

**NEW EDUCATION RELATED BOOKS ADDED TO  
THE BCC LIBRARY COLLECTION**

**Multicultural education : issues and perspectives** / edited by James A. Banks, Cherry A. McGee Banks. New York ; Chichester : John Wiley, 2007.

**New Books LC1099.3 .M85 2007**

Reference & Research Book News:

Written for present and future educators, this book offers guidance on becoming an effective teacher in the diverse classroom. Scholars in education, ethnic studies, anthropology, gender studies, and psychology present research, concepts, and debates on the education of students from different cultural, racial, ethnic, and language groups. Specific attention is given to issues of religion, gender, race, ethnicity, language, exceptionality, and school reform. Appendixes include a glossary and a list of multicultural resources. Annotation c. Book News, Inc., Portland, OR (booknews.com)

**Comprehensive multicultural education : theory and practice** by Bennett, Christine I. Boston, MA : Pearson Allyn and Bacon, c2007.

**New Books LC1099.3 .B46 2007**

“this guide to multicultural education presents interdisciplinary content through primary source material and vignettes of actual teachers and students. Taking the view that the primary goal of public education in the United States is to foster the intellectual and personal development of all children and youth to their fullest potential, Christine Bennett aims to help prepare teachers who are informed and caring advocates for students from all cultural, racial, socioeconomic, linguistic, and national backgrounds provides a curriculum model with six goals and numerous lesson plans illustrating how each goal can be implemented in the classroom nbsp; New and preservice teachers”

**Making choices for multicultural education : five approaches to race, class, and gender** by Sleeter, Christine E., 1948- Hoboken, NJ : John Wiley & Sons, c2007.

**New Books LC1099.3 .S58 2007**

“Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender offers the educational community a way of thinking about race, language, culture, class, gender, and disability in teaching. This fifth edition incorporates recent literature relevant to ongoing struggles and offers continued reflection on and insight into this evolving field of study and practice. More specifically, this edition includes recent demographics, discussion of equity issues in the context of the accountability movement and particularly No Child Left Behind, a recasting of the deficit ideology, some inclusion of religion, and research that connects culturally situated teaching and learning with student achievement.”

**Developing portfolios in education : a guide to reflection, inquiry, and assessment** by Johnson, Ruth S. Thousand Oaks, Calif. : Sage Publications, c2006.

**New Books LB1029.P67 J656 2006**

Reference & Research Book News

For instructors and students, Johnson et al. (from California State U., Los Angeles) detail how to put together a portfolio for the assessment of students in education credential programs. They explain what portfolios are used for, their importance, how to organize them, scoring processes, content, presentation, electronic portfolios, and maintaining them after completion of the program. The guide includes a CD-ROM of sample documents, templates, PowerPoint presentations, and links to online student resources. Annotation ©2006 Book News, Inc., Portland, OR (booknews.com)

**Culturally proficient instruction : a guide for people who teach** / Kikanza Nuri

Robins ... [et al]. Thousand Oaks, Calif. : Corwin Press, c2006.

**New Books LC1099.3 .C845 2006**

" Culturally Proficient Instruction, Second Edition , provides a nonthreatening framework for educators to investigate their personal and collective beliefs and practices. It serves as an excellent tool to guide and promote an open discussion and examination of the diversity challenges facing our schools and communities."

"This is one of the best books I have read about instruction--period. The authors invite those who teach to look deeply inside themselves to engage in reflection, to enhance relationships, and to improve their practices in ways that enable all students to learn at high levels."

" Culturally Proficient Instruction, Second Edition , enables educators to act on the proposition that all children can learn, and suggests knowable ways by which to achieve that goal. This book gives a context and voice to the notion that culturally proficient instructors add value and dignity to children's lives, and a dimension of professionalism to their artistry as teachers and leaders."

**"Strangers" of the academy : Asian women scholars in higher education** edited By Guofang Li and Gulbahar Beckett ; foreword by Shirley Geok-Lin Lim. Sterling, Va. : Stylus Pub., 2006.

**New Books LC2633.5 .S84 2006**

Reference & Research Book News

Connected by themes common to the marginalized and stereotyped, these essays reveal a variety of personal, political and academic obstacles encountered by Asian female scholars in North American colleges and universities. Individual essays address such topics as the Asian American gender gap in science and technology; moderation, modesty, creativity and criticalness; and moving from mentorship to collaboration and collegiality. The collection ends on an optimistic note with suggestions for creating a new perspective on identity construction and working toward the common good. Annotation ©2006 Book News, Inc., Portland, OR (booknews.com)

**Alternative strategies for evaluating student learning** Michelle V. Achacoso, Marilla D. Svinicki, editors. San Francisco : Jossey-Bass, c2005.

**New Books LB2822.75 .A573 2005**

“Although new forms of learning call for new forms of assessment, many faculty struggle to find different ways of testing their students' achievements. This issue introduces readers to both theory and practical examples of innovations in assessment in the college classroom. Examples include authentic testing, testing with multimedia, portfolios, visual synthesis, and performance-based testing, among others. Contributors also argue that student performance on exams can be improved by techniques that can be implemented both before and after the exam to make the students better learners. This is the 100th volume of the Jossey-Bass quarterly report series *New Directions for Teaching and Learning*.”

**The plagiarism plague : a resource guide and CD-ROM tutorial for educators and librarians** by Bowman, Vibiana, 1953- New York : Neal-Schuman Publishers, c2004.  
**New Books PN167 .B68 2004**

School Library Journal

This compilation of chapters by various contributors runs the gamut from philosophical musings to practical tips and advice. The writings in Part I deal with understanding the problem, its causes, and challenges in a technological society in which paper mills and other easy fixes are readily available to students. A special focus on the challenges for ESL students is included. Part II supplies ideas for combating plagiarism. Instructional, administrative, and cultural changes within the academic community are suggested. Techniques for teaching citations, the principles of academic honesty, definitions of intellectual property, and an annotated bibliography of professional resources are included in Part III. Each chapter concludes with a "Works Cited" section of current resources. An accompanying CD-ROM provides a quick way to access the numerous Web sites listed in the title, a way to view and use the sample tutorials, and the ability to insert the files provided to create new materials. This excellent title will appeal to educators at both the secondary and post-secondary levels who are interested in better understanding the problem and taking the practical strategies needed to combat it.-Beth Jones, Shelby County High School, Shelbyville, KY Copyright 2005 Reed Business Information.

**Outcomes assessment in higher education : views and perspectives** edited by Peter Herson and Robert E. Dugan. Westport, Conn. : Libraries Unlimited, 2004.

**New Books LB2331.63 .O88 2004**

Reference & Research Book News

In a global economy where an undergraduate degree is just one step toward a professional career, and that degree has become ever more expensive, universities must prove they can meet their own and their markets' expectations. Deans, professors, administrators, accreditation professionals, consultants, and librarians contribute articles on institutional commitment to an assessment and accountability culture, theories of assessment, planning in the long term, tools such as teaching and learning rubrics, case studies, international perspectives, data gathering and reports, and the role of the university library in assessment. Annotation ©2004 Book News, Inc., Portland, OR (booknews.com)

**Teaching inclusively : resources for course, department and institutional change in higher education** edited by Mathew L. Ouellett. Stillwater, OK : New Forums Press, c2005.

**Reference LC1099.3 .T436 2005**

Reference & Research Book News

Ouellett (Center for Teaching, U. of Massachusetts Amherst) presents a collection of 46 articles written by 70-plus academics from throughout the U.S. offering a broad array of current "best practices" in the design, implementation, and assessment of faculty development opportunities oriented toward more inclusive teaching and learning environments. The text provides a balance of theoretical models and demonstration projects which encourage more transparent connections between change initiatives at individual, departmental, and college-wide levels by demonstrating ways in which such practices and change goals can relate to and support each other. Also included are descriptions of current, multi-year or multi-phase efforts at both the departmental and organizational levels. No subject index. Annotation ©2006 Book News, Inc., Portland, OR (booknews.com)

**Assessment clear and simple : a practical guide for institutions, departments, and general education** by Walvoord, Barbara E. Fassler, 1941- San Francisco : Jossey-Bass, c2004.

**Circulating Collection LB2822.75 .W35 2004**

Reference & Research Book News

Walvoord (fellow, Institute for Educational Initiatives, University of Notre Dame) provides guidance for everyone who participates in the educational assessment process. The guide is designed to make assessment simple and cost efficient, and to meet the requirements of accreditation agencies, legislatures, and review boards. After an introductory chapter for all segments of the readership, the book contains a chapter each for institution-wide planners and administrators, faculty concerned with assessment at the department or program level, and faculty and staff charged with assessing the general education experience. A 50-page section of guidelines for specific tasks includes worksheets, checklists, and tables. Annotation ©2004 Book News, Inc., Portland, OR (booknews.com)

**Visual media and the humanities : a pedagogy of representation** edited by Kecia Driver McBride. Knoxville : University of Tennessee Press, 2004.

**Circulating Collection AZ183.U5 V57 2004**

"In Humanities and the Visual Media, contributors from a variety of disciplines address the intersection of humanities education and the visual media in all its forms. The book begins with several essays addressing the impact of technology (including distance learning) and new modes of visual representation on pedagogical technique. Subsequent essays focus on the special uses of film and television in the teaching of writing, literary criticism, cultural studies, critical thinking, and foreign languages and culture. The contributors teach in a range of classroom environments, from Ivy League universities to community colleges."

**Information literacy : essential skills for the information age** Michael B. Eisenberg, Carrie A. Lowe, Kathleen L. Spitzer ; foreword by Patricia Senn Breivik. Westport, Conn. : Libraries Unlimited, c2004.

**Reference Desk ZA3075 .F385 2004**

Booklist

This second edition of a 1998 work attempts to cover all aspects of information literacy, from the origins of the concept to its economic and political importance. The text is broken down into 10 chapters, beginning with the definition and evolution of the concept and extending to its presence in K-12 and higher education. The chapters in turn contain numerous subheadings, resulting in a useful quick-scan resource that provides rapid access to the background and context of this pervasive concept and a quick guide to past and present research and assessment efforts. There are numerous charts, outlines, and bulleted lists that provide articulate and concise summaries of the sometimes nebulous ideas surrounding information literacy. Extensive references, including an annotated ERIC bibliography of nearly 90 pages, are included. Finally, there are nine helpful appendixes on topics like chronology, rubrics, and standards. -- RBB  
Copyright 2004 Booklist

**Complete learning disabilities handbook : ready-to-use strategies & activities for teaching students with learning disabilities** by Harwell, Joan M., 1936- Paramus, N.J. : Center for Applied Research in Education, c2001.

**Reference LC4704 .H378 2001**

Reference & Research Book News

Harwell draws from over 30 years of experience teaching in mainstream and special classes. Her resource book provides new and proven suggestions and ready-to-use materials for helping students of all ages to overcome learning disabilities. Coverage includes an overview of learning disabilities; diagnostic and assessment tools; early childhood education for at-risk students; classroom management strategies; guidelines for intervention in specific academic areas; adolescents and adults with learning disabilities; and the role of the family. For parents, teachers, school administrators and other school personnel. What's new in the second edition is not made clear. Annotation c. Book News, Inc., Portland, OR (booknews.com)