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Handbook of Educational Theories for Theoretical Frameworks

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Handbook of Educational Theories for Theoretical Frameworks
Although educational theories are presented in a variety of textbooks and in some discipline-specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to place such theories into a single, easily accessible volume. A unique feature of the Handbook of Educational Theories is the way in which it conveys the 101 theories presented by 152 authors and 17 editors distributed among its 13 sections. These authors and editors represent 10 countries, including Argentina, Australia, Austria, Canada, Dubai (An Emirate of the United Arab Emirates), England, Norway, Scotland, United States (28 states represented), and Wales.The organization of the chapters within each section makes the volume easy to use. It includes understandable reference tools for researchers and practitioners to use at they seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century. Practical examples are presented on the use of these theories in research from dissertations and published articles. Section I provides the introduction with a focus on Philosophical Educational Constructs. The remaining sections include: Learning Theory, Instructional Theory, Curriculum Theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, Leadership and Management Theory, Social Justice Theory, and Teaching and Education Delivery Theory. Each section consists of an overview written by the section editor of the general theoretical concepts addressed by the chapter authors. Each chapter within the section includes (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles. Some theories are presented by the original theorist(s) or by prominent contributors to the theory. The Handbook of Educational Theories is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences may be interested in this book. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book also holds promise for practitioners.

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