Rac(e)ing to Class
Confronting Poverty and Race in Schools and Classrooms
H. RICHARD MILNER IV | Foreword by TYRONE C. HOWARD
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"With a growing focus on poverty, race, and equality in America, Milner’s timely and sophisticated book deserves widespread discussion and debate. His subtle and sensitive analyses are just what we need."
—CORNEL WEST, AUTHOR OF RACE MATTERS
Solid research evidence indicates that the presence of interest positively influences learners’ attention, strategy use, and goal setting. With interest, learners are better able to self-regulate and persist to complete tasks even when they are challenging. This volume reflects the emergent state of research on learner interest in mathematics and science learning from kindergarten through undergraduate school. It will be useful to educators, researchers, and policy makers, especially those whose focus is mathematics, science, and technology education.

Annual Meeting Session: To learn more about the volume, please join the editors and authors for an Ignite Presentation (session 29.016) on Friday, April 17, from 10:35 a.m. to 12:05 p.m., Hyatt, East Tower – Gold Level, Toronto.

The increased visibility of LGBTQ people in schools and in education is changing how we think about school curriculum issues, sexuality, definitions of family, and attitudes toward these issues. This volume sets LGBTQ education research in historical perspective, discusses current research, and examines the enabling and limiting factors faced today by researchers developing a research agenda. The book brings to light the importance of investing in research and data on a topic of critical educational and social significance.

Annual Meeting Sessions: The volume will be featured in two sessions. The first (65.016), chaired by William G. Tierney (University of Southern California), will take place on Sunday, April 19, from 2:15 to 3:45 p.m., at the Hyatt, West Tower – Gold Level, Acapulco. It will include presentations from the editor and contributors and commentary from Joseph P. Robinson-Cimpian (University of Illinois at Urbana-Champaign). The second (66.015) will be a roundtable session with the authors and editor, who will discuss the issues raised in the volume.

This transdisciplinary volume offers compelling evidence for classroom dialogue as the “holy grail” of education, able to support students’ retention of intellectual advantage over time and transfer that advantage to disciplines and skill sets that were not directly taught. It will appeal to scholars and researchers in education and many related fields, such as the learning and cognitive sciences, educational psychology, instructional science, and linguistics. It will offer vital guidance as well as to teachers, curriculum designers, and educational policy makers.

Annual Meeting Session: The volume will be featured in a symposium (33.017) on Friday, April 17, from 2:15 p.m. to 3:45 p.m. (Hyatt, East Tower – Gold Level, Columbus CD), to include introductions from the editors and a commentary from Kris D. Gutiérrez (University of California – Berkeley).
Chapman University at AERA 2015

2015 Recipient of The Paulo Freire Democratic Project Social Justice Award

2015 CES Changing the World Award

College of Educational Studies Annual Reception
Friday, April 17, 8-10 p.m.
Swissotel, Edelweiss Penthouse
43rd floor, 323 East Upper Wacker Drive
Chicago, IL

Henry Giroux, Ph.D.
Chair for Scholarship in the Public Interest
Director of the McMaster Centre for Research in the Public Interest
McMaster University, Hamilton, Ontario

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Peter McLaren, Ph.D.
Distinguished Professor in Critical Studies
Co-Director, The Paulo Freire Democratic Project
International Ambassador for Global Ethics and Social Justice
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