

Advising At Csub Empowering Students For Success

What is a rubric? How can I implement them as evaluation tools? How can I make better use of my existing rubrics? This bestseller answers these questions, providing you with all the necessary information to apply rubrics from the classroom to the administrative office. Each chapter stands alone as a practical reference guide. The authors cover curriculum evaluation, student input into rubrics, cross-curricular approaches, rubric categories, specialty rubrics, and teacher evaluation. Easily adaptable samples, as well as plenty of descriptive scenarios, will give educators the information and confidence they need to create, utilize, and evaluate rubrics.

Mistakes We Have Made: Implications for Social Justice Educators is an edited collection from eleven authors with a wealth of experience teaching in K-12 schools and utilizing culturally relevant practices. This book is current with social justice research and strategies, while connecting to the audience through personal vignettes in each chapter. The personal connection of research supported ideas to help new teachers avoid the authors' early career mistakes in the classroom is at the center of this text. The content is organized into three themes: Inclusive Classrooms, Curriculum Implementation, and Professionalism. Reflection questions are provided at the end of each chapter, which will guide the practitioners to self-reflect and plan next steps accordingly. The e-book provides links to videos, strategies, articles, and other supplemental resources to make this text a "one-stop shop." *Mistakes We Have Made* speaks to several audiences, from pre-service teachers to new teachers, to any practitioner that needs a new perspective on teaching with a social justice lens. It can be used as a text in a variety of college courses, professional development workshops, or as a gift for new teachers.

Mentoring is a hot buzzword these days. Unfortunately, although the word 'mentoring' is used all the time, most people do not know what it means. This book fills that gap by describing and illustrating the essential practices of outstanding mentors. It provides a realistic look at mentoring by showing what goes on in a mentoring relationship and what mentors actually do with their protégés. This book makes a unique contribution through its hands-on approach to the thorny issue of cross-racial and cross-cultural differences in mentoring relationships. The book shows how such differences can be handled successfully and can even enrich a mentoring relationship. Specific mentoring practices and their racial/cultural implications are presented and explained. The book gives readers a clear sense of what they can do to mentor and make a real difference, even when their protégés are radically different from themselves.

This work is written for educators interested in engaging into dialogue to promote diversity and understanding of multiculturalism. The chapters focus on culture, sexual identity, ability/disability, and the acceptance of difference.

Handbook of Research on Inequities in Online Education During Global Crises

Holland on the Hudson

Cutting Edge Issues and Critical Reflections

A Memoir of Survival, Learning, and Coming of Age in Prison

How Humans Learn

Applying Learning Science in Online Classes

A Novel

Did You Ever Want to Read a Friend's Diary? In suburban neighborhoods and on family farms, in uptown lofts and homeless shelters, women across America chronicled their lives on the same day—June 29, 2004. This Day in the Life shares more than thirty complete diaries and hundreds of additional candid moments. Full of intimate details and laugh-out-loud truths, and drawing on the experiences of women of all ages and backgrounds, this diverse collection is a surprising reminder of how much we all have in common. If you've ever wondered what the woman standing in front of you in line was thinking, This Day in the Life is a refreshing glimpse at how we really spend our days—and the value of every single one. 7:03 a.m. Carryn wakes to nurse and I want to sleep. My husband pretends not to hear her, but sometimes I wake him up just so he can see my job is twenty-four hours a day. —Jenee Guidry, 30, mom of four 8:20 a.m. I just read two Psalms aloud to Dad. In the last few months of his life he loved for me to read them to him, both in person and on the phone. I still do it, hoping they reach him in the other world. —Rosanne Cash, 49, singer/songwriter 4:00 p.m. The cast of Friends is on with Oprah. That was one of the few shows I watched every week. My real friends suck. Not a single one called me on my birthday. —Kim Olsovsky, 31, teacher 1915 There's a boom in the distance, rocket or mortar. I am sitting next to a blast wall built from sandbags. Do I stay here? Do I go into the trailer and lie on the floor? Six minutes pass. I am about to miss dinner. —Beth Garland, 42, army sergeant

This expanded bestseller integrates the latest research and technology with tried-and-true methods for strengthening practitioners' problem-solving and decision-making skills.

At the age of sixteen, R. Dwayne Betts, a good student from a lower-middle-class family, carjacked a man with a friend. He had never held a gun before, but within a matter of minutes he had committed six felonies. In Virginia, carjacking is an offense requiring treatment as an adult. A bright young kid, weighing only 126 pounds, he served his eight-year sentence as part of the adult population in some of the worst prisons in the state. This is his coming-of-age story. Utterly alone, and with the growing realization that he really is not going home any time soon, Dwayne confronts profound questions about violence, freedom, crime, race, and the justice system, and above all, a quest for identity. --From publisher description.

"This book establishes a new standard. The focus on 'holism, diversity, and strengths' sets a fresh direction for the field that will inspire today's counselors. Distinct from other texts both in terms of style and ease of use, Career Counseling provides a practical model that connects theory, practice, and resources in hopeful and affirming ways, while offering readers new skills and insights." --Rich Feller, PhD University Distinguished Teaching Scholar, Colorado State University Past President, National Career Development Association "Gysbers, Heppner, and Johnston have continued their excellent contributions to the field with this 4th edition. Their approach is highly practical for counselors in helping diverse clients prepare for and manage the changing workplace and economy. I enthusiastically recommend this book as a must-have resource for counseling professionals and as a textbook for graduate counseling programs." --Kenneth F. Hughey, PhD Kansas State University "We invite all students, professionals, and researchers to read this volume to enrich their practice, research, and the values by which they should be inspired to persist in being active agents of change in the world." --Laura Nota, PhD, and the Larios Vocational Psychology Team University of Padova, Italy The latest edition of this bestseller will help both counselors-in-training and experienced clinicians update and expand their existing knowledge and skills in career counseling with clients of all ages and circumstances. Significant attention is placed on expanding the career options and empowering the life choices of women; men; racial and ethnic minorities; gay, lesbian, bisexual, and transgender clients; clients from diverse socioeconomic backgrounds; and individuals with disabilities. Additional topics discussed include traditional and postmodern career theories and approaches, forming a productive alliance with the client, effective use of assessment inventories and instruments, helping clients respond to changes in the workplace and family life, working with resistant clients, developing client action plans, and bringing closure to the counseling process. A new chapter titled "Using Social Media in Career Counseling" rounds out this exceptional book. *Requests for digital versions from the ACA can be found on wiley.com. *To request print copies, please visit the ACA website here. *Reproduction requests for material from books published by ACA should be directed to permissions@counseling.org.

Small Teaching Online

Motivational Interviewing

A New Model for Educators

Mistakes We Have Made

Instruction that Motivates Learning

Women Write about Motherhood and Academic Life

This Day in the Life

Diaries from Women Across America

"A Long Petal of the Sea meets Luis Alberto Urrea's The House of Broken Angels in this epic historical romance about a Mexican woman and an Irish-American soldier who fall in love in the thick of the Mexican-American War"--

The Professional Ethics Toolkit is an engaging and accessible guide to the study of moral issues in professional life through the analysis of ethical dilemmas faced by people working in medicine, law, social work, business, and other industries where conflicting interests and ideas complicate professional practice and decision-making. Written by a seasoned ethicist and professional consultant, the volume uses philosophical ideas, theories, and principles to develop and articulate a definitive methodology for ethical decision-making in professional environments. Meyers offers the benefit of his expertise with clear and practical advice at every turn, guiding readers through numerous real-world examples and case studies to illustrate key concepts including role-engendered duties, conflicts of interest, competency, and the principles that underpin and define professionalism itself. Following the format of The Philosopher's Toolkit, The Professional Ethics Toolkit is an essential companion to the study of professional ethics for use in both the classroom and the working world, encouraging students and general readers alike to think critically and engage intelligently with ethics in their professional lives.

Employ cognitive theory in the classroom every day Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In Small Teaching, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference—many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques. Learn, for example: How does one become good at retrieving knowledge from memory? How does making predictions now help us learn in the future? How do instructors instill fixed or growth mindsets in their students? Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

"This book is about strategic data use by community college leaders and other staff for the purpose of making it actionable to improve student outcomes"--Provided by publisher.

Teaching in the Post COVID-19 Era
The Science and Stories Behind Effective College Teaching
Process, Product, and Assessment
The Role of Minority Serving Institutions
Manufacturing Hope and Despair
A Ballad of Love and Glory
Choice
Career Counseling

From bestselling author of the remarkable memoir, The Distance Between Us comes an inspiring account of one woman's quest to find her place in America as a first-generation Latina university student and aspiring writer determined to build a new life for her family one fearless word at a time. "Here is a life story so unbelievable, it could only be true" (Sandra Cisneros, bestselling author of The House on Mango Street). As an immigrant in an unfamiliar country, with an indifferent mother and abusive father, Reyna had few resources at her disposal. Taking refuge in words, Reyna's love of reading and writing propels her to rise above until she achieves the impossible and is accepted to the University of California, Santa Cruz. Although her acceptance is a triumph, the actual experience of American college life is intimidating and unfamiliar for someone like Reyna, who is now estranged from her family and support system. Again, she finds solace in words, holding fast to her vision of becoming a writer, only to discover she knows nothing about what it takes to make a career out of a dream. Through it all, Reyna is determined to make the impossible possible, going from undocumented immigrant of little means to "a fierce, smart, shimmering light of a writer" (Cheryl Strayed, author of Wild); a National Book Critics Circle Award Finalist whose "power is growing with every book" (Luis Alberto Urrea, Pulitzer Prize finalist); and a proud mother of two beautiful children who will never have to know the pain of poverty and neglect. Told in Reyna's exquisite, heartfelt prose, A Dream Called Home demonstrates how, by daring to pursue her dreams, Reyna was able to build the one thing she had always longed for: a home that would endure.

Distinguished educators Arthur L. Costa and Bena Kallick present this collection of stories by educators around the world who have successfully implemented the habits in their day-to-day teaching in K-12 classrooms. The collective wisdom and experience of these thoughtful practitioners provide readers with insight into the transdisciplinary nature of the 16 Habits of Mind—intelligent behaviors that lead to success in school and the larger world—as well as model lessons and suggestions for weaving the habits into daily instruction in language arts, music, physical education, social studies, math, foreign language, and other content areas. Readers will come to understand that, far from an "add-on" to the curriculum, the habits are an essential element for helping students at all grade levels successfully deal with the challenges they face in school and beyond. As in all their books on the Habits of Mind, Costa and Kallick have a broad and worthwhile goal in mind. As they say in the concluding chapter of this volume, "If we want a future that is much more thoughtful, vastly more cooperative, greatly more compassionate, and a whole lot more loving, then we have to invent it. That future is in our homes, schools, and classrooms today. The Habits of Mind are the tools we all can use to invent our desired vision of the future." Stop Parenting, Start Coaching is a practical, easy to read tool to help parents build healthy relationships with their teenagers. The narrative format shows parents how to coach their teen through difficult decisions and helps them connect with their teenagers on a higher level. Please see endorsement quotes below.

Find out how to apply learning science in online classes The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. Instructors face unique and specific challenges when teaching an online course. This book offers small teaching strategies that will positively impact the online classroom. This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies, strategies to build community and collaboration, and minor changes you can make in your online teaching practice, small but impactful adjustments that result in significant learning gains. • Explains how you can support your online students • Helps your students find success in this non-traditional learning environment • Covers online and blended learning • Addresses specific challenges that online instructors face in higher education Small Teaching Online presents research-based teaching techniques from an online instructional design expert and the bestselling author of Small Teaching.

50 Action Strategies
Hispanic Serving Institutions (HSIs) in Practice
Mama, PhD
The Professional Ethics Toolkit
Learning Styles in the ESL/EFL Classroom
Global Social Work
Practical and Creative Strategies for Teachers
Diversity, Equity, and Inclusion in Action

Examines the efforts to bring political order to the English empire through projects of environmental improvement When Charles II ascended the English throne in 1660 after two decades of civil war, he was confronted with domestic disarray and a sprawling empire in chaos. His government sought to assert control and affirm the King ' s sovereignty by touting his stewardship of

both England's land and the improvement of his subjects' health. By initiating ambitious projects of environmental engineering, including fen and marshland drainage, forest rehabilitation, urban reconstruction, and garden transplantation schemes, agents of the English Restoration government aimed to transform both places and people in service of establishing order. Merchants, colonial officials, and members of the Royal Society encouraged royal intervention in places deemed unhealthy, unproductive, or poorly managed. Their multiple schemes reflected an enduring belief in the complex relationships between the health of individual bodies, personal and communal character, and the landscapes they inhabited. In this deeply researched work, Kate Mulry highlights a period of innovation during which officials reassessed the purpose of colonies, weighed their benefits and drawbacks, and engineered and instituted a range of activities in relation to subjects' bodies and material environments. These wide-ranging actions offer insights about how restoration officials envisioned authority within a changing English empire. *An Empire Transformed* is an interdisciplinary work addressing a series of interlocking issues concerning ideas about the environment, governance, and public health in the early modern English Atlantic empire.

As the general population of Latinxs in the United States burgeons, so does the population of college-going Latinx students. With more Latinxs entering college, the number of Hispanic Serving Institutions (HSIs), which are not-for-profit, degree granting postsecondary institutions that enroll at least 25% Latinxs, also grows, with 523 institutions now meeting the enrollment threshold to become HSIs. But as they increase in number, the question remains: What does it mean to serve Latinx students? This edited book, *Hispanic Serving Institutions (HSIs) in Practice: Defining "Servingness" at HSIs*, fills an important gap in the literature. It features the stories of faculty, staff, and administrators who are defining "servingness" in practice at HSIs. Servingness is conceptualized as the ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. In this book, practitioners tell their stories of success in defining servingness at HSIs. Specifically, they provide empirical and practical evidence of the results and outcomes of federally funded HSI grants, including those funded by Department of Education Title III and V grants. This edited book is ideal for higher education practitioners and scholars searching for best practices for HSIs in the United States. Administrators at HSIs, including presidents, provosts, deans, and boards of trustees, will find the book useful as they seek out ways to effectively serve Latinx and other minoritized students. Faculty who teach in higher education graduate programs can use the book to highlight practitioner engaged scholarship. Legislators and policy advocates, who fight for funding and support for HSIs at the federal level, can use the book to inform and shape a research-based Latinx educational policy agenda. The book is essential as it provides a framework that simplifies the complex phenomenon known as servingness. As HSIs become more significant in the U.S. higher education landscape, books that provide empirically based, practical examples of servingness are necessary.

When the first edition of *Diversity and Motivation* was published in 1995, it became a premier resource for faculty and administrators seeking effective and practical strategies that foster motivation among culturally diverse student groups. This revised and updated second edition of *Diversity and Motivation* offers a comprehensive understanding of teaching methods that promote respect, relevance, engagement, and academic success. Margery B. Ginsberg and Raymond J. Wlodkowski base their insights and concrete suggestions on their experiences and research as college faculty. The book defines norms, illustrates practices, and provides tools to develop four foundational conditions for intrinsically motivated learning: establishing inclusion, developing a positive attitude, enhancing meaning, and engendering competence. The authors provide perspectives on the social justice implications of each condition. *Diversity and Motivation* includes resources to help educators create a supportive community of learners, facilitate equitable discussions in linguistically diverse classrooms, design engaging lessons, and assess students fairly. The ideas in this book apply across disciplines and include teaching practices that can be easily adapted to a range of postsecondary settings. In addition, the authors include a cohesive approach to syllabus construction, lesson design, and faculty development. This new edition also contains a framework for motivating students outside traditional classroom settings.

This handbook showcases extraordinary educational responses in exceptional times. The scholarly text discusses valuable innovations for teaching and learning in times of COVID-19 and beyond. It examines effective teaching models and methods, technology innovations and enhancements, strategies for engagement of learners, unique approaches to teacher education and leadership, and important mental health and counseling models and supports. The unique solutions here implement and adapt effective digital technologies to support learners and teachers in critical times – for example, to name but a few: Florida State University's Innovation Hub and interdisciplinary project-based approach; remote synchronous delivery (RSD) and blended learning approaches used in Yorkville University's Bachelor of Interior Design, General Studies, and Business programs; University of California's strategies for making resources affordable to students; resilient online assessment measures recommended from Qatar University; strategies in teacher education from the University of Toronto/OISE to develop equity in the classroom; simulation use in health care education; gamification strategies; innovations in online second language learning and software for new Canadian immigrants and refugees; effective RSD and online delivery of directing and acting courses by the Toronto Film School, Canada; academic literacy teaching in Colombia; inventive international programs between Japan and Taiwan, Japan and the USA, and Italy and the USA; and, imaginative teaching and assessment methods developed for online Kindergarten – Post-Secondary learners and teachers. Authors share unique global perspectives from a network of educators and researchers from more than thirty locations, schools, and post-secondary institutions worldwide. Educators, administrators, policymakers, and instructional designers will draw insights and guidelines from this text to sustain education during and beyond the COVID-19 era.

A Question of Freedom

Inspire, Empower, Connect

Preparing People to Change Addictive Behavior

A Handbook for Construction and Use

Small Teaching

Rubrics

Teaching Intensive and Accelerated Courses

Black Fathers

Since the initial publication of this classic text, motivational interviewing (MI) has been used by countless clinicians in diverse settings. Theory and methods have evolved apace, reflecting new knowledge on the process of behavior change, a growing body of outcome research, and the development of new applications within and beyond the addictions field. Including 25 nearly all-new chapters, this revised and expanded second edition now brings MI practitioners and trainees fully up to date. William R. Miller and Stephen Rollnick explain how to work through ambivalence to facilitate change, present detailed guidelines for using their approach with a variety of clinical populations, and reflect on the process of learning MI. Chapters contributed by other leading experts then address such special topics as MI and the stages-of-change model; using the approach with groups, couples, and adolescents; and applications to general medical care, health promotion, and criminal justice settings.

Relying on a wealth of ethnographic and statistical data, this groundbreaking volume documents the many constraints and social forces that prevent Mexican-origin adolescents from constructing the kinds of networks that provide access to important forms of social support. Special attention is paid to those forms of support privileged youth normally receive and working-class youth do not, such as expert guidance regarding college opportunities. The author also reveals how some working-class ethnic minority youth become the exception, weaving social webs that promote success in school as well as empowering forms of resiliency. In both cases, the role of social networks in shaping young people's chances is illuminated. "In this badly needed alternative to the individualism that pervades most debates about American education, Stanton-Salazar explores how Latino teenagers' lives are embedded within social networks from home, community, and school. This grand work shows how school programs can confound or can draw from the strengths of such networks to build better lives for all." —Bruce J. Biddle, Professor Emeritus of Psychology and Sociology, University of Missouri–Columbia "A beautifully written and inspiring book that announces a new generation of Mexican/Latino scholars. . . . This is a book which tells the tale about Mexican/Latino adolescents but, in reality, it is a book about how working-class adolescent life is socially constructed, defined, and elaborated in the United States. An eloquent rendering, indeed." —Carlos G. Vélez-Ibáñez, Presidential Chair in Anthropology, University of California, Riverside "Using creative theorizing and rigorous methodology, Manufacturing Hope and Despair illuminates brilliantly the supposed mystery of persistent race/class inequities in American society." —Walter R. Allen, Professor, University of California, Los Angeles

An Empire Transformed Remolding Bodies and Landscapes in the Restoration Atlantic NYU Press

This bestselling work has introduced hundreds of thousands of professionals and students to motivational interviewing (MI), a proven approach to helping people overcome ambivalence that gets in the way of change. William R. Miller and Stephen Rollnick explain current thinking on the process of behavior change, present the principles of MI, and provide detailed guidelines for putting it into practice. Case examples illustrate key points and demonstrate the benefits of MI in addictions treatment and other clinical contexts. The authors also discuss the process of learning MI. The volume's final section brings together an array of leading MI practitioners to present their work in diverse settings.

Creating a Data-informed Culture in Community Colleges

Diversity and Motivation

Investing in the Educational Success of Black Women and Girls

Promoting Reflective Thinking in Teachers

Holism, Diversity, and Strengths

The Art of Clowning

Critical Multicultural Conversations

Publication of the Association of College and Research Libraries, a Division of the American Library Association

In this text a practical writing style and vivid examples introduce teaching language arts. The text covers the traditional skill-based approach, and stresses the need for meeting the developmental needs of students (that is, the learning process as it relates to constructivism), product and content (a student's answer or conclusion), and assessment related to state standards. This edition follows the six English (Language Arts) standards established by IRA/NCTE.

In response to the COVID-19 pandemic, many educational institutions implemented social distancing interventions such as initiating closure, developing plans for employees to work remotely, and transitioning teaching and learning from face-to-face classrooms to online environments. The abrupt switch to online teaching and learning, for the most part, has been a massive change for administration, faculty, and students at traditional brick-and-mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders. Not only that, but the switch has also revealed the inequities in the system when it comes to the types of students universities serve. It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise. The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students. The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID-19 health crisis. This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning online, and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future. While highlighting topics such as new educational trends, remote instruction, diversity in education, and teaching and learning in a pandemic, this book is ideal for in-service and preservice teachers, administrators, teacher educators, practitioners, stakeholders, researchers, academicians, and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations.

With this volume's model programs to guide them, academic libraries and their staff can successfully strengthen their own DEI initiatives.

Holland on the Hudson traces the history of New Netherland from Henry Hudson's exploration of the region in 1609 to the surrender of the Dutch colony to

an English fleet in 1664. Oliver A. Rink's approach is both narrative and analytic as he describes in detail the colony's commercial origins, its social and economic development, and the colonists' rivalry with the English in the New World.

Habits of Mind Across the Curriculum

The First Forty Days

A Memoir

An Empire Transformed

A Dream Called Home

An Economic and Social History of Dutch New York

How to Motivate, Inspire, and Connect With Your Teenager

Reaching Across Cultural Differences to Make a Real Difference

This book argues for dynamic and relevant school experiences for primary and early secondary learners that embed digital media production. It proposes a vision of literacy that combines new technologies with multiple modes of meaning-making. Drawing on theories related to cultural studies, media literacy, anthropology, and creativity, the author explores learning strategies with digital media based on an empowering, values-driven framework. The book advances innovative teaching methods, critiquing educational 'reforms' that marginalise media and fail to engage with the complex tensions and textures of modern pedagogy. Positioning film and media-making as vital practices in schools that nurture the skills, dispositions and competencies of modern literacy, the model foregrounds connections between human agency, cognition, and creative practice. This innovative book will appeal to students and scholars of creativity, digital media production, primary education and literacy.

The first 40 days after the birth of a child offer an essential and fleeting period of rest and recovery for the new mother. Based on author Heng Ou's own postpartum experience with *zuo yuezi*, a set period of "confinement," in which a woman remains at home focusing on healing and bonding with her baby, *The First Forty Days* revives the lost art of caring for the mother after birth. As modern mothers are pushed to prematurely "bounce back" after delivering their babies, and are often left alone to face the physical and emotional challenges of this new stage of their lives, the first forty days provide a lifeline—a source of connection, nourishment, and guidance. The book includes 60 simple recipes for healing soups; replenishing meals and snacks; and calming and lactation-boosting teas, all formulated to support the unique needs of the new mother. In addition to the recipes, this warm and encouraging guide offers advice on arranging a system of help during the postpartum period, navigating relationship challenges, and honoring the significance of pregnancy and birth. *The First Forty Days*, fully illustrated to feel both inspiring and soothing, is a practical guide and inspirational read for all new mothers and mothers-to-be—the perfect ally during the first weeks with a new baby.

This comprehensive volume explores the widespread issues involved in the study of individual learner differences in a variety of settings.

This book offers a broader, more positive picture of African American fathers. Featuring case studies of African-descended fathers, this edited volume brings to life the achievements and challenges of being a black father in America. Leading scholars and practitioners provide unique insight into this understudied population. Short-sighted social policies which do not encourage father involvement are critically examined and the value of father engagement is promoted. The problems associated with the absence of a father are also explored. The second edition features an increased emphasis on: the historical issues confronting African descended fathers the impact of health issues on Black fathers and their children the need for therapeutic interventions to aid in the healing of fathers and their children the impact of an Afrikan-centered fathering approach and the need for research which considers systemic problems confronting African American fathers community focused models that provide new ideas for (re)connecting absent fathers learning tools including reflective questions and a conclusion in each chapter and more theory and research throughout the book. Part I provides a historical overview of African descended fathers including their strengths and shortcomings over the years. Next, contributors share their personal stories including one from a communal father working with underserved youth and two others that highlight the impact of absent fathers. Then, the research on father-daughter relationships is examined including the impact of father absence on daughters and on gender identity. This section concludes with a discussion of serving adolescents in the foster care system. Part II focuses on the importance of a two-parent home, communal fathering, and equalitarian households. Cultural implications and barriers to relationships are also explored. This section concludes with a discussion of the struggles Black men face with role definitions. The book concludes with a discussion of the impact of adoption and health issues on Black fathers and their children, and the need for more effective therapeutic interventions that include a perspective centered in the traditions and cultures of Afrika in learning to become a father. The final chapter offers an intervention model to aid in fatherhood. An ideal supplementary text for courses on fathers and fathering, introduction to the family, parenting, African American families/men, men and masculinity, Black studies, race and ethnic relations, and family issues taught in a variety of departments, the book also appeals to social service providers, policy makers, and clergy who work with community institutions.

The Essential Art of Nourishing the New Mother

World Education Dilemmas, Teaching Innovations and Solutions in the Age of Crisis

An Invisible Presence in America, Second Edition

Planning, Leadership, and Programming

Implications for Social Justice Educators

Remolding Bodies and Landscapes in the Restoration Atlantic

Digital Media in Education

Teaching, Learning and Literacy Practices with Young Learners

Even on good days, teaching is a challenging profession. One way to make the job of college instructors easier, however, is to know more about the ways students learn. *How Humans Learn* aims to do just that by peering behind the curtain and surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience for insight into the science behind learning. The result is a story that ranges from investigations of the evolutionary record to studies of infants discovering the world for the first time, and from a look into how our brains respond to fear to a reckoning with the importance of gestures and language. Joshua R. Eyler identifies five broad themes running through recent scientific inquiry--curiosity, sociality, emotion, authenticity, and failure--devoting a chapter to each and providing practical takeaways for busy teachers. He also interviews and observes college instructors across the country, placing theoretical insight in dialogue with classroom experience.

Written by contributors hailing from a variety of disciplines and viewpoints, the thirty-five essays in this anthology explore the continued inequality of the sexes in higher education and suggest changes that could make universities more family-friendly workplaces. *Simultaneous*.

In this comprehensive resource, Raymond J. Wlodkowski and Margery B. Ginsberg describe how to meet the challenge of teaching intensive and accelerated courses to nontraditional learners and working adults. By making motivation and cultural relevance essential to instruction, they clearly show what instructors can do to enhance learning in classes that can last from three to six hours. *Teaching Intensive and Accelerated Courses* makes full use of the authors' twenty years of experience researching and teaching accelerated courses, along with selected strategies from Wlodkowski's classic *Enhancing Adult Motivation to Learn*, to offer tried-and-true practices instructors can use to provide continuously engaging learning. *Praise for Teaching Intensive and Accelerated Courses* "Part-time teachers who work in accelerated degree programs are an enormous—and grossly underserved—group of adult education faculty. In this indispensable text, Wlodkowski and Ginsberg, two teachers with extensive firsthand experience of accelerated learning formats, provide an accessible, practical, and highly readable guide to engaging learners in these programs. Warm, wise, and down-to-earth, this will be an invaluable resource for teachers in these programs and for faculty developers everywhere."—Stephen D. Brookfield, Distinguished University Professor, University of St. Thomas, Minnesota "Whether you are an experienced teacher of accelerated courses or about to become a new one, I can't think of a better guide and standard-setter than this book. Wlodkowski and Ginsberg have created an instructional theory with practices that mirror the very principles and processes they advocate. Central to their thesis is the need to create conditions that will allow adults' natural desire to learn to emerge; in my view, this perspective is often lost in adult learning courses in the name of efficiency or productivity. That is one of the many reasons this book is refreshing in both its approach and the values it espouses."—Pamela Tate, president and CEO, The Council for Adult and Experiential Learning "What a helpful resource for faculty professional development! The information is strategic without being formulaic. New faculty can use this book as a resource to design their materials and to use their existing skills to help adults learn. The parts of this book that focus on graduate students are extremely insightful."—Victoria Gardner, director, Office of Multicultural Affairs, University of Washington School of Medicine This edited book, *Global Social Work - Cutting Edge Issues and Critical Reflections*, presents global social work expertise, practical tools, and an iterative and reflective process for developing a global social work pedagogy that advances deep disciplinary learning. The authors offer the specifics of a justice based, decolonizing global social work education and practice. This book will be an asset to faculty communities interested in specializing in global social work. The book offers hope that the faculty, students, and practitioners of social work develop an intercultural, international, cross-border critical approach that further prepares them to meet the global standards of social work education and research and at the same time skillfully act, advocate, and transform global communities and their role in a globalized world.

Stop Parenting, Start Coaching

More Paths to Your Inner Clown

ERIC Clearinghouse on Teacher Education

Defining "Servingness" at HSIs

Language Arts

Everyday Lessons from the Science of Learning

Motivational Interviewing, Second Edition

Culturally Responsive Teaching in College

To maintain competitiveness in the global economy, United States policymakers and national leaders are increasing their attention to producing workers skilled in science, technology, engineering, and mathematics (STEM). Given the growing minority population in the country, it is critical that higher education policies, pedagogies, climates, and initiatives are effective in promoting racial and ethnic minority students' educational attainment in STEM. Minority Serving Institutions (MSIs) have shown efficacy in facilitating the success of racial and ethnic minority students in STEM and are collectively responsible for producing nearly one-third of the nation's minority STEM graduates. In *Fostering Success of Ethnic and Racial Minorities in STEM*, well-known contributors share salient institutional characteristics, unique aspects of climate, pedagogy, and programmatic initiatives at MSIs that are instrumental in enhancing the success of racial and ethnic minority students in STEM education. This book provides recommendations on institutional practice, policy, and lessons that any institution can use on their campus to foster better retention and persistence among minority students. Higher Education leaders and administrators interested in encouraging achievement among racial and ethnic minority students in STEM education will find this book a welcomed and timely addition to the discourse on promoting minority student success. *The Art of Clowning* is the first book on clowning technique and offers a step-by-step process for actors and other theatrical enthusiasts to discover their "inner clown." This fun and accessible guide expands on theories and exercises to help students and beginners develop solo and group performances. Using twenty years of teaching experience, Simon reveals a complete system of clowning that is a must-have for amateurs and experts alike. Now with even MORE ways to find your inner clown!

The School and Kin Support Networks of U.S.-Mexican Youth

Preparing People for Change

Fostering Success of Ethnic and Racial Minorities in STEM