W. K. Cummings, The George Washington University, DC, USA; M. J. Finkelstein, Seton Hall University, South Orange, NJ, USA

**Scholars in the Changing American Academy**

**New Contexts, New Rules and New Roles**

As the nature of education generally, and higher education in particular, changes irrevocably, it is crucial to understand the informed opinions of those closest to the institutions of learning.

**Features**
- Reports the results of a vital 19-nation international survey of the academic profession
- Provides fresh comparative data on US faculty attitudes relative to those in other mature and emerging economies worldwide
- Places recent developments in American higher education in a comparative and historical context
- Tracks the continuities and changes in faculty personal characteristics (gender, minority status, foreign born), work life, productivity, participation in governance, and satisfaction

**Contents**

**Fields of interests**
Higher Education; International and Comparative Education; Sociology of Education

**Target groups**
Research

**Product category**
Monograph

**Due December 2011**

- € 99,95 | £90.00
- *€ (D) 106,95 | € (A) 109,95 | sFr 133,50
ISBN 978-94-007-2729-8

J. Dale, University of Indianapolis, IN, USA; E. J. Hyslop-Margison, University of New Brunswick, NB, Canada

**Paulo Freire: Teaching for Freedom and Transformation**

**The Philosophical Influences on the Work of Paulo Freire**

The primary mission of this text is clarifying many of the misconceptions about Paulo Freire's theories, concepts and his implications for education. It revisits his ideas and explains more fully the philosophical influences that shaped concepts such as problem posing, conscientization and praxis. The fundamental thesis, then, is that the present absence of in-depth philosophical analysis leaves an unacceptable void in the literature addressing Freire's work, while also promoting frequent misconceptions and superficial understandings about his relationship to contemporary education.

**Features**
- Provides first in-depth examination of the philosophical foundations of Freire's contribution to education
- Evaluates the extent to which Freire successfully weaves various philosophical positions into a coherent pedagogy
- Explains how Freire's pedagogy might be applied in contemporary education programs within a neoliberal context

**Contents**

**Fields of interests**
Educational Philosophy; Philosophy of Education

**Target groups**
Research

**Product category**
Monograph

**Due January 2012**

2011. XIX, 170 p. (Explorations of Educational Purpose, Volume 12) Softcover
- approx. € 29,95 | £26.99
- approx. *€ (D) 32,05 | € (A) 32,94 | sFr 40,00
ISBN 978-94-007-2854-7

R. Hayhoe, University of Toronto, ON, Canada; J. Li, Hong Kong Institute of Education, Hong Kong; J. Lin, University of Maryland, MD, USA; Q. Zha, York University, ON, Canada

**Portraits of 21st Century Chinese Universities:**

**In the Move to Mass Higher Education**

**Contents**
F. Landriscina, Florence University, Italy
Simulation and Learning
A Model-Centered Approach

Features
- Emphasizes the connection between simulation and mental process
- Provides in-depth analysis of the relationships between simulation and mental models
- Demonstrates ways that simulation can be used to support conceptual change
- Connects simulation with embodied cognition and the extended mind hypothesis
- Provides concrete examples and guidelines for designing instructionally effective simulations

Contents
- The Simulation Paradox: If Simulations are Good for Learning, Where are They? The Epistemic Status of Simulation, Simulation Myths and Fads
- An Introduction to Simulation for Learning: What is Simulation for Learning, The Need for a Generalist Approach, Differences between Simulation and Games, Simulation and Cognition
- Simulation Modeling: Simulation Paradigms, Continuous Models, Agent-Based Modeling, System Dynamics, Simulation-Based Learning: Learning with Simulations, Simulative Reasoning, The Role of Mental Simulation, Simulation and Cognitive Partnering
- Simulation-Based Instruction: From Computational Models to Instructional Units, Simulation and Cognitive Load, An Instructional Design Perspective, Simulation and Science Education, Modeling Skills, Simulation Literacy
- Conclusions

Fields of interests
Learning and Instruction; Cognitive Psychology; Educational Technology

Target groups
Research

Product category
Monograph

Due January 2012
2012. Approx. 250 p. 35 illus., 10 in color. Hardcover
- approx. € 104,95 | £93.00
- approx. * € (D) 123,30 | € (A) 115,45 | sFr 148,00

L. Moller, Walden University, Bloomington, IN, USA; J. B. Huett, Walden University, Carrolton, IN, USA (Eds)
The Next Generation of Distance Education
Unconstrained Learning

Contents
1. Guiding principles of the next generation of learning at a distance
2. The distance of future learning technology: It’s not about the technology, and it’s not about the distance
3. An analysis of success and failures: Planning the foundation for the next generation of distance education
4. Rethinking design and learning processes
5. Needs assessment: Identifying teachers’ expectations and perceptions of an online P-6 engineering professional development program
6. Collaborative problem-solving in virtual environments: Effect of social interaction, social presence and sociability on critical thinking
7. Using the community of inquiry framework to inform effective instructional design
8. The design critique as a model for distributed learning
9. Data, information, knowledge, wisdom: A revised model for agents-based knowledge management systems
10. Higher education and post-industrial society: New ideas about teaching, learning, and technology
11. CyGaMEs: A full-service instructional design model harnessing game-based technologies for learning and assessment
12. Learning-communication interfaces model: Implications to virtual learning
13. The influence of backchannel communication on cognitive load
14. The next generation of research in distance and online learning: Unconstrained by comparisons to classroom instruction

Fields of interests
Educational Technology; Computers and Education

Target groups
Research

Product category
Monograph

Due February 2012
2012. XXIV, 310 p. 20 illus., 14 in color. Hardcover
- € 119,95 | £108.00
- *€ (D) 128,35 | € (A) 131,95 | sFr 160,00

J. Scheerens, University of Twente, Enschede, The Netherlands (Ed.)
School Leadership Effects Revisited
Review and Meta-Analysis of Empirical Studies

This highly detailed study maps four decades of evolution of the concept of what constitutes effective school leadership. It analyses the theoretical background to these developments and advocates the utility of thinking of a ‘lean’ form of school leadership that is comparable to the concept of ‘meta-control’

Contents
Perspectives on educational quality, Jaap Scheerens
Measuring educational quality by means of indicators, Jaap Scheerens
Description and earlier quality review of the Dutch Educational System, Jaap Scheerens
The quality of education in the Netherlands, as expressed by achievement indicators, Hans Luyten
The selectivity and vocational orientation of education systems, Jan van Ravens
Summary and discussion, Jaap Scheerens

Fields of interests
Administration, Organization and Leadership; Educational Policy and Politics; Assessment, Testing and Evaluation

Target groups
Research

Product category
Monograph

Due November 2011
2012. IX, 193 p. 15 illus. (SpringerBriefs in Education) Softcover
- € 49,95 | £44.99
- *€ (D) 53,45 | € (A) 54,95 | sFr 66,50
ISBN 978-94-007-2767-1

Jaap Scheerens, University of Twente, Enschede, The Netherlands (Ed.)
School Leadership Effects Revisited
Review and Meta-Analysis of Empirical Studies

This highly detailed study maps four decades of evolution of the concept of what constitutes effective school leadership. It analyses the theoretical background to these developments and advocates the utility of thinking of a ‘lean’ form of school leadership that is comparable to the concept of ‘meta-control’

Contents
Perspectives on educational quality, Jaap Scheerens
Measuring educational quality by means of indicators, Jaap Scheerens
Description and earlier quality review of the Dutch Educational System, Jaap Scheerens
The quality of education in the Netherlands, as expressed by achievement indicators, Hans Luyten
The selectivity and vocational orientation of education systems, Jan van Ravens
Summary and discussion, Jaap Scheerens

Fields of interests
Administration, Organization and Leadership; Educational Policy and Politics; Assessment, Testing and Evaluation

Target groups
Research

Product category
Monograph
N. Whiteman, University of Leicester, UK

Undoing Ethics
Rethinking Practice in Online Research

Over the past decade, researchers from different academic disciplines have paid increasing attention to the productivity of online environments. The ethical underpinnings of research in such settings, however, remain contested and often controversial. As traditional debates have been reignited by the need to respond to the particular characteristics of technologically-mediated environments, researchers have entered anew key debates regarding the moral, legal and regulative aspects of research ethics. A growing trend in this work has been towards the promotion of localized and contextualized research ethics - the suggestion that the decisions we make should be informed by the nature of the environments we study and the habits/expectations of participants within them. Despite such moves, the relationship between the empirical, theoretical and methodological aspects of Internet research ethics remains underexplored. Drawing from ongoing sociological research into the practices of media cultures online, this book provides a timely and distinctive response to this need.

Features
- Considers ethics in relation to the methodological, empirical, and theoretical domains of research
- Establishes an original transaction between academic and non-academic domains of research
- Situated within contemporary concerns of ethical accountability and regulation

Contents
- Preface
- Ethical Stances in Research
- The Achievement of Research Ethics
- Public or Private?
- Text or Subjects?
- Unstable Relations
- Undoing Ethics

Fields of interests
Educational Technology; Ethics

Target groups
Research

Product category
Monograph

Due February 2012

2012. X, 162 p. 3 illus. Hardcover
- € 89,95 | £81.00
- * € (D) 96,25 | € (A) 98,95 | sFr 120,00