Advances in Medical Education

S. J. Hamstra

Advances in Medical Education provides a platform for exchanging experiences and knowledge about medical education, both in terms of its practice and also related scholarship. The series provides an opportunity to publish reviews of selected topic areas, issues of general significance to theory development in medical education, and critical analyses of professional practice and scholarship in medical education. The series promotes the dissemination of issues that arise in the context of medical education scholarship and practice, including the larger context provided by the social sciences from which much of the scholarship in this field derives. The series will publish work from leading scholars and practitioners in the field, based on their basic research, administrative, and educational activities. Each volume will be dedicated to a specific theme in medical education, providing a convenient resource of material to help advance the field. The target audience are educational researchers, medical school administrators, clinicians who practice medical education, and hospital managers and administrators who wish to remain at the forefront of thinking in their field of application.

A. Bleakley, J. Bligh, J. Brice, Peninsula Medical School, Plymouth, UK

Medical Education for the Future

Identity, Power and Location

The purpose of medical education is to benefit patients by improving the work of doctors. Patient centeredness is a centuries old concept in medicine, but there is still a long way to go before medical education can truly be said to be patient centered. Ensuring the centrality of the patient is a particular challenge during medical education, when students are still forming an identity as trainee doctors, and conservative attitudes towards medicine and education are common amongst medical teachers, making it hard to bring about improvements. How can teachers, policy makers, researchers and doctors bring about lasting change that will restore the patient to the heart of medical education? The authors, experienced medical educators, explore the role of the patient in medical education in terms of identity, power and location.

Features

- This book provides a primer for application of leading edge thinking and research in social learning theory to medical education
- It establishes a lead in the application of contemporary critical theory to medical education scholarship

Fields of interest

Medical Education; Medicine/Public Health, general; Learning and Instruction

Target groups

Research

Type of publication

Monograph

Due January 2011

2011. 250 p. (Advances in Medical Education, Volume 1)
Hardcover

Due December 2010

2011. 200 p. Hardcover
J. P. Hafler, Yale School of Medicine, New Haven, CT, USA (Ed.)

Extraordinary Learning in the Workplace

The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals, that tacit learning occurs within the hidden curriculum, and that the subsequent demands, both formal and tacit, are embedded in subsequent workplace settings. Thus, for this text, these authors explore research and practice literature related to curriculum, instructional and assessment of professionals’ learning in the workplace and the implications for best practices. But what makes this book truly unique is that the authors examine that literature in the context of four professions—education, nursing, medicine and clergy—at the point of those professions wherein students are learning during the degree program stages of their education. Extraordinary Learning in the Workplace is broken into four main sections. Part I explores curriculum, both formal and hidden. Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional education that occur in the practice settings of the workplace.

Features
► Provide a synthesis that will be applicable to a variety of disciplines seeking to understand how to teach and promote learning in the workplace
► Fill a critical gap in the literature by examining workplace learning across disciplines
► Unique context of four professions: education, nursing, medicine and clergy

Fields of interest
Professional and Vocational Education; Learning and Instruction; Curriculum Studies

Target groups
Research

Type of publication
Contributed volume

Due January 2011

S. R. Kirpal, University of Bremen, Germany

Labour Market Flexibility and Individual Careers
A Comparative Study

With labour markets across the world and even in social democratic Europe in a state of unprecedented flux, this exhaustive study addresses the problem of how to balance job market demands, personal career interests and private life becomes a central issue for millions of employees. So how do modern work and employment arrangements restructure individual careers and what is required of individuals in order to manage career transitions successfully over time? This is one of very few in-depth empirical studies to analyze how labour market trends, organisational change and the subjective work orientations of individuals interact. The author’s detailed assessment is based on a comparison of the structural contexts, work orientations and employment histories of nurses and ICT technicians in Germany and the UK. These two core service occupations, as well as the national contexts of the two European nations, have quite different working environments and vocational traditions.

Features
► It is one of the very few international comparative studies in the field based on an interdisciplinary research perspective
► The Occupational focus allows for an in-depth study of the interconnection between labour market trends, skills development, learning, identity and careers
► Skills development and individual careers as presented in this volume address issues of labour market inclusion and social cohesion

From the contents
1. Introduction.- 4 1.1 Research Context.- 8 1.2 Research Question.- 16 1.3 Methodological Approach.- 18 1.3.1 Frameworks of Reference.- 18 1.3.2 Research Steps and Selection of Participants.

Fields of interest
Professional and Vocational Education; Labor Economics

Target groups
Research

Type of publication
Monograph

Due January 2011

M. Kontopodis, Humboldt University, Berlin, Germany; C. Wulf, Free University, Berlin, Germany; B. Fichtner, University of Siegen, Germany (Eds.)

Children, Development and Education

Cultural, Historical, Anthropological Perspectives

Historical anthropology is a revision of the German philosophical anthropology under the influences of the French historical school of Annales and the Anglo-Saxon cultural anthropology. Cultural-historical psychology is a school of thought which emerged in the context of the Soviet revolution and deeply affected the disciplines of psychology and education in the 20th century. This book draws on these two schools to advance current scholarship in child and youth development and education. It also enters in dialogue with other relational approaches and suggests alternatives to mainstream western developmental theories and educational practices. This book emphasizes communication and semiotic processes as well as the use of artifacts, pictures and technologies in education and childhood development, placing a special focus on active subjectivity, historicity and performativity.

From the contents

Fields of interest
Childhood Education; Educational Psychology; Developmental Psychology

Target groups
Research

Type of publication
Contributed volume

Due January 2011
International Handbook of Jewish Education

The International Handbook of Jewish Education, a two volume publication, brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world-wide. Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century. The Handbook is divided broadly into four main sections: Vision and Practice, Teaching and Learning, Applications, and Geographical.

Contents
Preface - About the editors. - About the contributors. - Introduction. - VOLUME ONE: Section One: Vision and Practice. - Section Two: Teaching and Learning. - VOLUME TWO: Section Three: Applications. - Section Four: Geographical. - Name Index. - Subject Index.

Fields of interest
Religious Education; Religious Studies; Educational Philosophy

Target groups
Research

Type of publication
Handbook

D. Muijs, School of Education, University of Southampton, UK; M. Ainscow, C. Chapman, M. West, School of Education, University of Manchester, UK

Collaboration and Networking in Education

Collaboration and networking have recently come to the fore as major school improvement strategies in a number of countries. A variety of initiatives, from government and other agencies, have encouraged collaboration and led to a lot of practical activity in this area. However, at present there are no texts in education that explore collaboration and networking from both a theoretical and practical perspective. In this book, we aim to provide a theoretical background to educational collaboration, drawing on research and theory in policy studies, psychology and sociology, leading ultimately to a typology of networks. This theoretical base will be tested in the discussion of a number of case studies referring to specific initiatives such as the Federations programme, multi-agency collaboration and Networked Learning Communities. Lessons for practice will be drawn and presented in terms of factors internal and external to the school. The key issue of network leadership will be addressed here as well.

Features
- Includes contributions from virtually every significant scholar of Jewish education world-wide
- Provides the most comprehensive overview of Jewish education to date
- Enhances the knowledge of the field by thoroughly looking at the multiple fields of Jewish education

From the contents

Features
- Aims to cover all forms of collaboration on networking
- Provides a theoretical base for networking and collaboration in education
- An original contribution to the field by interrogating practical examples of networking

Fields of interest
Administration, Organization and Leadership; Educational Policy

Target groups
Research

Type of publication
Monograph

Supporting Workplace Learning
Towards Evidence-based Practice

During the 1990s, the workplace was rediscovered as a rich source of learning. The issue of workplace learning has since received increasing attention from academics and practitioners alike but is still under-researched empirically. This book brings together a range of state-of-the-art research papers addressing interventions to support learning in the workplace. The authors are experienced international scholars who have an interest in making HRD and workplace learning practices more evidence-based through practical relevant research. Although workplace learning is largely an autonomous process, many organizations want to manage it as part of their broader HRD strategy. There are limits, however, to the extent to which the complex dynamics of learning in the workplace can be guided in pre-determined desirable directions. This tension between the possible strengths of workplace learning and the limits of managing it is at the heart of this volume. The book is broken into three sections.

Features
- Presents perspectives on supporting workplace learning from different countries around the world
- The authors are outstanding scholars in the field of HRD and workplace learning
- Chapters present new empirical research in an area that has gained much attention from HRD practitioners over the last decade but is relatively under-researched empirically

Fields of interest
Professional and Vocational Education; Business/Management Science, general; Lifelong Learning/Adult Education

Target groups
Research

Type of publication
Contributed volume
A. Reid, Sydney University, Campberdown, NSW, Australia; M. Abrandt Dahlgren, L. O. Dahlgren, Linköping University, Sweden

From Expert Student to Novice Professional

Students entering higher education expect their studies to lead them towards some specific form of professional career. But in this age, complex internationalized professions are the main source of work for graduates, so students need to prepare themselves for a future that can be volatile, changeable and challenging. This book shows students how to navigate their way through learning and become effective students; it details how to shift the focus of their learning away from the formality associated with the university situation towards the exigencies of working life. It is in this sense that the book explores how people move from being expert students to novice professionals.

Features
▶ Discusses the current context and thinking on professional preparation of university students
▶ Reports empirical research carried out in Australia and Sweden by the authors over a decade
▶ Tested effective approaches to pedagogy for professional preparation from expert academic teacher-researchers

From the contents
From expert student to novice professional chapter one what’s happening in higher education? - Chapter two professional learning: how can we understand learning for the professions? - Chapter three professional discourse: how do novice professionals see themselves? - Professional knowledge: what does knowledge mean to novice professionals? - Chapter five professional dispositions: how are professional dispositions developed in higher education?

Fields of interest
Higher Education; Professional and Vocational Education

Target groups
Research

Type of publication
Monograph

Bringig Schools into the 21st Century

Shift happens: Emerging technologies and globalization have resulted in political, social and cultural changes. These changes have a profound impact on all aspects of human life, including education. Yet while society has changed and continues to change, schools are slow to keep up. This book explores issues related to transforming and modernizing our educational systems, including the impact of societal shifts on education, the efforts at various levels to bring schools into the 21st century, the identification of 21st century skills, the reformation of the curriculum, the creation of alternative models of schooling, the innovative use of technology in education, and many others. It addresses questions like the following: Should schools systems adapt to better meet the needs of tomorrow’s world and how should this be accomplished? How can society better prepare students for a changing and challenging modern world? What skills do students need to lead successful lives and become productive citizens in the 21st century?

Features
▶ Unique, cutting edge, thought-provoking, theoretical, and at the same time practical
▶ Timely content addressing the unique needs of schools in an era of increasing globalization
▶ Presents a practical framework for teaching the 21st century skills
▶ Practical and realistic models for bringing schools into the 21st century
▶ Global perspective and implication

From the contents

Fields of interest
Learning and Instruction; Teaching and Teacher Education; Curriculum Studies

Target groups
Research

Type of publication
Contributed volume

Due January 2011

2011. 140 p. 8 illus. (Professional Learning and Development in Schools and Higher Education, Volume 5) Hardcover
▶ € 99,95 | £90.00
▶ * € (D) 106,95 | (A) 109,95 | sFr 143,50
ISBN 978-94-007-0249-3

Due January 2011

2011. 200 p. (Explorations of Educational Purpose, Volume 13) Hardcover
▶ approx. € 99,95 | £90.00
▶ approx. * € (D) 106,95 | (A) 109,95 | sFr 143,50
ISBN 978-94-007-0267-7