Due October 2012
2013. IV, 410 p. 104 illus., 69 in color. Hardcover
► $179.00
ISBN 978-94-007-4859-0

Due November 2012
2013. X, 240 p. 5 illus. Hardcover
► $129.00
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2013. Approx. 320 p. Hardcover
► approx. $179.00
ISBN 978-94-007-5269-6
**News 8/2012**

**Encyclopedia of Science Education**

**Contents**
Tentative Table of Contents/section editors: Section: Assessment and evaluation, Professor Robin Millar.- Section: Curriculum, Professor Doris Jorde.- Section: IT and science education, Richard Gunstone, Professor Phil Scott†.- Section: Learning, Professor Richard Duschl.- Section: Science education in out of school contexts, Section: Socio-cultural dimensions of science education, Professor John Loughran.- Section: Teacher education / teacher development, Professor John Wallace.- Section: Teaching, Advisory Board, Professor Costas Constantinou.- Professor Jens Dolin.- Professor Reinders Duit.- Professor Mansoor Niaz, Professor Masakata Ogawa.- Professor Roser Pintó.- Professor Marissa Rollnick.

**Fields of interest**
Science Education

**Target groups**
Research

**Discount group**
Professional Non-Medical

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**Achieving Quality Education for All**

**Perspectives from the Asia-Pacific Region and Beyond**

Due to the development of the international Education for All and Education for Sustainable Development movements, for which UNESCO is the lead agency, there has been an increasing emphasis on the power of education and schooling to help build more just and equitable societies. Thus giving everyone the opportunity to develop their talents to the full, regardless of characteristics such as gender, socio-economic status, ethnicity, religious persuasion, or regional location.

**Features**
- Offers suggestions at international level on funding school systems, organizing schools and developing effective teachers
- Covers research from ten very different countries, thus providing wide variety and means of comparison
- Recognises the approaches which demonstrate that Education for All is now achievable

**Fields of interest**
International and Comparative Education; Educational Policy and Politics; Lifelong Learning/Adult Education

**Target groups**
Research

**Discount group**
Professional Non-Medical

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**Perceptions of the Holocaust in Europe and Muslim Communities**

**Sources, Comparisons and Educational Challenges**


**Fields of interest**
Religion and Education; History; Migration

**Target groups**
Research

**Discount group**
Professional Non-Medical

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**Due November 2012**

2013. XV, 180 p. (Education in the Asia-Pacific Region: Issues, Concerns and Prospects, Volume 20)

**Due October 2012**

2013. VI, 264 p. (Muslims in Global Societies Series, Volume 7)

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**Due January 2013**

Print


**eReference**

2013.

**Print + eReference**


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P. Y. Luk-Fong, The Hong Kong Institute of Education, Hong Kong

Teachers’ Identities and Life Choices

Issues of Globalisation and Localisation

Features
- Offers new insights in both conceptualisation and methodology relating to the study of teachers’ identities, life choices, work and stress
- Breaks new ground by making available contextually specific Chinese data to the international audience
- Draws implications for identity, work, work-life balance and gender equity in the field of education for the next generation
- To understand identities and life choices, this book advocates a third way, a hybrid, ‘both-and’ rather than ‘either-or’ approach which involves border crossing and de-learning of stereotypes beyond East and West, new and old, female and male, local and global, home and work, teaching the subject and teaching the whole person, and education for marks and education for learning

Contents

Fields of interest
Teaching and Teacher Education; International and Comparative Education; Interdisciplinary Studies

Target groups
Research

Discount group
Professional Non-Medical

Critical Pedagogy for Early Childhood and Elementary Educators

L. McFadyen Christensen, University of Alabama at Birmingham, AL, USA; J. Aldridge, World Organization for Early Childhood Education (OMEP), Birmingham, AL, USA

Among the welter of books on critical pedagogy, this volume will be especially valued for its direct focus on early years and elementary educators. Benefiting from the considered views of two veteran teachers of critical pedagogy, the volume is far more than a knowledge-rich resource, offering as it does vital support in applying the tenets of critical pedagogy to classroom practice.

Features
- Supports the implementation of critical pedagogy in the classroom
- Demonstrates how to engage in examination of assumptions and praxis
- Assists practitioners to create critical pedagogy communities that participate in principled practices, equity, and social justice

Contents
Chapter 1 What is Critical Pedagogy? - Chapter 2 Being Critical of Critical Pedagogy - Chapter 3 Assumptions—Where are We? - Chapter 4 Identity - Chapter 5 Praxis and Critical Pedagogy - Chapter 6 Discrimination - Chapter 7 Gender and Ethnicity - Chapter 8 The Dilemma of Social Justice - Chapter 9 Teaching for Transformation - Chapter 10 Looking Back and Moving Forward

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

Target groups
Research

Discount group
Professional Non-Medical

Zoo Talk

P. G. Patrick, Texas Tech University, Lubbock, TX, USA; S. Dale Tunnicliffe, University of London, England, UK

Zoo Talk

Founded on the premise that zoos are ‘bilingual’—that the zoo, in the shape of its staff and exhibits, and its visitors speak distinct languages—this enlightening analysis of the informal learning that occurs in zoos examines the ‘speech’ of exhibits and staff as well as the discourse of visitors beginning in the earliest years.

Features
- Provides a new look at informal education and education in zoos through the development of an Informal Learning Model and a Zoo Knowledge Model
- Suggests activities for classroom educators to employ before, during, and after a zoo visit
- First book focusing on how children learn about animals and children’s discourse when viewing animals
- Offers a visual explanation of students’ knowledge of zoos
- Identifies potential learning opportunities such as narratives, inquiry science, and cross-curricular activities

Contents
Introduction - Chapter 1 A History of Animal Collections - Chapter 2 Rational for the Existence of Zoos - Chapter 3 Visitors Knowledge of Zoos - Chapter 4 Exhibit Design - Chapter 5 Talking About Animals - Chapter 6 Visitor Voice - Chapter 7 School and Family Groups’ Conversations - Chapter 8 The Zoo Voice: Zoo Education and Learning - Chapter 9 Information Educators Need to Know About Zoo Field Trips (Useful Field Trip Information) - Chapter 10 Zoo Field Trip Design - Conclusions

Fields of interest
Science Education

Target groups
Research

Discount group
Professional Non-Medical
Father Involvement in Young Children’s Lives
A Global Analysis

Contents
G. Tchibozo, Université de Limoges, France (Ed)

**Cultural and Social Diversity and the Transition from Education to Work**

**Contents**

**Part I – Introduction.**
- Chapter 1. Leveraging diversity to promote successful transition from education to work.
- Part II. The Demand for Cultural and Social Diversity.
  - Chapter 4. Cultural diversity and the school-to-work transition: a relational perspective.
  - Chapter 5. Workforce Diversity in Malaysia: Current and Future Demand of Persons With Disabilities.
- Part III. Responses from the school-to-work transition systems.
  - Chapter 6. A capability approach to cultural diversity in school to work transitions: Amartya Sen and young adult's diversely different education and work communities.
  - Chapter 7. Ranciere and leadership for reforms to school-to-work transition: The presupposition of equality of theoretical assets from diverse educational cultures.
  - Chapter 8. Empowering Teacher Students for diversity in schools: Mentorship Model as a Mediator in Sweden.
  - Chapter 9. Embracing diversity by bridging the school-to-work transition of students with disabilities in Malaysia.
  - Chapter 10. Walking in multiple worlds. Successful school-to-work transitions for Aboriginal and cultural minority youth.
  - Chapter 11. Cultural Diversity in a School-to-work Transition Program for Undergraduate Students.
- Conclusion.

**Fields of interests**

Professional and Vocational Education; Educational Policy and Politics; Labor Economics

**Target groups**

Research

**Discount group**

Professional Non-Medical

Due August 2012


$129.00

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