

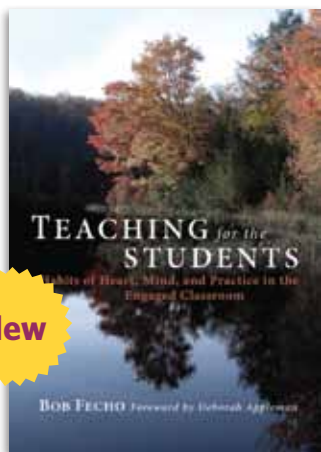
Teachers College Press

K-12

FALL/  
WINTER  
2011-2012



NEW BOOKS ON  
Language  
and Literacy



Aug 2011/144 pp./PB, \$21.95/5244-9

"A stunning memoir and vision for dialogical teaching as it has been and as it could be. An elegant writer and a gifted educator, Bob Fecho offers CPR to teachers caught in the madness of national testing regimes."

—Michelle Fine,  
The Graduate Center,  
City University of New York

"A lively, compassionate, and enlightening book. Through wise advice and numerous examples, and in what he defines as a 'how-to-imagine book' rather than a 'how-to book,' the author guides teachers in creating classrooms that connect the best theory with the most thoughtful practice."

—Sonia Nieto, University of  
Massachusetts, Amherst

## Teaching for the Students

Habits of Heart, Mind, and Practice  
in the Engaged Classroom

**Bob Fecho**, professor, Language and Literacy  
Education Department, University of Georgia in  
Athens, Georgia

Foreword by Deborah Appleman

A joint publication with the National Writing Project

"In this age of unparalleled accountability, our students seem to get lost in the shuffle of standards-driven curricula and other external factors.... Have we forgotten what authentic teaching and learning look and sound like? Bob Fecho hasn't, and this beautiful and thought-provoking book is proof."

—From the Foreword by **Deborah Appleman**,  
Carleton College

In this follow-up to his popular book, *"Is This English?"*, Bob Fecho explores dialogic teaching—what it is and how teachers can move toward more reflective teaching practices. Fecho provides a framework to help teachers develop the necessary focuses, perceptions, and intellectual habits that will result in an ever-enriching dialogue with their practice. With anecdotes and scenarios from the author's own experience teaching adolescents and preservice teachers, this engaging book will resonate with today's busy educators.

### Book Features:

- Helps teachers visualize the possibilities and mechanics of creating a classroom built on dialogue, inquiry, and critique.
- Author's concise narrative provides inspiration, provokes thought, and guides practice.
- Addresses the goals, concerns, and questions that teacher education students often bring to class.
- Offers thought experiments and tools to help educators examine their own teaching.



### ALSO BY BOB FECHO

#### "Is This English?"

Race, Language, and Culture in the Classroom

Foreword by Gloria Ladson-Billings

"A no-holds-barred approach to taking on difficult questions surrounding race."

—Teachers College Record

2004/192 pp./PB, \$24.95/4407-9/HC, \$46/4408-6 *Practitioner Inquiry Series*



Aug 2011/144 pp./PB, \$25.95/5242-5

“Shannon provides clear, richly described examples from his own life to ground his powerful argument about how dangers that live in the texts of public pedagogy impact our lives and shape society.”

—**Joanne Larson**, University of Rochester

“Patrick Shannon asks us to take up reading as a ‘complicated daily activism’ in which nothing less than the quality of civic life and democracy are at stake. And he shows us how. This is powerful, beautiful work.”

—**Timothy J. Lensmire**,  
University of Minnesota

“Engagingly written, *Reading Wide Awake* encourages us to read with sociological imagination, and in so doing, we can begin to investigate pedagogical practices that underpin texts, to identify and name the dangers inherent in such practices, and to read toward democracy.”

—**Peggy Albers**,  
Georgia State University,  
Atlanta

## Reading Wide Awake

Politics, Pedagogies, and Possibilities

**Patrick Shannon** is a professor of education at Penn State University. He has written 16 books and was elected to the Reading Hall of Fame in 2002

Foreword by Jeffrey D. Wilhelm

“*Reading Wide Awake* should be required reading for all educators working to implement the Common Core State Standards (CCSS), the greatest opportunity for promoting a real thinking curriculum that I have seen in my 30 years as an educator. I was not only tremendously impressed with this book; I was inspired by it.”

—From the Foreword by  
**Jeffrey D. Wilhelm**,  
Boise State University

In his new book, popular author Patrick Shannon examines reading as agency—why reading critically is essential to civic engagement and a healthy democracy. We follow the author on a journey of self discovery as he practices “wide-awake reading” with a variety of everyday texts, from radio programs to legal documents to more traditional books and magazines. Shannon demonstrates how we can and must engage in close reading of the world around us and how teachers, in turn, can help their students make meaning from the information in their lives that often appears to move at warp speed. *Reading Wide Awake* integrates personal stories, political commentary, and guidance for educators into a fun-to-read book that will resonate with a diverse audience of teachers.

### Book Features:

- How to read social objects and events as texts, such as a Little League game, Google Earth, and PieLab.
- New connections between reading comprehension and the role of reading in society.
- “Imagining Pedagogy” and “Reading Theory” summary sections in each chapter.



ECE

New

"Books and stories do not automatically produce quality intellectual work in the classroom.... To help teachers build on what they know about stories, Mary describes practices for using books that are grounded in well-defined principles of teaching and learning."

—From the Foreword by Jie-Qi Chen, Erikson Institute

## Don't Leave the Story in the Book

Using Literature to Guide Inquiry in Early Childhood Classrooms

**Mary Hynes-Berry** brings a lifetime of using oral storytelling to promote learning in her work with preservice and inservice teachers at Erikson Institute, Chicago, Illinois

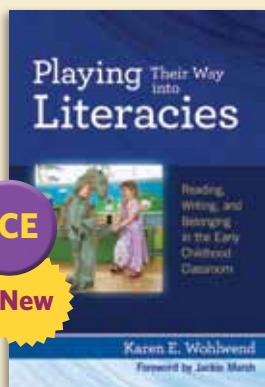
Foreword by Jie-Qi Chen

Drawing from 30 years of teaching and professional development experience, this book offers a roadmap for using children's literature to provide authentic learning. Featuring a "storyteller's voice," each chapter includes a case study about how a particular fiction or nonfiction work can be used in an early childhood classroom; a series of open-ended questions to help readers construct their own inquiry units; and a bibliography of children's literature. This book provides a unique synthesis of ideas based on constructivist approaches to learning, including the importance of positive dispositions and learning communities, the nature of higher-order thinking, and the relationship between methods such as guided inquiry in the sciences and balanced literacy.

**Contents:** How Are Learning Communities Like *Stone Soup*? • What Can We Learn From the *Three Little Pigs*? • Can Cinderella's Slipper Be Gold Instead of Glass? • How Can We Play With *Abiyoyo*? • What Makes a Good *Goldilocks*? • How Long Is *Tikki Tikki Tembo*? • How Did The Sun and Moon Come To Be In The Sky? • How Do You Get from Patches to a Patchwork Quilt? • Who's The Strongest?

Nov 2011/216 pp./PB, \$29.95/5287-6/HC, \$64/5288-3 illustrations

Early Childhood Education Series



ECE

New

The research in this book was awarded the 2008 International Reading Association Outstanding Dissertation Award

## Playing Their Way into Literacies

Reading, Writing, and Belonging in the Early Childhood Classroom

**Karen E. Wohlwend**, assistant professor, Literacy, Culture, and Language Education, Indiana University

Foreword by Jackie Marsh

"Provides a theoretical and empirical foundation for the development of new and exciting pedagogical approaches.... Researchers, educators, and policymakers alike ignore its key messages at their peril in the decades ahead."

—From the Foreword by **Jackie Marsh**, the University of Sheffield, UK

"A must read for anyone worried about what parents and administrators will say about the infusion of play in their curriculum."

—**Jerome C. Harste**, Indiana University

Karen Wohlwend provides a new framework for rethinking the boundaries between literacy and play, so that play itself is viewed as a literacy practice along with reading, writing, and design. Through a variety of theoretical lenses, the author presents a portrait of literacy play that connects three play groups: the girls and, importantly, boys who played with Disney Princess media; "Just Guys," who used design and sports media to make a boys-only space; and a group of children who played teacher with big books and other school texts.

Oct 2011/208 pp./PB, \$29.95/5260-9/HC, \$64/5261-6 photographs

Language and Literacy Series



## Overtested

How High-Stakes Accountability Fails English Language Learners

**Jessica Zacher Pandya**, associate professor, Departments of Teacher Education and Liberal Studies, California State University, Long Beach

Foreword by Robert Rueda

"Tells an important tale that cannot be conveyed by numbers and tables... It is important information for teachers; for those who depend on, employ, and train teachers; and for those who create the policies under which teachers are required to operate."

— From the Foreword by **Robert Rueda**, University of Southern California

"This invaluable book limns a more academically robust and culturally relevant instructional vision for English language learners."

— **Gerald Campano**, University of Pennsylvania

*Overtested* shows how the day-to-day dynamics of the classroom are affected by high-stakes testing and the pressures students and teachers experience. The author not only describes the flaws in our current accountability system, but she also provides real-world solutions that can have an immediate and positive effect at the classroom, state, and national level.

Aug 2011/160 pp./PB, \$27.95/5247-0/HC, \$62/5248-7  
Language and Literacy Series

"Reaches across ideological and institutional borders to offer reasonable, pragmatic solutions for change."

— **Linda Valli**, College of Education, University of Maryland



## Learning in the Cloud

How (and Why) to Transform Schools with Digital Media

**Mark Warschauer**, professor, Education and Informatics, University of California, Irvine

Foreword by Chris Dede

"This volume describes why 'conventional wisdom' about investments in educational technology is flawed, offers a research-based conceptual framework as an alternative, and provides detailed evidence of the practicality and power of this model... This book is much needed as we seek 21st-century structures for education that transcend the obsolescence of industrial era schooling."

— From the Foreword by **Chris Dede**, Harvard Graduate School of Education

This comprehensive book portrays a vision of how digital media can help transform schools, and what kinds of curriculum, pedagogy, assessment, infrastructure, and learning environments are necessary for that transformation to take place. The author and his research team spent thousands of hours observing classes in both successful and unsuccessful technology-rich schools throughout the United States and other countries.

Sep 2011/144 pp./PB, \$31.95/5249-4/HC, \$70/5250-0

**ALSO BY MARK WARSCHAUER**

### Laptops and Literacy

Learning in the Wireless Classroom

192 pp./PB, \$29.95/4726-1/HC, \$63/4727-8

"Technology can take American education to a desperately needed higher level... this is the best guide of what to do (and what not to do) I have yet seen."

— **Angus King**, Former Governor of Maine



New

“Blackburn takes a stand as she demonstrates how her act of interrupting hate is facilitated by the promise, purpose, and power of literacy.”

—Valerie Kinloch,  
Associate Professor,  
Literacy Studies,  
The Ohio State  
University

## Interrupting Hate

Homophobia in Schools and  
What Literacy Can Do About It

**Mollie V. Blackburn**, associate professor of literacy education,  
The Ohio State University

Foreword by Katherine Schultz

“In this important and powerful book, Blackburn provides teachers, students, parents, youth workers, community members, and policy makers—in brief all of us—with poignant stories, current research, and lived understandings to inform how we can act to make this a safer world for all youth.”

—From the Foreword by **Katherine Schultz**, Mills College

This timely and important book focuses on the problems of heterosexism and homophobia in schools and explores how these forms of oppression impact LGBTQQ youth, as well as all young people. The author shows how concerned teachers can engage students in literacy practices both in and out of school to develop positive learning environments. The featured vignettes focus on fostering student agency, promoting student activism, and nurturing student allies. With a unique combination of adolescent literacy and teacher action projects, this book offers a valuable model for educators interested in creating safe learning communities for all students.

Nov 2011/128 pp./PB, \$29.95/5273-9/HC, \$66/5274-6

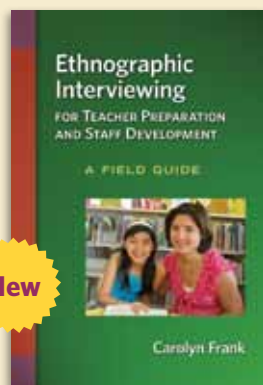
*Language and Literacy Series*

**COEDITED BY MOLLIE V. BLACKBURN**

**Acting Out!** Combating Homophobia Through Teacher Activism

Foreword by JoBeth Allen

208 pp./PB, \$26.95/5031-5/HC, \$58/5032-2 *Practitioner Inquiry Series*



New

“Teachers and teacher educators will find this book a dazzling and transformative contribution to their instructional repertoire.”

—Sheridan Blau,  
Teachers College,  
Columbia University

## Ethnographic Interviewing for Teacher Preparation and Staff Development

A Field Guide

**Carolyn Frank** is a professor in the Charter College of Education at California State University, Los Angeles and director of the Los Angeles Writing Project

Are you using interviews in your classroom? This practical book shows how educators can use interviewing to improve their teaching and communicate better with students and parents. It is also an excellent guide for teacher researchers and for educational researchers who want to know how they can learn more about classroom life, especially in an elementary school setting. There are specifics on developing rapport, putting the parent or student at ease, constructing questions, and analyzing data.

**Includes:** Key strategies and guidelines to prepare and conduct interviews • Real-life examples drawn from the author’s own experiences as a teacher, educational researcher, and professor • Descriptions of home visits and how to prepare for them • Assessment tools and instructional plans, and how to choose the best ones for different students • And much more!

Oct 2011/120 pp./PB, \$26.95/5256-2 photographs



New

*“The Successful High School Writing Center is a book that holds transformational power. It is an immediately useful book, yes, but also a critical collection imbued with theory-to-practice models that address our marginalized students and their teachers.”*

—From the Foreword  
by **Richard Kent**,  
University of Maine

## The Successful High School Writing Center

Building the Best Program with Your Students

Edited by **Dawn Fels**, teacher of composition and director of The Writing Center at George Mason University, and **Jennifer Wells**, director of The Reading-Writing Center at Florida State University

Foreword by Richard Kent

A joint publication with the National Writing Project

This book highlights the work of talented teachers and tutors who connect theory and practice with the lessons they learned from working with students in their high school writing centers. The authors offer innovative methods for secondary and post-secondary educators interested in adolescent literacy, English Language Learners, new literacies, writing center pedagogy and evaluation, embedded professional development, differentiated instruction, and cross-institutional collaboration.

Depicting real-life writing centers as leaders in literacy education, the accounts presented will enrich the work of teachers, writing center directors, writing center tutors, and student writers in socially significant ways.

**Features:** • Models of writing centers and literacy centers that explicitly integrate reading and writing across the curriculum  
• Creative strategies from a diversity of schools, models, and students served • Literacy-based, collaborative research projects for writing center evaluation • Helpful forms.

Nov 2011/168 pp./PB, \$25.95/5252-4/HC, \$58/5253-1

Language and Literacy Series



New

Features step-by-step instructions to help teachers implement “Literacy Through Photography” projects

## Literacy and Justice Through Photography

A Classroom Guide

**Wendy Ewald**, creative director, Literacy Through Photography (LTP), Center for Documentary Studies, Duke University;

**Katherine Hyde**, Director of LTP; and **Lisa Lord** a teacher with more than 35 years’ experience

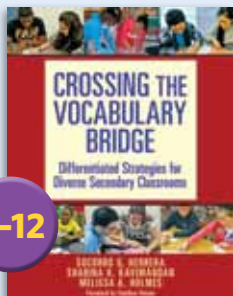
This practical guide will help teachers to use the acclaimed “Literacy Through Photography” method developed by Wendy Ewald to promote critical thinking, self-expression, and respect in the classroom. The authors share their perspectives as an artist, a sociologist, and a teacher to show educators how to integrate four new “Literacy Through Photography” projects into the curriculum—**The Best Part of Me**, **Black Self/White Self**, **American Alphabets**, and **Memories from Past Centuries**. These field-tested projects invite students to create images representing their understanding of themselves and the world around them.

The text includes classroom vignettes, project descriptions and lesson plans, and reflections and resources to help teachers explore important social and political topics with their students while also addressing standards across various disciplines and grade levels.

Nov 2011/208 pp./PB, \$31.95/5281-4/HC, \$68/5282-1

large format photographs

Language and Literacy Series



6-12

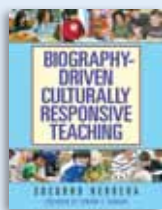
## Crossing the Vocabulary Bridge

Differentiated Strategies for Diverse Secondary Classrooms

**Socorro G. Herrera, Shabina K. Kavimandan, and Melissa A. Holmes** / Foreword by Candace Harper

The authors present a set of strategies and tools that work effectively across all content to support enhanced comprehension and academic success. The strategies have evolved from over a decade of research and classroom implementation to provide teachers with multiple avenues for making content and academic vocabulary both accessible and relevant for all students, especially those who are culturally and linguistically diverse.

2011/208 pp./PB, \$27.95/5217-3 large format, photos



**BESTSELLER!**

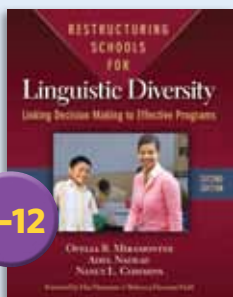
## Biography-Driven Culturally Responsive Teaching

**Socorro Herrera** / Foreword by Edmund T. Hamann

*"A wonderful, fresh, application-focused model that integrates the best of teaching and learning in preparing future educators and inservice teachers."*

—**Pedro R. Portes**, The University of Georgia

2010/192 pp./PB, \$29.95/5086-5 large format, photos



K-12

## Restructuring Schools for Linguistic Diversity

Linking Decision Making to Effective Programs, Second Edition

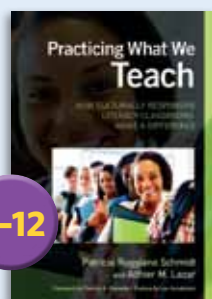
**Ofelia B. Miramontes, Adel Nadeau, and Nancy L. Commins**  
Foreword by Else Hamayan and Rebecca Freeman Field

*"The [first edition] has been our go-to resource for much of our work. We can't wait to get our hands on the second edition!"*

—**Tamara King and Sue Wagner**, Illinois Resource Center

This meticulously updated second edition not only reflects the current state of affairs in education, but also what has been learned from the many schools that have used the framework successfully. This new edition includes activities, a new chapter on standards-based differentiated instruction and assessment, discussion questions, and more.

2011/216 pp./PB, \$26.95/5227-2 large format Language and Literacy Series



K-12

## Practicing What We Teach

How Culturally Responsive Literacy Classrooms Make a Difference

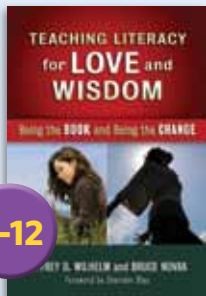
Edited by **Patricia Ruggiano Schmidt** and **Althier M. Lazar**  
Foreword by Patricia A. Edwards / Preface by Lee Gunderson

*"A thoroughly contextualized description and understanding of culturally responsive teaching. It will become a classic."*

—From the Preface by **Lee Gunderson**, University of British Columbia

Extraordinary K-12 teachers show us what culturally responsive literacy teaching looks like in their classrooms and how it advances children's academic achievement. This collection covers home-school partnering, using culturally responsive literature and cultural connections, and teaching English language learners and children who speak African American language. Includes a "Becoming a Culturally Responsive Teacher" self-evaluation form.

2011/288 pp./PB, \$27.95/5220-3



5-12

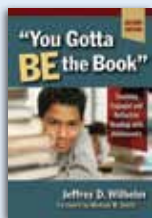
**EC NING BOOK CLUB PICK—****Teaching Literacy for Love and Wisdom**

Being the Book and Being the Change

**Jeffrey D. Wilhelm** and **Bruce Novak** / Foreword by Sheridan BlauA joint publication with the [National Council of Teachers of English](#) and the [National Writing Project](#)

“If you yearn, as I do, for an education that encourages students to come alive to themselves, to others, and to the world, you must read this book.” —**Parker J. Palmer**, bestselling author

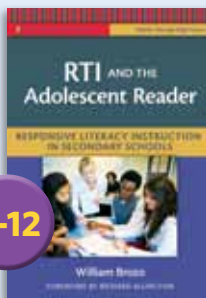
This provocative book articulates a new vision for teaching English by building on themes central to Jeffrey Wilhelm’s influential work, “*You Gotta BE the Book*.”

Jul 2011/272 pp./PB, \$27.95/5236-4/HC, \$60/5237-1 *Language and Literacy Series***BESTSELLER!****“You Gotta BE the Book”**

Teaching Engaged and Reflective Reading with Adolescents, Second Edition

A joint publication with the [National Council of Teachers of English](#)

“Will grab your attention and your heart in the first few pages.”  
—*English Education*

264 pp./PB, \$22.95/4846-6 *Language and Literacy Series*

5-12

**RTI and the Adolescent Reader**Responsive Literacy Instruction in Secondary Schools  
(Middle- through High-School)**William G. Brozo** / Foreword by Richard L. AllingtonA joint publication with the [International Reading Association](#)

“Will be useful for anyone considering implementing a response to intervention (RTI) initiative at the high school level.”  
—**Richard L. Allington**, University of Tennessee

This accessible guide defines RTI and explains why and how it is considered a viable intervention model for adolescent readers. Drawing from real secondary school cases demonstrating tiered interventions, the text includes evidence-based strategies, discussion questions for each case study, and offers prompts to foster critical thinking and the application of chapter ideas.

2011/176 pp./PB, \$23.95/5230-2 **large format, photos** *Language and Literacy Series (Practitioner’s Bookshelf)*

K-5

**Literacy Achievement and Diversity**

Keys to Success for Students, Teachers, and Schools

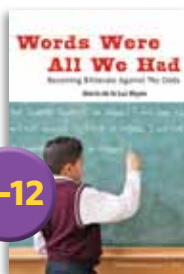
**Kathryn H. Au** / Foreword by Patricia A. Edwards

“After completing this ‘must-read’ book, you will see that it is indeed possible to close the literacy achievement gap.”

—From the Foreword by **Patricia A. Edwards**, President,  
International Reading Association, 2010-2011

Respected literacy researcher Kathy Au addresses the question of what educators can do to close the literacy achievement gap. She begins by outlining theory and research and then provides practical strategies to help teachers improve the literacy learning of students of diverse cultural and linguistic backgrounds. The text addresses phonics, non-mainstream varieties of English, and ownership of literacy, and every chapter includes a reflection activity for students.

2011/192 pp./PB, \$27.95/5206-7/HC, \$62/5207-4 *Multicultural Education Series*



K-12

### Words Were All We Had

Becoming Biliterate Against the Odds

Edited by  
**María de la Luz Reyes**  
Foreword by Luis C. Moll

"These stories reflect in extraordinary ways the importance of bilingualism and biliteracy for Latino children."

—**Guadalupe Valdés**, Stanford University

This powerful collection examines the personal narratives of a select group of well-respected educators who attained biliteracy at a young age in the era before bilingual education. Teachers can glean important lessons about the individual potential of their Latino students from the lived experiences of successful Latinos whose life stories dispel the myth that Spanish is an obstacle to learning.

Contributors: **Steven F. Arvizu** ■ **María V. Balderrama** ■ **Lilia I. Bartolomé** ■ **María E. Fránquiz** ■ **Josué M. González** ■ **John J. Halcón** ■ **Carmen I. Mercado** ■ **Sonia Nieto** ■ **Pedro Pedraza** ■ **Concepción M. Valadez**

2011/192 pp./PB, \$32.95/5180-0/HC, \$72/5181-7  
*Language and Literacy Series*



K-4

### Teaching Children to Write

Constructing Meaning and Mastering Mechanics

**Daniel R. Meier**

A joint publication with  
the National Writing Project

"A unique look at a critical subject in teaching and professional development. It deepens our understanding

of the process and opens up new possibilities for helping children become writers." —**Young Children**

Featuring the strategies of seven exemplary teachers, Meier highlights the critical importance of integrating content and mechanics for successful and engaged writing at the K-4 level. He includes models for supporting student writing with native and nonnative English-language speakers, samples of children's artwork and writing, reflection questions, research summaries, and suggestions for teaching.

2011/176 pp./PB, \$27.95/5238-8/HC, \$60/5239-5

#### ALSO BY DANIEL MEIER

##### Here's the Story

Using Narrative to Promote Young Children's Language and Literacy Learning  
Foreword by María de la Luz Reyes

192 pp./PB, \$26.95/4979-1/HC, \$58/4980-7  
10 illustrations *Early Childhood Education Series*



5-12

### Girl Time

Literacy, Justice, and the School-to-Prison Pipeline

**Maisha T. Winn**  
Foreword by Shirley Brice Heath / Afterword by Michelle Fine

Readers will learn how the lived experiences of incarcerated girls can inform their teaching in public school classrooms and the teaching of literacy as a civil and human right.

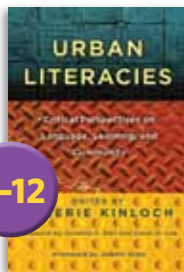
Apr 2011/192 pp./PB, \$27.95/5200-5/HC, \$60/5201-2  
*The Teaching for Social Justice Series*

#### ALSO BY MAISHA FISHER (WINN)

##### Writing in Rhythm

Spoken Word Poetry in Urban Classrooms  
Foreword by Anne Haas Dyson

128 pp./PB, \$21.95/4770-4/HC, \$44/4771-1  
*Language and Literacy Series*



K-12

### Urban Literacies

Critical Perspectives on Language, Learning, and Community

Edited by **Valerie Kinloch**

Foreword by Arnetta F. Ball and Carol D. Lee  
Afterword by JoBeth Allen

"We are inspired by the scholars in this historic volume who are paving new

groundwork for empowering literacies in schools and communities."

—From the Foreword by **Arnetta F. Ball**, Stanford University, and **Carol D. Lee**, Northwestern University

Showcasing cutting-edge perspectives, *Urban Literacies* explores meanings of urban education in the lives of students and their families across three intersecting spectrums: 1) research on family and community literacies, 2) research in teaching and teacher education, and 3) research in popular culture, digital media, and forms of multimodality.

Contributors include: **Marcelle M. Haddix** ■ **Marc Lamont Hill** ■ **Korina Jocson** ■ **Sonia Nieto** ■ **Django Paris** ■ **Patricia Sánchez** ■ **Peter Smagorinsky** ■ **Mariana Souto-Manning** ■ **Maisha T. Winn**

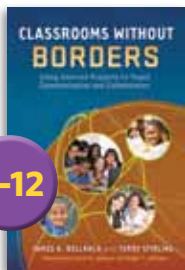
Mar 2011/240 pp./PB, \$39.95/5182-4  
*Language and Literacy Series*

#### ALSO BY VALERIE KINLOCH

##### Harlem on Our Minds

Place, Race, and the Literacies of Urban Youth  
Foreword by Jabari Mahiri  
Afterword by Edmund W. Gordon

224 pp./PB, \$25.95/5023-0/HC, \$64/5024-7  
14 photos *Language and Literacy Series*



**Classrooms Without Borders**

Using Internet Projects to Teach Communication and Collaboration

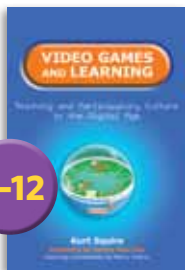
**James A. Bellanca** and **Terry Stirling**  
Foreword by David W. Johnson and Roger T. Johnson

6-12

“Every teacher should read this book and make use of its contents.”  
—From the Foreword by **David W. Johnson** and **Roger T. Johnson**, University of Minnesota

The authors provide the how-to for teaching shared Internet projects with local to international classroom partners, including essential foundations such as teamwork, online research, evaluation of sources, cross cultural communication, and thinking skills. Includes checklists, Web resources, sample projects and templates.

2011/264 pp./PB, \$29.95/5209-8 large format



**Video Games and Learning**

Teaching and Participatory Culture in the Digital Age

**Kurt Squire**

Foreword by James Paul Gee  
Featuring contributions by Henry Jenkins

K-12

“Easily the most entertaining and just plain smartest book on video games and learning yet written.”

—**James Paul Gee**, Arizona State University

“An essential book for educators, game designers, and educational technologists, but also for anyone who cares deeply about the design of effective learning systems.”

—**Robert J. Torres**, Bill & Melinda Gates Foundation

2011/272 pp./ PB, \$29.95/5198-5/HC, \$64/5199-2 large format

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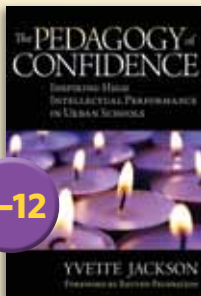
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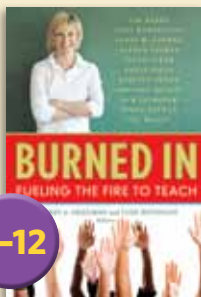
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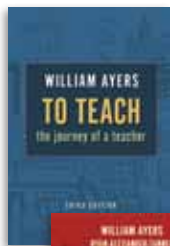
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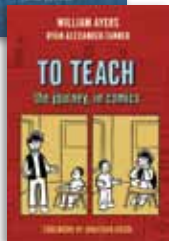
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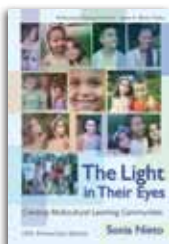
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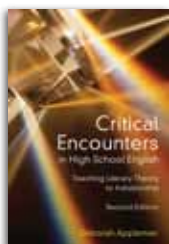


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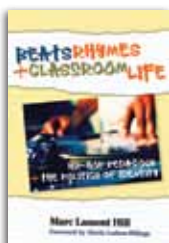
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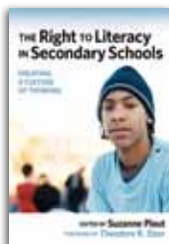
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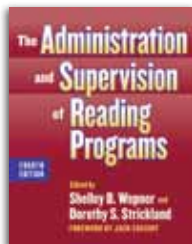
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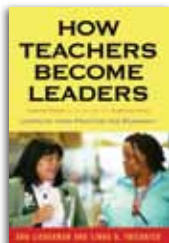
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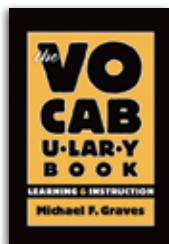


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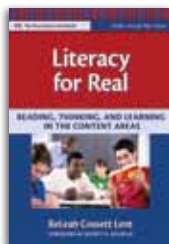
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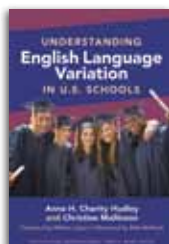
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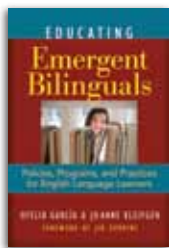


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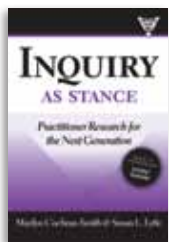


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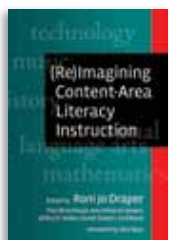


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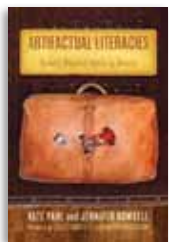
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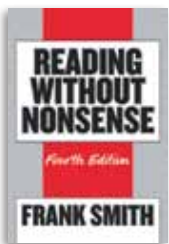


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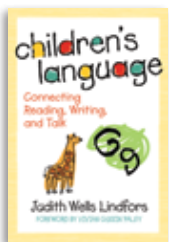
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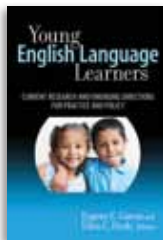
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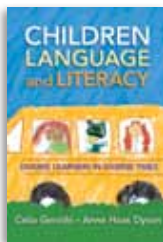
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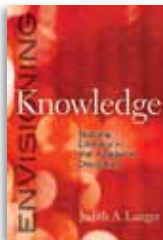
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