

Education Journals That Publish Essays

Writing for Publication in Nursing and Healthcare is an invaluable guide to 'getting it right', focusing on all aspects of writing for publication. It will help the reader to develop skills in writing articles, book reviews and other forms of publications, and can also be used as an aide-mémoire for editors and journal or book reviewers. It explores: How to get started How to write various forms of publication including abstracts, papers, book reviews, journal articles and books Good practice in reviewing The editorial process Ethical and legal aspects of publishing Offering guidance, tips, examples and activities, this practical how-to book written by experts in the field is essential reading for all nurses and healthcare professionals.

The SoJo Journal: Educational Foundations and Social Justice Education is an international, peer-reviewed journal of educational foundations. San Jose State University hosts the journal. It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives. The SoJo Journal: Educational Foundations and Social Justice Education is interested in research studies as well as conceptual, theoretical, philosophical, and policy-analysis essays that challenge the existing state of affairs in society, schools, and (in)formal education. The SoJo Journal: Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international foundations of education journal. For instance, three of the leading journal in education foundations journals (e.g., The Journal of Educational Studies, British Journal of Sociology of Education, The Journal of Educational Foundations) solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States. This journal is also unique because it

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brings together scholars and practitioners from disciplines outside of educational foundations, who are equally committed to social change and promoting equity and social justice inside and outside of K–16 schools. The SoJo Journal: Educational Foundations and Social Justice Education's audience is K–12 teachers, K–12 teacher educators, educational leaders, social activists, political economists, and higher education personnel across the globe. The journal is marketed to Educational Foundation, Teacher Education, and Educational Leadership programs, which have embraced the intellectual work of the various editorial members.

his is a collection of essays which recount some of the highlights of the author's thirty-odd years as an educator in a medical school. The essays are personal, yet provide an informed, insightful and incisive critique of medical education through eyewitness accounts of events in academic settings. The essays range over personal experiences in the medical school's political arena, grantsmanship exercises and commentary on the application of educational principles in the settings of medical education. The author writes from the vantage point of being one of the first educational consultants to medical schools. His views on medical education have been offered through journal articles, book chapters, and lectures, always with good humor and a message.

Dewey and Education presents Dewey's perspectives on moral psychology and development, human nature, and democratic community-building as they inform the influential philosopher's deep commitment to educational reform. In this personal yet far-reaching account, Walter Feinberg relates Dewey's work both to contemporary social and political affairs and to his own philosophical and political commitments. Written for scholars and students of the Philosophy of Education, Educational Policy Studies, and Political Theory, this book is indispensable as a

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guide to Dewey's influence on democratic education.

In the spring of 1968, the English faculty at the University of Wisconsin-Madison (UW) voted to remedialize the first semester of its required freshman composition course, English 101. The following year, it eliminated outright the second semester course, English 102. For the next quarter-century, UW had no real campus-wide writing requirement, putting it out of step with its peer institutions and preventing it from fully joining the “composition revolution” of the 1970s. In *From Form to Meaning*, David Fleming chronicles these events, situating them against the backdrop of late 1960s student radicalism and within the wider changes taking place in U.S. higher education at the time. Fleming begins with the founding of UW in 1848. He examines the rhetorical education provided in the university's first half-century, the birth of a required, two semester composition course in 1898, faculty experimentation with that course in the 1920s and 1930s, and the rise of a massive “current-traditional” writing program, staffed primarily by graduate teaching assistants (TAs), after World War II. He then reveals how, starting around 1965, tensions between faculty and TAs concerning English 101-102 began to mount. By 1969, as the TAs were trying to take over the committee that supervised the course, the English faculty simply abandoned its long-standing commitment to freshman writing. In telling the story of composition's demise at UW, Fleming shows how contributing factors—the growing reliance on TAs; the questioning of traditional curricula by young instructors and their students; the disinterest of faculty in teaching and administering general education courses—were part of a larger shift affecting universities nationally. He also connects the events of this period to the long, embattled history of freshman composition in the United States. And he offers his own thoughts on the qualities of the course that have allowed it to survive and

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regenerate for over 125 years.

The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning. While using innovative technology to educate individuals is certainly not a new topic, how it is approached, adapted, and used toward the services of achieving real gains in student performance is extremely pertinent. This two-volume encyclopedia explores such issues, focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices, services, and specific techniques. As technology evolves and becomes even more low-cost, easy-to-use, and more accessible, the education sector will evolve alongside it. For instance, issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia. Features: A collection of 300-350 entries are organized in A-to-Z fashion in 2 volumes available in a choice of print or electronic formats. Entries, authored by key figures in the field, conclude with cross references and further readings. A detailed index, the Reader's Guide themes, and cross references combine for search-and-browse in the electronic version. This reference encyclopedia is a reliable and precise source on educational technology and a must-have reference for all academic libraries.

This book addresses religion and secularism as critical and contested elements of college student diversity. It both examines why and how this topic has become an integral aspect of the field of student affairs, and considers how scholars and practitioners should engage in the discussion, as well as the extent to which they

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should be involved in students' crises of faith, spiritual struggles, and questions of life purpose. Part history of the field, part prognostication for the future, the contributing authors discuss how student affairs has reached this critical juncture in its relationship with religious and secular diversity and why this development is poised to create lasting change on college campuses. Section I of this book focuses on the research on spirituality, faith, religion, and life purpose; considers the evolution of faith development theories from not only Christian perspectives but Muslim, Jewish, atheist and other secular worldviews; examines the influence of faith frames in students' daily lives; and addresses the impact of campus climate for religion/spirituality, as well as the relationship between religious minority/majority status, on student outcomes. It concludes by tracing the pendulum swing from higher education's historical foundation in religion to the science-focused, religion-averse 20th century, and now to a fragile middle position, in which religious and secular diversity are being seriously considered and embraced. Section II analyzes the role professional associations play in advancing the student affairs field's commitment to spirituality, faith and life purpose; the degree of support they offer to practitioners as they examine their own religious and secular identities, and envisages potential new programming, resources, and networks. Section III describes a number of programs and

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services developed by practitioners and faculty members working in this area on their campuses; synthesizes these developments for an examination of where best practices stand today; and imagines the future of institutionalizing higher education's support for students' explorations of spirituality, faith, religion, and life purpose. *Making Meaning* provides a comprehensive resource for student affairs scholars and practitioners seeking to understand these topics and apply them in their own research and daily work.

The purpose of this series is to provide resources related to teaching and career development for faculty at all stages of their careers and to scientists considering careers in industry. Young faculty (or graduate students and post docs thinking about going into academia) will find valuable information about how to design a course, how to find the right job, including academia and industry, and how to incorporate undergraduate research into their programs.

The Critical Turn in Education traces the historical emergence and development of critical theories in the field of education, from the introduction of Marxist and other radical social theories in the 1960s to the contemporary critical landscape. The book begins by tracing the first waves of critical scholarship in the field through a close, contextual study of the intellectual and political projects of several core figures including, Paulo Freire, Samuel Bowles and Herbert Gintis,

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Michael Apple, and Henry Giroux. Later chapters offer a discussion of feminist critiques, the influx of postmodernist and poststructuralist ideas in education, and critical theories of race. While grounded in U.S. scholarship, *The Critical Turn in Education* contextualizes the development of critical ideas and political projects within a larger international history, and charts the ongoing theoretical debates that seek to explain the relationship between school and society. Today, much of the language of this critical turn has now become commonplace—words such as "hegemony," "ideology," and the term "critical" itself—but by providing a historical analysis, *The Critical Turn in Education* illuminates the complexity and nuance of these theoretical tools, which offer ways of understanding the intersections between individual identities and structural forces in an attempt to engage and overturn social injustice.

The SAGE Handbook of International Higher Education examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide. This mainstreaming of internationalization is a fascinating phenomenon: new concepts, programs, providers, and methods of delivery are emerging; impressive national and regional scholarship programs have been established; radical reforms have been undertaken to make higher education globally competitive; and mobility of students and scholars has

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increased around the world. This groundbreaking handbook serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come. With a decidedly global approach, this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. The text encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts.

This book presents the most serious and comprehensive study, by far, of American public perceptions about the meaning of space exploration, analyzing vast troves of questionnaire data collected by many researchers and polling firms over a span of six decades and anchored in influential social science theories. It doesn't simply report the percentages who held various opinions, but employs sophisticated statistical techniques to answer profound questions and achieve fresh discoveries. Both the Bush and the Obama administrations have cut back severely on fundamental research in space science and engineering.

Understanding better what space exploration means for citizens can contribute to charting a feasible but progressive course. Since the end of the Space Race between the US and the USSR, social scientists have almost completely ignored space exploration as a topic for serious analysis and this book seeks to revive

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that kind of contribution. The author communicates the insights in a lucid style, not only intelligible but interesting to readers from a variety of backgrounds. The turn to fiction as a social research practice is a natural extension of what many researchers and writers have long been doing. Patricia Leavy, a widely published qualitative researcher and a novelist, explores the overlaps and intersections between these two ways of understanding and describing human experience. She demonstrates the validity of literary experimentation to the qualitative researcher and how to incorporate these practices into research projects. Five short stories and excerpts from novellas and novels show these methods in action. This book is an essential methodological introduction for those interested in studying or practicing arts-based research.

This collection of essays, written by a number of respected sport management scholars, addresses many of the challenges and issues facing today's sport management academic programs. It is intended to begin a professional and scholarly discussion to identify the best, or at least the most logical, paths to follow for sport management programs and the industry with which they are so closely aligned. Contributors, invited to participate based on their recognized areas of expertise, address specific topics using their own unique voices and writing styles. In the ebook version, essays link to video introductions by the authors and to online discussion forums where readers can respond to the issues presented in the essays. From the Preface: The field of sport management stands at an academic crossroads; the essays in this book

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address the following and other emerging questions: Should our successful field of study continue to model other disciplines and perpetuate their successes, as well as their shortcomings, or should we determine our own specific model for academic success? How are we doing in preparing future sport managers to perform in the industry and on the global stage? Where do we belong in the scheme of academe? The book's goal is to generate discussion among sport management professors, industry professionals who serve as adjunct faculty and participate on sport management program advisory boards, doctoral students who intend to teach in sport management programs, and others who explore and critique higher education in general.

Drawn from the Science Fiction Research Association conference held in Lawrence, Kansas, in 2008, the essays in this volume address intersections among the reading, writing, and teaching of science fiction. Part 1 studies the teaching of SF, placing analytical and pedagogical research next to each other to reveal how SF can be both an object of study as well as a teaching tool for other disciplines. Part 2 examines SF as a genre of mediation between the sciences and the humanities, using close readings and analyses of the literary-scientific nexus. Part 3 examines SF in the media, using specific television programs, graphic novels, and films as examples of how SF successfully transcends the medium of transmission. Finally, Part 4 features close readings of SF texts by women, including Joanna Russ, Ursula K. Le Guin, and Octavia E. Butler.

Viewing formal education and social justice as an odd couple, Purpel (educational leadership and cultural studies, U. of North Carolina-Greensboro) tenders--besides moral outrage--alternative approaches to education; education in a spiritual voice; and an autobiographical

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essay on being a Jewish Boston Braves fan. No index. Annotation copyrighted by Book News, Inc., Portland, OR

Journal of Pedagogy and Educational Management is an interdisciplinary academic journal in the field of pedagogical theory and practice and management of contemporary education issued by Varna University of Management, Bulgaria. The journal provides a platform for research-based discussions of theoretical and empirical issues of K-12 and university and adult education. Publications focusing on educational issues from fields such as management, educational technology, pedagogy and pedagogical management, pedagogical psychology, andragogy, developmental psychology, social pedagogy, methodology, anthropology, conflictology, organizational sciences and culture are invited. The journal is open to teachers, researchers and managers who examine the problems of pedagogical methods and technology and effective educational practices. Young researchers and authors are also encouraged to submit their contributions. Manuscript submissions should be between 4,000 and 20,000 words. Major research articles of between 4,000 and 7,000 words are highly welcome. Longer or shorter papers will also be considered. The journal publishes also Research Notes of 1 500 – 2 000 words. Submitted papers must combine theoretical concepts with practical applications or empirical testing. The Journal of Pedagogy and Educational Management also includes: book reviews, announcements for conferences and seminars, abstracts of successfully defended doctoral dissertations, case studies of best practices in pedagogy and educational management, concept papers, theoretical essays. The journal will be published online in two languages: English and Bulgarian. The articles in Bulgarian are accompanied by an abstract in English. JPEM is about to be published in one volume per year,

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consisting of two issues. The editorial team welcomes your submissions to the Journal of Pedagogy and Educational Management. Manuscripts can be submitted to jpem@vumk.eu. Most medical schools in the US, Canada and UK now incorporate some form of arts and humanities-based teaching into their curricula. What happens in residency is another story. Most postgraduate programs do not continue the thread of such teaching although many residents would like to deepen their understanding of the medical humanities before they move into practice. The humanities emphasize "the human side of medicine," and can provide a counterpoint to the reductionism of evidence-based medicine and technological hubris for young doctors as they apply new knowledge and skills in ambiguous, real-life encounters with patients who are living with complicated health problems. Humanities-based education can help both sides of the relationship: programs are shown to reduce burnout and mental health issues in young physicians, and can also help learning practitioners grapple with the most difficult aspects of their craft: how does one persuade patients on a course of treatment, while respecting informed consent? How does one work with families? How does one listen to and treat patients exhibiting self-harm tendencies? Available research may demonstrate the efficacy of such exposures, but provide little practical advice or resources for setting up programs across specialty and sub-specialty disciplines. Health Humanities in Post-Graduate Medical Education will fill this gap in knowledge translation for the thousands of residency programs worldwide, allowing educators, supervisors, and residents themselves to create robust and educationally sound workshops, seminars, study groups, lecture series, research and arts-based projects, publications and events.

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This is a book for anyone who has ever considered engaging in the scholarship of teaching and learning – known familiarly as SoTL – and needs a better understanding of what it is, and how to engage in it. The authors describe how to create a SoTL project, its implications for promotion and tenure, and how it fosters: * Increased satisfaction and fulfillment in teaching * Improved student learning * Increased productivity of scholarly publication * Collaboration with colleagues across disciplines * Contributing to a growing and important body of literature

This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects, taking the reader through the five stages of the process: Generating a research question; Designing the study; Collecting the data; Analyzing the data; and Presenting and publishing your SoTL project. Each stage is illustrated by examples of actual SoTL studies, and is accompanied by worksheets to help the reader refine ideas and map out his or her next steps. The process and worksheets are the fruit of the successful SoTL workshops the authors have offered at their institution for many years.

SoTL differs from scholarly and reflective teaching in that it not only involves questioning one's teaching or a teaching strategy, but also formally gathering and exploring evidence, researching the literature, refining and testing practices, and finally going public. The purpose of SoTL is not just to make an impact on student learning, but through formal, peer-reviewed communication, to contribute to the larger knowledge base on teaching and learning.

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While the roots of SoTL go back some 30 years, it was Ernest Boyer in his classic *Scholarship Reconsidered* who made the case for the parity of the scholarships of integration, of discovery, of application, and of scholarship of teaching as vital to the health of higher education. Glassick, Huber, and Maeroff's subsequent *Scholarship Assessed* articulated the quality standards for SoTL, since when the field has burgeoned with the formation of related associations, a proliferation of conferences, the launching of numerous journals, and increasing recognition and validation by institutions.

This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions. First published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

The articles included in this special issue are invited contributions that extend the work of the APA Division 15 Ad Hoc Committee on the Teaching of Educational Psychology. The committee was established to consider implications of current reforms relative to educational psychology courses for prospective teachers. It was charged to begin a dialogue about the contribution of educational psychology to teacher education and how educational psychology might best be taught to prospective teachers. This issue's aim is to spark a lively interchange about the place of educational psychology in

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teacher education programs and the roles of educational psychologists as teacher educators with respect to three sets of issues identified by the contributors: * the nature of the field and the relationship of its theories to practice; * defining content and agreeing upon goals for teaching educational psychology to prospective teachers; and * principles of pedagogy for teaching prospective teachers about ideas from the field. In so doing, the editors hope to contribute to pedagogical content knowledge held by educational psychologists. In addition, they hope this issue will stimulate inquiry into what and how they teach, and how they can contribute substantially to prospective teachers' knowledge and skills.

Essays in english language teaching includes a selection of articles which are based on edited and peer-reviewed papers delivered at the "I Simposio de Enseñanza y Aprendizaje del Inglés: el método comunicativo en el año 2000" held at the University of Oviedo from 19 to 21 November, 1998, together with two plenary keynote lectures: Carme Muñoz's (University of Barcelona): "The effects of age on instructed foreign language acquisition"; and Ignacio Palacios' (University of Santiago de Compostela): "What's there to know about the learning of a foreign language?". No summary is provided as we hope they should be compulsory/compulsive reading.

Children's literature continues to be one of the most rapidly expanding and exciting of interdisciplinary academic studies, of interest to anyone concerned with literature, education, internationalism, childhood or culture in general. The second edition of Peter

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Hunt's bestselling International Companion Encyclopedia of Children's Literature offers comprehensive coverage of the subject across the world, with substantial, accessible, articles by specialists and world-ranking experts. Almost everything is here, from advanced theory to the latest practice – from bibliographical research to working with books and children with special needs. This edition has been expanded and includes over fifty new articles. All of the other articles have been updated, substantially revised or rewritten, or have revised bibliographies. New topics include Postcolonialism, Comparative Studies, Ancient Texts, Contemporary Children's Rhymes and Folklore, Contemporary Comics, War, Horror, Series Fiction, Film, Creative Writing, and 'Crossover' literature. The international section has been expanded to reflect world events, and now includes separate articles on countries such as the Baltic states, the Czech and Slovak Republics, Iran, Korea, Mexico and Central America, Slovenia, and Taiwan.

A state-of-the-art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state-of-the-art review of, and critical reflection on, educational ethnography as it is being theorized and practiced today—from rural and remote settings to virtual and visual posts. It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice. Engaging in

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equal measure with the history of ethnography, its current state-of play as well as its prospects, *The Wiley Handbook of Ethnography of Education* covers a range of traditional and contemporary subjects—foundational aims and principles; what constitutes ‘good’ ethnographic practice; the role of theory; global and multi-sited ethnographic methods in education research; ethnography’s many forms (visual, virtual, auto-, and online); networked ethnography and internet resources; and virtual and place-based ethnographic fieldwork. Makes a return to fundamental principles of ethnographic inquiry, and describes and analyzes the many modalities of ethnography existing today Edited by highly-regarded authorities of the subject with contributions from well-known experts in ethnography Reviews both classic ideas in the ethnography of education, such as “grounded theory”, “triangulation”, and “thick description” along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field *The Wiley Handbook of Ethnography of Education* is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology.

The purpose of this Open Access compendium, written by experienced researchers in mathematics education, is to serve as a resource for early career researchers in furthering their knowledge of the state of the field and disseminating their research through publishing. To accomplish this, the book is split into four sections: Empirical Methods, Important Mathematics Education Themes, Academic Writing and Academic Publishing, and a section Looking Ahead. The chapters are based on workshops that were presented in the Early Career Researcher

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Day at the 13th International Congress on Mathematical Education (ICME-13). The combination of presentations on methodological approaches and theoretical perspectives shaping the field in mathematics education research, as well as the strong emphasis on academic writing and publishing, offered strong insight into the theoretical and empirical bases of research in mathematics education for early career researchers in this field. Based on these presentations, the book provides a state-of-the-art overview of important theories from mathematics education and the broad variety of empirical approaches currently widely used in mathematics education research. This compendium supports early career researchers in selecting adequate theoretical approaches and adopting the most appropriate methodological approaches for their own research. Furthermore, it helps early career researchers in mathematics education to avoid common pitfalls and problems while writing up their research and it provides them with an overview of the most important journals for research in mathematics education, helping them to select the right venue for publishing and disseminating their work.

This book builds on the Editors' previous work on the analysis of policy borrowing processes in education. A number of prominent researchers in comparative studies contribute articles describing and analysing policy borrowing in a number of historical contexts, with many of the examples testing aspects of the explanatory models developed by Phillips & Ochs. The countries covered include England, Spain, Germany, France, Austria, Japan and South Africa. First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company. "New, revised edition of Rainbow, E.L., and Froehlich, H.C. (1987). *Research in music education: an introduction to disciplined inquiry*. Schirmer Books."--title page verso.

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Educational Psychology Yesterday, Today, and Tomorrow: A Special Issue of Educational Psychologist Routledge

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