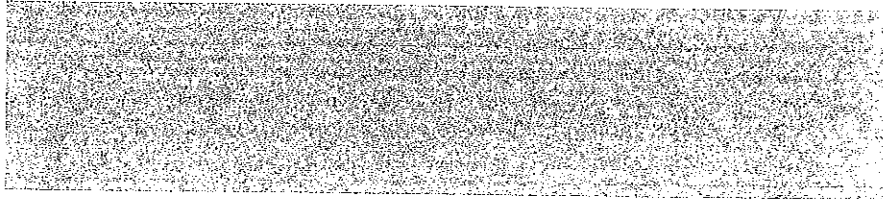



The International
JOURNAL
of
LEARNING

Volume 16, Number 3

Overcoming Challenges of Teaching Foster
Children- Suggestions of Foster Parents from Ohio
and South Carolina

Krystyna Teresa Nowak-Fabrykowski and Pat Piver



 COMMON
GROUND

THE INTERNATIONAL JOURNAL OF LEARNING
<http://www.Learning-Journal.com>

First published in 2009 in Melbourne, Australia by Common Ground Publishing Pty Ltd
www.CommonGroundPublishing.com.

© 2009 (individual papers), the author(s)
© 2009 (selection and editorial matter) Common Ground

Authors are responsible for the accuracy of citations, quotations, diagrams, tables and maps.

All rights reserved. Apart from fair use for the purposes of study, research, criticism or review as permitted under the Copyright Act (Australia), no part of this work may be reproduced without written permission from the publisher. For permissions and other inquiries, please contact
<cg-support@commongroundpublishing.com>.

ISSN: 1447-9494
Publisher Site: <http://www.Learning-Journal.com>

THE INTERNATIONAL JOURNAL OF LEARNING is peer-reviewed, supported by rigorous processes of criterion-referenced article ranking and qualitative commentary, ensuring that only intellectual work of the greatest substance and highest significance is published.

Typeset in Common Ground Markup Language using CGCreator multichannel typesetting system
<http://www.commongroundpublishing.com/software/>

Overcoming Challenges of Teaching Foster Children- Suggestions of Foster Parents from Ohio and South Carolina

Krystyna Teresa Nowak-Fabrykowski, Central Michigan University,
Michigan, USA

Pat Piver, Coastal Carolina University, South Carolina, USA

Abstract: The purpose of this research is to gather information from foster parents in Ohio and South Carolina that may help teachers to overcome challenges of teaching foster children. These studies are comparative and based on qualitative descriptive methodology. In both states one hundred fifty foster parents were addressed, but the low response rate was the limitation of this study. The results describe existing situation: the reasons for becoming foster parents; problems that foster children are facing in school according to foster parents; suggestions as to what teachers could do to help foster children and their parents.

Keywords: Teaching Foster, Adopted Children

FOSTER CARE IS a planned service for children who cannot live with their birth families. Emerson & Lovitt (2003) and Curtis (1999) pointed to four basic types of foster care:

- Family foster care (no relative), typically includes 24-hour supervision by non- relative laypersons in private homes that are licensed or approved and monitored by either a private or public child welfare agency.
- Kinship (relative care) or relative foster care includes relatives who receive money for taking care of a child.
- Therapeutic foster care involves children who are going through therapy. Forty-nine percent of foster children are in this type of care.
- Residential (congregate) foster care such as Bellefair in Cleveland, Ohio involves children who are living in small cottages.

The Current Situation


In 2006, 510,000 children in the USA were in the foster care (FCNS, 2008). The reunification of children and youth in out- of-home care with their families of origin is becoming increasingly controversial (Maluccio, 1999), even though in 2006, 49% of foster children or 248,054 were reunited with their parents or principle caretaker. The number of foster children who live with other relatives is only 4% or a total of 20,359 children (NFCS, 2008).

The average length of out of home stay is 28.3 months. In 2006, 117,380 foster Children were adopted (23%), but 43,773 or 9% were in long term foster care (FCNS, 2008).

The International Journal of Learning

Volume 16, Number 3, 2009, <http://www.Learning-Journal.com>, ISSN 1447-9494

© Common Ground, Krystyna Teresa Nowak-Fabrykowski, Pat Piver, All Rights Reserved, Permissions:
cg-support@commongroundpublishing.com

 COMMON
GROUND

In 2001, 290,000 children entered foster care and 263,000 children exited foster care (FCNS 2003) and in 2006, 303,000 entered and 289,000 exited foster care.

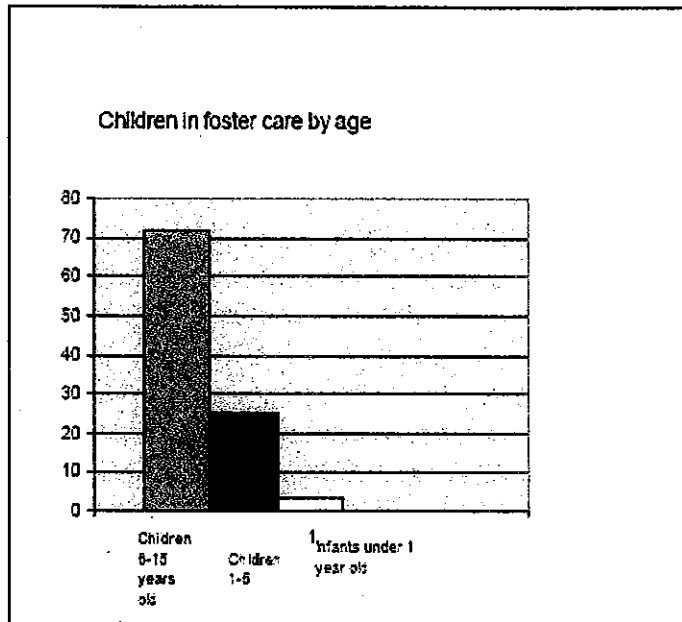


Chart 1: Children in Foster Care by Age

Most children in foster care are between the ages of 6 -15 (72%). The next largest group is 1 to 5 years of age (25%), followed by infants under 1 year old (3%). Gender configuration is not changing and in 2003 as well as in 2006 data showed almost equal numbers of females 48% and males 52% in foster care.

There are differences over a three year period in regard to racial belonging, regarding African /American the number of foster children decreased 11 % and the Hispanic and Caucasian population increased to 4%.

Figure 1: Ethnical and Racial (Adoption and Foster Care Analysis and Reporting System)

Race/Ethnicity	Year 2003	Year 2006
African/American	43%	32%
Caucasian	36%	40%
Hispanic	15%	19%
Asian	1%	1%
Native	1%	1%

Who are the Children in Foster Care?

Most foster children (75%), come from homes with documentation of alcohol and drug abuse. Others have lost their parents to AIDS, or other illnesses. In addition to emotional and social scars these children are medically fragile and /or physically handicapped. As reported by GAO (1995), 58% had serious health problems and 62% had been subjected to abuse.

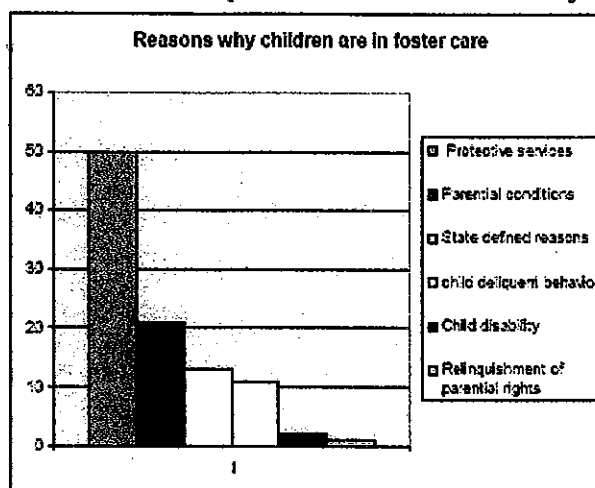


Figure 2: Reasons why Children are in Foster Care (Child Welfare League of America, 1995)

According to the Child Welfare League of America (1995), 50 % of the children who entered care in 1990 were for protective service reasons, 21% because of parental condition or absence (illness, death, handicap or financial hardship), 13% for other state-defined reasons including a parent/child relationship or family interaction problem, an adoption plan or subsidized adoption, and unwed motherhood and 11% because of a child's commitment of status or delinquent offenses, 2% because of child's disability or handicap, and 1% because of relinquishment of parental rights.

The Characteristics of Foster Children

Most foster children feel insecure and have problems with attachment. They may be overly demanding or overly compliant in relationships with adults. They are traumatized children who may exhibit the following symptoms; self-blame, powerlessness, loss and betrayal, fragmentation of bodily experience, stigmatization, and destructiveness, dissociation and multiple personality disorder, or attachment disorder (Williams et al., 2002).

Many foster children enter care as status offenders or delinquent minors (Curtis, 1999). Children who enter foster care are removed from their homes, their families, and everything else that is familiar (Williams et al., 2002) Most foster children blame themselves for their removal from their homes (Steyer Noble, 1997).

In 1990, 54 % of U.S. foster children were moved at least once from one foster home to another (Williams et al., 2002). They stay in foster care for as long as it takes to achieve a permanent plan for the child. Reunification with the child's biological family is usually the first goal considered in permanency.

Foster children associate school with fear and anxiety (Steyer Noble, 1997). Their performance in school is below average (Jakson, 1994; Altshuler, 1997). They are frequently referred for special services in schools (Williams et al, 2002). They may exhibit behavior problems that are not unlike those of children living with their biological or adoptive families. They tend to fall behind academically, fail classes, fail to do homework, cheat, and disrupt class (Steyer&Noble, 1997). They experience trauma on multiple levels, frequently as a result of neglect or abuse (Williams et al. 2002). Most children enter foster care as the result of child maltreatment (Curtis, 1999).

The Foster Parents

In the research of Wozniak(2002) foster mothers spoke of the following tasks that they have to accomplish: knowing, loving and making sacrifices for children; instilling in children a sense of belonging; adding them to the foster family offering or facilitating healing; and advocacy.(p.106)

There are many, new important requirements for the foster parents. One of them is that the language and culture of the child should be preserved. Foster parents should speak the language of the child and should organize play time with children speaking the same language. According to the Citizen Advocates for Foster Children's Rights (2003), there are many requirements for becoming a licensed foster parent. The licensing and training process takes from four to six months. The person must be 21 years or older and pass a criminal history check, Child Protective Services check, and have a current 1st Aid/CPR certification. She/he must also take an HIV-AIDS Awareness class and participate in Orientation, Pre-service, and In-Service training. She/he must have adequate space for placement of a child or children and pass a health/safety and fire/safety inspection.

A single person can be a foster parent. (Foster Parent Training, 2003) They can express a preference in the age; race and sex of the child that they think would best fit in with their family. Foster parents receive financial assistance dependent upon the child's age, needs and the state in which the foster family is living. The aid is intended to cover the child's food, clothing and personal allowance. These funds also cover housing, and in the case of children with disabilities, special rates for those children that includes medical needs and special training for foster parents to specifically address how to handle this special case. The foster parents often complain that they are not getting enough money to support children, provide extracurricular activities, or vacation. Most foster parents pay at of their own pocket. Foster mothers also complain about their treatment by social workers and the lack of trust (Wozniak, 2002).

Foster parent licenses must be renewed every three years. They can adopt a foster child who has been in home for some time and became available for adoption. They are responsible for their foster child's behavior as long as the child has reasonable supervision (Foster Parent training, 2003).

Foster care refers to "boarding-out" since foster parents are reimbursed for the expenses of caring for dependent children. Another term "placing-out" refers to adoptive homes where parents were not reimbursed (Curtis, 1999).

Every foster mom stressed their cares about the children regardless of their color or ethnicity (Wozniak, 2002). The foster moms built very strong relationships with the children in

their care. Kinship bonding as with their own children occurs. They care for the children even when they leave home and are adopted. Many of them adopted their foster children.

To help foster parents the Department of Children and Family Services issued "Family Orientation Recourse," a book that provides prospective Foster parents with information related to topics such as child development theory, parenting, children's grief process, long term consequences of excessive emotional distress, family dynamics, and recommendations for caregivers to facilitate understanding of children in the foster care and planning for their development and success in life.

Research Addressing what Teachers can do to Help Foster Children

Children in foster care are struggling to succeed in school and are often the most vulnerable children in the school system. They struggle with personal, familial, and educational challenges that other students do not confront (Altschuler, 1997). Many of them are not being provided equitable educational opportunities for achievement, or stimulation to pursue further education. (Emerson and Lovitt, 2003)

According to Steyer & Noble (1997) there are strategies that can help foster children:

1. Teachers and other staff members must establish a good working relationship with both the foster parent and the child's caseworker (Noble&Stayers).
2. Assist children in developing adequate social skills.
3. Be an advocate, helping children psychologically, emotionally and academically (Emerson and Lovitt, 2003).
4. Don't hesitate to involve the foster family (Steyer and Noble, 1997, Emerson and Lovitt, 2003).
5. Try to help the foster family and help the child at home (Steyer and Noble, 1997).
6. They should obtain background information on the child (Emerson and Lovitt, 2003).
7. Invite the child's social worker to meetings (Emerson and Lovitt, 2003).

Williams et al. (2002) are proposing the Pynoos model for helping foster children (developed by Murphy in 1997). This approach has three components; individual therapy, group therapy, and a mentorship program.

In 1996 President Clinton signed a directive to the Department of Health and Human Services to move children more quickly from foster care to adoption (from 27,000 to 54,000 annually, by 2002). The agencies that are collaborating are the Foster Youth Services Program, and the Department of Children and Family Services. They provide overall support to licensed private child welfare agencies with foster care programs, while maintaining their own foster care program. (Foster Parent Training, 2003)

Methodology

This study is based on a qualitative research approach focusing on inquiry to capture people's personal perspective and experiences (Patton, 1990); as well as a phenomenological design in an attempt to understand experiences from the participants' point of view (Leedy & Ormrod, 2001).

Data Collection Method

One hundred and fifty questionnaires, each including eighteen questions were sent to foster parents in South Carolina. Two hundred questionnaires were distributed in Ohio (Nowak-Fabrykowski et al.2007). In Ohio the list of foster parents came from the Foster Parents Association in Cleveland. To match the number distributed in South Carolina, every 4th parent was randomly selected up to one hundred and fifty. If the letter was returned because of inability to deliver it, the next name on the parent list was selected.

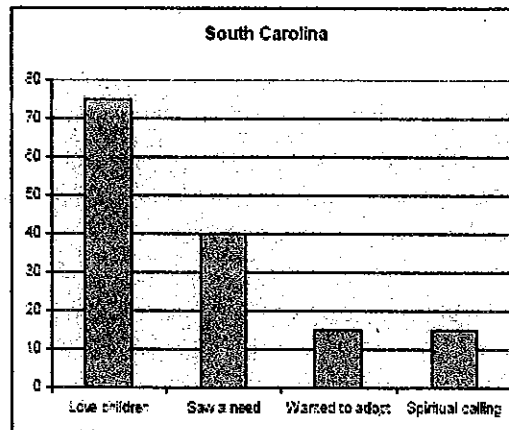
In South Carolina, the Foster Parents Association and South Carolina Social Services in Conway were asked to deliver preaddressed, stamped questionnaires to foster parents who attend regular meetings and support group activities (Nowak-Fabrykowski & Piver,2008).

Results

The low response rate in both states was lower than hoped. In South Carolina only twenty questionnaires or 13% were returned and in Ohio only 23 foster parents or 15% returned completed questionnaires. Although the information provided by the foster parents was critical to the study, the low response rate is the limitation of this study. Also, in Ohio 50 letters were returned stating that were not able to be deliver to the address listed. This could also indicate the mobility of foster parents.

Comparison and Data Analysis of the Responses in Ohio and South Carolina

A majority of foster parents in both states have been fostering children for more than 5 years; 70 % in South Carolina and 60 % in Ohio. The reasons for becoming foster parents are similar: love for children; helping children in need; wanting to adopt ; wanting to expand family or as in Ohio were asked by relatives . In South Carolina there is also a spiritual reason such as called by God to reach out to children in need of love.



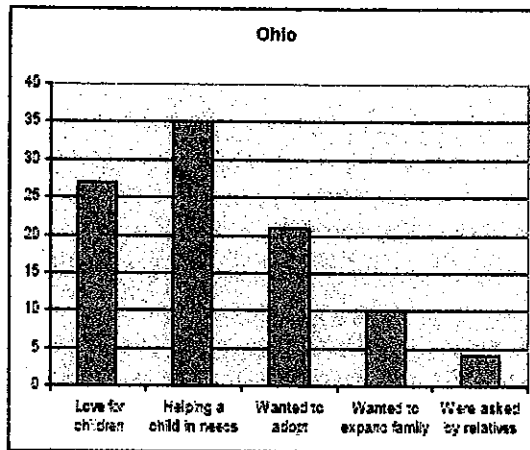
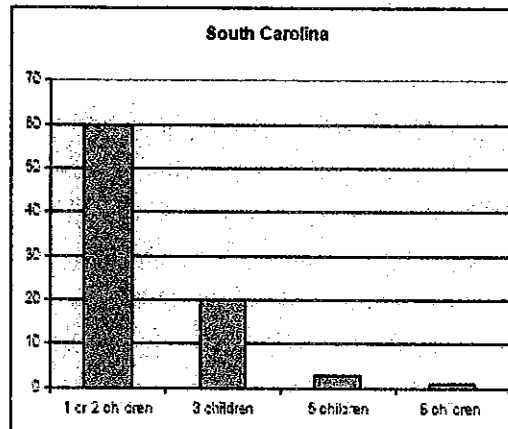


Chart 2: The Reasons for Becoming Foster Parents

Of those foster parents who responded, the majority in both states are taking care of one child or two children, however in South Carolina twenty percent of foster parents currently take care of three children.



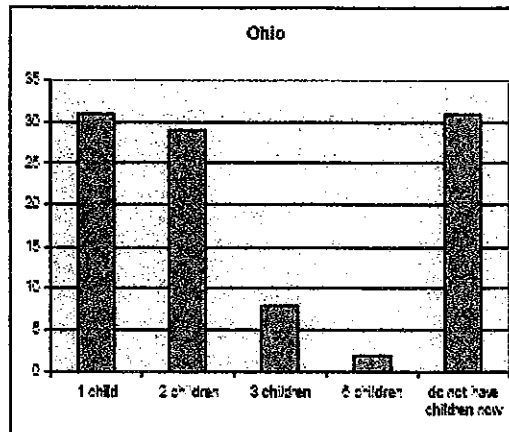


Chart 3: Number of Children in Custody per Foster Family

A majority of foster parents in South Carolina accept 1 or 2 children but one replied that she accepts as many as they give to her. One foster parent cared for 7 children at one time. In Ohio, foster parents accept 1 to 2 children, but 5 agreed to accept as many as needed.

The majority of foster parents in both South Carolina and Ohio said they would not care for medically fragile children. Other foster parents indicated they would not parent children who set fires, are drug-affected or teenagers who are sexually active. Special needs children, including those with criminal backgrounds and racial issues, are difficult to place in foster homes. Children who have been mentally, physically and sexually abused or are abandoned and neglected are easier to place. Infants and toddlers are more difficult to place than youngsters and teenagers. They require more intensive care. Very few foster parents indicated they would be willing to care for sibling groups. Again, the amount of care required is too demanding.

Problems that Foster Children are Facing in School

Fifty two percent of the foster parents in Ohio responded that the children that they have in their care don't have problems in school.

Ohio	South Carolina
<p>The other respondents described the problems in school: teasing, last name differences, stigmatizing labels; they feel that they are different and nobody likes them, pointed to as cruel children.</p> <p>They also emphasized problems with teachers such as asking children when they will return to their mothers or the perceptions that teachers are insincere and mean.</p>	<p>Problem behaviors such as fighting and not listening in addition to academic problems (children are below their grade level) and adjustment problems were noted.</p> <p>Other problems mentioned by almost all foster parents include lack of information about children and decisions being made without foster parents' knowledge.</p>

<p>There are behavioral problems of foster children such as disrespect to staff, acting out, attention seeking, negative self-esteem, obeying the rules, attending class, studying, outburst, inattention and academic problems because many foster children do not know how to read or count. They have speech delays, inadequate motor skills, language skills and the inability staying focus on school work</p>	<p>Problems also exist with biological parents' visitation and lack of adequate financial support.</p>
---	--

Foster Parents' Recommendations to Teachers

Ohio	South Carolina
<p>Work on dispositions, and skills. In regard to dispositions, they recommend being more understanding, patient, treating foster children as regular children, being supportive, keeping information confidential, helping boost self-esteem, trying to reach out more to these children instead of labeling them "disruptive", understand children's feelings, and not asking them to create a family tree.</p> <p>They stressed improving communication by listening to social workers and parents, being available to communicate, keeping foster parents informed of any problems and keeping in close contact with foster parents, and sharing information about assignments.</p> <p>For academic problems they suggested giving foster children as much help as possible, one on one tutoring to catch up, more one on one classroom time, putting children on IEP(Individual Education Plan) , and using more positive reinforcement.</p>	<p>Foster parents suggested to teachers doing research to understand foster care; understanding that correcting behavior takes time, do not single out children because "<i>they already feel bad enough, they don't need the other children making things worse as a teacher making them feel worthless</i>".</p>

<p>In working with behavioral problems parents suggested that teachers stop accepting adverse behavior and start expecting the same things you expect from other children in addition to spending more time trying to understand foster children.</p> <p>Foster parents also recommended more treatment centers, vocational centers developing basic social skills, self esteem sessions, support groups, individual tutoring, immediate counseling sessions, peer counseling, more day treatment centers, and more counselors.</p>	<p>Help foster children that other children make fun of.</p>
---	--

All of the children in foster care have been neglected, abused or abandoned and require special care, but not all are accepted by foster parents. Some foster parents do not accept medically fragile children, drug affected or aggressive children. Only 5% accept all children regardless of the circumstances. All but two of the families accept children older than 2 years of age. This also confirms previous research in Ohio that most foster parents do not take babies.

Conclusion

There are many challenges that teachers must overcome while teaching foster children. Some are related to psychological and social problems of children while others involve helping them feel accepted and safe. The majority of foster parents cited "making a difference" in the lives of their foster children as the reason they became foster parents. They love children living in their homes and enjoy helping them become "better" children with stronger value systems and a higher self-esteem and confidence. The role of the teacher is very similar. The beginning point for teachers is knowledge of the foster care system and implications for foster children in their classrooms. The foster parents surveyed in this research indicate a lack of understanding about children in foster care by the classroom teacher and a lack of knowledge needed to make a difference academically for foster children. It is the purpose of this study to provide such an understanding as well as suggestions for future encounters through comparisons in both South Carolina and Ohio. The low response rate does not lessen the impact of the contributions of those who took the time to respond to the questionnaires. Data indicates that most foster children receive few of the services they need, including therapy, anger management and proper school behavior. It is our hope that those in positions to promote change in the schools can create environments where foster children experience care and compassion, and can rely on teachers and other professionals as advocates for their academic and emotional needs.

References

- Altshuler,S.(1997). A reveille for school social workers: Children in the foster care. *Social Work in Education*, (19) 2,121-127.
- Courtney,M.(1999). Foster care and the cost of welfare reform. In Emerson,J. and Lovitt,T. (2003). The educational plight of foster children in schools and what can be done about it. *Remedial and Special Education*,(24)4,199-204.
- Curtis,A.,Grady,D.,Kendall,J.(1999).*The foster care crisis . Translating research into policy and practice*. University of Nebraska Press
- George, Mwulczyn,F, Harden,A.(1999) Foster care dynamics. In Curtis,A.,Grady,D.,Kendall,J.(1999)*The foster care crisis . Translating research into policy and practice*.Univeristy of Nebraska Press.
- Jakson,S.(1994).Educating children in residential and foster care. *Oxford Review of Education*, (20)3, 267-278.
- Leedy,P.D. and Ormrod,J.E.(2001). *Practical Research. Planning and Design*. New Jersey; Prentice -Hall.
- Morton,M.(2000).Institutionalizing inequalities: Black children and child welfare in Cleveland, 1859-1998, *Journal of social history*, 141-162.
- Muravich (2000). Epilogue. In Villa,R. and Thousand,J.(2000).*Restructuring for Caring and effective education. Piecing the puzzle together*. Maryland: Brookes.
- Nowak-Fabrykowski, K.and Piver,P.(2008) Caring for foster children in the South .Why they did not have even one person to care for them?, *Education* 129(2),192-201.
- Nowak-Fabrykowski,K, Helinski,M and Buchstein,F.(2007).Reflection of foster parents on caring for foster and adopted children and their suggestions to the teachers”, *Early Child Development and Care*, (177) 5, 1-11.
- Noble Steyer,L.(1997) The face of foster care. *Educational Leadership*, 26-28.
- Patton (1990). *Qualitative evaluation and methods* (2d ed.) Newbury Park, CA: Sage.
- Williams,S. Fanolis,V.,Schamess,G.(2001). Adapting the Pynoos School Based Group therapy model for use with Foster Children: Theoretical and Process Considerations. *Journal of Child and adolescent Group Therapy*, 11, (2/3), 57-76.
- Wozniak,D.(2002). *They're all my children*. New York: New York University Press.

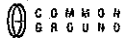
About the Authors

Dr. Krystyna Teresa Nowak-Fabrykowski

Krystyna Nowak-Fabrykowski (Ph.D) is an Associate Professor at Central Michigan University. Her major research interests are the symbolic representation of children, the teaching of orphan and foster children, and the development and assessment of caring dispositions in pre-service teachers and children.

Dr. Pat Piver

Dr. Patricia Piver is an Assistant Professor of Secondary Education at Coastal Carolina University. She has nine adopted children and enjoys research topics in adoption, foster children, middle level education and social studies education.



EDITORS

Mary Kalantzis, University of Illinois, Urbana-Champaign, USA.

Bill Cope, University of Illinois, Urbana-Champaign, USA.

EDITORIAL ADVISORY BOARD

Michael Apple, University of Wisconsin, Madison, USA.

David Barton, Lancaster University, Milton Keynes, UK.

Mario Bello, University of Science, Cuba.

Manuela du Bois-Reymond, Universiteit Leiden, Leiden, The Netherlands.

Robert Devillar, Kennesaw State University, Kennesaw, USA.

Daniel Madrid Fernandez, University of Granada, Spain.

Ruth Finnegan, Open University, Milton Keynes, UK.

James Paul Gee, University of Wisconsin, Madison, USA.

Juana M. Sancho Gil, University of Barcelona, Barcelona, Spain.

Kris Gutierrez, University of California, Los Angeles, USA.

Anne Hickling-Hudson, Queensland University of Technology, Kelvin Grove, Australia.

Roz Ivanic, Lancaster University, Lancaster, UK.

Paul James, RMIT University, Melbourne, Australia.

Carey Jewitt, Institute of Education, University of London, London, UK.

Andreas Kazamias, University of Wisconsin, Madison, USA.

Peter Kell, University of Wollongong, Wollongong, Australia.

Michele Knobel, Montclair State University, Montclair, USA.

Gunther Kress, Institute of Education, University of London, London, UK.

Colin Lankshear, James Cook University, Cairns, Australia.

Kimberly Lawless, University of Illinois, Chicago, USA.

Sarah Michaels, Clark University, Worcester, USA.

Jeffrey Mok, Miyazaki International College, Miyazaki, Japan.

Denise Newfield, University of Witwatersrand, Johannesburg, South Africa.

Ernest O'Neil, Ministry of Education, Addis Ababa, Ethiopia.

José-Luis Ortega, University of Granada, Granada, Spain.

Francisco Fernandez Palomares, University of Granada, Granada, Spain.

Ambigapathy Pandian, Universiti Sains Malaysia, Penang, Malaysia.

Miguel A. Pereyra, University of Granada, Granada, Spain.

Scott Poynting, Manchester Metropolitan University, Manchester, UK.

Angela Samuels, Montego Bay Community College, Montego Bay, Jamaica.

Michel Singh, University of Western Sydney, Sydney, Australia.

Helen Smith, RMIT University, Melbourne, Australia.

Richard Sohmer, Clark University, Worcester, USA.

Brian Street, University of London, London, UK.

Giorgos Tsalakalos, Aristotle University of Thessaloniki, Thessaloniki, Greece.

Salim Vally, University of Witwatersrand, Johannesburg, South Africa

Gella Vamava-Skoura, National and Kapodistrian University of Athens, Greece.

Cecile Walden, Sam Sharpe Teachers College, Montego Bay, Jamaica.

Nicola Yelland, Victoria University, Melbourne, Australia.

Wang Yingjie, Beijing Normal University, Beijing, China.

Zhou Zuoyu, Beijing Normal University, Beijing, China.

Please visit the Journal website at <http://www.Learning-Journal.com>
for further information about the Journal or to subscribe.

THE UNIVERSITY PRESS JOURNALS

JOURNAL OF ARTS

Creates a space for dialogue on innovative theories and practices in the arts, and their inter-relationships with society.

ISSN: 1833-1866

<http://www.Arts-Journal.com>

JOURNAL OF BOOK

Explores the past, present and future of books, publishing, libraries, information, literacy and learning in the information society.

ISSN: 1447-9567

<http://www.Book-Journal.com>

DESIGN PRINCIPLES & PRACTICES *An International Journal*

Examines the meaning and purpose of 'design' while also speaking in grounded ways about the task of design and the use of designed artefacts and processes.

ISSN: 1833-1874

<http://www.Design-Journal.com>

JOURNAL OF DIVERSITY AND DIFFERENCE

Provides a forum for discussion and builds a body of knowledge on the forms and dynamics of difference and diversity.

ISSN: 1447-9583

<http://www.Diversity-Journal.com>

JOURNAL OF GLOBAL STUDIES

Maps and interprets new trends and patterns in globalisation.

ISSN 1835-4432

<http://www.GlobalStudiesJournal.com>

JOURNAL OF HUMANITIES

Discusses the role of the humanities in contemplating the future and the human, in an era otherwise dominated by scientific, technical and economic rationalisms.

ISSN: 1447-9559

<http://www.Humanities-Journal.com>

JOURNAL OF LEARNING

Sets out to foster inquiry, invite dialogue and build a body of knowledge on the nature and future of learning.

ISSN: 1447-9540

<http://www.Learning-Journal.com>

JOURNAL OF MANAGEMENT

Creates a space for discussion of the nature and future of organisations, in all their forms and manifestations.

ISSN: 1447-9575

<http://www.Management-Journal.com>

JOURNAL OF MUSEUMS

Addresses the key question: How can the institution of the museum become more inclusive?

ISSN 1835-2014

<http://www.Museum-Journal.com>

JOURNAL OF SOCIAL SCIENCES

Discusses disciplinary and interdisciplinary approaches to knowledge creation within and across the various social sciences and between the social, natural and applied sciences.

ISSN: 1833-1882

<http://www.Socialsciences-Journal.com>

JOURNAL OF SUSTAINABILITY

Draws from the various fields and perspectives through which we can address fundamental questions of sustainability.

ISSN: 1832-2077

<http://www.Sustainability-Journal.com>

JOURNAL OF TECHNOLOGY, KNOWLEDGE AND SOCIETY

Focuses on a range of critically important themes in the various fields that address the complex and subtle relationships between technology, knowledge and society.

ISSN: 1832-3869

<http://www.Technology-Journal.com>

UBIQUITOUS LEARNING *An International Journal*

Investigates the affordances for learning in the digital media, in school and throughout everyday life.

ISSN 1835-2030

<http://www.ULJournal.com>

JOURNAL OF UNIVERSITIES

Explores the meaning and purpose of the academy in times of striking social transformation.

ISSN 1835-2030

<http://www.Universities-Journal.com>

FOR SUBSCRIPTION INFORMATION, PLEASE CONTACT
subscriptions@commonground.com.au