N. Kanas, University of California, San Francisco, CA, USA

Star Maps
History, Artistry, and Cartography

Features
► Includes a new preface and approximately 40 pages of new information, with 24 extra illustrations, including 16 new color plates  
► Introduces prehistoric stone maps, celestial navigation, atlas frontispieces, and celestial playing cards  
► Expands the existing sections on the celestial globe, planisphere, and planets, moons, and comets  
► Includes new sections on colonial contributions to star maps, new information on Hannah Bouvier, and 21st century computerized star finders  

Contents

Fields of interests
History of Science; Popular Science in Astronomy; Geographical Information Systems/Cartography

Target groups
Popular/general

Product category
Popular science

Due July 2012

2nd ed. 2012. XXXVIII, 530 p. 262 illus., 91 in color.  
(Springer Praxis Books / Popular Astronomy)  
Softcover  
► approx. *€ (D) 28,84 | € (A) 29,65 | sFr 34,50  
► approx.  £26,95 | £23.99  
ISBN 978-1-4614-0916-8
B. Bevan, Exploratorium, San Francisco, CA, USA; P. K. Bell, University of Washington, Seattle, WA, USA; R. Stevens, Northwestern University, Chicago, IL, USA; A. Razfar, University of Illinois at Chicago, IL, USA (Eds)

**LOST Opportunities**

Learning in Out of School Time

Contents

Making Sense of Education
Fifteen Contemporary Educational Theorists in their own Words

This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so.

Contents

Fields of interests
Educational Philosophy; Philosophy of Education

Target groups
Research

Product category
Contributed volume

Due March 2012

ISBN 978-94-007-4016-7

Experience of School Transitions
Policies, Practice and Participants

Contents

Fields of interests
Educational Policy and Politics; Higher Education; Professional and Vocational Education

Target groups
Research

Product category
Contributed volume

Due July 2012
2012. XII, 257 p. 4 illus. Hardcover

ISBN 978-94-007-4197-3

The Impact of Experiential Education on the Personal and Spiritual Development of Adolescents in Hong Kong
A Mixed-Method Study in the Secondary School Context

Adventure-based programs have recently become prevailing in the schools in Hong Kong because they usually associate with the enhancement of youngsters' development. Due to the little empirical examination to such apparent frequent use of experiential education, this study used mixed methods to establish its first phenomenal picture, addressing the scale of the use of experiential education and the impact of it on adolescents' personal and spiritual development, specified in four aspects: self-concept, self-efficacy, learning climate and spiritual dimension. The findings showed that experiential education is evidently on-trend and there was significant, positive impact in all four aspects. These findings were interpreted in light of its function for personality development with regard to the globalizing phenomenon of Hong Kong.

Feature
▶ A mixed-method study in the secondary school context

Fields of interests
International and Comparative Education; Education (general)

Product category

Available
2012. Approx. 400 p. 6 illus. Softcover

ISBN 978-3-531-18575-0
**Ethnocinema: Intercultural Arts Education**

*Features*
- Introduces ethnocinema as a new method in arts-based education
- Numerous photographs and seven short films demonstrate the collaborative pilot project
- Indicates possibilities for integrating students from refugee backgrounds into the Western school system

*Contents*

**Fields of interests**
- Sociology of Education
- Arts Education
- Gender Studies

**Target groups**
- Research

**Product category**
- Monograph

---

**Assessment in Game-Based Learning**

*Foundations, Innovations, and Perspectives*

*Contents*
- Foundations of game-based assessment.
- The role of construct definition in the creation of formative assessments in game-based learning.
- Games, learning, and assessment.
- Three things game designers need to know about assessment.
- Technological and methodological innovations for assessing game-based learning.
- Patterns of game playing behaviors as indicators of mastery.
- Taking activity-goal alignment into open-ended environments: Assessment and automation in game-based learning.
- Information trails: In-process assessment of game-based learning.
- Implementing game-based learning: The MAPLET framework as a guide to learner-centered design and assessment.
- Innovative assessment technologies in educational games.
- Realizing assessment in game-based learning.
- Interactivity design and assessment framework for educational games to promote motivation and complex problem-solving skills.
- Measurement principles for gaming.
- Using institutional data to evaluate game-based instructional designs.
- Examining students’ cultural identity and player styles through avatar drawings in a game-based classroom.
- Measurement and analysis of learners’ motivation in game-based e-learning.

**Fields of interests**
- Educational Technology
- Computers and Education
- Developmental Psychology

**Target groups**
- Research

**Product category**
- Monograph
M. Mackey, University of Alberta, AB, Canada (Ed)

**Picturebooks and Literary Understanding, in Honour of Lawrence Sipe**

At the time of his sudden death in March 2011, well-known children’s literature scholar Lawrence Sipe was North American Editor-in-Chief of Children’s Literature in Education: An International Quarterly.

**Contents**

Editor’s Note: Revisiting the Relationships between Text and Pictures: Children’s Literature

- A tribute to the late well-known children’s literature scholar Lawrence Sipe
- Reflects upon Lawrence Sipe’s strongest contributions to the understanding of young people and their literature
- Includes the last article written by Lawrence Sipe

**Features**

1. Bordering and Re-bordering in Education: Introduction
- 2. “Quality’s ‘Others’?” The Politics of Bordering and Re-bordering our Educational Standards
- 3. The New Spatial Politics of (re)Bordering and (re)Ordering the State-Education-Citizen Relation
- 4. From Barriers to Bridges: An Investigation on Saudi Student Mobility (2006–2009)
- 5. Frontières, Traduction et Politiques de la Différence: la Tâche Herméneutique de l’Éducation Comparée
- 6. Self and the Other in the Confucian Cultural Context: Implications of China’s Higher Education Development for Comparative Studies
- 7. Re-bordering Spaces of Trauma: Auto-ethnographic Reflections on the Immigrant and Refugee Experience in an Inner-City High School in Toronto
- 8. Language Learning through Critical Pedagogy in a “Brave New World”
- 10. Women and Higher Education in Iran: What are the Implications for Employment and the “Marriage Market”? What Underlies the Shift to a Modality of Partnership in Educational Development Cooperation
- 12. Re-bordering Comparative Education in Latin America: Between Global Limits and Local Characteristics

**Fields of interests**

- Childhood Education;
- Literacy;
- Language Education

**Target groups**

- Research

**Product category**

- Contributed volume

Due April 2012

Reprinted from International Review of Education

57: 3–4 August 2011


- approx. € (D) 32.05 | € (A) 32.94 | sFr 40.00
- approx. £ 29.95 | £ 26.99

ISBN 978-94-007-4323-6

---

S. Majhanovich, University of Western Ontario, London, ON, Canada; C. Fox, University of Wollongong, NSW, Australia; F. Gök, Boğaziçi University, Istanbul, Turkey (Eds)

**Schooling for Sustainable Development in Canada and the United States**

**Contents**

Part I - Schooling for Sustainable Development in Canada and the United States
- Chapter 1: Education for Sustainable Development in Canada and the United States
- Rosalyn McKeown
- Victor Nolet

Part II - Teacher Education: Chapter 4. Teacher Education and ESD in the United States: Gilda Wheeler


Part IV - Reorienting Curriculum

- Chapter 3: Education for Sustainable Development in Canada: Charles Hopkins

**Fields of interests**

- International and Comparative Education;
- Educational Policy and Politics;
- Higher Education

**Target groups**

- Research

**Product category**

- Contributed volume

Due July 2012

2012. XIV, 266 p. (Schooling for Sustainable Development, Volume 4)

- approx. € (D) 106.95 | € (A) 109.95 | sFr 133.50
- approx. £ 99.95 | £ 90.00

ISBN 978-94-007-4272-7
Reconstruction of Wave-Particle Duality and its Implications for General Chemistry Textbooks

It goes without saying that atomic structure, including its dual wave-particle nature, cannot be demonstrated in the classroom. Thus, for most science teachers, especially those in physics and chemistry, the textbook is their key resource and their students’ core source of information.

Features
► Historical reconstructions are very different from textbook presentations ► History and philosophy of science are important sources for motivating students ► Scientific progress is characterized by theoretical insight, experiments and controversies ► Wave-particle duality is crucial for understanding modern atomic structure ► Presentation of wave-particle duality within a historical context can facilitate students’ conceptual understanding

Contents

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

Target groups
Research

Product category
Brief

One-Day, One-Problem
An Approach to Problem-based Learning

One-day, one-problem is a unique adaptation of problem-based learning (PBL) pioneered at Republic Polytechnic, Singapore.

Features
► The book serves as a valuable resource as a case-study of how PBL is reinvented across disciplines ► Documents a unique approach to Problem-based Learning pioneered at Republic Polytechnic ► Combines results of empirical studies with practical implications for the educator

Contents

Fields of interest
Learning and Instruction

Target groups
Research

Product category
Contributed volume

Due April 2012
2012. VIII, 298 p. 27 illus. Hardcover ► * € (D) 106,95 | € (A) 109,95 | sFr 133,50 ► € 99,95 | £90.00
ISBN 978-3-531-18031-1

Available
2012. VIII, 298 p. 27 illus. Softcover ► * € (D) 29,95 | € (A) 30,79 | sFr 37,50 ► € 27,99 | £25.99
ISBN 978-3-531-18031-1
M. Pilz, University of Cologne, Germany (Ed)
The Future of Vocational Education and Training in a Changing World

Across the globe, vocational education and training is characterised by a number of overarching trends, including the increasing use of technology, the growing importance of information and communications systems, and changes to national demographics. At the interface between the education and training system and the world of work, VET faces the challenge of tackling these changes, of making a constructive contribution to solving the problems posed by the transition from education to employment, and of ensuring that the next generation has the skills it – and the economy – needs. This volume comprises thirty individual contributions that together add up to a comprehensive overview of the current situation in vocational education and training, its strengths and weaknesses, and its prospects. VET experts from Canada, the USA, India, China and Korea, as well as from a number of European countries, focus on their national context and how it fits in to the bigger picture. The contributions combine theoretical discussions from various strands of VET research with evidence from country case studies and examples from current practice.

Feature
► A Comprehensive Overview

Contents
Anglo-Saxon Countries.- Asia Including India.- Continental Europe.- Global / Theory.

Fields of interest
Lifelong Learning/Adult Education

Target groups
Research

Product category
Monograph

Fit for Business
Pre-Vocational Education in European Schools

Within compulsory education, prevocational education is intended primarily to introduce participants to the world of work. This book considers curriculum design and pedagogical practice in pre-vocational education during the last two years of compulsory education. The study focuses on seven European countries (Scotland, Latvia, Poland, Hungary, Germany, Austria, Portugal) and presents an analysis of the curriculum as it relates both to knowledge-based competencies in economics and business and to self- and social competencies. It then discusses the differences between the prescribed and the enacted curriculum as identified by means of a subsequent survey of teachers. The authors conclude with a comparative assessment of each country case study, combined with supranational recommendations.

Feature
► Developing Business Competencies in School

Contents

Fields of interest
Education (general)

Target groups
Research

Product category
Professional book

Research on PISA
Research Outcomes of the PISA Research Conference 2009

Contents
Clark Kerr’s World of Higher Education Reaches the 21st Century

Chapters in a Special History

Features
- First detailed analysis from multiple perspectives connecting Kerr’s work to comparative higher education policy making nationally and internationally
- Provides portraits of a complex and supremely honest man
- Places Kerr’s life, thinking and policy initiatives in the broader context of the evolution of higher education systems and structures since 1950 or 1960
- Uniquely examines the dilemmas, contradictions and outcomes of higher education planning policies and structures in differing national contexts

Contents

Fields of interests
Higher Education; Educational Policy and Politics; International and Comparative Education

Product category
Contributed volume

Due June 2012
2012. X, 274 p. 2 illus. in color. (Higher Education Dynamics, Volume 38) Hardcover
- € (D) 106.95 | € (A) 109.95 | sFr 133.50
- € 99.95 | £90.00
ISBN 978-94-007-4257-4