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Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this

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wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it: How do people write? How do they learn to write and develop as writers? Under what conditions and for what purposes do people write? What resources and technologies do we

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use to write? How did our current forms and practices of writing emerge within social history? What impacts has writing had on society and the individual? What does it mean to be and to learn to be an active participant in contemporary systems of meaning? This cornerstone volume advances the field by aggregating the broad-ranging, interdisciplinary, multidimensional strands of writing research and bringing them together into a common intellectual space. Endeavoring to synthesize what has been learned about writing in all nations in recent decades, it reflects a wide scope of international research activity, with attention to writing at all levels of schooling and in all life situations. Chapter authors, all eminent researchers, come from disciplines as diverse as anthropology, archeology, typography, communication studies, linguistics, journalism, sociology, rhetoric, composition, law, medicine,



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education, history, and literacy studies. The Handbook's 37 chapters are organized in five sections: \*The History of Writing; \*Writing in Society; \*Writing in Schooling; \*Writing and the Individual; \*Writing as Text This volume, in summing up what is known about writing, deepens our experience and appreciation of writing—in ways that will make teachers better at teaching writing and all of its readers better as individual writers. It will be interesting and useful to scholars and researchers of writing, to anyone who teaches writing in any context at any level, and to all those who are just curious about writing.

Social work plays an important role in reintegrating individuals into society, educating, raising awareness, implementing social policy, and realizing legal regulations. The emergence of digital

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innovations and the effects of health problems including the COVID-19 pandemic on individuals and society have led to the development of innovations, virtual/digital practices, and applications in this field. The contributions of the recent pandemic and digital transformation to social work and practices should be revealed in the context of international standards. Policies, Protocols, and Practices for Social Work in the Digital World presents the current best practices, policies, and protocols within international social work. It focuses on the impact of digital applications, the effects of the COVID-19 pandemic, and digital transformation on social work. Covering topics including burnout, management, social engineering, anti-discrimination strategies, and women's studies, this book is essential for social workers, policymakers, government officials, scientists, clinical

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professionals, technologists, practitioners, researchers, academicians, and students.

While online courses are said to be beneficial and many reputable brick and mortar higher education institutions are now offering undergraduate and graduate programs online, there is still ongoing debate on issues related to credibility and acceptability. There is some reluctance to teach online and to admit and hire students who have enrolled in online programs. Given these concerns, it is essential that educators in online communities continue to share the significant learning experiences and outcomes that occur in online classrooms and highlight pedagogical practices used by online instructors to make their courses and programs comparable to those offered face-to-face. The Handbook of Research on Creating

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Meaningful Experiences in Online Courses is a comprehensive research book that examines the quality of courses in higher education that are offered exclusively online and details strategies and practices used by online instructors to create meaningful teaching and learning experiences in online courses. Featuring a range of topics such as gamification, professional development, and learning outcomes, this book is ideal for academicians, researchers, educators, administrators, instructional designers, curriculum developers, higher education faculty, and students.

For faculty to advance their careers in higher education, publishing is essential. A competitive marketplace, strict research standards, and scrupulous tenure committees are all challenges academicians face in publishing their research and achieving tenure at their

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institutions. The Handbook of Research on Scholarly Publishing and Research Methods assists researchers in navigating the field of scholarly publishing through a careful analysis of multidisciplinary research topics and recent trends in the industry. With its broad, practical focus, this handbook is of particular use to researchers, scholars, professors, graduate students, and librarians.

The convergence of technologies and emergence of interdisciplinary and transdisciplinary modus of knowledge production justify the need for research that explores the disinterestedness or interconnectivity of the information science disciplines. The quantum leap in knowledge production, increasing demand for information and knowledge, changing information needs, information governance, and proliferation of digital

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technologies in the era of ubiquitous digital technologies justify research that employs a holistic approach in x-raying the challenges of managing information in an increasingly knowledge- and technology-driven dispensation. The changing nature of knowledge production for sustainable development, along with trends and theory for enhanced knowledge coordination, deserve focus in current times. The Handbook of Research on Records and Information Management Strategies for Enhanced Knowledge Coordination draws input from experts involved in records management, information science, library science, memory, and digital technology, creating a vanguard compendium of novel trends and praxis. While highlighting a vast array of topics under the scope of library science, information science, knowledge transfer, records management, and more, this book is ideally designed for knowledge

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and information managers, library and information science schools, policymakers, practitioners, stakeholders, administrators, researchers, academicians, and students interested in records and information management.

Culture is one of the most important elements for explaining individuals' behaviors within the social structure. It meets the various social needs of members of a society by directing how individuals must react to various events and how to act in specific circumstances. A planned and systematic process is required for disseminating this cultural accumulation as a policy, which is produced collectively by all members within their everyday life practices. The Handbook of Research on Examining Cultural Policies Through Digital Communication provides emerging

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research on this aspect of cultural policy, which is formed within the framework of this systematic process in a strategic manner and can be defined as various activities of the state intended for art, human sciences, and cultural inheritance. Creating such cultural policies involves the establishment of measures and organizations required for the development of each individual, providing economic and social facilities, all of which are actions intended for directing society. Featuring coverage on a broad range of topics such as long-distance education, digital citizenship, and public diplomacy, this book is ideally designed for academicians, researchers, advanced-level students, sociologists, international and national organizations, and government officials.

During the past 30 years, researchers have made exciting progress



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in the science of learning (i.e., how people learn) and the science of instruction (i.e., how to help people learn). This second edition of the Handbook of Research on Learning and Instruction is intended to provide an overview of these research advances. With chapters written by leading researchers from around the world, this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms, and with a variety of learners including K-16 students and adult learners. Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction. The Handbook is written at a level that is appropriate for graduate students, researchers, and practitioners interested in an evidence-based approach to learning and instruction. The book is divided into two sections: learning and

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instruction. The learning section consists of chapters on how people learn in reading, writing, mathematics, science, history, second language, and physical education, as well as how people acquire the knowledge and processes required for critical thinking, studying, self-regulation, and motivation. The instruction section consists of chapters on effective instructional methods—feedback, examples, questioning, tutoring, visualizations, simulations, inquiry, discussion, collaboration, peer modeling, and adaptive instruction. Each chapter in this second edition of the Handbook has been thoroughly revised to integrate recent advances in the field of educational psychology. Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction. As with the first edition, this updated volume showcases the best research being

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done on learning and instruction by traversing a broad array of academic domains, learning constructs, and instructional methods.

Building on the foundation set in Volume I—a landmark synthesis of research in the field—Volume II is a comprehensive, state-of-the-art new volume highlighting new and emerging research perspectives.

The contributors, all experts in their research areas, represent the international and gender diversity in the science education research community. The volume is organized around six themes: theory and methods of science education research; science learning; culture, gender, and society and science learning; science teaching; curriculum and assessment in science; science teacher education.

Each chapter presents an integrative review of the research on the topic it addresses—pulling together the existing research, working to

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understand the historical trends and patterns in that body of scholarship, describing how the issue is conceptualized within the literature, how methods and theories have shaped the outcomes of the research, and where the strengths, weaknesses, and gaps are in the literature. Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research, the Handbook of Research on Science Education, Volume II is an essential resource for the entire science education community.

The Handbook of Research on STEM Education represents a groundbreaking and comprehensive synthesis of research and presentation of policy within the realm of science, technology, engineering, and mathematics (STEM) education. What

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distinguishes this Handbook from others is the nature of integration of the disciplines that is the founding premise for the work – all chapters in this book speak directly to the integration of STEM, rather than discussion of research within the individual content areas. The Handbook of Research on STEM Education explores the most pressing areas of STEM within an international context.

Divided into six sections, the authors cover topics including: the nature of STEM, STEM learning, STEM pedagogy, curriculum and assessment, critical issues in STEM, STEM teacher education, and STEM policy and reform. The Handbook utilizes the lens of equity and access by focusing on STEM literacy, early childhood STEM, learners with disabilities, informal STEM, socio-scientific issues, race-related factors, gender equity, cultural-relevancy, and parental involvement. Additionally, discussion of STEM education policy in

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a variety of countries is included, as well as a focus on engaging business/industry and teachers in advocacy for STEM education. The Handbook's 37 chapters provide a deep and meaningful landscape of the implementation of STEM over the past two decades. As such, the findings that are presented within provide the reader with clear directions for future research into effective practice and supports for integrated STEM, which are grounded in the literature to date.

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