New Series
Policy Implications of Research in Education

Series editors: G. Skedsmo, S. L. Jacobson

In education, as in other fields, there are often significant gaps between research knowledge and current policy and practice. While there are many reasons for this gap, one that stands out is that policy-makers and practitioners may simply not know about important research findings because these findings are not published in forums aimed at them. Another reason is that policy-makers and educational authorities may tend to apply only those findings that agree with and legitimate their preferred policies. Yet we hear often the mantra that policy and practice should be research based and informed by evidence. This claim relates to the interplay between the social realities of science, politics and educational practice and draws attention to knowledge production and application, processes of implementation, change and innovation. However, there are often different interests involved, different knowledge domains, political and economic interests, and legitimate questions can be raised with regard to what counts as ‘research’, what counts as ‘evidence’, who should define it, what are their implications for policy, and what kind of actions should consequently be taken to improve education for children and youth.

U. Blossing, University of Gothenburg, Sweden; G. Imsen, Norwegian University of Science & Technology, Trondheim, Norway; L. Moos, Aarhus University, Copenhagen, Denmark (Eds)

The Nordic Education Model
‘A School for All’ Encounters Neo-Liberal Policy

Features
➤ Examines the conflict between the traditional School for all model and more recent neo-liberal policies  ➤ Shows that neo-liberal technologies affect the Nordic model in different ways  ➤ Describes, analyzes and discusses a Nordic vision in relation to international trends

Contents

Fields of interest
Educational Policy and Politics; Sociology of Education; International and Comparative Education

Target groups
Research

Product category
Contributed volume
M. Gordon, Quinnipiac University, Hamden, CT, USA

Humor, Laughter and Human Flourishing

A Philosophical Exploration of the Laughing Animal

This book is a philosophical investigation of the significance of humor and laughter, examining its relation to other human phenomena including truth, nihilism, dreams, friendship, intimacy, aesthetic experience, self-transcendence and education. The author addresses the relative neglect of humor and laughter among philosophers of education with this volume, where the focus is on the significance of humor and laughter for human flourishing. Central questions are threaded through this work: What does the study of humor and laughter bring to philosophy and specifically to philosophy of education?

Features

► Unique blend of philosophical investigation and humorous discourse
► Provides a rigorous yet accessible philosophical analysis of humor
► Offers many concrete examples from education, literature, film, media, and our everyday experience
► Provides many valuable insights on the import of humor and laughter for our lives

Contents


Fields of interest

Educational Philosophy; Philosophy of Education

Target groups

Research

Product category

Brief

New Series

ASTE Series in Science Education

The Association for Science Teacher Education (ASTE) promotes leadership and support for professionals involved in the education and development of teachers of science at all levels. ASTE advances practice and policy through scholarship, collaboration, and innovation in science teacher education across the world. The ASTE book series is composed of scholarly publications by ASTE members and colleagues. Each volume centers on a scholarly theme of interest related to innovation in science teacher education. If you are interested in proposing a volume please contact ASTE at executivedirector@theaste.org For more information please visit www.theaste.org

M. Dias, Kennesaw State University, GA, USA; C. J. Eick, Auburn University, AL, USA; L. Brantley-Dias, Georgia State University, Atlanta, GA, USA (Eds)

Science Teacher Educators as K-12 Teachers

Practicing what we teach

Contents


Fields of interest

Science Education; Teaching and Teacher Education

Target groups

Research

Product category

Contributed volume

Due July 2013

2014. VIII, 106 p. (SpringerBriefs in Education) Softcover

► € (D) 53.49 | € (A) 54.99 | sFr 67.00
► € 49.99 | £44.99
ISBN 978-3-319-00833-2

Due July 2013

2014. IX, 318 p. 64 illus. (ASTE Series in Science Education) Hardcover

► € (D) 139.09 | € (A) 142.99 | sFr 173.50
► € 129.99 | £117.00
ISBN 978-94-007-6762-1
New Series Educational Communications and Technology: Issues and Innovations

Series editors: J. M. Spector, M. J. Bishop

This book series, published collaboratively between the AECT (Association for Educational Communications and Technology) and Springer, represents the best and most cutting edge research in the field of educational communications and technology. The mission of the series is to document scholarship and best practices in the creation, use, and management of technologies for effective teaching and learning in a wide range of settings. The publication goal is the rapid dissemination of the latest and best research and development findings in the broad area of educational information science and technology. As such, the volumes will be representative of the latest research findings and developments in the field. Volumes will be published on a variety of topics, including: • Learning Analytics • Distance Education • Mobile Learning Technologies • Formative Feedback for Complex Learning • Personalized Learning and Instruction • Instructional Design • Virtual tutoring Additionally, the series will publish the bi-annual AECT symposium volumes, the Educational Media and Technology Yearbooks, and the extremely prestigious and well known, Handbook of Research on Educational Communications and Technology. Currently in its 4th volume, this large and well respected Handbook will serve as an anchor for the series and a completely updated version is anticipated to publish once every 5 years. The intended audience for Educational Communications and Technology: Issues and Innovations is researchers, graduate students and professional practitioners working in the general area of educational information science and technology; this includes but is not limited to academics in colleges of education and information studies, educational researchers, instructional designers, media specialists, teachers, technology coordinators and integrators, and training professionals.

Features
► Honors Philip G. Altbach as a founding father of the field of international and comparative higher education
► Makes a fresh examination of the current state of the field of comparative higher education, with experts from different schools of thought and academic traditions
► Contrasts some of the most important tendencies in this field

Contents

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

Target groups
Research

Product category
Contributed volume

Due August 2013

2014. VIII, 368 p. 3 illus., 2 in color. (Higher Education Dynamics, Volume 42) Hardcover
► € (D) 106,99 | € (A) 109,99 | sFr 133,50
► € 99,99 | £90.00
ISBN 978-3-319-00926-1
Facilitating Conceptual Change in Students’ Understanding of the Periodic Table

This book is about how students are taught the periodic table. It reviews aspects of the periodic table’s development, using the history and philosophy of science. The teaching method presented in this book is ideal for teaching the subject in high school and at introductory university level. Chemistry students taught in this new, experimental way are compared with those taught in the traditional way and the author describes how tests found more conceptual responses from the experimental group than the control group. The historical aspects of importance to this teaching method are: the role of the Karlsruhe Congress of 1860; the accommodation of the chemical elements in the periodic table; prediction of elements that were discovered later; corrections of atomic weights; periodicity in the periodic table as a function of the atomic theory; and the accommodation of argon.

Contents

Introduction. - Rationale of the study. - Results and Discussion. - Interviews with Experimental Group Students. - Conclusions and Educational Implications. - References.

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

Target groups
Research

Product category
Contributed volume
Korean Education in Changing Economic and Demographic Contexts

Contents

Fields of interest
International and Comparative Education; Sociology of Education; Educational Policy and Politics

Target groups
Research

Product category
Contributed volume

Due December 2013

► approx. $106.95 | £ (A) 109.95 | sFr 133,50
► approx. $99.95 | £90.00
ISBN 978-981-4451-26-0

Due July 2013

2014. VI, 153 p. 2 illus. (SpringerBriefs in Education) Softcover
► $ (D) 53.49 | £ (A) 54,99 | sFr 67,00
► $ 49,99 | £44.99
ISBN 978-3-319-00923-0

Due August 2013

2014. XIV, 402 p. 21 illus., 19 in color. Hardcover
► $ (D) 106,99 | £ (A) 109,99 | sFr 133,50
► $ 99,99 | £90.00
ISBN 978-3-642-38930-6

Effectiveness of Time Investments in Education
Insights from a review and meta-analysis

This book analyzes the productivity and effectiveness of a variety of time investments in education. It explores the methods used in education to optimize the time that students are exposed to learning content. Such methods include expanding official school time, optimizing “time on task”, providing homework assignments, and creating learning opportunities beyond lesson hours. The book presents a review of earlier reviews and meta-analyses, secondary analyses of international data sets, and new meta-analyses concerning the effects of instruction time, homework and extended learning, beyond official school time.

Features
► Provides a thorough review of the literature and a comprehensive analysis and clarification
► Reviews the evidence of time effects in international comparative assessment studies
► Discusses policy implications of the outcomes of the study

Contents

Fields of interest
Learning and Instruction; Teaching and Teacher Education; Educational Policy and Politics

Target groups
Research

Product category
Brief

Education Policy Reform Trends in G20 Members

G20 members bring together the world’s major advanced and emerging economies, as well as the European Union. Together they represent some 90% of global GDP, 80% of global trade and two-thirds of the world’s population. In recognition of educational development as a key driver of economic development, the G20 members have put education reform high on their policy agenda in order to meet the challenges and embrace the opportunities ahead. Their experiences and lessons in education reform will not only showcase the global trend of education development, but also provide valuable reference and inspiration for undertaking education reform to advance national development in China as well as other countries.

Features
► The first book to summarize G20 experiences in education policy reforms responding to the global changes in 21st century
► The most comprehensive document on key issues in education reform that shaped and will shape the world’s future
► An authoritative analysis of the driving forces and contributing factors to success of education reforms in most parts of the world

Contents

Field of interest
Education (general)

Target groups
Research

Product category
Contributed volume
V. Warfield, University of Washington, Seattle, WA, USA

**Invitation to Didactique**

This is an introduction to a Didactique, research program that has been going on in France since the '70s and whose importance is now widely recognized, but whose content is still not easy access to anglophones. The work of Dr. Guy Brousseau has remained largely, in his native France, untranslated and largely unknown. This book will unlock the secrets of Didactique and provide an opportunity for researchers, teacher educators, and students to learn of this important methodology.

**Feature**
- Introduces a widely recognized research program

**Contents**

**Fields of interest**
Education (general); Mathematics Education

**Target groups**
Research

**Product category**
Brief

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**Due June 2013**

Originally published by XLibris, 2007

10 illus. (SpringerBriefs in Education, Volume 30)
Softcover
- approx. *€ (D) 42,75 | € (A) 43,95 | sFr 49,50*
- approx. **€ 39,95 | £33.99**
ISBN 978-1-4614-8198-0