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RESOURCES and FURTHER READING

Greenfield, P.M. & Cocking, R.R. (Eds.). (1994). *Cross-Cultural Roots of Minority Child Development*. Hillsdale, NJ: Erlbaum.

This seminal volume contains 19 essays, written by researchers in the fields of anthropology, sociology, and cultural psychology that address questions regarding the development and socialization of minority children and the interaction between ancestral cultures and dominant cultures in the United States and other countries. This is an excellent resource for educators who wish to explore the complexities of cognitive socialization of minority children.

Moll, L.C. (Ed.). (1990). *Vygotsky and Education: Instructional Implications and Applications of Sociocultural Psychology*. Cambridge, England: Cambridge University Press.

This edited volume devoted to Vygotskian theory and applications is divided into three major sections: Historical and Theoretical Issues, Educational Implications, and Educational Applications. It offers a thorough grounding in sociocultural psychology balanced with research related to classroom applications of Vygotskian principles. This is a valuable resource for educators who wish to explore sociocultural psychology on both a theoretical and a practical level.

Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive Development in Social Context*. Oxford, England: Oxford University Press.

Rogoff's engaging and well-researched book offers a sociocultural framework that considers children as apprentices in thinking who learn by observation and participation with peers and skilled adults, and develop resources to manage culturally defined problems and approach them in innovative ways. Rogoff's work builds on the work of Vygotsky, Bruner, Piaget, and Cole, among others.

Sheets, R.H. & Hollins, E.R. (1999). *Racial and Ethnic Identity in School Practices: Aspects of Human Development*. Mahwah, NJ: Erlbaum.

The essays in this edited volume are divided into three major sections: Racial and Ethnic Identity Theory and Human Development, Research on Racial and Ethnic Identity Theory and Human Development, and Challenges and Strategies for Multicultural Practices. The primary purpose of the volume is to feature the work of practitioners and researchers who demonstrate the connection between racial and ethnic identity and human development in order to promote successful pedagogical practices in schools.

WEB SITES and ONLINE RESOURCES

<http://www.resiliency.com/>

The Resiliency in Action Web site, founded by Bonnie Benard and Nan Henderson, disseminates resiliency research, offers concrete information about how to facilitate the application and evaluation of the resiliency paradigm, and is engaged in building a network of practitioners in different states. The site includes an interactive forum, training information, product information, and additional resources.

<http://info.med.yale.edu/comer>

The Yale Child Study Center School Development Program Web site describes educational reformer James Comer's school change model, which is grounded in the idea that healthy child development is the key to academic achievement and life success. Comer's framework identifies six developmental pathways: physical, cognitive, psychological, language, social, and ethical.

<http://pzweb.harvard.edu/Default.htm>

Project Zero, a research group at the Harvard Graduate School of Education, investigates the development of learning processes in children, adults, and organizations. Project Zero builds on this research to initiate communities of reflective, independent learners; to contribute to deep understanding within academic disciplines; and to promote critical and creative thinking. Project Zero's mission is "to understand and enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions." Of particular interest to educators are the current and recent research projects conducted by Project Zero staff, which include the seminal work on multiple intelligences by Howard Gardner.



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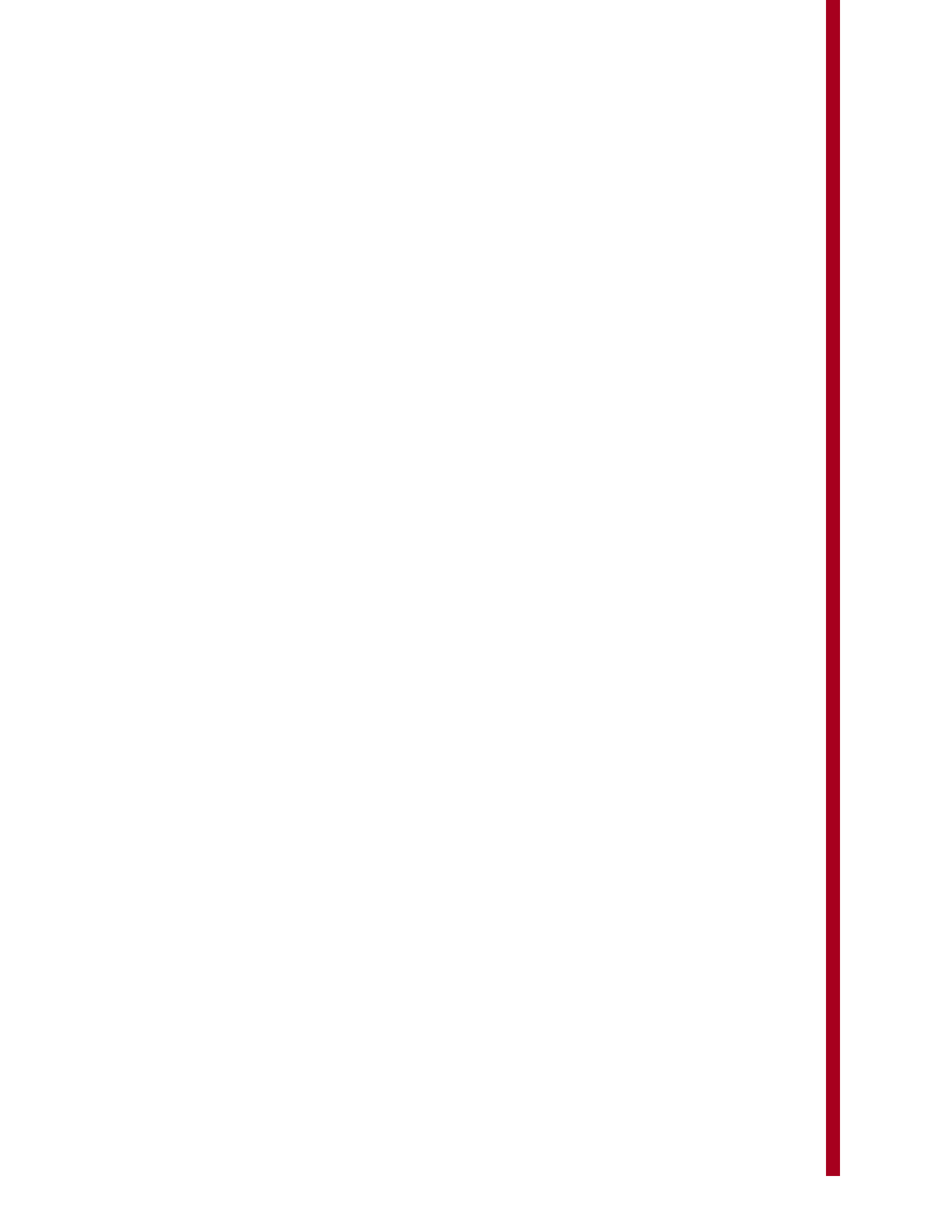
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222 Richmond Street, Suite 300
Providence, RI 02903-4226

Phone: 800.521.9550

Fax: 401.421.7650

E-mail: info@lab.brown.edu

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