S. Ahrens, University of Hamburg, Hamburg, Germany

Experiment and Exploration: Forms of World-Disclosure
From Epistemology to Bildung

This book deals with contemporary epistemological questions, connecting Educational Philosophy with the field of Science- and Technology Studies. It can be understood as a draft of a general theory of world-disclosure, which is in its core a distinction between two forms of world-disclosure: experiment and exploration. These two forms have never been clearly distinguished before. The focus lies on the experimental form of world-disclosure, which is described in detail and in contrast to the explorational form along the line of twenty-one characteristics, which are mainly derived from empirical studies of experimental work in the field of natural sciences. It can also be understood as an attempt to integrate elements of the Anglo-Saxon Philosophy of Science with elements of the German tradition of Educational Philosophy. This is also reflected in the style of writing.

Features
► Connects Educational Philosophy with the field of Science- and Technology Studies
► Drafts a general theory of world-disclosure by describing the experimental form of world-disclosure in contrast to the explorational form
► Discloses the German tradition of Educational Philosophy, which has been scarcely available to the international scientific community so far

Contents

Fields of interest
Educational Philosophy; Philosophy of Education; Philosophy of Science

Target groups
Research

Product category
Monograph

S. Chadwick, North Ryde, NSW, Australia

Impacts of Cyberbullying, Building Social and Emotional Resilience in Schools

This volume explores cyberbullying and its impact on young people in schools in detail. It investigates social and emotional resilience and wellbeing in relation to developing protective factors against the impacts of cyberbullying and contains a range of perspectives to deal positively with cyberbullying as well as a summary of international research. Cyberbullying occurs when any means of technology is used to repeatedly and deliberately engage in bullying behaviour with the intent to cause harm to others. Although anyone can be affected, young people who are also being bullied offline are more likely to be the target of cyberbullying.

Forms of cyberbullying include:
• abusive texts and emails
• posting messages or images
• imitating and excluding others online
• inappropriate image tagging
Cyberbullying differs from face-to-face bullying.

Features
► Explores cyberbullying and how it impacts young people in schools
► Includes approaches to deal positively with cyberbullying
► Focuses on building social and emotional resilience
► Summarizes current international research into bullying and cyberbullying

Contents

Fields of interest
Educational Psychology; Child and School Psychology; Sociology of Education

Target groups
Research

Product category
Brief

E. Duval, KU Leuven, Leuven, Belgium; M. Sharples, The Open University Inst of Educational Tech, Milton Keynes, UK; R. Sutherland, University of Bristol School of Education, Bristol, UK (Eds)

Technology Enhanced Learning
A Compendium of Research Literature

This book provides an overview of the state-of-the-art in Technology Enhanced Learning (TEL). It is organized as a collection of 21 clusters or research themes, each introduced by leading experts and including references to the most relevant literature on the theme of each cluster. Additionally, four seminal papers on each theme are included with expert commentaries and updates.

Features
► State-of-the-art in Technology-Enhanced Learning (TEL) as reported by the STELLAR Network of Excellence
► Introductions by international leaders in the field of TEL
► The field of TEL is divided into relevant research themes, each introduced by renowned experts in the field

Contents

Field of interest
Educational Technology

Target groups
Research

Product category
Contributed volume
Promoting, Assessing, Recognizing and Certifying Lifelong Learning

International Perspectives and Practices

Contents
Preface.- Acknowledgements.- Section 1: Promoting and recognising lifelong learning: Key concepts, practices and emerging and perennial problems.- Chapter 1: Promoting and recognising lifelong learning: Introduction; Timo Halttunen and Mari Koivisto (University of Turku, Finland), and Stephen Billett (Griffith University, Australia).- Chapter 2: Conceptualising lifelong learning and its recognition in contemporary times; Stephen Billett (Griffith University, Australia).- Chapter 3: New skills for new jobs: Work agency as a necessary condition for successful lifelong learning; Christian Harteis and Michael Goller (University of Paderborn, Germany).- Section 2: Promoting lifelong learning for economic, social and cultural purposes.- Chapter 4: Evaluating informal learning in the workplace; Karen E. Watkins (The University of Georgia, USA), Victoria J. Marsick (Columbia University, USA) and Miren Fernández de Álava (Autonomous University of Barcelona, Spain).- Chapter 5: Recognising learning and development in the transaction of personal work practices; Raymond Smith (Griffith University, Australia). [...]
Developing Entrepreneurial Life Skills
Creating and Strengthening Entrepreneurial Culture in Indian Schools

This book presents an epistemological framework for integrating entrepreneurship education across the school curriculum.

Features
- Focuses on the importance of entrepreneurship as a life skill for individual social progress
- Stresses uniquely the need to cultivate entrepreneurial thinking from childhood and to integrate entrepreneurship education across the school curriculum
- Provides a ready-to-use experimental curriculum for practitioners and researchers interested in advancing entrepreneurship education

Contents
Foreword by Prof. Maheshwari.
Chapter 1. Entrepreneurship Education: An Introduction.
Chapter 2. Entrepreneurship and Skill Development.
Chapter 4. Curriculum Design for Entrepreneurship Education: An Experimental Project.
Chapter 5. Entrepreneurship Narratives for Children.
Chapter 6. Entrepreneurship Education Across the School Curriculum.

Due February 2014

S. Vaidya, National Council of Educational Research and Training (NCERT), New Delhi, India

Thinking in Physics
The pleasure of reasoning and understanding

Features
- Offers practical examples of appropriate teaching practices
- Emphasizes the value of the process of reasoning
- Exposes many of the distorted or false interpretations common in much current physics teaching
- Includes a Foreword by Guy Aubert, former CNRS Director General
- Enriched with illustrations, a comprehensive bibliography and online supplementary materials

Contents
Foreword.
Preface.- Part I Learning to think: words, images and functions.
- 1 Essential tools for comprehension.
- 2 Some surprising invariances.
- 3 Analysis of functional dependence: a powerful tool.
- 4 Putting things into practice.
- Part II Physics: linking factors.
- 5 Links between phenomena in terms of type of functional dependence.
- 6 The relationship between different approaches to the same phenomenon.
- Part III Simplicity: ruin or triumph of coherence?
- 7 Optimising simple experiments.
- 8 Popularising physics: what place for reasoning?
- 9 Conclusion.
Appendix A - What this book owes to physics education research.
Appendix B - The weight of air and molecular impacts: how do they relate?
Appendix C - Causal linear reasoning.
Appendix D - When physics should conform to beliefs: pierced bottles.
Appendix E - Reactions of trainee journalists and scientific writers confronted with inconsistency.
Appendix F - "Facilitating elements" of communication: Year 11 students ranking the risks of misunderstanding.

Due January 2014

L. Viennot, Université de Paris VII, Paris Cedex 5, France

D. Walling, Bloomington, IN, USA

Designing Learning for Tablet Classrooms
Innovations in Instruction

Features
- Focuses on instructional design for tablet computers
- Emphasizes practical applications of technology in teaching and learning
- Provides a solid resource for teacher educators and classroom practitioners as well as support and supervisory personnel
- Distinguishes and highlights innovative tablet-mediated teaching and learning as distinct from traditional instruction

Contents
Introduction.
- Chapter 1: "i" Is for Innovation.
- Chapter 2: Tablet Technology as a Moving Target.
- Chapter 3: Who’s the Learning Designer Here?.
- Chapter 4: Framing the Learning Design Approach.
- Chapter 5: Analyzing the Learning Environment.
- Chapter 6: Designing Learning that Capitalizes on Tablet Technology.

Due February 2014

Innovations in Instruction


Designing Learning for Tablet Classrooms
Innovations in Instruction

Due January 2014

Tackling Trouble in the Tablet Classroom.

Due February 2014

D. Walling, Bloomington, IN, USA