Early Algebraization
A Global Dialogue from Multiple Perspectives

In this volume, the authors address the development of students’ algebraic thinking in the elementary and middle school grades from curricular, cognitive, and instructional perspectives. The volume is also international in nature, thus promoting a global dialogue on the topic of early Algebraization.

Features
► Addresses early algebra research from an international perspective
► Addresses early algebra research from curricular, cognitive, and instructional perspectives
► Addresses early algebra research from the elementary grades through the middle grades
► Provides a comprehensive account of current early algebra research

Fields of interest
Mathematics Education; Teaching and Teacher Education; Learning and Instruction

Target groups
Research

Discount group
P

Technology Innovations for Behavioral Education

Behavioral and technological innovation has a special place in the future of graduate and medical education, both for students and for educators. A new multi-media pedagogy offers innovative techniques and technologies, drawing widely upon behavioral science. The psychology of multi-media education maximizes learning by involving many different sensory modalities. Although multi-media has long meant use of film and other electronic modality adjuncts like Powerpoint, newer technologies expand these horizons further. Now multi-media pedagogy means not only newer technologies, but also newer, and different education techniques. This book describes psychology innovation currently making educational settings competent and competitive. Student choice rules in education today. The technologically driven environment produces students whose preference is incumbent on electronic research means. Besides using these tools themselves, students thirst for multi-media pedagogy in the classroom online and on campus. It is therefore teachers who close the digital divide between generations in order to educate effectively. Approaches using new technologies and techniques have proven successful internationally with diverse audiences.

Features
► Broad survey of available technologies
► Practices linked to conceptual frameworks to better prepare students
► Focuses on innovations that foster best practices

Fields of interest
Educational Psychology; Clinical Psychology; Medical Education

Target groups
Research

Discount group
P

Mobile Learning
Structures, Agency, Practices

As with television and computers before it, today’s mobile technology challenges educators to respond and ensure their work is relevant to students. What’s changed is that this portable, cross-contextual way of engaging with the world is driving a more proactive approach to learning on the part of young people. The first full-length authored treatment of the relationship between the centrality of technological development in daily life and its potential as a means of education, Mobile Learning charts the rapid emergence of new forms of mass communication and their potential for gathering, shaping, and analyzing information, studying their transformative capability and learning potential in the contexts of school and socio-cultural change. The focus is on mobile/cell phones, PDAs, and to a lesser extent gaming devices and music players, not as “the next new thing” but meaningfully integrated into education, without objectifying the devices or technology itself. And the book fully grounds readers by offering theoretical and conceptual models, an analytical framework for understanding the issues, recommendations for specialized resources, and practical examples of mobile learning in formal as well as informal educational settings, particularly with at-risk students. Among the topics covered:

Features
► The only text available dealing with mobile learning in formal education
► Deals with ICT as a key aspect of educational policy and practice
► Focus on at risk groups in formal education and how portable technologies can support them
► Sound interdisciplinary theoretical foundation supported by case studies and examples
► Breaks new ground--market leader

Fields of interest
Educational Technology; Computers and Education; Learning and Instruction

Target groups
Professional/practitioner

Discount group
P
Socio-scientific Issues in the Classroom
Teaching, Learning and Research

Socio-scientific issues (SSI) are open-ended, multifaceted social issues with conceptual links to science. They are challenging to negotiate and resolve, and they create ideal contexts for bridging school science and the lived experience of students. This book presents the latest findings from the innovative practice and systematic investigation of science education in the context of socio-scientific issues. Socio-scientific Issues in the Classroom: Teaching, Learning and Research focuses on how SSI can be productively incorporated into science classrooms and what SSI-based education can accomplish regarding student learning, practices and interest. It covers numerous topics that address key themes for contemporary science education including scientific literacy, goals for science teaching and learning, situated learning as a theoretical perspective for science education, and science for citizenship. It presents a wide range of classroom-based research projects that offer new insights for SSI-based education. Authored by leading researchers from eight countries across four continents, this book is an important compendium of syntheses and insights for veteran researchers, teachers and curriculum designers eager to advance the SSI agenda.

Features
- Advances understandings of how to promote scientific literacy
- Provides new insights for teaching science in the context of socio-scientific issues (SSI)
- Presents the field’s most inclusive collection of classroom-based SSI research projects
- Presents a new empirically based framework for SSI-based education
- Features leading authors from eight countries across four continents

Fields of interest
Science Education; Learning and Instruction; Curriculum Studies

Target groups
Research

Discount group
P

A. Wallwork, Pisa, Italy

English for Academic Correspondence and Socializing

English for Academic Correspondence and Socializing is the first ever book of its kind specifically written for researchers of all disciplines whose first language is not English. With easy-to-follow rules and tips, and with authentic examples taken from real emails, referee's reports and cover letters, you will learn how to:
- use strategies for understanding native speakers of English
- significantly improve your listening skills
- organize one-to-one meetings
- feel confident at social events
- manage and participate in a successful conversation
- actively participate technical discussions - both formal and informal
- write effective emails
- review other people's manuscripts - formally and informally
- reply effectively and constructively to referees' reports
- write cover letters to editors
- use the telephone and Skype
- participate in (video) conference calls
- exploit standard English phrases
- Other books in the series:
  - English for Presentations at International Conferences
  - English for Writing Research Papers
  - English for Research: Usage, Style, and Grammar
  - English for Academic Research: Grammar / Vocabulary / Writing Exercises

Features
- Enables the speaker to think from the point-of-view of fellow interlocutors
- The book teaches how to write concisely with no redundancy and no ambiguity
- Helps the non-native speaker to understand native English speakers better

Fields of interest
Language Education; Humanities, general

Target groups
Popular/general

Discount group
P

G. Woolley, Griffith University, Queensland, Australia

Reading Comprehension
Assisting Children with Learning Difficulties

Reading Comprehension: Assisting Children with Learning Difficulties examines the complex nature of reading comprehension. It introduces a model for classifying reading comprehension based on an expanded Simple View of Reading. Issues related to assessment, diagnosis, and remediation of reading comprehension difficulties are discussed and translated into clear recommendations to inform reading intervention design and practice. It gives an informed understanding as to why reading comprehension is difficult for some children with learning disabilities such as ADHD, autism, language difficulties and dyslexia. From leading literacy research, the book develops a deeper understanding of thinking processes that facilitate comprehension at the word, discourse, and metacognitive levels. Children will benefit from the introduction of evidence-based methods for teaching reading comprehension using structured multiple-strategy frameworks.

Features
- Brings together two complex issues: reading comprehension and learning difficulties
- Introduces a model for classifying reading comprehension
- Focuses on recent conceptualizations of working memory and its function with regards to reading and comprehension
- Discusses reading comprehension at the word and discourse level
- Identifies evidence-based reading comprehension methods identified as being effective for children with learning difficulties

Fields of interest
Literacy; Learning and Instruction; Assessment, Testing and Evaluation

Target groups
Research

Discount group
P