

L. Hills, Blue Pencil Institute, Fairfax, VA, USA

Lasting Female Educational Leadership

Leadership Legacies of Women Leaders

Our colleges and universities are being led in large part by baby boomers who are now in later midlife. Huge numbers of those middle-aged leaders will retire within the next 10 years. While we know that being in later midlife and impending retirement must influence a person in a leadership position at an institution of higher learning, we don't really understand how.

Features

► Fills a gap in empirical, theory based scholarly work on leadership ► Broadens the understanding of the generativity potential of women leaders in midlife ► Identifies influences of legacies on generativity and core leadership values that inform generativity ► Enables higher education institutions to create effective programs to develop generativity in their leaders ► Hands-on exercises readers can use to identify their legacies and core leadership values ► A Leadership Legacy Statement Template readers can use clarify, articulate, and write a personal leadership legacy statement

Contents

Ch. 1: Leadership Legacies: The Immortal Higher Education Leader.- Ch. 2: Why Legacy Matters More in Midlife.- Ch. 3: The Case Study.- Ch. 4: Characteristics that Influence Leadership Legacies.- Ch. 5: Developing Generative Higher Education Leaders.- Ch. 6: Tools for Crafting a Leader's Higher Education Leadership Legacy.- Appendices.- References.- Index.

Fields of interest

Higher Education; Administration, Organization and Leadership

Target groups

Research

Product category

Monograph

Available

2013. XVIII, 209 p. 4 illus. (Studies in Educational Leadership, Volume 18) Hardcover

► *€ (D) 106,95 | € (A) 109,95 | sFr 133,50

► € 99,95 | £90.00

ISBN 978-94-007-5018-0

E. S.-C. Ho, The Chinese University of Hong Kong, Hong Kong; W.-M. Kwong, City University of Hong Kong, Hong Kong

Parental involvement on children's education

What works in Hong Kong

Features

► Investigates the complexity of parental involvement and clarifies the meaning of parental involvement through ethnographic case studies ► Analyses the variations in the forms of parental involvement that relate to individual factors and institutional factors, and describes how it works in primary schools ► Examines the diverse forms of parental involvement to determine what makes differences to students' learning processes

Contents

Chapter 1 Literature Review.- Chapter 2 Elucidating the Complexity of Parental Involvement in Primary Schools: Three Ethnographic Case Studies.- Chapter 3 Building a Grounded Theory on Parental Involvement in Education.- Chapter 4 Nature of Parental Involvement: Perspectives from Principals, Teachers and Parents.- Chapter 5 Effects of Parental Involvement and Investment on Student Learning.- Chapter 6 Conclusions and Implications.

Fields of interest

Childhood Education; Educational Policy and Politics; Educational Psychology

Target groups

Research

Product category

Brief

Due March 2013

2013. X, 110 p. 7 illus. (SpringerBriefs in Education) Softcover

► approx. *€ (D) 53,45 | € (A) 54,95 | sFr 66,50

► approx. € 49,95 | £44.99

ISBN 978-981-4021-98-2

R. Maclean, The Hong Kong Institute of Education, Hong Kong SAR, China; S. Jagannathan, J. Sarvi, Asian Development Bank, Manila, Philippines (Eds)

Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific

Contents

Foreword: Mr Bindu Lohani.- Preface: Mr Jouko Sarvi.- Series Editor Introduction: Prof. Rupert Maclean.- PART 1: MAJOR TRENDS AND CONCERNS IN SKILLS DEVELOPMENT.- Skills Development Issues, Challenges and Strategies in Asia and the Pacific, Rupert Maclean, Shanti Jagannathan and Jouko Sarvi.- Lifelong Learning: meaning, challenges and opportunities, Colin Power and Rupert Maclean.- Vocationalisation of secondary and tertiary education: what next?, Margarita Pavlova and Rupert Maclean.- Education, Employability Employment and Entrepreneurship: Meeting the Challenge of the 4Es, Manish Sabharwal.- Coping with Rural Transformation and the Movement of Workers from Rural Areas to Cities: the China Sunshine Project, Li Wang and Greg Shaw.- TVET and ICT Acquisition Process, Tapio Varis.- From TVET to Workforce Development, Robin Shreeve, Jennifer Gibb and Shayla Ribeiro.- Qualifications, skills and workforce effectiveness: the relevance of the OECD's Survey of Adult Skills to Asia, William Thorn and Andreas Schleicher.- Skills Development Pathways in Asia, Cristina Martinez-Fernandez and Kyungsoo Choi.- Private Public Partnership to meet the skills challenges in India, Dilip Chenoy.- Skill training and workforce development with reference to underemployment and migration, Brajesh Panth.- Rural Transformation Index – Measuring Rural-Urban Disparities, Li Wang, Qutub Khan and Dian Zhang.- Retire or Rehire: Learning from the Singapore Story, James Yonghwee Lim. [...]

Field of interest

Professional and Vocational Education

Target groups

Research

Product category

Contributed volume

Due December 2012

2013. VIII, 431 p. 41 illus., 34 in color. (Technical and Vocational Education and Training: Issues, Concerns and Prospects, Volume 19) Hardcover

► *€ (D) 53,45 | € (A) 54,95 | sFr 66,50

► € 49,95 | £44.99

ISBN 978-94-007-5936-7



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New Series

Mathematics Education in the Digital Era

Series editors: D. Martinovic, V. Freiman

The Mathematics Education in the Digital Era (MEDE) series explores ways in which digital technologies support mathematics teaching and the learning of Net Gen'ers, paying attention also to educational debates. Each volume will address one specific issue in mathematics education (e.g., visual mathematics and cyber-learning; inclusive and community based e-learning; teaching in the digital era), in an attempt to explore fundamental assumptions about teaching and learning mathematics in the presence of digital technologies. This series aims to attract diverse readers including: researchers in mathematics education, mathematicians, cognitive scientists and computer scientists, graduate students in education, policy-makers, educational software developers, administrators and teachers-practitioners. Among other things, the high quality scientific work published in this series will address questions related to the suitability of pedagogies and digital technologies for new generations of mathematics students. The series will also provide readers with deeper insight into how innovative teaching and assessment practices emerge, make their way into the classroom, and shape the learning of young students who have grown up with technology. The series will also look at how to bridge theory and practice to enhance the different learning styles of today's students and turn their motivation and natural interest in technology into an additional support for meaningful mathematics learning. The series provides the opportunity for the dissemination of findings that address the effects of digital technologies on learning outcomes and their integration into effective teaching practices; the potential of mathematics educational software for the transformation of instruction and curricula; and the power of the e-learning of mathematics, as inclusive and community-based, yet personalized and hands-on. Editorial Board: Marcelo Borba, State University of São Paulo, São Paulo, Brazil Rosa Maria Bottino, CNR – Istituto Tecnologie Didattiche, Genova, Italy Celia Hoyles, University of London, London, UK Zekeriya Karadag, Bayburt University, Turkey Stephen Lerman, London South Bank University, London, UK Richard Lesh, Indiana University, Bloomington, USA Allen Leung, Hong Kong Baptist University, Hong Kong John Mason, Open University, UK John Olive, The University of Georgia, Athens, USA Sergey Pozdnyakov, Saint-Petersburg State Technical University, Saint-Petersburg, Russia Ornella Robutti, Università di Torino, Torino, Italy Anna Sfard, Michigan State University, USA & University of Haifa, Haifa, Israel Anne Watson, University of Oxford, Oxford, UK Book proposals for this series may be submitted per email to Springer or the Series Editors. - Springer: Natalie Rieborn at Natalie.Rieborn@springer.com - Series Editors: Dragana Martinovic at dragana@uwindsor.

D. Martinovic, University of Windsor, Windsor, ON, Canada; V. Freiman, Université De Moncton, Moncton, NB, Canada; Z. Karadag, Bayburt University, Bayburt, Turkey (Eds)

Visual Mathematics and Cyberlearning

Features

► Offers a platform for dissemination of new ideas in visual mathematics and cyberlearning ► Addresses new developments in the field ► Evokes new theoretical perspectives in mathematics education

Contents

1. Keith Jones, Eirini Geraniou, & Thanassis Tiropanis: Patterns of collaboration: Towards learning mathematics in the era of the semantic web.- 2. Gorjan Alagic & Mara Alagic: Collaborative mathematics learning in online environments.- 3. Murat Perit Cakir & Gerry Stahl: The integration of mathematics discourse, Graphical reasoning and symbolic expression by a Virtual Math Team.- 4. Beste Güçler, Stephen Hegedus, Ryan Robidoux, & Nicholas Jackiw: Investigating the Mathematical Discourse of Young Learners Involved in Multi-Modal Mathematical Investigations: The Case of Haptic Technologies.- 5. Dragan Trninic & Dor Abrahamson: Embodied interaction as designed mediations of conceptual performance.- 6. Luis Radford: Sensuous Cognition.- 7. George Gadaniadis & Immaculate Namukasa: New media and online mathematics learning for teachers.- 8. Ann LeSage: Web-based video clips: A supplemental resource for supporting pre-service elementary mathematics teachers.- 9. Dragana Martinovic, Viktor Freiman, & Zekeriya Karadag: Visual mathematics and cyberlearning in view of Affordance and Activity Theories.

Fields of interest

Educational Technology; Mathematical Software; Mathematics Education

Target groups

Research

Product category

Contributed volume

Due December 2012

2013. Approx. 300 p. 20 illus. (Mathematics Education in the Digital Era, Volume 1) Hardcover
 ► *€ (D) 106,95 | € (A) 109,95 | sFr 133,50
 ► € 99,95 | £90.00
 ISBN 978-94-007-2320-7



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D. F. Treagust, Curtin University, Perth, WA, Australia; C.-Y. Tsui, Curtin University, Perth, WA, Australia (Eds)

Multiple Representations in Biological Education

Contents

FOREWORD, Kathleen Fisher.- PREFACE, David F. Treagust and Chi-Yan Tsui.- Introduction to Multiple Representations: Their Importance in Biology and Biological Education, Chi-Yan Tsui and David F. Treagust.- PART I: Role of Multiple Representations in Learning Biology.- Chapter 1 Identifying and Developing Students' Ability to Reason with Concepts and Representations in Biology, Trevor R. Anderson, Konrad J. Schönborn, Lynn du Plessis, Abindra S. Gupthar, and Tracy L. Hull.- Chapter 2 Pictures in Biology Education, Wolff-Michael Roth and Lilian Pozzer-Ardenghi.- Chapter 3 Possible Constraints of Visualization in Biology: Challenges in Learning with Multiple Representations, Billie Eilam.- Chapter 4 Promoting the Collaborative Use of Cognitive and Metacognitive Skills through Conceptual Representations in Hypermedia, Lei Liu and Cindy E. Hmelo-Silver.- Chapter 5 Learning and Teaching Biotechnological Methods Using Animations, Hagit Yarden and Anat Yarden.- PART II: Implications for Biology Teaching and Teacher Education with Multiple Representations.- Chapter 6 Experts' Views on Translation across Multiple External Representations in Acquiring Biological Knowledge about Ecology, Genetics, and Evolution, Konrad J. Schönborn and Susanne Bögeholz.- Chapter 7 Evolution is a Model, Why Not Teach It That Way?, Paul Horwitz.- Chapter 8 Multiple Representations of Human Genetics in Biology Textbooks, Pierre Clément and Jérémy Castéra.- Chapter 9 Deconstructing and Decoding Complex Process Diagrams in University Biology, Phyllis B. Griffard. [...]

Fields of interest

Science Education; Learning and Instruction

Target groups

Research

Product category

Contributed volume

Due December 2012

2013. VIII, 411 p. 91 illus., 56 in color. (Models and Modeling in Science Education, Volume 7) Hardcover
 ► *€ (D) 106,95 | € (A) 109,95 | sFr 133,50
 ► € 99,95 | £90.00
 ISBN 978-94-007-4191-1



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