grade” to “how could we include families of all backgrounds as partners in learning” or “how do we increase our graduation rate among underserved students” or even “how do we reduce theft during lunchtime,” this book shares real-life examples from those who are currently leading equity-focused improvement in our classrooms and schools. If you are curious about how Improvement Science has been used, or how others have succeeded—or failed—at equity-focused improvement efforts in our classrooms and in our schools, or if you’re wondering how to spur discussions in school districts, universities, and communities about leading equity-focused improvement, this book is for you. Teachers, students, family members, community members, principals and superintendents will be inspired to embrace Improvement Science as a method to improve equity in their schools.



AWARD WINNER

September 2021 / 125 pages / 6" x 9"

Paper / 9781975504670 / \$27.95

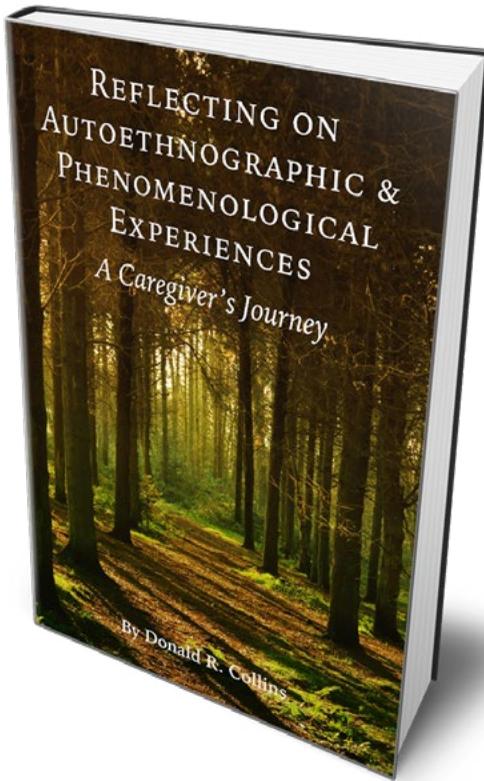
E-book / 9781975504694 / \$27.95

“School improvement is a very contextual endeavor. It is about finding what works for which students and under what conditions! Peterson and Carlile have captured the authentic stories of teachers and school leaders engaged in improvement science methods as they seek to advance equitable outcomes for their students within the context of their own schools. A great read for educators looking to get better at getting better!”

—Bill Eagle, Associate Director of Student Success, North Central Educational Service District

Deborah Peterson (MA, Portland State University; EdD, Lewis and Clark College) is an associate professor at Portland State University. In her previous career as a school leader, she was known for increasing equity, community engagement, and student voice while dramatically improving student outcomes. Her teaching and research focus on preparing current and future school leaders to serve as anti-racist, culturally responsive leaders for equity. Her work has been published in numerous journals. The recipient of numerous grants for her work on equity, her current research includes examining the experiences of women leaders and leaders of color in numerous professions.

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Donald Collins

Reflecting on Autoethnographic and Phenomenological Experiences A Caregiver's Journey

Explorations in Qualitative Inquiry Series

A unique critical qualitative inquiry study that uses the author's experience as a caregiver to his wife suffering from dementia as the basis of a critical autoethnography. It explores components of positive caregiving that may also be not only melancholic and empirical, but also emotionally painful. Through a phenomenological lens of an insider that includes self- and other-hood, marriage, career, fatherhood, suicide, despair, triple grief, loss, caregiving, cooking, housekeeping, advocating, mind reading, and encouraging, a narrative illustrating self-reflection on particular experiences is constructed. These culminating experiences result in first-hand and didactical understandings by the caregiver. *Reflecting on Autoethnographic and Phenomenological Experiences: A Caregiver's Journey* is a volume that will be invaluable to qualitative inquiry researchers, autoethnographers, and those readers interested in the research of caregiving.

July 2021 / 134 pages / 6" x 9"

Paper / 9781975503390 / \$38.95

Cloth / 9781975503383 / \$129.95

E-book / 9781975503413 / \$38.95

"...Donald R. Collins has created a powerful and important research volume on an unbelievably difficult topic as he shares his experiences as a caregiver for his wife. Both researchers and caregivers will benefit from the sharing as the book is a profound teaching tool for those who attempt, and even need, to combine their very personal life and circumstances with their professional research. This combination and the life support and solace it can provide is literally the most important reason to read this volume. Further, the sharing is both intimate and difficult, yet provides life affirming experiences and perspectives for all of us."

—Gaile S. Cannella, Independent Scholar, Former Professor Texas A&M University-College Station, Arizona State University-Tempe, and Velma Schmidt Endowed Chairperson, University of North Texas

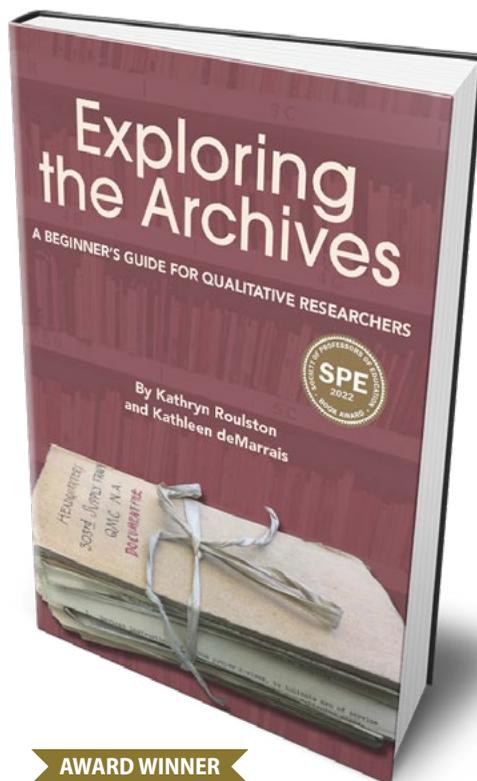
Dr. Donald R. Collins (Ph.D. in Educational Psychology from Texas A&M University) is Professor of educational leadership and counseling in the Whitlow R. Green College of Education at Prairie View A&M University (PVAMU). He has published in the areas of qualitative research, higher education accreditation, assessment, and multicultural education, and is the author of *Conducting Multi-Generational Qualitative Research in Education: An Experiment in Grounded Theory*. As an educational consultant, Dr. Collins has worked with 56 school districts in the Houston area. He is a member of multiple professional organizations and associations.

Kathryn Roulston and Kathleen deMarrais

Exploring the Archives A Beginner's Guide for Qualitative Researchers

Qualitative Research Methodologies: Traditions, Designs, and Pedagogies Series

This book offers qualitative researchers an entrée into the world of working with archival repositories and special collections. It serves as a primer for students and researchers who might not be familiar with these sorts of collections, but with an interest in what has become known as the “archival turn,” in which the use of archival materials and artifacts in contemporary research has increased dramatically since the 1990s. Suited to novice researchers seeking a general introduction into how special collections are created and how they can be used, the book offers useful, clear guidance on using different types of archives, developing topics for research within the archives, assessing materials available, how to work with archivists and curators, documenting the research process, and writing up an archival study. Archival records and material culture (including manuscripts, documents, audio- and video-recordings, and visual and material culture) housed in special collections provide a wealth of resources for qualitative researchers seeking to conduct research in the social sciences.



AWARD WINNER

June 2021 / 175 pages / 6" x 9"

Paper / 9781975503123 / \$35.95

Cloth / 9781975503116 / \$119.95

E-book / 9781975503147 / \$35.95

“Roulston and deMarrais’ Exploring the Archives: A Beginner’s Guide for Qualitative Researchers is a most welcome and needed addition to the qualitative data collection literature. Like a rare find in the archive, this text overflows with rich details and thoughtful considerations of the nuances of archival work. The authors expertly guide readers through all aspects of qualitative archival work. Insightful examples punctuate the procedural work done in the main chapters of the text. This is a rich resource for anyone interested in qualitative archival research.”

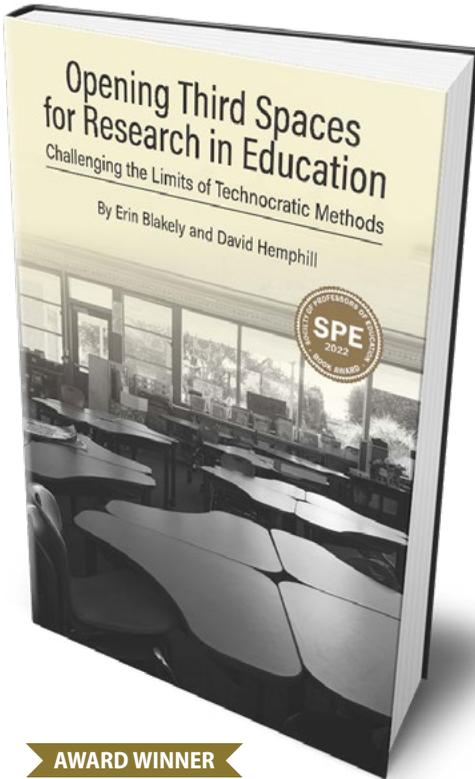
—Susan Nordstrom, Ph.D., Associate Professor of Educational Research, The University of Memphis

Kathryn Roulston is a professor in the Qualitative Research Program in the College of Education at the University of Georgia in Athens, Georgia, where she teaches qualitative research methods. She is the author of *Reflective Interviewing: A Guide to Theory and Practice* (2010), editor of *Interactional Studies of Qualitative Interviews* (2019), and a contributor to a variety journals and book collections.

Kathleen deMarrais is a professor in the Department of Lifelong Education, Administration and Policy at the University of Georgia. She had written a variety of journal articles and chapters in collections. Her recent books include In addition to numerous articles and book chapters, her books include: *A Primer for Concerned Educators: Philanthropy, Hidden Strategy, and Collective Resistance* (with T. J. Brewer, J.C. Atkinson, B. Herron & J. B. Lewis) and *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. (with S. Lapan).

Erin Blakely and David Hemphill

Opening Third Spaces for Research in Education Challenging the Limits of Technocratic Methods



AWARD WINNER

March 2021 / 175 pages / 6" x 9"

Paper / 9781975504755 / \$34.95

Cloth / 9781975504748 / \$99.95

E-book / 9781975504779 / \$34.95

Opening Third Spaces for Research in Education challenges dominant educational research methods. It rejects the reductive binaries normalized in social science research— theory/practice, objective/subjective, quantitative/qualitative. Drawing from multiple fields and eras, the book opens third spaces between these artificial poles to help researchers expand interpretations and possibilities for research. Critiquing the current focus on the measurement of “student learning outcomes” and high-stakes assessment, the book offers conceptual tools and case examples to support educators in reconceptualizing research. This challenges the current goal of educational research instruction to design “valid and reliable” studies that provide evidence for “best practices,” and reimagines it as opening third spaces to expand opportunities and approaches for inquiry.

*“What the authors of *Opening Third Spaces for Research in Education: Challenging the Limits of Technocratic Methods* make abundantly clear is the high societal costs exacted through the Godfication of scientism, not science, and the blind celebration of methodological elegance. Given the unacceptable high rate of educational failure, particularly in urban areas populated mostly by non-white students, readers of this important book will understand that the predominance of the technocratic paradigm in educational research is an ideological trap that sacrifices human factors along the lines of gender, ethnicity, class, and culture at the altar of research objectivity. This insightful book must be read by all educators who consider themselves agents of change in the struggle to promote a less dystopian and more humane world.”*

—Donaldo Macedo, Ph.D., Professor Emeritus and Distinguished Professor of Liberal Arts, University of Massachusetts Boston

Erin Blakely graduated with a B.A. from the University of Michigan and a master’s degree in education at San Francisco State University, where she later taught research methodologies in the Graduate College of Education. Her research interests include critical theory, cultural studies, pragmatism, social practice theory, history of the family, language socialization, narrative, and research design.

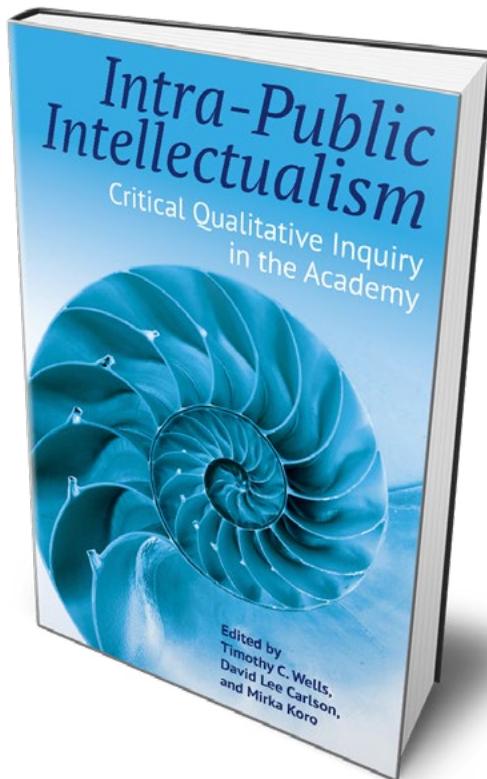
David Hemphill is Professor Emeritus in the Graduate College of Education at San Francisco State University. He holds an Ed.D. in Educational Organization and Leadership from the University of San Francisco. His research and teaching interests include international and multicultural education, cultural studies, critical theory, postmodern and postcolonial theory, popular culture and popular music, adult education, literacy, second language acquisition, and research methods.

Edited by Timothy C. Wells, David Lee Carlson, and Mirka Koro

Intra-Public Intellectualism Critical Qualitative Inquiry in the Academy

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

In a decidedly anti-intellectual moment, exemplified by such recent phenomena as denials of science, defunding of universities, and distrust of “facts,” *Intra-Public Intellectualism* examines the relationships among qualitative inquiry, truth telling and social activism. With contributions from scholars and activists around the world, the book addresses three key tensions in the field of social inquiry. The first tension concerns the proliferation of digital environments and virtual spaces, exploring how the “public” in public intellectualism might be reconsidered. The second tension concerns the on-going critiques of truth and subjectivity, exploring how these disruptions change the work of the intellectual. The third tension concerns the growing scientific and philosophical rejection of static material worlds, exploring what becomes of social responsibility and justice when agency extends beyond human subjects. *Intra-Public Intellectualism* will be a must read for those interested in the roles of the intellectual in the academy and beyond and those keen on rethinking critical social inquiry for the twenty-first century.



September 2020 / 210 pages / 6" x 9"

Paper / 9781975502485 / \$34.95

Cloth / 9781975502478 / \$129.95

E-book / 9781975502508 / \$34.95

“In this contemporary era of racialized and political reckoning and welcomed civil disobedience globally, the editors and contributors of this book offer unique insights that inspire new and radical ways to engage in intra-public intellectualism. Through contemplative and decolonizing imaginaries, dialogues, and interludes, each chapter disrupts boundaries and expands possibilities for re-envisioning the role of academics and critical qualitative research in theorizing and transforming public social spheres. This edited book is a must read for those seeking a compelling and diverse compilation of perspectives on public intellectualism.”

—Michelle Salazar Pérez, Associate Professor of Early Childhood Education, The University of Texas at Austin

Timothy C. Wells (M.A., Arizona State University) is a doctoral student in the Learning, Literacy, and Technology program at Arizona State University. He has published in *Qualitative Inquiry and Discourse: A Journal of Culture and Education*.

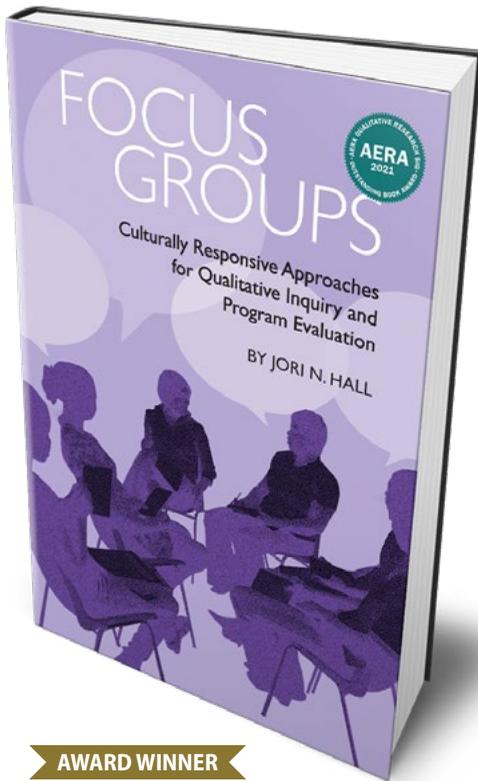
David Lee Carlson (EdD, Teachers College Columbia University) is an associate professor in the Mary Lou Fulton Teachers College at Arizona State University. He writes in the areas of Qualitative Inquiry, Queer Theory, and Curriculum Studies. His most recent articles appear in *Journal of Curriculum and Pedagogy*, *International Journal of Research in Qualitative Inquiry*, and *Qualitative Inquiry*.

Mirka Koro (Ph.D., University of Helsinki) is a Professor of qualitative research at the Arizona State University. She has published in various qualitative and educational journals and she is the author of *Reconceptualizing Qualitative Research: Methodologies without Methodology* (2016) and co-editor of *Disrupting Data in Qualitative Inquiry: Entanglements with the Post-Critical and Post-Anthropocentric* (2017).

Jori N. Hall

Focus Groups Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation

A 2021 AERA Qualitative Research SIG Outstanding Book Award winner



AWARD WINNER

March 2020 / 175 pages / 6" x 9"

Paper / 9781975501938 / \$42.95

Cloth / 9781975501921 / \$149.95

E-book / 9781975501952 / \$42.95

"Dr. Hall artfully demonstrates how to use culturally responsive focus groups for social justice through practical research techniques and case examples that show how the researcher can be an agent of change and give a voice to marginalized communities."

—Stacy Penna, Ed.D., NVivo Community Director,
QSR International

Focus Groups: Culturally Responsive Approaches for Qualitative Inquiry and Program Evaluation takes an in-depth look at how culturally-responsive focus groups are developed and implemented within the context of qualitative inquiry broadly, and program evaluation more specifically. The book showcases various forms of focus groups and how they can be responsive to specific communities across different disciplines. This book provides:

- an historical perspective on focus groups
- a theoretical foundation helpful for supporting focus groups with marginalized groups, vulnerable populations (older adults, children), and participants within non-Western settings
- basic procedures for conducting focus groups
- guidelines for cultural responsiveness and
- case examples of alternative approaches to focus groups that target specific communities and those in different contexts.

It also considers ethical issues around the use of culturally responsive focus groups, while providing guidance on analyzing and interpreting your data and establishing the credibility of your study. *Focus Groups* is an information-rich resource for qualitative researchers and program evaluators at various levels who want to learn about or enhance their knowledge on designing and conducting culturally responsive focus groups.

Dr. Jori N. Hall is an Associate Professor at the University of Georgia. She is an interdisciplinary scholar and research methodologist. Her work applies qualitative and mixed methods approaches to inquiry in order to improve programs in various contexts. Her current research focuses on the intersections of educational accountability policies and the organizational capacity of schools. Dr. Hall is also a program evaluator and studies culturally responsive evaluation approaches. She serves as an associate editor for the *American Journal of Evaluation*.

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research

Performance as Resistance

New Directions in Theorizing Qualitative Research Series

In what ways can performance be mobilized to resist? This is the question that the present volume explores from within the context of qualitative research. From an arts-based approach, authors suggest methods on how artistic practice resists. The volume addresses how critical performance autoethnography might retain its ethical and democratic potential without falling into dogmatism or hegemony. This vision for democracy can even be accomplished through improvised, process-centered pieces that weave together thoughts from several key scholars, all to give us a critical perspective on how performative autoethnography is paradigmatically situated. The performance texts collected here question and resist, showing how the experience of art-making can move us through political and public spaces with liberatory potential, challenging social and ideological hegemonies and to generate social movements. Imaginative arts-based practices allow us access to emotional and embodied phenomena that remain otherwise foreclosed by traditional forms of inquiry. From poetics to public performances, subversive interventions, and more, these chapters bring a radical performative discourse to the fore. In so doing, the chapters work to create a framework for just performance, showing us how we might live performance as resistance.



April 2020 / 175 pages / 6" x 9"

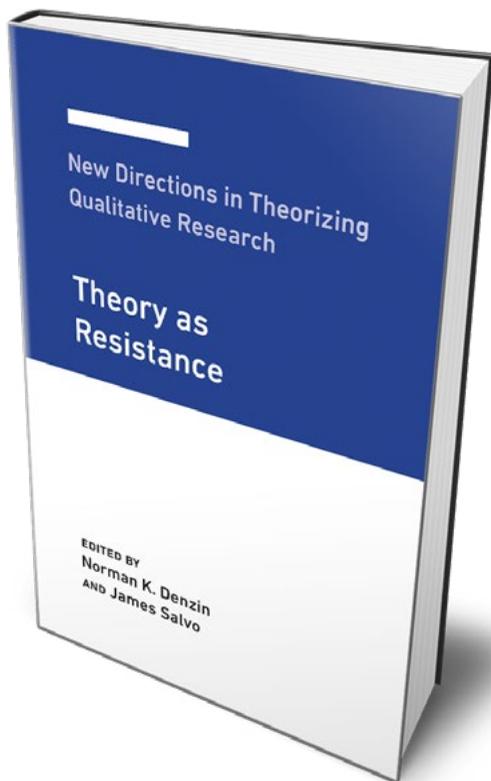
Paper / 9781975502805 / \$36.95

Cloth / 9781975502799 / \$149.95

E-book / 9781975502829 / \$36.95

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.



Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research Theory as Resistance

New Directions in Theorizing Qualitative Research Series

What can it mean to resist in these troubled times, and how can we do so through theory? This volume presents novel ideas on how to accomplish this in the context of the field of qualitative research. The authors show us how we might go beyond pre-existing, systematized research methodologies to find our way. They challenge us to go beyond facile modes of thought and slow down any mechanistic practices of research, a slowing that can be surprisingly generative regarding pedagogy and knowledge production. The articles think through theories such as ones theorizing the postcolonial for the purpose of responding to global hegemony regarding institutional experiences of academe. They engage with practices of new materialism and show the multiform ways in which theory can be a companion to us in our journey of research. Further, the articles question hold-overs from humanist and modernist thought so that we might perform an inclusive pedagogy. Rather than falling into the cynical view that the world is too troubled to change, this volume presents a sound vision that we have no option but to engage in theoretical practice, for now, there's no time not to think.

March 2020 / 175 pages / 6" x 9"

Paper / 9781975502843 / \$36.95

Cloth / 9781975502836 / \$149.95

E-book / 9781975502867 / \$36.95

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research Indigenous Research

New Directions in Theorizing Qualitative Research Series

The chapters in this volume collect together perspectives on Indigenous epistemologies. These Indigenous ways of knowing pay particular attention to the relational aspects of language, culture, and place. They are not identified as specific themes, but as integrated parts of a philosophy, for Indigenous epistemologies think within a relational framework, so that all aspects are best understood from this perspective. Indigenous ways of knowing have resisted colonization and oppression, and as such, Indigenous research perspectives exemplify a commitment to social justice, one that recovers knowledges that have been silenced or subjugated. When such knowledge is shared, we can see how to challenge oppressive regimes. We can see how to seek truth in a relational way that's attendant to being together. *Indigenous Research* takes up issues of social justice in a way that is informed by Indigenous epistemologies, an important practice in contemporary research, particularly qualitative inquiry.



February 2020 / 200 pages / 6" x 9"

Paper / 9781975501730 / \$42.95

Cloth / 9781975501723 / \$149.95

E-book / 9781975501754 / \$42.95

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

Edited by Norman K. Denzin and James Salvo

New Directions in Theorizing Qualitative Research The Arts

New Directions in Theorizing Qualitative Research Series



February 2020 / 200 pages / 6" x 9"

Paper / 9781975501778 / \$42.95

Cloth / 9781975501761 / \$149.95

E-book / 9781975501792 / \$42.95

This volume on arts-based research explores the transformative power of arts for qualitative inquiry and beyond. The chapters address multiple approaches from within arts-based research and suggest that art can be mobilized to reorient the political, especially when we find the political aim straying from its proper target of truth and justice. Artistic representation is never an end in itself, for the goal is to change the way we think about people and their lives. Arts-based research makes the world visible in new and different ways, in ways ordinary scholarly writing does not allow. *The Arts* develops a utopian idea of belonging, illustrating how moments of history, biography, culture, politics and lived experience come together in the aesthetic. Ultimately, the content of the book examines how artistic insights resonate in arts-based research, something that not only gives us criteria for assessing the quality of ethical engagement in arts-based research practice, but also provides a conceptual framework for living more just lives through art.

Norman K. Denzin is Distinguished Emeritus Professor of Communications, College of Communications Scholar, and Research Professor of Communications, Sociology, and Humanities at the University of Illinois at Urbana-Champaign.

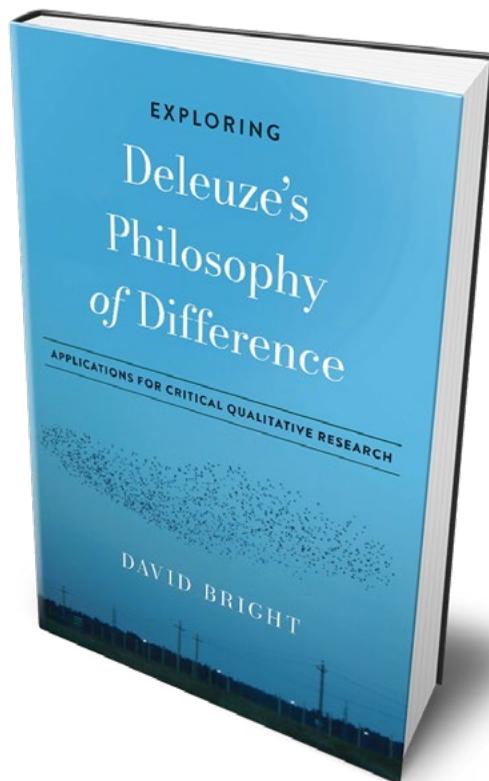
James Salvo is a Lecturer in the College of Education at Wayne State University in Detroit, Michigan.

David Bright

Exploring Deleuze's Philosophy of Difference Applications for Critical Qualitative Research

Explorations in Qualitative Inquiry Series

The concept of difference occupies a central place in the philosophy of Gilles Deleuze. In this work, David Bright explores how Deleuze's difference can be put to work in critical qualitative research. The book explores research and writing as a creative process of dynamically pursuing problems. Following Deleuze's advice not to think of problems in terms of solutions, the book offers important methodological insights into the ways the subjects, objects, and processes of research might be conceived and represented in writing, exploring the problem of thinking and writing about difference in complex ways without reducing thought to static representations of identity. Bright uses the example of foreign teachers and international schooling in Vietnam to show us how Deleuze's difference can be used in critical qualitative research, demonstrating the limits of traditional ways of thinking about difference in learning and teaching. *Exploring Deleuze's Philosophy of Difference* is a book that will interest all those with an interest in the application of Deleuze's philosophy to critical qualitative research.



January 2020 / 122 pages / 6" x 9"

Paper / 9781975501358 / \$29.95

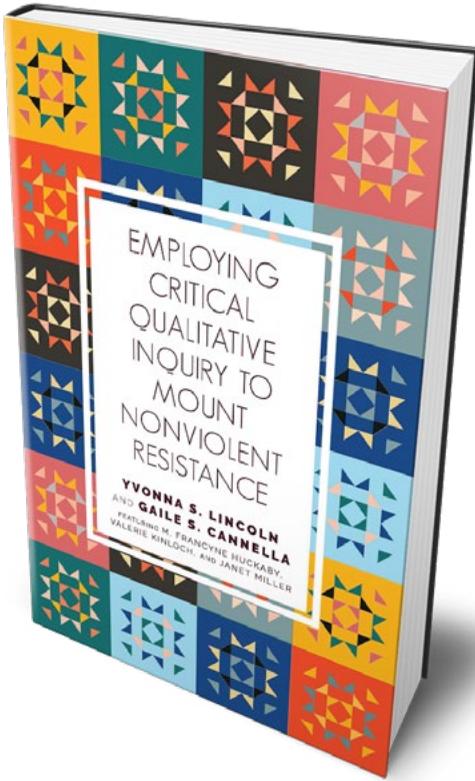
Cloth / 9781975501341 / \$69.95

E-book / 9781975501372 / \$29.95

"This engaging assemblage of differences inspired by Deleuzian thinking enables readers to experience narratives, autoethnography, ethnography, travel writings, philosophy, history, and literature through various shifting relations. Exploring Deleuze's Philosophy of Difference: Applications for Critical Qualitative Research exemplifies poetic, moving, and subtle suturing of the space(s) between thought and action, encounter of self and other, cultural appropriation and insight. This book offers important methodological insights into the ways the subjects, objects, and processes of inquiry might be reconceptualized within the ontologies of difference."

—Mirka Koro, Professor, Mary Lou Fulton Teachers College, Arizona State University

David Bright is a lecturer in education at Monash University. His research focuses on the cultural politics of education, both nationally and internationally, with a specific interest in identity and difference informed by postcolonial and poststructural theory. He has published on international education, educational research, and writing as methodology, as well as other subjects.



February 2019 / 138 pages / 6" x 9"

Paper / 9781975500443 / \$42.95

Cloth / 9781975500436 / \$149.95

E-book / 9781975500467 / \$42.95

Yvonna S. Lincoln and Gaile S. Cannella

Contributions by M. Francyne Huckaby,

Janet L. Miller, and Valerie Kinloch

Employing Critical Qualitative Inquiry to Mount Nonviolent Resistance

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

This volume engages researchers with the notion of critical qualitative inquiry (CQI) as a direct practice of resistance. As female educators and researchers who have (through our politically activist sister) been referred to as “Nasty Women” in the US presidential debates, we believe that it is our responsibility to respond through our inquiry to the violent reinscription of intersecting forms of injustice and marginalization. The purposes of this volume are therefore (1) to demonstrate personal actions taken by researchers to deal with thoughts/feelings of despair as well as how to move toward survival, and (2) to explore historical, new, and rethought research and activist methodologies (frameworks) as counter measures broadly and for public education specifically. Examples of CQI as resistance in response to the particular neoliberal patriarchal, whitelash presidential election event are provided by featured authors. Additionally, resources related to activist scholarship are provided. These frameworks, resources, and perspectives are also useful for future research in reaction to neoliberalism, patriarchy, and white supremacy.

Yvonna S. Lincoln (Ed.D. in Higher Education, Indiana University) joined the Educational Administration and Human Resource Development Department at Texas A&M as a Professor in 1991. Her research focuses on neoliberal and corporatization shifts in faculty worklife and university administration, and also in the development of qualitative methods. She has written over 100 peer-reviewed journal articles and chapters, and written, edited or co-edited more than a dozen books. Dr. Lincoln won the Presidential Citation from the American Educational Research Association in 2013.

Gaile S. Cannella (Ed.D., University of Georgia) is an independent scholar who has served as a tenured Full Professor at Texas A&M University—College Station and at Arizona State University—Tempe, as well as the Velma Schmidt Endowed Chair of Education at the University of North Texas. Her most recent books are: *Critical Qualitative Research Reader*, with Shirley Steinberg; *Reconceptualizing Early Childhood Care and Education*, with Marianne Bloch and Beth Swadener; *Critical Qualitative Inquiry: Foundations and Futures*, with Michelle Pérez and Penny Pasque; and *Critical Examinations of Quality in Childhood Education and Care*, with Michelle Pérez and I-Fang Lee.

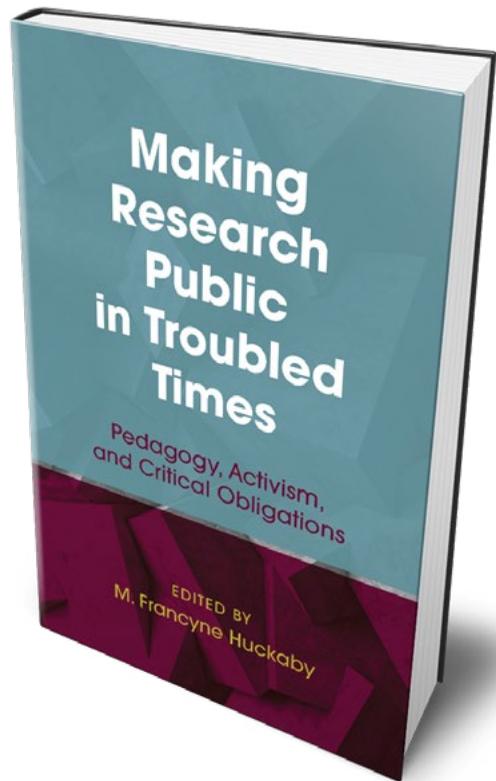
Edited by M. Francyne Huckaby

Making Research Public in Troubled Times

Pedagogy, Activism, and Critical Obligations

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

These are certainly troubled times in which neoliberal capitalist patriarchy and the tyranny of racism and domination are continually reinscribed on the bodies and lives of so many. However, critical researchers understand the necessity for, as well as the difficulty of, using research to facilitate public transformations that lead to increased justice and equity. The authors contributing to *Making Research Public in Troubled Times: Pedagogy, Activism, and Critical Obligations* recognize the importance of diverse pedagogies, activism, and ethical choices regarding an environment that supports critical research in oppressive times. Diverse pedagogies that can facilitate the education of critical public researchers across disciplines are illustrated in the first set of chapters addressing questions like: What is important in teaching critical qualitative inquiry? How do students, materials, histories, and the public influence this teaching? What have we learned over years of attempting to teach critical qualitative research methods? The authors in the second section are activist local scholars sharing their projects and explaining what this work means for critical qualitative inquiry. This work includes methods used to incorporate critical qualitative inquiry into community activism. Finally, chapters in the last section focus on future steps and most important actions for the ways critical qualitative inquiry can be conceptualized to address concerns in these troubled times.



October 2018 / 180 pages / 6" x 9"

Paper / 9781975500283 / \$42.95

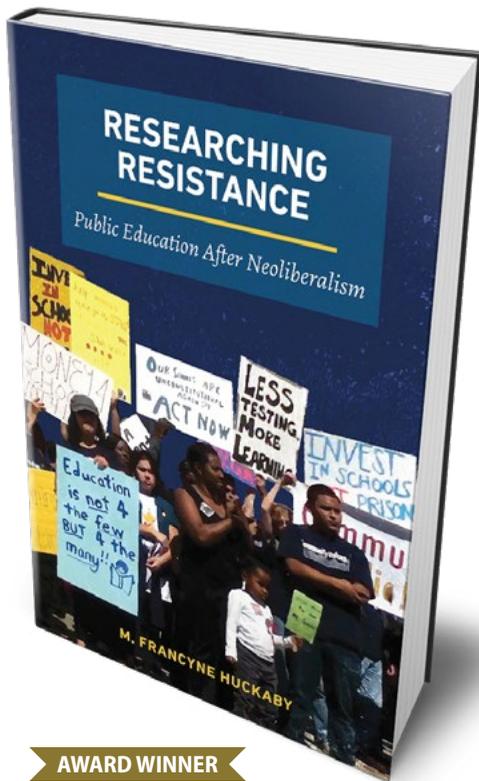
Cloth / 9781975500276 / \$149.95

E-book / 9781975500306 / \$42.95

"Making Research Public in Troubled Times is an inspiration on multiple levels for critical qualitative research and the potential role it should play in transforming ourselves and our society. The voices/bodies represented here crack open new imaginaries for the field as tools, techniques and visions for navigating and contending with neoliberal impositions taking hold of the academy and ourselves. The authors of the volume are remapping the landscape and the undoing borders for the field."

—Cinthya M. Saavedra, The University of Texas Rio Grande Valley

M. Francyne Huckaby is Associate Dean of the School of Interdisciplinary Studies, Professor of Curriculum Studies, former Director of the Center for Public Education, and core faculty of Women and Gender Studies, Africana and African American Studies, and Comparative Race and Ethnic Studies at Texas Christian University. Her honors include the TCU Deans' Teaching Award for the College of Education, TCU Mortar Board Preferred Professor, and Straight for Equality from Fort Worth's PFLAG chapter, as well as Outstanding Dissertation (2007 AERA, Qualitative Research SIG) for Challenging the Hegemony in Education: Specific Parrhesiastic Scholars, Care of the Self, and Relations of Power.



AWARD WINNER

May 2019 / 230 pages / 6" x 9"

Paper / 9781975500139 / \$42.95

Cloth / 9781975500122 / \$149.95

E-book / 9781975500153 / \$42.95

M. Francyne Huckaby

Researching Resistance Public Education after Neoliberalism

Qualitative Inquiry: Critical Ethics, Justice, and Activism Series

2020 Outstanding Book Award Honorable Mention from Division B
(Curriculum Studies) of the American Educational Research Association

Researching Resistance: Public Education After Neoliberalism serves two vital functions. First, it explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it as ideology, practice, and law. The book delves into

- strategies for engaging neoliberalism
- the Black feminist cyborg theoretical assumptions and intentions of the ethnographic web-based film project
- the research and arts-based methodology that walks the fault line between film and ethnography, and
- the relationships between the researcher, the activist organizations, and the activism.

While the book will focus on neoliberalism within the realm of public education, the implications extend to many other areas of public life.

This is an excellent text for classes in qualitative research and public policy. It is the companion text to the digital native ethnographic film project entitled *Public Education|Participatory Democracy: After Neoliberalism*.

"Researching Resistance is a narrative of reinvention—both Dr. Huckaby's own and a model for societal reinvention—on multiple levels. It lays out a pathway of possible reinvention for ourselves as an education community and for society as a whole. And, believe me—Dr. Huckaby is unflinching. There is a lot in the book, both in history and in the present and future, that is really painful, and these realities are confronted unflinchingly. It is also grounded, intellectual, innovative, compassionate, joyful, pedagogic, brave, and inspiring. I sense Dr. Huckaby's joy in this work and her joy from participants as well. These are painful, hard things she is writing about. And yet there is joy here."

—Isabel Nuñez, Purdue University Fort Wayne

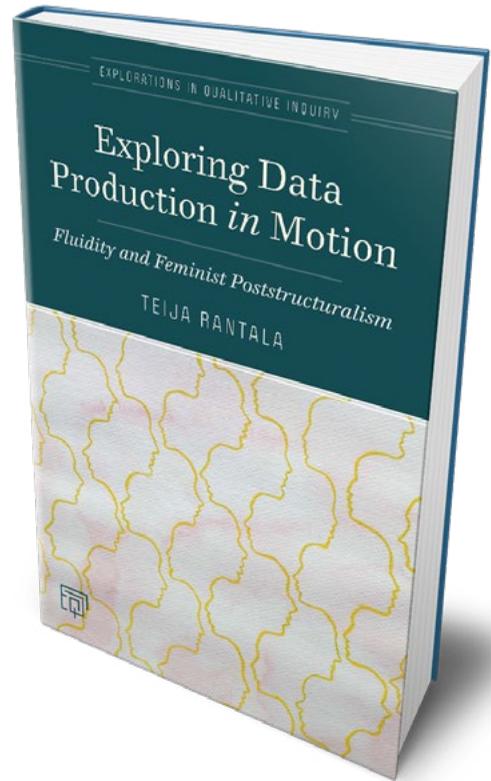
M. Francyne Huckaby is Associate Dean of the School of Interdisciplinary Studies, Professor of Curriculum Studies, former Director of the Center for Public Education, and core faculty of Women and Gender Studies, Africana and African American Studies, and Comparative Race and Ethnic Studies at Texas Christian University. Her honors include the TCU Deans' Teaching Award for the College of Education, TCU Mortar Board Preferred Professor, and Straight for Equality from Fort Worth's PFLAG chapter, as well as Outstanding Dissertation (2007 AERA, Qualitative Research SIG) for *Challenging the Hegemony in Education: Specific Parrhesiastic Scholars, Care of the Self, and Relations of Power*.

Teija Rantala

Exploring Data Production in Motion Fluidity and Feminist Poststructuralism

Explorations in Qualitative Inquiry Series

Exploring Data Production in Motion facilitates the use of feminist critical qualitative methodologies. With open-ended methods and poststructuralist theory and analysis, this book will offer tools to approach and to examine challenging and controversial topics ethically. This book will argue that to examine data of 'individual' experience and aspirations requires examining the process of the data production in which these were 'produced'. Therefore, this book will form an understanding of a data production as a process, which in its fluidity enables us also to form an understanding of difference and change as inevitable parts of social processes. Movement expresses here the dynamic forces in the data production (including its analysis), which produce 'the life' to the lines of the data. It welcomes change and uncertainty by allowing the data production processes, its intensities and fluctuations, to take the lead in the inquiry. This compels the methods to adjust to the requirements of the data production processes. The book demonstrates the use of feminist methodology and illuminates how the feminist critical inquiry is essential in examining issues of minority and difference. In this the focus is in the differences. As a feminist inquiry this book contributes to recognizing differences within while examining minority worldviews and perceiving difference as essential force in striving for sustainable ethics in the times of political polarization.



October 2019 / 122 pages / 6" x 9"

Paper / 9781975501150 / \$34.95

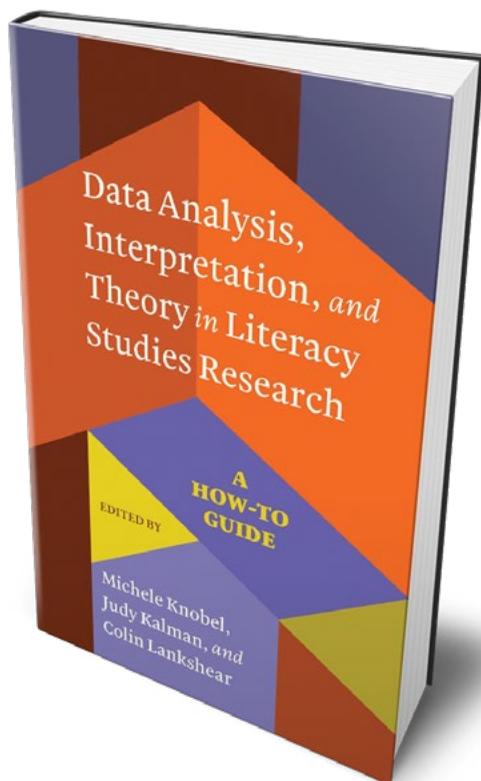
Cloth / 9781975501143 / \$89.95

E-book / 9781975501174 / \$34.95

"The overarching value of this book is the author's presentation of the ways in which the movement and fluidity of the data, 'the life in the lines', is articulated through feminist poststructuralist analysis. The women's writings and expressions are treated with sensitivity, and it is clear that the author was committed to an ethical and collaborative retelling of the women's experiences and aspirations. The blend of images, narratives, and theory provide a twofold contribution: the first is to highlight new and innovative methodologies with which to enact qualitative inquiry. The second is the elucidation of the women's multiple molecular subjectivities, which provide an alternative counterpoint to some of the dominant religious and societal narratives that surround contemporary women. The book is a valuable resource for those interested in both feminist poststructuralist methodology and postqualitative inquiry and analysis."

— Reviewed by Nikki Fairchild, University of Portsmouth, United Kingdom for *Education Review*, Vol 27, 2020

Teija Rantala (Ph.D. in Gender Studies, University of Helsinki) has published her work mostly in feminist educational journals. The publications reflect her feminist, creative but critical approach to methodology and knowledge formation. She has a special interest in examining processes of gender, identity, aspirations and experience by experimenting with feminist poststructuralist and posthuman theory. Currently, she has several publications under way, including a co-authored book chapter on feminist workshop practices and articles on posthuman narratives and on postmethodology.



March 2020 / 275 pages / 7" x 10"

Paper / 9781975502133 / \$34.95

Cloth / 9781975502126 / \$89.95

E-book / 9781975502157 / \$34.95

Edited by Michele Knobel, Judy Kalman and Colin Lankshear

Data Analysis, Interpretation, and Theory in Literacy Studies Research A How-To Guide

Novice and early career researchers often have difficulty with understanding how theory, data analysis and interpretation of findings “hang together” in a well-designed and theorized qualitative research investigation and with learning how to draw on such understanding to conduct rigorous data analysis and interpretation of their analytic results.

Data Analysis, Interpretation, and Theory in Literacy Studies Research demonstrates how to design, conduct and analyze a well put together qualitative research project. Using their own successful studies, chapter authors spell out a problem area, research question, and theoretical framing, carefully explaining their choices and decisions. They then show in detail how they analyzed their data, and why they took this approach. Finally, they demonstrate how they interpreted the results of their analysis, to make them meaningful in research terms.

Approaches include interactional sociolinguistics, micro-ethnographic discourse analysis, multimodal analysis, iterative coding, conversation analysis, and multimediated discourse analysis, among others. This book will appeal to beginning researchers and to literacy researchers responsible for teaching qualitative literacy studies research design at undergraduate and graduate levels.

Michele Knobel was a Professor of Education at Montclair State University (USA). Her work has been translated into Spanish, Catalan, Portuguese, Chinese, Danish and Estonian. Publications include *New Literacies: Everyday Practices and Social Learning* (with Colin Lankshear, 2011) and *New Literacies and Teacher Learning: Professional Development and the Digital Turn* (edited with Judy Kalman, 2016).

Judy Kalman is a professor at the Department of Educational Research within the Center for Research and Advanced Studies of the IPN. She currently directs the Laboratory of Education, Technology and Society, a space for reflection, the exchange of ideas, design and research. Her recent books include *Leer y Escribir en el Mundo Social* [Reading and Writing in the Social World] (2018) and *Literacy and Numeracy in Latin America* (co-edited with Brian Street, 2013).

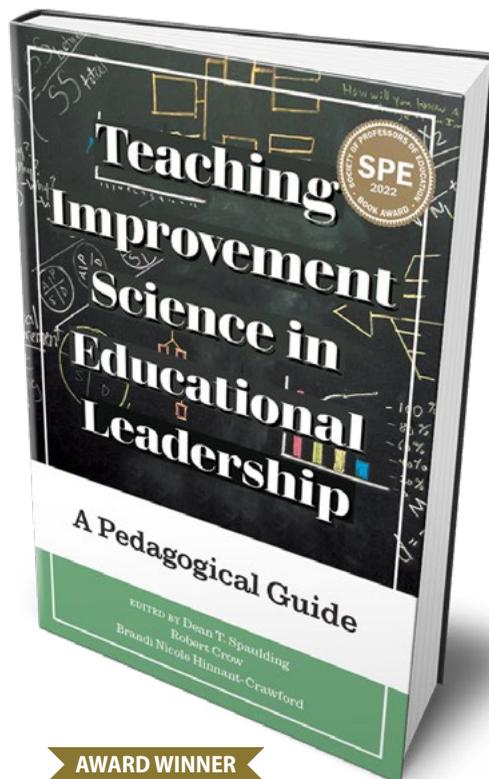
Colin Lankshear is a freelance educational researcher, writer and teacher with a particular interest in literacies associated with new technologies. He lives in Mexico and is currently adjunct professor at Mount Saint Vincent University (Canada). Publications include *Researching New Literacies: Design, Theory, and Data in Sociocultural Investigation* (2017) and *A New Literacies Reader: Educational Perspectives* (2013; both edited with Michele Knobel).

Edited by Dean T. Spaulding,
Robert Crow, and Brandi Nicole Hinnant-Crawford

Teaching Improvement Science in Educational Leadership: A Pedagogical Guide

Improvement Science in Education and Beyond Series

Teaching Improvement Science in Educational Leadership: A Pedagogical Guide presents the reader with a range of pedagogies from a variety of viewpoints and approaches. The book provides a holistic picture for how one might develop stakeholder competency and capacity with improvement science as a signature problem-solving methodology for educational leaders. And while there are books that provide foundational knowledge on the field of improvement science (including the list of titles from Myers Education Press), this book differs in that it presents varying approaches for teaching others about improvement science. For those who want to develop the methodology but who need resources, the book provides the illustrations, examples, and other concrete applications so that those involved in teaching the subject matter can connect foundational knowledge of improvement to the applied context. This book serves as the guide for education leaders who wish to have the know-how for developing the knowledge, skills and dispositions relative to the field of improvement science—the education leader's signature problem-solving methodology.



AWARD WINNER

February 2021 / 248 pages / 6" x 9"

Paper / 9781975503758 / \$39.95

Cloth / 9781975503741 / \$129.95

E-book / 9781975503772 / \$39.95

"Teaching Improvement Science in Educational Leadership is an essential pedagogic resource for anyone involved in the preparation and continued professional education of teacher, school, or system leaders. The authors are themselves leaders in the teaching of Improvement Science and in mentoring the application of the improvement principles to redressing racial and class inequities. They share here valuable lessons from their own teaching and improvement efforts."

—Anthony S. Bryk, Immediate past-president, Carnegie Foundation for the Advancement of Teaching and Author, *Learning to Improve: How America's Schools Can Get Better at Getting Better*

Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.

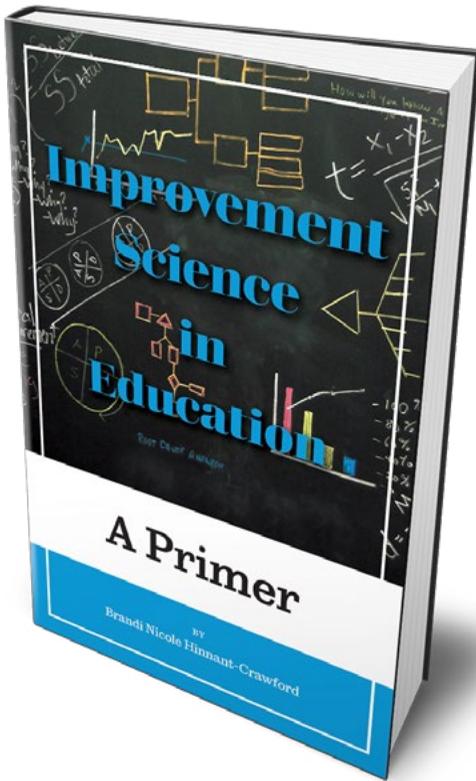
Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Nicole Hinnant-Crawford (PhD in Educational Studies from Emory University) is an Assistant Professor of Educational Research at Western Carolina University. Her research agenda employs justice framework where she intentionally seeks to expose policies and practices related to exploitation, domination, and marginalization; her broad interest include multicultural education, teacher activism, African American activism, improvement science, and education policy.

Brandi Nicole Hinnant-Crawford

Improvement Science in Education A Primer

Improvement Science in Education and Beyond Series



May 2020 / 230 pages / 6" x 9"

Paper / 9781975503550 / \$22.95

Cloth / 9781975503543 / \$89.95

E-book / 9781975503574 / \$22.95

Improvement Science in Education: A Primer provides a comprehensive overview of improvement science as a framework to guide continuous improvement and reconceptualizes improvement by centering equity and justice as the purpose of improvement. This Primer is designed to introduce improvement science, a methodology with origins in manufacturing, engineering and healthcare, to educational audiences. The book first explores the philosophical and methodological foundations of improvement science, juxtaposing it with traditional forms of research so that clear distinctions can be drawn. Chapters in the latter half of the book introduce the principles of improvement, give guidance and tools for operationalizing the principles in practice, and conclude with questions to ensure you are improving with equity in mind. Constantly reminding readers to think about who is involved and impacted, the Primer makes improvement science accessible to novices and adds critical dimensions for experienced practitioners to consider.

"This is an important book for educators who seek to use scientific means for solving all kinds of problems—particularly problems of educational equity. It addresses problems of practice, from instructional problems to organizational problems, and the nature of problems in general."

—Gloria Ladson-Billings, PhD, President, National Academy of Education Fellow, American Academy of Arts & Sciences

Brandi Hinnant-Crawford, PhD, is an Assistant Professor of Educational Research at Western Carolina University. As a mixed-methods methodologist, she believes in the complementary nature of quantitative and qualitative research, and seeks to use research in transformative ways (such as with improvement science). Dr. Hinnant-Crawford's work has been published in diverse venues such as *Urban Education*, the *Journal for Multicultural Education*, and *Black Theology*. She holds a PhD from Emory University in Educational Studies, a master's degree in Urban Education Policy from Brown University, and bachelor's degrees in English and Communication (media concentration) from North Carolina State University. While she loves research and teaching, her first priority is being the mother of her seven-year-old twins, Elizabeth Freedom and Elijah Justice Crawford.

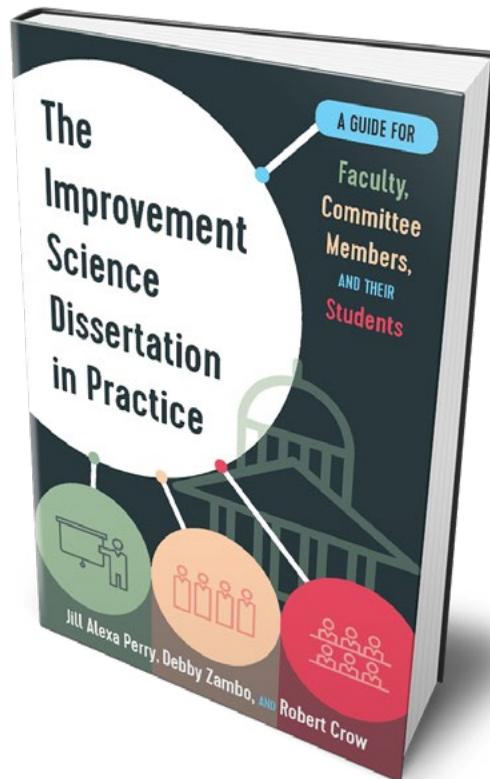
Jill Alexa Perry, Debby Zambo and Robert Crow

The Improvement Science Dissertation in Practice

A Guide for Faculty, Committee Members, and their Students

Improvement Science in Education and Beyond Series

The Improvement Science Dissertation in Practice provides a narrative and illustration about the purpose and features comprising the Dissertation in Practice and how this culminating experience is well suited to using Improvement Science as a signature methodology for preparing professional practitioners. This methodology, when combined with the Dissertation in Practice experience in EdD programs, reinforces practitioner learning about and skills for leadership and change. As a guide, the book is an extremely valuable resource that supports faculty, students, and practitioners in the application of Improvement Science to pressing educational problems in a structured, disciplined way.



May 2020 / 180 pages / 6" x 9"

Paper / 9781975503208 / \$29.95

Cloth / 9781975503192 / \$89.95

E-book / 9781975503222 / \$29.95

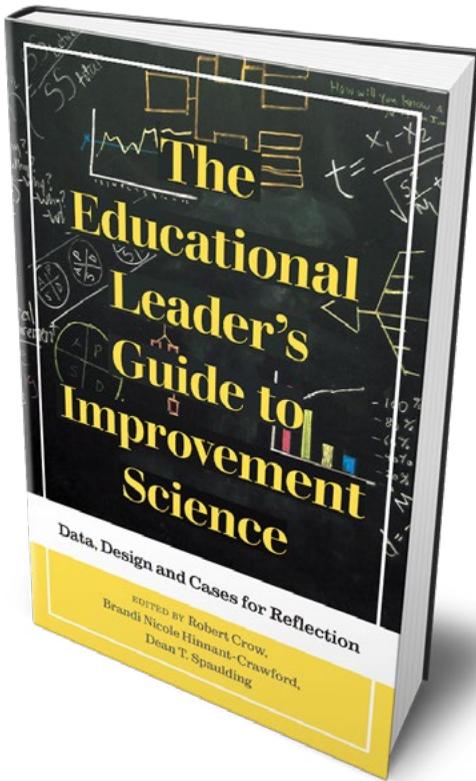
"The tools in this book will help you design a model for rapid personal and organizational change. If you are looking for means to transform educational systems, you've found them."

—Brandon Smith, EdD, Associate Dean of Academic Affairs for Student Success, Brevard College

Debby Zambo is an Associate Professor Emerita from Arizona State University currently working as the Associate Director of the Carnegie Foundation on the Education Doctorate (CPED). Along with Jill Perry and Robert Crow, she developed and presented five workshops on a range of topics from the basic tools and processes of improvement science and, most recently, contextualizing improvement science in dissertation work.

Dr. Jill Perry is the Executive Director of the Carnegie Project on the Educational Doctorate (CPED) and a Professor of Practice in the Department of Administrative and Policy Studies at the University of Pittsburgh. She has edited two books and is currently researching the ways EdD programs teach practitioners to utilize research evidence.

Robert Crow, PhD, is an associate professor of educational research at Western Carolina University. His expertise in assessment and evaluation has led to collaborations with other 4-year institutions, community colleges, PK-12 schools, and institutional accreditation agencies such as SACS-COC. Dr. Crow's research interests include assessment and evaluation of student learning and of learning environments.



Edited by Robert Crow, Brandi Nicole Hinnant-Crawford,
and Dean T. Spaulding

The Educational Leader's Guide to Improvement Science Data, Design and Cases for Reflection

Improvement Science in Education and Beyond Series

The Educational Leader's Guide to Improvement Science: Data, Design and Cases for Reflection is a collection illustrating applied organizational problem-solving using methods of improvement science in educational leadership. Early chapters introduce improvement science and then the reader is led through a logical sequence of inquiry, presented with cases of educational dilemma matched with principles of improvement science and provided examples of research methodology applied in context. Because improvement science research is so quickly becoming a signature pedagogy and core subject area of inquiry in the field of educational leadership, the literature is still scant in its coverage of improvement science models; it is the purpose of this publication to fill the void by providing concrete examples, through case studies, of instances where improvement research methods and analyses can be embedded to enhance and strengthen efforts at organizational improvement. This text concentrates on the elements faculty, students, and administrators need; specific models where improvement science frameworks enhance the reliability and validity of improvement or quality enhancement efforts.

February 2019 / 230 pages / 6" x 9"

Paper / 9781975500955 / \$42.95

Cloth / 9781975500948 / \$149.95

E-book / 9781975500979 / \$42.95

"Crow, Hinnant-Crawford and Spaulding's book on the intersection of school leadership and improvement science is an essential resource for those transforming the education doctorate as well as for those preparing to lead schools. Both novices and experienced practitioners will find much to enhance their use of improvement science."

—David Imig, Senior Fellow, Carnegie Foundation; Chair, Carnegie Project on the Education Doctorate Board

Robert Crow (PhD in Educational Psychology & Research, University of South Carolina) is an Assistant Professor of Educational Research at Western Carolina University. He regularly teaches Methods in Improvement Science in his institution's Doctor of Education program. He currently chairs the improvement science special interest group for the Carnegie Project on the Education Doctorate consortium.

Brandi Nicole Hinnant-Crawford (PhD in Educational Studies from Emory University) is an Assistant Professor of Educational Research at Western Carolina University. Her research agenda employs justice framework where she intentionally seeks to expose policies and practices related to exploitation, domination, and marginalization; her broad interest include multicultural education, teacher activism, African American activism, improvement science, and education policy.

Dean T. Spaulding (PhD in Educational Psychology from SUNY Albany) is the Vice President and Director of Grant Writing and Program Evaluation with Z Score Inc. He is also former chair of the Teaching Evaluation SIG for the American Evaluation Association. Dr. Spaulding currently serves as external evaluator on a National Science Foundation and a Howard Hughes Foundation grant.

Marybeth Gasman

Candid Advice for New Faculty Members A Guide to Getting Tenure and Advancing Your Academic Career

"If you want to achieve tenure, you should know a bit more about what it means and why it exists, and its benefits. All too often, even faculty don't understand why tenure is important."

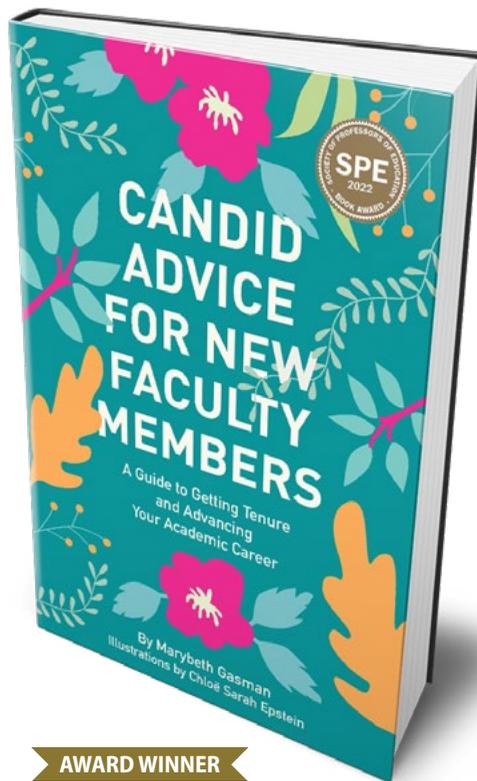
Thus begins the Preface of *Candid Advice for New Faculty Members*, the newest and most comprehensive "how to" guide for graduate students, post-docs, and junior faculty across a variety of academic disciplines. Drawing upon her own extensive experiences and that of many colleagues, Marybeth Gasman provides you with an incredibly valuable tool for attaining tenure and for the things that you should do to advance your academic career. She provides practical (and sometimes humorous) advice about a range of topics, including:

- negotiating job offers
- planning a research agenda
- improving your teaching skills
- managing service
- advising students
- applying for research grants
- achieving life/work balance
- managing academic politics

Candid Advice for New Faculty Members is required reading for every newly-minted faculty member, regardless of academic discipline. The wisdom provided in this volume will prove to be invaluable to your future career.

"Gasman's book is an important resource for new faculty members, especially faculty of color, whether at a private elite institution of higher education or at a comprehensive public institution. This book provides straightforward advice to new faculty members on how to work hard, work smart, dream big, and strive to bring balance into your academic and personal life. New faculty members as well as graduate students should read this book."

—Timothy P. Fong, Professor, Ethnic Studies, California State University, Sacramento



AWARD WINNER

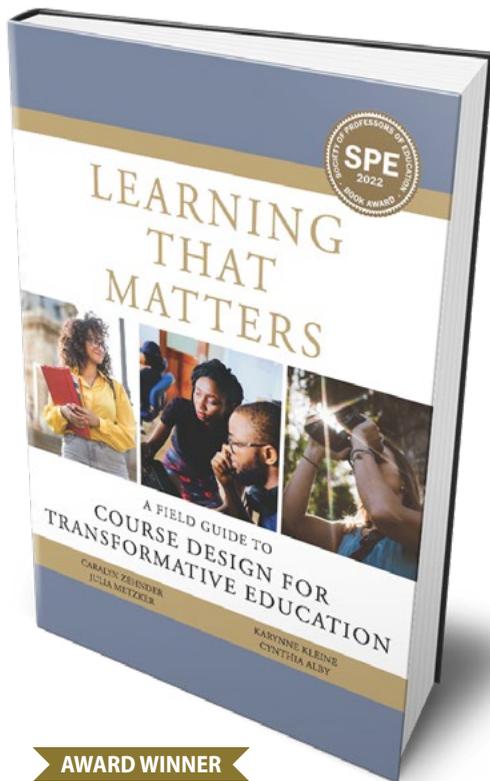
March 2021 / 245 pages / 6" x 9"

Paper / 9781975502218 / \$39.95

Cloth / 9781975502201 / \$149.95

E-book / 9781975502232 / \$39.95

Marybeth Gasman is the Samuel DeWitt Proctor Endowed Chair in Education and a Distinguished Professor at Rutgers University. She serves as the Executive Director of the Samuel DeWitt Proctor Institute for Leadership, Equity & Justice and the Executive Director of the Rutgers Center for Minority Serving Institutions. Her areas of expertise include the history of American higher education, Minority Serving Institutions (with an emphasis on Historically Black Colleges and Universities), racism and diversity, fundraising and philanthropy, and higher education leadership. She is the author or editor of 26 books, and has written over 250 peer-reviewed articles, scholarly essays, and book chapters.



AWARD WINNER

December 2020 / 225 pages / 7" x 10"

Paper / 9781975504519 / \$29.95

Cloth / 9781975504502 / \$99.95

E-book / 9781975504533 / \$29.95

Caralyn Zehnder, Cynthia Alby,
Karynne Kleine, and Julia Metzker

Learning That Matters A Field Guide to Course Design for Transformative Education

Our society urgently needs education that motivates, challenges, engages, and affirms all students. No matter their previous successes or failures, every student has enormous learning potential and important contributions to make now and in the future. Such meaningful learning experiences don't just happen, they need to be intentionally designed. This book supports those who will undertake this vitally important work and is a pragmatic resource for designing courses that engage college students as active citizens. This "work" book provides research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses. Whether a novice or a veteran, by engaging with the text, collaborating with colleagues, and reflecting on the important work of a teacher, any motivated educator can become a transformative educator. Every college course has the potential to transform students' lives. Through implementation of critical concepts such as connected and authentic assessments; dilemmas, issues, and questions; portable thinking skills and engaging strategies; and a purposeful focus on inclusivity and equity, readers begin the process of change needed for preparing students who will be able to address the monumental challenges facing our society.

"We, who care about our students' learning, may not be able to wait for those in leadership positions to make critically-needed changes to higher education. But educators can start where the learning happens and let necessary changes rise from there. This book can help you walk that path and be that change. You can approach this book by reading it from the beginning to the end, or you can jump to specific sections when those principles apply to the acute challenges you are facing.

You will feel inspired, invigorated, and motivated, and you will feel empowered to make an impact."

—Melinda Maris, Ph.D., Assistant Dean, Foundation for Advanced Education in the Sciences, National Institutes of Health

Caralyn Zehnder is a lecturer in Biology at the University of Massachusetts Amherst. She earned her B.S. in Biology from Penn State and her Ph.D. in Ecology from the University of Georgia. For 2 years, she was the Professional Development Coordinator at Springfield Technical Community College.

Julia Metzker serves as Director of the Washington Center for Improving Undergraduate Education at The Evergreen State College. She obtained a doctoral degree in inorganic chemistry from the University of Arizona and completed a postdoctoral appointment at the University of York in the United Kingdom.

Karynne Kleine has advanced degrees in Education from the University of Maine (M.Ed. Middle Grades Education; Ed.D. History and Philosophy of Science/Science Education.) As a former dean and current professor of education, Karynne collaborates alongside her colleagues at Georgia College as well as nationally with those in other fields.

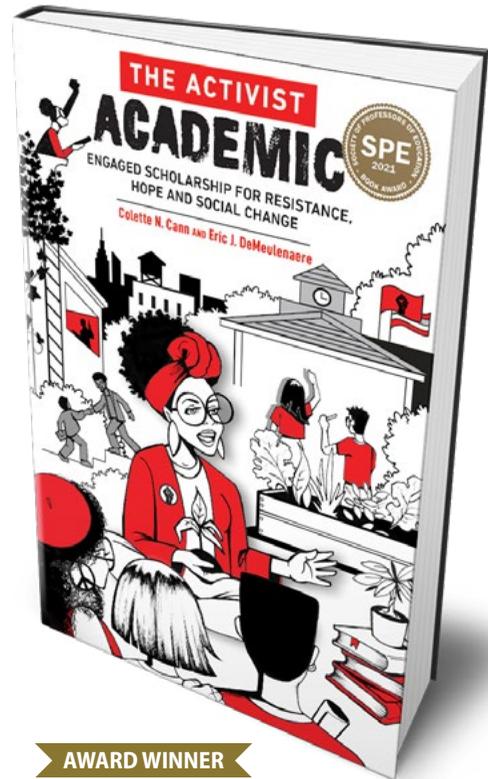
Cynthia Alby received a Ph.D. in Language Education from the University of Georgia, an M.A. in Classical Archeology from the University of Cincinnati, and an H.A.B. in Classical Languages and Philosophy from Xavier University. She joined Georgia College in 2001, where she is now a Professor of Teacher Education and works extensively with the Center for Teaching and Learning.

Colette Cann and Eric DeMeulenaere

The Activist Academic Engaged Scholarship for Resistance, Hope and Social Change

A 2021 SPE Outstanding Book Award Honorable Mention

Donald Trump's election forced academics to confront the inadequacy of promoting social change through the traditional academic work of research, writing, and teaching. Scholars joined crowds of people who flooded the streets to protest the event. The present political moment recalls intellectual forerunners like Antonio Gramsci who, imprisoned during an earlier fascist era, demanded that intellectuals committed to justice "can no longer consist in eloquence...but in active participation in practical life, as constructor, organizer, 'permanent persuader' and not just a simple orator" (Gramsci, 1971, p. 10). Indeed, in an era of corporate media and "alternative facts," academics committed to justice cannot simply rely on disseminating new knowledge, but must step out of the ivory tower and enter the streets as activists. *The Activist Academic* serves as a guide for merging activism into academia. Following the journey of two professors, the book offers stories, frameworks and methods for how scholars can marry their academic selves, involved in scholarship, teaching and service, with their activist commitments to justice, while navigating the lived realities of raising families and navigating office politics. This volume invites academics across disciplines to enter into a dialogue about how to take knowledge to the streets.



April 2020 / 205 pages / 6" x 9"

Paper / 9781975501396 / \$39.95

Cloth / 9781975501389 / \$139.95

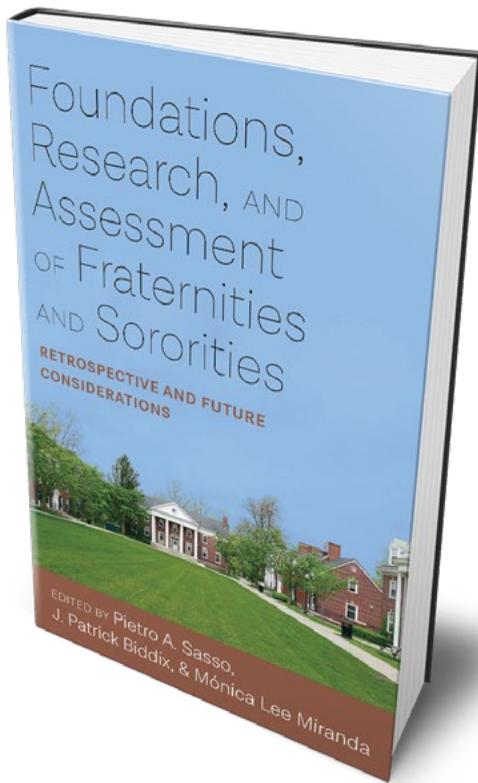
E-book / 9781975501419 / \$39.95

"...be ready: drawing deeply on theory and experience, this book will pull readers into the conversations, the inquiry, and the unavoidable demand that we dive into the unresolvable contradictions at the heart of being a professor committed to justice."

—Kevin Kumashiro, Ph.D., author of *Against Common Sense: Teaching and Learning toward Social Justice*

Colette Cann (Ph.D., U.C. Berkeley) is an Associate Professor of Education at the University of San Francisco. Her scholarship has allowed her to collaborate with teachers, students and community organizations and has appeared in journals such as *Race, Ethnicity and Education*; *Whiteness and Education*; *Urban Education*; *Journal of Peace Education*; *Qualitative Inquiry*; and *Cultural Studies* <=> *Critical Methodologies*.

Eric DeMeulenaere (Ph.D. in the Social and Cultural Studies Program at U.C. Berkeley) is an Associate Professor of Urban Schooling in Clark University's Education Department. He has consulted with urban school leaders and teachers nationally and internationally to transform their pedagogical practices and organizational school cultures. He is co-author of *Reflections from the Field: How Coaching Made Us Better Teachers*.



Edited by Pietro A. Sasso, J. Patrick Biddix,
and Mónica Lee Miranda

Foundations, Research, and Assessment of Fraternities and Sororities Retrospective and Future Considerations

Culture and Society in Higher Education Series

Foundations, Research, and Assessment of Fraternities and Sororities is inspired by continuing conversations about the enduring challenges facing fraternities and sororities on campuses across the country. The co-editors curate contributions from scholars and noteworthy practitioners from across higher education to examine a variety of issues relating to the past and future construct of these institutions. The text begins with a historical section that provides a perspective on the origins of fraternities and sororities. Other sections look at such critical areas as values, legal issues, and research. Values are described regarding the values congruence movement and acknowledging emerging areas of the individual fraternity and sorority experience. Legal issues include freedom of speech, hazing law, and risk management. Additional profiles of large, national benchmark surveys are included, and the book concludes with a final overview of the state of fraternity/sorority scholarship. This volume will appeal to a broad readership made up of faculty, administrations and alumni/ae.

December 2019 / 236 pages / 7" x 10"

Paper / 9781975502645 / \$45.95

Cloth / 9781975502638 / \$179.95

E-book / 9781975502669 / \$45.95

"This text is a much needed read for leaders in higher education. It blends organizational history and culture with discussions of some of the critical issues facing campuses today. As higher education professionals seek to build leaders and programs that align with institutional values, this text provides thoughtful study and practical assessment of the fraternity and sorority experience."

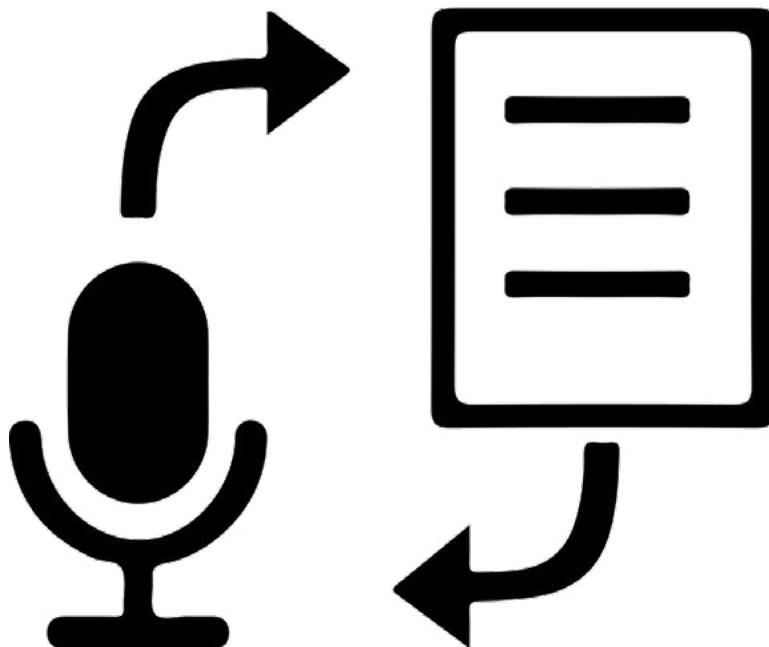
—Kathryn Cavins-Tull, Texas Christian University Vice Chancellor for Student Affairs

Pietro Sasso has over 10 years of professional and teaching experience in postsecondary education. As an administrator, his experience is exceptionally diverse, spanning several educational administrative functional areas. As a scholar, he has written and co-edited 7 texts, authored over 35 scholarly publications, and facilitated over 30 national and regional presentations.

J. Patrick Biddix is professor of Higher Education and Associate Director of the Postsecondary Education Research Center (PERC) at the University of Tennessee. He is the author of *Research Methods and Applications for Student Affairs*, co-authored the 2nd edition textbook of *Assessment in Student Affairs*, and co-authored *The Influence of Fraternity and Sorority Involvement: A Critical Analysis of Research* (1996-2013).

Mónica Lee Miranda serves as the Director of the Center for Student Involvement at the University of South Florida. She is also an independent educational consultant and speaker who facilitates a number of leadership development programs and interactive workshops as an independent contractor for various speaking and consulting agencies.

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