# Table of Contents

Preface ................................................................................................................................. xii

Acknowledgment .................................................................................................................. xviii

Section 1  
Context of 21st Century Teaching and Learning

Chapter 1  
Critical Instruction, Student Achievement, and the Nurturing of Global Citizens: Global and  
Comparative Education in Context........................................................................................ 1  

*Howard Menand, University of North Carolina – Charlotte, USA*

Chapter 2  
Exploring the Use of Technology, Multimodal Texts, and Digital Tools in K-12 Classrooms......... 24  

*Salika A. Lawrence, William Paterson University, USA*

Chapter 3  
Instructional Dynamic and Flexible Strategy: Integrity of Effective Activities for Engaging All  
Learners in Classrooms........................................................................................................ 49  

*Elena Railean, Academy of Sciences of Moldova, Moldova*

Chapter 4  
Attending to Student Motivation through Critical Practice: A Recommendation for Improving  
Accelerated Mathematical Learning.................................................................................... 66  

*Rahila Simzar, University of California – Irvine, USA*  
*Thurston Domina, University of California – Irvine, USA*

Section 2  
Crossing Boundaries and Redefining Learning Spaces

Chapter 5  
“Dear Sophia, I’m Going to Another World”: Transforming Literacy Practices in Early  
Childhood .............................................................................................................................. 118  

*Stacia M. Stribling, George Mason University, USA*  
*Elizabeth K. DeMulder, George Mason University, USA*
Chapter 6
Achievement vs. Social Justice: How One School Straddled this Thin Line

Kimberly Hartnett-Edwards, University of Denver, USA
Eron Reed, University of Denver, USA

Chapter 7
Prospective Teachers’ “Turn toward the Critical” in Unofficial Spaces

Heidi L. Hallman, University of Kansas, USA

Chapter 8
Critical Pedagogy and Children’s Musical Flow: Curriculum Design and Assessment

Taichi Akutsu, Seisa University, Japan & Tokyo Gakugei University, Japan
Richard K. Gordon, California State University, USA
Keiko Noguchi, Seisa University, Japan

Section 3
Reconceptualizing the Curriculum

Chapter 9
Exploring Humanitarian Law: Tools and Methods for Fostering Global Citizenship

Mary Jane Harkins, Mount Saint Vincent University, Canada
Catherine Baillie Abidi, Saint Francis Xavier University, Canada
Taunya Pynn Crowe, Cobequid Educational Centre, Canada
Renata Verri, Horton High School, Canada

Chapter 10
A Critical Queer Literacy Approach to Teaching Children’s Literature about Same-Sex Parenting

Aubry Threlkeld, Harvard Graduate School of Education, USA

Chapter 11
Locating Shakespearean Familial Curriculum in Secondary Contexts

Mary Rice, University of Kansas, USA

Compilation of References

About the Contributors

Index