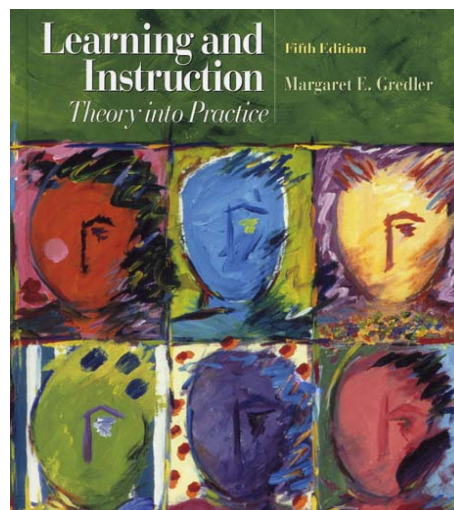


Textbook Writers Gredler, Marshall, Yell, and Dollarhide

Faculty in the Department of Educational Studies engage in various modes of scholarship – books, journal articles, conference presentations, and grant writing. In addition, a number of people have written textbooks that have great impact on educational psychology, special education, and school counseling. Their motivations as well as the outcomes of the work writing textbooks portray part of the mission of scholarship in the Department of Educational Studies.

Margaret Gredler

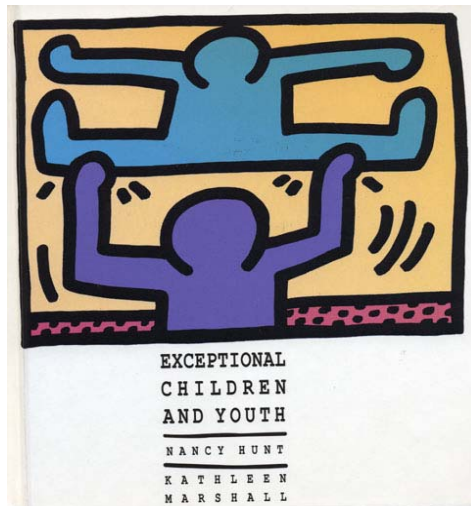
Learning and Instruction: Theory Into Practice



“My original motivation for developing a text on learning theory was the lack of an appropriate text for students in education. In the early eighties, the only comprehensive text designed for psychology students, used a very dense style and included only a few pages on educational applications. As I worked on the text, it became apparent that a common framework was needed within which to situate each theory - otherwise students would have major difficulties understanding the material. The framework is (1) principles of learning (includes basic assumptions of the theory), (2) principles of instruction, and (3) educational applications (an example of instruction according to the theory) and the theorist's conception of such terms as individual differences and problem solving. However, as work progressed, comments from reviewers indicated they had a different conception of some of the theories than I did (which I had gotten by studying the theorist's writings). In self-defense, I asked each theorist to review the pages on his theory, including B. F. Skinner. The feedback was highly positive. This led to a second motivation for doing the text: accuracy. Currently, for example, the text's description of the key concepts in Vygotsky's cultural-historical theory differ from the popular myths that are making the rounds. The common framework and the emphasis on accuracy have kept the text going. Learning theory is a very small market, but the text is

now in its fifth edition. Most important, I cannot describe how much I have learned in the process and continue to learn.”

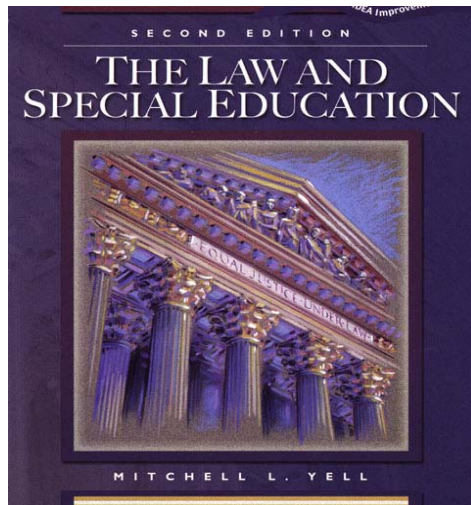
Nancy Hunt & **Kathleen Marshall**
Exceptional Children and Youth



“The first edition of *Exceptional Children and Youth* was written over 10 years ago. Houghton-Mifflin approached me after a professional colleague recommended me as a potential author. My decision to write an introductory text, therefore, was sparked by an invitation to participate as an author. After meeting my prospective co-author, Nancy Hunt, I discovered that we had very compatible ideas about instruction and that we shared a similar voice and philosophy about special education. Although our teaching backgrounds were quite different, we complimented each other. It was very much our dynamic discussions about the information we wanted to share with others, especially with our students, that convinced me that writing a text was an important way to contribute to my field.”

“The book, *Exceptional Children and Youth*, is an introductory text in special education. Prospective teachers in both general education and special education use the text for their first course in special education. The book provides an overview of special education and is divided into three sections. The first section of the book addresses the history of special education, litigation and legislation, family issues, and the process of referring and assessing students. The second and largest section reviews the definitions and descriptions of individuals in all of the categorical areas of special education defined by federal law. Specific instructional strategies and programs also are described here. The final section provides readers with suggestions of how all teachers can address the needs of all students, including students with disabilities, in the context of the current emphasis on standards-based curriculum and assessment.”

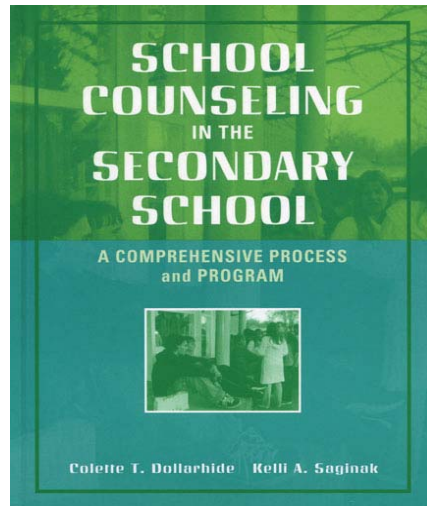
Mitchell Yell
The Law and Special Education



“Federal and state laws mandating the provision of special education and related services to students with disabilities have been in effect for three decades. Moreover, special education is one of the most legislated and litigated areas of education law. To understand the field of special education, teachers, administrators, and researchers need to understand the history and current status of special education laws and court cases. I wrote this textbook with three primary purposes in mind: (a) to acquaint readers with the legal development of special education, (b) to expose readers to the current, and ever-changing, requirements of special education law, and c) to assist readers to understand the procedures to obtain legal information on the internet and in a law library. My primary goal has been to extrapolate principles from legislation and litigation, communicate them to parents, teachers and administrators in a clear, non-legal manner.”

“A unique feature of this textbook is a homepage on the World Wide Web, titled The Law and Special Education (<http://www.ed.sc.edu/spedlaw/lawpage.htm>). The homepage contains links to the text of the federal laws and the corresponding regulations that affect special education. Links to legal resources on the internet are also included on the page. The website also includes a special education law blog, which I write and post approximately every two weeks. The primary purpose of the blog is to provide readers and instructors using the text with frequent updates regarding legal developments in special education. The website also includes an instructors’ page, which includes presentations, suggestions for teaching, and a NCATE formatted syllabus.”

Colette Dollarhide & Kelli Saginak
School Counseling in the Secondary School



“The book was written to address a lack of resources that focus on the needs of secondary school students and schools, and represents a synthesis of best practices and perspectives for that level of education. In addition, a new model emerged during the conceptualization of the book that fits with the new national model for comprehensive school counseling; these models are the subject of the second book due out in 2007.”

“The process of writing the book has profoundly improved both my research agenda and my teaching efforts. In terms of research, the synthesis of existing literature made me aware of gaps in the research in the field, which has resulted in two completed research studies and one current study. In terms of teaching, writing the book has given me greater command of the current literature and of innovative best practices.”