S. Billett, Griffith University, Nathan, QLD, Australia

Vocational Education

Purposes, Traditions and Prospects

This book discusses what constitutes vocational education as well as its key purposes, objects, formation and practices. In short, it seeks to outline and elaborate the nature of the project of vocational education. It addresses a significant gap in the available literature by providing a single text that elaborates the scope and diversity of the sector, its key objectives (i.e. occupations and occupations), its formation and development as an education sector, and the scope of its purposes and considerations in the curriculum. The volume achieves these objectives by discussing and defining the concept of vocational education as being that form of education that seeks to advise individuals about, prepare them for, and further develop their capacities to perform the kinds of occupations that societies require and individuals need to participate in—and through which they often come to define themselves. In particular, it discusses the distinctions between occupations as a largely social fact and vocations as being a socially shaped outcome asssented to by individuals. As people identify closely with the kinds of occupations they engage in, the standing of, and the people identify closely with the kinds of occupations they engage in, the standing of, and the effectiveness of vocational education is central to individuals’ well-being, competence and progress. Ultimately, this book argues that the provision of vocational education needs to realise important personal and social goals.

Features

► Represents a foundational text about vocational education
► Draws upon a range of disciplines that inform the provisions of education

Field of interest
Professional and Vocational Education

Target groups
Research

Type of publication
Monograph

M. A. Castanho, University of Lisbon, Portugal; G. Güner-Akdogan, Dokuz Eylül University, Izmir, Turkey (Eds.)

The Researching, Teaching, and Learning Triangle

It is impossible not to ask ourselves how to cope with the role and impact of scientific research in teaching and learning. The researching, teaching and learning triangle explores a growing trend among top universities across the world to focus attention on the quality of post-graduate education and the success of the educators, using pioneering examples, ranging from classroom-level initiatives to university-wide projects. This book will be of interest to all scientists, from the budding beginner to the seasoned supervisor.

Features

► Contributes to future generations of researcher teachers that will be better prepared to align innovations in education with advances in science
► Raises awareness for science and scientific careers, in turn benefitting society and economy
► Uses pioneering examples, ranging from classroom-level initiatives to university-wide projects

Contents


Fields of interest
Science Education; Education (general); Curriculum Studies

Target groups
Graduate

Type of publication
Contributed volume

J. Elen, Centre for Instructional Psychology and Technology, K.U.Leuven, Leuven, Belgium; E. Stahl, University of Education, Freiburg, Germany; R. Bromme, Institute of Psychology, University of Münster, Münster, Germany; G. Clarebout, Centre for Instructional Psychology and Technology, K.U.Leuven, Leuven, Belgium (Eds.)

Links Between Beliefs and Cognitive Flexibility

Lessons Learned

With the world and its structures becoming ever more complex, and the nature of future employment becoming ever more unpredictable, the notion of ‘cognitive flexibility’ has a high profile in educational and psychological debate. The contributions in this volume analyze the nature of cognitive flexibility, as well as the impact of different types of beliefs on cognitive flexibility. Making adequate decisions requires considering input from a variety of continuously evolving sources rather than adhering to predetermined procedures. Adopting a position in a debate necessitates the critical evaluation of different alternatives, while solving a problem entails selecting appropriate problem-solving strategies. Meanwhile, studying requires students to integrate a range of interventions, and treating a patient involves making a differential diagnosis. The common factor, cognitive flexibility, lies at the core of effective functioning in complex, domain-specific environments. Cognitive flexibility can be described as the disposition to consider diverse information elements while deciding on how to solve a problem or to execute a learning-related task in a variety of domains.

Features

► The links established between two related fields that Nevertheless are often discussed separately
► Internationally renowned authors explain how cognitive flexibility is impacted by beliefs about the knowledge in specific domains
► The explicit orientation towards making theoretical propositions very explicit and hence open for discussion

Fields of interest
Educational Psychology; Pedagogic Psychology; Epistemology

Target groups
Research

Type of publication
Contributed volume
From Text to ‘Lived’ Resources
Mathematics Curriculum Materials and Teacher Development

What kinds of curriculum materials do mathematics teachers select and use, and how? This question is complex, in a period of deep evolutions of teaching resources, with the proficiency of online resources in particular. How do teachers learn from these materials, and in which ways do they ‘tailor’ them for their use and pupil learning? Teachers collect resources, select, transform, share, implement, and revise them. Drawing from the French term « ingénierie documentaire », we call these processes « documentation ». The literal English translation is « to work with documents », but the meaning it carries is richer. Documentation refers to the complex and interactive ways that teachers work with resources; in-class and out-of-class, individually, but also collectively.

Features
► The book addresses both secondary and primary teachers and curricula ► Draws from research in several countries, and authors with diverse expertise ► Connects the design of curriculum and the use of curricula by teachers

Fields of interest
Teaching and Teacher Education; Mathematics in the Humanities and Social Sciences

Target groups
Research

Type of publication
Contributed volume

Due September 2011

2011. 300 p. 44 illus. (Mathematics Teacher Education, Volume 7) Hardcover
► approx. € 99,95 | £90.00
► approx. * € (D) 106,95 | € (A) 109,95 | sFr 143,50
ISBN 978-94-007-1965-1

The Progressive Education Fallacy in Developing Countries
In Favour of Formalism

This book provides a provocative but carefully argued addition to the theory and practice of education in developing countries. The book provides an ethical and empirical justification for support of formalistic teaching in primary and secondary schools in developing countries. It also refutes the application of progressive education principles to curriculum and pre- and in-service teacher education in such contexts. The central focus of this book is the formalistic teaching prevalent in the classrooms of many developing countries. Formalistic (‘teacher-centred’, ‘traditional’, ‘didactic’, ‘pedagogic’) teaching is appropriate in the many countries with revelatory epistemologies, unpopular and old-fashioned though these methods may seem in some western, especially Anglophone, ones. Formalism has been the object of many failed progressive curriculum and teacher education reforms in developing countries for some 50 years.

Features
► Refutes conventional wisdom about reform of teaching in developing countries ► Presents a strong case for formalism in developing country classrooms ► Draws detailed evidence from Asia, Africa and the S. Pacific, especially Papua New Guinea and China ► Presents a scholarly, highly readable and coherent work

Field of interest
International and Comparative Education

Target groups
Research

Type of publication
Monograph

Due July 2011

2011. XXII, 260 p. 5 illus. Hardcover
► approx. € 99,95 | £90.00
► approx. * € (D) 106,95 | € (A) 109,95 | sFr 143,50
ISBN 978-94-007-1850-0

Mindfulness and Learning
Celebrating the Affective Dimension of Education

In recent decades, education at all levels has been seriously impoverished by a growing obsession with standards, targets, skills and competences. According to this model, only a circumscribed range of basic cognitive skills and competences are the business of education, whose main role is to provide employability credentials for people competing for jobs in the global economy. The result is a one-dimensional, economicist and bleakly utilitarian conception of the educational task. In Mindfulness and Learning: Celebrating the Affective Dimension of Education, Terry Hyland advances the thesis that education stands in need of a rejuvenation of its affective function – the impact it has on the emotional, social, moral and personal development of learners. Drawing on the Buddhist conception of mindfulness, he advances a powerful argument for redressing this imbalance by enhancing the affective domain of learning. Mindfulness and Learning: Celebrating the Affective Dimension of Education shows how the concept and practice of ‘mindfulness’ – non-judgmental, present moment awareness and experience – can enrich learning at all levels. Mindfulness thus contributes to the enhanced achievement of general educational goals, and helps remedy the gross deficiency of the affective/emotional aspects of contemporary theory and practice.

Features
► Explores the links between mindfulness and education ► Offers a powerful argument for enhancing affective education at all levels ► Examines the connections between Buddhism and learning ► Provides a practical guide for teachers interested in mindfulness in schools and colleges

Field of interest
Lifelong Learning/Adult Education; Educational Psychology; Educational Philosophy

Target groups
Research

Type of publication
Monograph

Due September 2011

► € 99,95 | £90.00
► * € (D) 106,95 | € (A) 109,95 | sFr 143,50
ISBN 978-94-007-1910-1
Critical Praxis Research
Breathing New Life into Research Methods for Teachers

Critical Praxis Research (CPR) is a teacher research methodology designed to bridge the divide between practitioner and scholar, drawing together many strands to explain the research process not just as something teacher researchers do, but as a fundamental part of who teacher researchers are. Emphasizing the researcher over the method, CPR embraces and amplifies the skills and passions teachers naturally bring to their research endeavours. Emerging from the tradition of critical pedagogy, Critical Praxis Research: Breathing New Life into Research Methods for Teachers transcends longstanding debates over quantitative vs. qualitative and scholar vs. practitioner research. The text examines the histories and current applications of common methodologies and re-conceptualizes the ways that these methodologies can be used to enhance teachers’ identities as practitioners and researchers. It also provides a critical examination of the role of Institutional Review Boards, and explores the complexity and ethics of data collection, data analysis, and writing. Through guiding questions and writing prompts, the author encourages readers to think through the process of design and conducting CPR. The text is theoretically rich, but written in an accessible style infused with metaphor, irony, and humour.

Features
► Applies the tenets of critical pedagogy to research in a way that is both theoretical and practical
► Provides students with a strong conceptual knowledge base about critical research in an engaging way that allows readers to connect with the text

Fields of interest
Teaching and Teacher Education; Educational Philosophy

Target groups
Research

Type of publication
Monograph

Evolution and Religion in American Education
An Ethnography

Evolution and Religion in American Education shines a light into one of America’s most educational corners, exposing the regressive darkness that can invade science classrooms when school boards and state overseers take their eyes off the ball. It sets out to examine the development of college students’ attitudes towards biological evolution through their lives. The fascinating insights provided by interviewing students about their world views adds up to a compelling case for additional scrutiny of the way young people’s educational experiences unfold as they consider—and indeed in some cases reject—one of science’s strongest and most cogent theoretical constructs. Inevitably, open discussion and consideration of the theory of evolution can chip away at the mental framework constructed by Creationists, eroding the foundations of their faith. The conceptual battleground is so fraught with logical challenges to Creationist dogma that in a number of cases students’ exposure to such dangerous ideas is actively prevented. This book provides a detailed map of this astonishing struggle in today’s America—a struggle many had thought was done and dusted with the onset of the Enlightenment.

Features
► Provides clear ethnographic insight into the hopes, fears, and rationales of Creationist students as they contemplate evolution amidst their peers
► Analyzes the existential anxiety expressed by Creationists when they are asked to consider “what if evolution had happened”—how would that affect their lives”
► Illustrates and theorizes the socio-cultural complexity of student interaction with science, and how it is weighed amongst competing interests in their lives

Fields of interest
Science Education; Religion and Education; Evolutionary Biology

Target groups
Research

Type of publication
Monograph

Comparative Education
The Construction of a Field

From the reviews
► This book is a remarkable feat of scholarship — so remarkable in fact that I put it in the same league as the great classics of the field that had so much to do with setting the direction of Comparative Education. Indeed, this volume goes further than earlier classics to reveal, through textual analysis and interviews with key figures, how the epistemological foundations of the field and crucial professional developments combined to, as the title indicates, construct Comparative Education. Manzon’s work is indispensable — a word I do not use lightly — for scholars who seek a genuine grasp of the field: how it was formed and by whom, its major theoreticians, its professional foundations, and so on. Clearly too, this book marks the rise of a young star, Maria Manzon, who shows promise of joining the ranks of our field’s most illustrious thinkers
► Erwin H. Epstein, Director, Center for Comparative Education, Loyola University, Chicago, USA

Features
► Offers a globally extensive narrative of the histories of comparative education
► Presents a monolithic work both in significance and originality unseen for over 40 years
► Introduces a path-breaking conceptualization of the field of comparative education
► Draws on a formidable range of data, including interviews with key international scholars

Fields of interest
International and Comparative Education; History; Sociology

Target groups
Research

Type of publication
Monograph
A. R. Margulis, Cornell University, New York, NY, USA

How to Rise to the Top ... and Stay There!
A Leadership Manual

The present dire economic environment has greatly affected business and the opportunities for advancement or even holding a job. Even universities, although not directly in business, are feeling the impact of diminishing endowments, resulting in lower disposable funds and reduction in innovative, unproven programs, which, in the past, often led to breakthroughs. These conditions we hope are only temporary, and they will not affect careers in the long run. This book is written to guide the reader on how to progress in his or her chosen career, how to reach a high position in which one is actually in charge of a unit, department, school, or business and how to run it successfully.

Features
➤ Guides the reader on how to progress in his or her chosen career ➤ Shows the reader how to reach a high position in which one is actually in charge of a unit, department, school, or business and how to run it successfully ➤ Written with the current economic crises in mind

Fields of interest
Learning and Instruction; Life Sciences, general; Administration, Organization and Leadership

Target groups
Research

Type of publication
Monograph

T. Meaney, Charles Sturt University, Wagga Wagga, NSW, Australia; T. Trinick, University of Auckland, New Zealand; U. Fairhall, Te Kura Kaupapa Māori O Te Koutu, Rotorua, New Zealand (Eds.)

Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms

Language can be simultaneously both a support and a hindrance to students’ learning of mathematics. When students have sufficient fluency in the mathematics register so that they can discuss their ideas, they become chiefs who are able to think mathematically. However, learning the mathematics register of an Indigenous language is not a simple exercise and involves many challenges not only for students, but also for their teachers and the wider community. Collaborating to Meet Language Challenges in Indigenous Mathematics Classrooms identifies some of the challenges—political, mathematical, community based, and pedagogical—to the mathematics register, faced by an Indigenous school, in this case a Māori immersion school. It also details the solutions created by the collaboration of teachers, researchers and community members.

Features
➤ Addresses the concerns over language and mathematics education ➤ Incorporates social justice components in mathematics education ➤ Includes the latest research on incorporating and implementing innovative teaching strategies to meet the learning needs of Indigenous students

Fields of interest
Mathematics Education; Language Education

Target groups
Research

Type of publication
Contributed volume

M. Niaz, A. Maza, Universidad de Oriente, Cumaná, Sucre, Venezuela

Nature of Science in General Chemistry Textbooks

Research in science education has recognized the importance of history and philosophy of science (HPS). Nature of science (NOS) is considered to be an essential part of HPS with important implications for teaching science. The role played by textbooks in developing students’ informed conceptions of NOS has been a source of considerable interest for science educators. In some parts of the world, textbooks become the curriculum and determine to a great extent what is taught and learned in the classroom. Given this background and interest, this monograph has evaluated NOS in university level general chemistry textbooks published in U.S.A. Most textbooks in this study provided little insight with respect to the nine criteria used for evaluating NOS. Some of the textbooks, however, inevitably refer to HPS and thus provide guidelines for future textbooks. A few of the textbooks go into considerable detail to present the atomic models of Dalton, Thomson, Rutherford, Bohr and wave mechanical to illustrate the tentative nature of scientific theories --- an important NOS aspect. These results lead to the question: Are we teaching science as practiced by scientists? An answer to this question can help us to understand the importance of NOS, by providing students an HPS-based environment, so that they too (just like the scientists) feel the thrill and excitement of discovering new things. This monograph provides students and teachers guidelines for introducing various aspects of NOS, based on historical episodes.

Contents
Acknowledgments.- Introduction.- Criteria for evaluation of general chemistry textbooks.- Evaluation of general chemistry textbooks: Results and discussion.- Conclusion and educational implications.- References.- Appendix A.- Appendix B.- Index.

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

Target groups
Research

Type of publication
SpringerBriefs

Available
2011. XIV, 167 p. 25 illus. Softcover
➤ € 26.95 | £24.99
➤ * € (D) 28,84 | € (A) 29,64 | sFr 39,00 ISBN 978-1-4419-7502-7

Due October 2011
2012. 300 p. 50 illus. (Mathematics Education Library, Volume 52) Hardcover
➤ approx. € 99,95 | £90.00
➤ _approx._ * € (D) 106,65 | € (A) 109,95 | sFr 143,50 ISBN 978-94-007-1993-4

Due July 2011
2011. 50 p. (SpringerBriefs in Education) Softcover
➤ approx. € 49,95 | £44.99
➤ _approx._ * € (D) 53,45 | € (A) 54,95 | sFr 72,00 ISBN 978-94-007-1919-4
Passibility
At the Limits of the Constructivist Metaphor

This book argues that the ‘constructivist metaphor’ has become a self-appointed overriding concept that suppresses other modes of thinking about knowing and learning science. Yet there are questions about knowledge that constructivism cannot properly answer, such as how a cognitive structure can intentionally develop a formation that is more complex than itself; how a learner can aim at a learning objective that is, by definition, itself unknown; how we learn through pain, suffering, love or passion; and the role emotion and crises play in knowing and learning.

In support of this hypothesis, readers are provided with a collation of empirical studies and phenomenological analyses of knowing and learning science—in schools, scientific laboratories and everyday life—all of which defy a constructivist explanation. The author argues that ‘possibility’ constitutes an essential factor in the development of consciousness, with a range of essential experiences that cannot be brought into the linguistic realm. His exploration is guided by concepts such as ‘otherness’, passion, passivity and undecidability, and concludes by resituating the construction metaphor to accord it its proper place in a more comprehensive theory of learning.

Features

- Radically new, empirically based epistemology in science/technology-related knowing and learning
- Integrative treatment of emotion, motivation, and the passions in a comprehensive theory
- First/third person perspectives on critical aspects of learning in science

Fields of interest
Science Education; Educational Philosophy; Educational Psychology

Target groups
Research

Type of publication
Monograph

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Leading Student Assessment

This book presents a new and refreshing look at student assessment from the perspective of leading educational theorists, researchers, and practitioners. The authors call for boundary-breaking assessment that reflects clear understandings of the purposes of assessment, a balance of assessment creativity and realism, the ability to detect solutions for assessment challenges, and the capacity to question and imagine assessment alternatives. The 14 chapters offer school and district educators, policy makers, researchers, and university teacher preparation faculty with a comprehensive, current overview of the state and art of student assessment. Key questions are posed about assessment and critical challenges are presented along with sound evidence-based solutions. Student assessment is analyzed in terms of its relationship with classroom instructional practices and large-scale testing programs. Formative and summative assessments are compared and contrasted. The role of psychological assessment in informing classroom practices is profiled along with the need for student voice in fair assessment practices. Readers will be challenged to consider the ecology of student assessment, that is, the impact of assessment in classrooms and schools through to the macro level of globalized societies. The underpinning values and assumptions of student assessment are highlighted. Finally, a rationale is offered for reconceptualizing and redefining assessment.

Features

- Brings boundary breaking perspectives of student assessment
- Studies assessment that balances creativity and realism
- Provides solutions to assessment challenges
- Questions and imagines assessment alternatives
- Places assessment in the service of a thriving civil society

Fields of interest
Administration, Organization and Leadership; Assessment, Testing and Evaluation; Education (general)

Target groups
Research

Type of publication
Contributed volume

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Due September 2011


- approx. € 99,95 | £90.00
- approx. (D) 106,95 | (A) 109,95 | sFr 143,50
ISBN 978-94-007-1907-1

Due October 2011


- € 99,95 | £90.00
- (D) 106,95 | (A) 109,95 | sFr 143,50
ISBN 978-94-007-1726-8