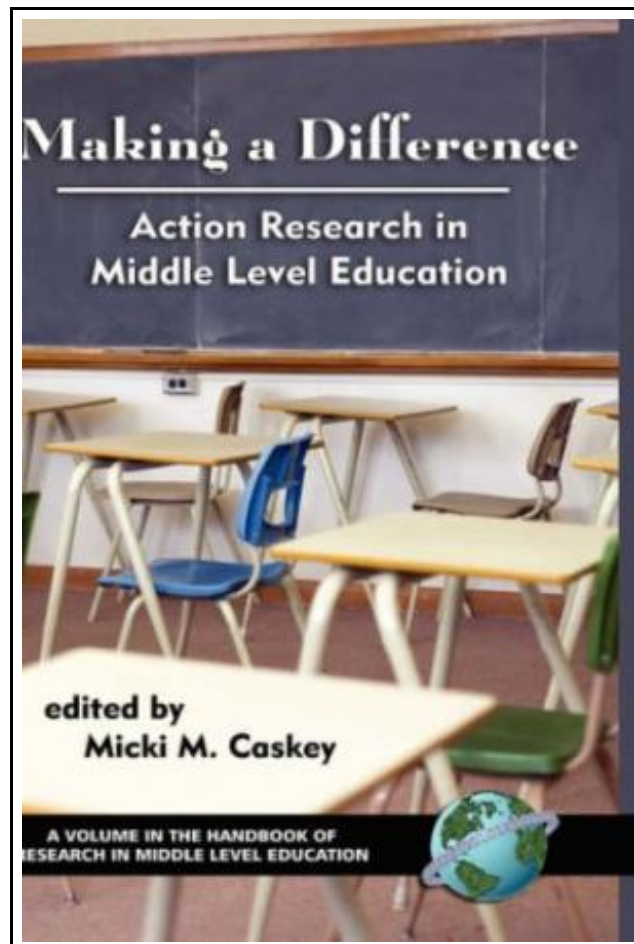


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Information Age Publishing. Hardcover. Book Condition: New. Hardcover. 318 pages. Dimensions: 9.3in. x 6.2in. x 0.9in. A volume in The Handbook of Research in Middle Level Education Series Editor: Vincent A. Anfara, Jr. The University of Tennessee, Knoxville Volume V of The Handbook of Research in Middle Level Education highlights action research in middle grades education. As a method of inquiry, action research compels educators to take action and think reflectively about those actions in order to effect positive educational change (Mills, 2000). Teachers, administrators, university professors, and other professionals conduct action research in different ways to examine classroom practices and school issues. Educational action researchers initiate their inquiries in various contexts: alone, in small peer teams, or larger faculty groups (Zeichner, 2001). Using individual and collaborative approaches, educators gain insights into teaching and learning processes. As evidenced throughout this volume, action research in the middle grades occurs in a variety configurations. This volume examines the dynamic ways that preservice and inservice teachers, school administrators, university faculty, and educational consortia use action research. CONTENTS: Foreword. Sue Swaim. Introduction: Taking Action in Middle Level Education. Micki M. Caskey. Action Research for Middle Level Educational Professionals. Joanne M. Arhar. Effects of Young Adolescents Perceived Motivators on Academic Achievement and Self- Efficacy. Laila Y. Sanguras. The Use of Manipulatives in Mathematics. Theresa A. Shrum. Teacher Collaboration: The Missing Link in Inclusive Education. Diane Stanton. Experiencing Action Research: A Preservice Collaborative Team Studies a Middle School in Crisis. Sandra L. Stacki. On the Job Training: Action Research in a Middle Level Alternative Certification Program. Melinda Wilder, Dorie Combs, and Cynthia Resor. Using Action Research for Aspiring Middle Level Administrators: Going Beyond the Traditional Practicum Experience. Sue C. Thompson, Larry Gregg, and Loyce Caruthers. Selecting Master Teachers in a Professional Development School: Inquiry and Action using Peer...



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