CONTENTS

Preface ........................................................................................................ xvi

SECTION 1: PHILOSOPHICAL EDUCATION—INTRODUCTION
Section Editor: Barbara J. Thayer-Bacon ...................................................... 1

1. On the Idea of Educational Theory
   Gert J. J. Biesta ........................................................................... 5

2. Epistemology and Education
   Barbara J. Thayer-Bacon ................................................................. 17

3. Ethics and Moral Education
   Lynda Stone and Jennifer Job ............................................................ 29

4. Aesthetics and Education
   Susan Laird .................................................................................. 43

5. Social Philosophy, Critical Whiteness Studies, and Education
   Barbara Applebaum .......................................................................... 57

6. Contemporary Political Theory and Education
   Natasha Levinson ............................................................................ 67

7. Philosophy of Social Science and Educational Research
   Kenneth R. Howe ........................................................................ 79

SECTION 2: LEARNING THEORY—INTRODUCTION
Section Editor: Patrick M. Jenlink ............................................................... 87

8. Behaviorism and Behavioral Learning Theory
   Larry C. Bryant, Rhonda Vincent, Ali Shaqlaih, and Glenda Moss ................ 91

9. Cognitivism: Ways of Knowing
   Karen D. Paciotti ........................................................................ 105

10. Experiential Learning Theory
    Anita Zijdemans-Boudreau, Glenda Moss, and Cheu-jey G. Lee .............. 115

11. Adult Learning Theory
    Betty J. Alford ........................................................................... 125

12. Transformative Learning Theory
    Mary V. Alfred, Catherine A. Cherrstrom, Petra A. Robinson, and Alicia R. Friday 133

13. Stage Theory of Cognitive Development
    Janet Tareilo ............................................................................... 149

    Stephen D. Sorden ...................................................................... 155
CONTENTS

15. Constructivism—Constructivist Learning Theory
   Ratna Narayan, Cynthia Rodriguez, Juan Araujo, Ali Shaqlaih, and Glenda Moss ............... 169

16. Situated Cognition Theory
   Patrick M. Jenlink ........................................... 185

17. Cooperative Learning Theory
   Rebecca Fredrickson, Karen Dunlap, and Sarah McMahon ............................................ 199

18. Problem-Based Learning Theory
   Rebecca Fredrickson, Sarah McMahon, and Karen Dunlap ............................................ 211

19. Cultural-Historical Activity Theory
   Patrick M. Jenlink ........................................... 219

SECTION 3: INSTRUCTIONAL THEORY—INTRODUCTION

Section Editor: Janice Koch ........................................... 237

20. Using Cogenerative Dialogues to Expand and Extend Students’ Learning
   Gillian U. Bayne and Kathryn Scantlebury ................................................................. 239

21. The Footsteps Project for Cultural Identity: An Instructional Theory for Teaching About
   Student Diversity in Public Schools
   Pamela Fraser-Abder ........................................... 251

22. Folk Belief Theory: Accounting for the Persistence of the Achievement Gap
   Bruce Torff ...................................................... 259

23. Constructivism: Transforming Knowledge of How People Learn Into
   Meaningful Instruction
   Jacqueline Grennon Brooks ........................................... 271

24. Defining Teacher Action Research as an Instructional Theory in Teacher Education
   Frances O’Connell Rust and Susan Hansen ................................................................. 277

25. Using Authentic Data to Teach Secondary Ecology: A Theory for Teaching
   the Nature of Science
   Yael Wyner ...................................................... 283

26. An Instructional Theory for English Language Learners: The 5R Model for Enhancing
   Academic Language Development in Inquiry-Based Science
   Molly H. Weinburgh and Cecilia Silva ................................................................. 293

SECTION 4: CURRICULUM THEORY—INTRODUCTION

Section Editor: Arthur Shapiro ........................................... 305

27. A Theory and Practice of Curriculum
   Arthur Shapiro ...................................................... 307

28. A Theory and Practice of Constructivist Curriculum
   Arthur Shapiro ...................................................... 317

29. Does Practice Itself Know Nothing? Probing Teachers’ Felt Experiences of Mandated Practice
   Rodney Evans ...................................................... 329

30. School Board Control of the Curriculum: Democracy or Censorship?
   Patricia F. First and Patricia A. L. Ehrensai ................................................................. 343

31. Maxwell’s Demon: The Curriculum Structure as a Device to Generate Curriculum
   as a Routine and to Overcome the Evil Forces of Organizational Entropy
   Arthur Shapiro ...................................................... 355
SECTION 5: LITERACY AND LANGUAGE ACQUISITION THEORY—INTRODUCTION
Section Editor: Fuhui Tong

32. Cross-Language Transfer in Bilingual and Biliteracy Development
Candise Y. Lin and Min Wang

33. The Development of Theories of Bilingualism and School Achievement
Colin Baker

34. Language and Literacy Acquisition Theories
Kathryn A. Davis, Carlos J. Ovando, and Masahiko Minami

35. (Post) Structural Analyses of Two Notions of Academic Language:
Discourse, Dialect, and Deficit
J. E. Petrovic

36. Toward a Policy-Minded Sociocultural Theory of Student Literacy Learning
Bryant Jensen and Eugene Garcia

37. Meaning-Based Approaches to Literacy Education
Pamela Spycher

SECTION 6: COUNSELING THEORY—INTRODUCTION
Section Editors: Richard C. Henriksen Jr. and Mary Nichter

38. Adlerian Counseling
Richard E. Watts

39. Existential Counseling
Richard C. Henriksen, Jr.

40. Reality Therapy
Robert E. Wubbolding

41. Person-Centered Counseling
Jeffrey M. Sullivan and Hayley Stulmaker

42. Family Therapy
Mary Nichter and Rick Bruhn

43. Collaborative Learning Communities: A Postmodern Perspective on Teaching and Learning
Harlene Anderson

44. Feminist Counseling Theory
Amanda C. La Guardia and Amy T. Banner

45. Counseling From a Multiple Heritage Perspective: A Theoretical Framework
Richard C. Henriksen, Jr.

SECTION 7: MORAL DEVELOPMENT THEORY—INTRODUCTION
Section Editor: Rebecca A. Robles-Pina

46. A Moral Conflict Development Theory Based on Child and Teacher Interactions:
A Cross-Cultural Perspective
Maria Lourdes Majdolani and Rebecca A. Robles-Pina

47. Combining Values and Knowledge Education
Jean-Luc Patry, Alfred Weinberger, Sieglinde Weyringer, and Martina Nussbaumer

48. Moral Development
Susan Magun-Jackson and John E. Burgette
49. Social Cognitive Theory and Practice of Moral Development in Educational Settings  
   Kelly Rizzo and Sandra Bosacki .................................................. 595

50. Moral Development and the Phenomenon of Absent Fathers  
   Angie D. Wilson and Richard C. Henriksen, Jr. ................................ 607

51. The Ethic of Care: Theory and Research  
   Eva E. A. Skoe ............................................................................ 615

   Lily Dyson, Paul Crawford, Sonya Frey, and Sarah Dykstra ............ 629

53. Moral Development Theory: Neo-Kohlbergian Theory  
   Heather S. Mechler and Stephen J. Thoma ...................................... 643

54. Playful Activity and Thought as the Medium for Moral Development: Implications for Moral Education  
   Doris Bergen and Darrel Davis ...................................................... 653

55. The Innocence of Experience Theory: Young Adolescent Encounters and Life-Long Moral Development  
   David L. Hough ........................................................................... 667

SECTION 8: CLASSROOM MANAGEMENT THEORY—INTRODUCTION  
Section Editors: Patricia Williams, Sandra Harris, and Vicky Farrow ........ 679

56. Marzano's Evidence-Based Practices in Classroom Management: Four Management Factors for Moving Theory to Practice  
   Jason R. Mixon ........................................................................... 681

57. Freedom Through Control: B. F. Skinner and Classroom Management Theory  
   Craig Peck .................................................................................. 691

   John A. Cassell and Thomas Nelson .............................................. 699

59. Beyond Compliance and Control: Creating Caring Classrooms—Alfie Kohn's Alternative to Discipline and Management  
   Andrea M. Guillaume .................................................................. 715

60. Haim Ginott-Congruent Communication  
   Peggy H. Yates and Hal Holloman ................................................ 725

SECTION 9: ASSESSMENT THEORY—INTRODUCTION  
Section Editors: Samuel O. Ortiz and Dawn P. Flanagan ....................... 735

61. Individual Norm-Referenced Standardized Assessment: Cognitive and Academic  
   John O. Willis, Ron Dumont, and Alan S. Kaufman ....................... 739

62. Luria and Learning: How Neuropsychological Theory Translates Into Educational Practice  
   Andrea N. Schneider, Daniel J. Parker, Emilie Crevier-Quintin, Hanna A. Kubas, and James B. Hale ........................................ 751

63. School Neuropsychology Conceptual Model  
   Daniel C. Miller .......................................................................... 761

64. Individual Differences in the Ability to Process Information  
   W. Joel Schneider and Kevin S. McGrew ..................................... 767
65. Curriculum-Based Measurement  
   Mark R. Shinn ................................................................. 783

66. Dynamic Assessment: An Intervention-Based Approach  
   Carol Robinson-Zañaartu .................................................. 793

SECTION 10: ORGANIZATIONAL THEORY—INTRODUCTION  
Section Editor: Fred C. Lunenburg ...................................... 801

67. Systems Theory  
   James A. Vornberg ......................................................... 805

68. Complexity Theory  
   Timothy B. Jones .......................................................... 815

69. Ethical Sensitivity Unfolding in Educational Settings  
   Lyse Langlois .............................................................. 821

70. Legal Theory and Research  
   Martha McCarthy ............................................................ 829

71. Other Contemporary Organizational Theories  
   Fred C. Lunenburg .......................................................... 841

72. Organizational Theory in Light of Constructivist Thinking  
   Arthur Shapiro and Steve Permuth ....................................... 855

73. Postmodernism—(The Antitheory)  
   Fenwick English ............................................................. 871

74. Ways of Knowing Through the Realms of Meaning: A Postmodernist Approach to Teaching Low-Income Students  
   William Allan Kritsonis .................................................... 877

SECTION 11: LEADERSHIP AND MANAGEMENT THEORY—INTRODUCTION  
Section Editor: Fenwick W. English ...................................... 887

75. Classical Management Theory  
   Thu Suong Thi Nguyen and Gary M. Crow ............................. 891

76. Trait Theory  
   Kathleen M. Brown .......................................................... 897

77. Discourse Theories and School Leadership  
   Autumn K. Cyprés .......................................................... 903

78. Bureaucratic Theory: Myths, Theories, Models, Critiques  
   Eugenie A. Samier ........................................................... 909

79. Contingency Management and Situational Leadership Theories  
   JoAnn Danelo Barbour ...................................................... 917

80. Critical Race Theory and Educational Leadership  
   Floyd D. Beachum ........................................................... 923

81. Rational Choice Theories in Education Administration  
   Ric Brown and Rosemary Papa ........................................... 929

82. Democratic Administration  
   Lisa A. W. Kensler and Jeffrey S. Brooks ............................ 935

83. The Aesthetics of Leadership and Administration  
   Eugenie A. Samier ........................................................... 945
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Social Justice Theory—Introduction</td>
<td>Jill Blackmore</td>
<td>997</td>
</tr>
<tr>
<td>89</td>
<td>Social Justice in Education: A Theoretical Overview</td>
<td>Jill Blackmore</td>
<td>1001</td>
</tr>
<tr>
<td>90</td>
<td>Education and Social Justice: A Critical Social Theory Perspective</td>
<td>Richard Bates</td>
<td>1011</td>
</tr>
<tr>
<td>91</td>
<td>Critical Race Theory</td>
<td>Thandeka K. Chapman, Adrienne Dixson, David Gillborn, Gloria Ladson-Billings</td>
<td>1019</td>
</tr>
<tr>
<td>92</td>
<td>The Work of Nancy Fraser and a Socially Just Education System</td>
<td>Martin Mills</td>
<td>1027</td>
</tr>
<tr>
<td>93</td>
<td>Theorizing Democratic and Social Justice Education: Conundrum or Impossibility?</td>
<td>Carolyn M. Shields</td>
<td>1035</td>
</tr>
<tr>
<td>94</td>
<td>Michel Foucault: A Theorist of and for Social Justice in Education</td>
<td>Kari Dehli</td>
<td>1047</td>
</tr>
<tr>
<td>13</td>
<td>Teaching and Education Delivery Theory—Introduction</td>
<td>Shirley Jackson</td>
<td>1057</td>
</tr>
<tr>
<td>95</td>
<td>Teaching Through the Lens of Resilience Theory and Black Feminist Theory</td>
<td>Janice L. Taylor</td>
<td>1061</td>
</tr>
<tr>
<td>96</td>
<td>Teaching for How People Learn Naturally</td>
<td>Geoffrey Caine and Renate N. Caine</td>
<td>1071</td>
</tr>
<tr>
<td>97</td>
<td>The Reggio Emilia Approach to Early Childhood Education</td>
<td>C. Miki Henderson</td>
<td>1081</td>
</tr>
<tr>
<td>98</td>
<td>Montessori Philosophy, Education, and Bilingual Education</td>
<td>Linda Rodriguez, Beverly J. Irby, Rafael Lara-Alecio, and Genevieve Brown</td>
<td>1085</td>
</tr>
<tr>
<td>99</td>
<td>Differentiated Instruction: An Integration of Theory and Practice</td>
<td>Carol Ann Tomlinson and Marcia B. Imbeau</td>
<td>1097</td>
</tr>
<tr>
<td>101</td>
<td>The Four-Dimensional Bilingual Pedagogical Theory</td>
<td>Rafael Lara-Alecio, Beverly J. Irby, and Fuhui Tong</td>
<td>1129</td>
</tr>
</tbody>
</table>

About the Editors and Section Editors .................................................................. 1139