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 legitimize 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 aect 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

Due August 2013
2014. XIV, 248 p. 10 illus., 7 in color. (Policy Implications of Research in Education, Volume 1)
Hardcover
► $129.00
ISBN 978-94-007-7124-6

Landmark Publications
New Series
ASTE Series in Science Education

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

Due July 2013
2014. IX, 318 p. 64 illus. (ASTE Series in Science Education) Hardcover
► $179.00
ISBN 978-94-007-6762-1

Product category
Contributed volume
The Forefront of International Higher Education
A Festschrift in Honor of Philip G. Altbach

This book honors the academic trajectory and global impact of Philip G. Altbach, one of the most important education comparativists worldwide for over forty years. From his early writings on India and student activism to his recent work on research universities, Altbach has served as a key developer of the expansion of the field to include comparative higher education.

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
1. Introduction; Alma Maldonado-Maldonado and Roberta Malee Basset.
PART 1: Academic Profession.
PART 2: Internationalization of Higher Education.
PART 3: Academic Mobility.
PART 4: Regional Perspectives.
PART 5: Global Perspectives.
PART 6: World-Class Universities.
PART 7: Philip G. Altbach—The Teacher.
Final Remarks; Roberta Malee Basset and Alma Maldonado.

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

Target groups
Research

Product category
Contributed volume

Design in Educational Technology
Design Thinking, Design Process, and the Design Studio

Contents

Fields of interest
Educational Technology; Learning and Instructional Design

Target groups
Research

Product category
Contributed volume
**Academic Migration, Discipline Knowledge and Pedagogical Practice**

**Voices from the Asia-Pacific**

**Contents**

**Fields of interest**
Sociology of Education; Higher Education

**Target groups**
Research

**Product category**
Contributed volume

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**Reforming Higher Education**

**Public Policy Design and Implementation**

**Features**
- Entails case studies of higher education policies from construction to implementation
- Offers a mix of conceptual papers and empirical approaches that illustrate the proposed conceptual perspectives
- Adopts a comparative approach regarding reforms in higher education

**Contents**

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

**Target groups**
Research

**Product category**
Contributed volume

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**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.

**Features**
- Provides guiding principles for the teaching of the periodic table
- Gives examples of students’ concept maps created as part of the teaching intervention
- Uses multiple data sources to validate results and recommendations

**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**
Brief

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**News 7/2013**

**Due September 2013**
2014. Approx. 200 p. 15 illus. Hardcover
- $129.00
ISBN 978-981-4451-87-1

**Due August 2013**
2014. XV, 235 p. 6 illus. (Higher Education Dynamics, Volume 41) Hardcover
- $129.00
ISBN 978-94-007-7027-0

**Due July 2013**
2014. IX, 71 p. 4 illus. (SpringerBriefs in Education) Softcover
- $49.99
ISBN 978-3-319-01085-4
**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

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**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

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**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 will 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. $49.95

ISBN 978-1-4614-8198-0