Foreword
Preface
List of Contributors
Introduction
Design Research in the Social Studies: History, Methodology, and Promise
Improving Practice through Iterative Design
From Form to Function: Learning with Practitioners to Support Diverse Middle School Students’ Disciplinary Reasoning and Writing
Using Iterative Design to Improve Student Access and Engagement in an Online Political Communications Simulation
Developing Authentic Performance Assessments in a Classroom Mini-Economy: Reflections on the Process of Design
Using and Producing Theory
Applying Theory to Problematic Practice: Lessons Learned from Two Implementations of a Unit on Gender
From Practice to Theory: Ontological Innovation in a Ninth-Grade History Classroom
Collaborating with Educators
Intersecting Goals in an Elementary Social Studies Design Project: Confessional Tales of Teacher and Researcher Relationships
Design-Based Implementation Research in a Government Classroom: A Teacher’s Shifting Pedagogy over Four Years
Contextualizing DBR Historically, Socially, and Politically
Theorizing Context in DBR: Integrating Critical Civic Learning into the U.S. History Curriculum
Beyond National Discourses: South Korean and Japanese Students "Make a Better Social Studies Textbook"
Conclusion
Toward Socially Transformative Design Research for Social Studies: A Critical Epistemological Approach
Index

Table of Contents provided by Blackwell's Book Services and R.R. Bowker. Used with permission.