International Handbook of Metacognition and Learning Technologies

Contents
Planning, sub-goaling, and metareasoning Metacognitive monitoring and control Strategy interface between affective and/or motivation processes with metacognition Scaffolding of metacognition External regulating agents (human and artificial) and metacognition Methodological issues in using computer environments as data collection tools to study metacognition.

Fields of interest
Learning and Instruction; Artificial Intelligence (incl. Robotics)

Target groups
Research

Product category
Handbook

Available
2013. LII, 721 p. 115 illus., 81 in color. (Springer International Handbooks of Education, Volume 26)
Hardcover
► € (D) 533,93 | (A) 548,90 | sFr 664,50
► € 499,00 | £449.50
ISBN 978-1-4419-5545-6

Due September 2013
2014. XII, 211 p. 1 illus. Hardcover
► € (D) 106,99 | (A) 109,99 | sFr 133,50
► € 99,99 | £90.00
ISBN 978-94-007-7258-8

Due December 2013
► approx. € (D) 106,95 | (A) 109,95 | sFr 133,50
► approx. € 99,95 | £90.00

C. A. Brown, Fordham University Graduate School of Education, New York, USA (Ed)

Globalisation, International Education Policy and Local Policy Formation

This edited volume focuses on how international education policy, set by international policymakers and donors, influences local education policy in developing countries.

Features
► First volume to offer the diverse perspectives of scholars from the developing world on international donor policies in educational development
► Brings the multi-dimensional facets of international education policy formation to light
► Questions the relevance and usefulness of international educational policy
► Presents some preliminary answers to the question of how international educational policy influences local policy development in the developing world

Contents
Section I – The Context of International Education Policy Preface Chapter 1 – Posing the Question: The theoretical framework Chapter 2 - A Brief History of International Education Policy: From Breton-Woods to the Paris Declaration Chapter 3 - Today’s System: Collaboration or Coercion? Section II - Views from the Local Preface Chapter 4 - South Asia/ Bangladesh Chapter 5 - South East Asia Chapter 6 - Central Asia/Former Soviet Republics Chapter 7 - Southeast Europe/The Balkans Chapter 8 - Middle East and North Africa Chapter 9 - West Africa/Ghana Chapter 10 - East Africa/ Ethiopia Chapter 11 - Latin America Chapter 12 - Conclusions

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

Target groups
Research

Product category
Contributed volume
Contributions from Science Education Research is the international, multidisciplinary book series of the European Science Education Research Association (ESERA). The aim of the series is to synthesize, for the benefit of the scholarly community, the findings of high quality, theoretically-framed research in the domain of science education as well as comprehensive explorations of specific methodological strands in science education research. The series aims to publish books that are innovative in attempting to forge new ways of representing emergent knowledge in the field. The series includes edited collections of chapters, monographs and handbooks that are evaluated on the basis of originality, scientific rigor and significance for science education research. The book series is intended to focus mainly on work carried out in Europe. However, contributions from researchers affiliated with non-European institutions and non-members of the European Science Education Research Association are welcomed. The series is designed to appeal to a wide audience of researchers and post-graduate students in science education.
Probabilistic Thinking
Presenting Plural Perspectives

Contents
Visual Methodologies and Digital Tools for Researching with Young Children

Transforming Visuality

Contents

Fields of interest
Childhood Education; Higher Education; Family

Target groups
Research

Product category
Monograph

Due October 2013

| € (D) 106,99 | € (A) 109,99 | sFr 133,50
| € 99,99 | £90.00
ISBN 978-3-319-01468-5

| € (D) 106,99 | € (A) 109,99 | sFr 133,50
| € 99,99 | £90.00

Epistemic Fluency and Professional Education

Innovation, Knowledgeable Action and Working Knowledge

Contents

Fields of interest
Professional and Vocational Education; Higher Education

Target groups
Research

Product category
Monograph

Due December 2013

| € (D) 106,95 | € (A) 109,95 | sFr 133,50
| € 99,95 | £90.00
ISBN 978-94-007-4368-7

Minority Languages and Multilingual Education

Bridging the Local and the Global

Contents

Fields of interest
Language Education; Educational Policy and Politics; Applied Linguistics

Target groups
Research

Product category
Contributed volume

Due September 2013

| € (D) 106,99 | € (A) 109,99 | sFr 133,50
| € 99,99 | £90.00

D. Gorter, University of the Basque Country, Donostia-San Sebastian, Spain; V. Zenotz, Public University of Navarre Campus de Arrosadia, Iruna-Pamplona, Spain; J. Cenoz, University of the Basque Country, Donostia-San Sebastian, Spain (Eds)
Research and Research Education in Music Performance and Pedagogy

Contents

Fields of interest
Arts Education; Teaching and Teacher Education; Music

Target groups
Research

Product category
Contributed volume

Due October 2013

 ► € (D) 106,99 | € (A) 109,99 | sFr 133,50
 ► € 99,99 | £90.00
ISBN 978-94-007-7434-6

N. Hopkins, University of Bedfordshire, Bedford, UK

Citizenship and Democracy in Further and Adult Education

This book addresses the questions why citizenship education is an important subject for students in further and adult education and why we need democratic colleges to support the study of citizenship education. It investigates the historical roots of further and adult education and identifies how the adoption of citizenship education in the post-compulsory sector can enrich vocational studies in further education and programmes in adult education. It is argued that democratic colleges are vital to ensure that citizenship education informs the decision-making process throughout educational institutions (and as a means of establishing fair and equal representation for important stakeholders).

Features
► Clear linking of theory to educational practice regarding citizenship education in both further and adult education ► Strong philosophical and historical underpinning ► Includes a discussion of current policies in further and adult education ► Explores an area currently neglected within the educational and philosophical literature

Contents

Fields of interest
Lifelong Learning/Adult Education; Educational Philosophy; Philosophy of Education

Target groups
Research

Product category
Monograph

Due August 2013

2014. XI, 178 p. (Lifelong Learning Book Series, Volume 18) Hardcover
 ► € (D) 106,99 | € (A) 109,99 | sFr 133,50
 ► € 99,99 | £90.00
ISBN 978-94-007-7228-1

S. D. Harrison, Griffith University, South Brisbane, QLD, Australia (Ed)

F. Huang, Higashi-Hiroshima, Japan; M. J. Finkelstein, Seton Hall University, South Orange, NJ, USA; M. Rostan, Pavia, Italy (Eds)

The Internationalization of the Academy

Changes, Realities and Prospects

This volume provides a nuanced empirical assessment of the extent to which the academic profession is internationalized at the beginning of the 21st century.

Features
► Explains what drives and deters academics from international activities ► Addresses the multiple dimensions of the internationalization of the academy ► Assesses the consequences of internationalization on academic work and productivity

Contents

Fields of interest
Higher Education; International and Comparative Education; Sociology of Education

Target groups
Research

Product category
Contributed volume

Due September 2013

 ► € (D) 106,99 | € (A) 109,99 | sFr 133,50
 ► € 99,99 | £90.00
ISBN 978-94-007-7277-9
Adaptivity as a Transformative Disposition for Learning in the 21st Century

Contents
**Education**

**S. K. Lee, W. O. Lee, E. L. Low**, National Institute of Education Nanyang Technological University, Singapore, Singapore (Eds)

**Educational Policy Innovations**

**Levelling Up and Sustaining Educational Achievement**

**Contents**

Chapter 1 Introduction: Levelling Up and Sustaining Educational Achievement by Sing Kong LEE, Wing On LEE, Ee Ling LOW and Jocelyn Shi Yah TAN.- Chapter 2 How Useful Are the Experiences of the High Performing Education Systems? by Wing On LEE, Ee Ling LOW and Sing Kong LEE.- Chapter 3 Developing Educational Policies in a Holistic Skills Framework by Andreas SCHLEICHER.- Chapter 4 Conceptualising Teacher Preparation for Educational Innovation: Singapore’s Approach by Sing Kong LEE and Ee Ling LOW.- Chapter 5 Singapore’s Performance in PISA: Levelling Up the Long Tail by Laik Woon THE TEE.- Chapter 6 Singapore’s English Language Policy and Language Teacher Education: A Foundation for its Educational Success by Ee Ling LOW.- Chapter 7 Purposeful Policy and Practice for Equity and Quality - A Finnish Case by Hannele NIEMI.- Chapter 8 The Light and Shadow of Educational Achievement in South Korea with Suggestions for Levelling Up by Youngdal CHO.- Chapter 9 Effective Teachers for South Korea with Suggestions for Levelling Up by Youngdal CHO.- Chapter 10 Levelling Up and Sustaining Educational Achievement: The Case of Hong Kong by Esther Sui Chu HO.- Chapter 11 Perspectives on High Performing Education Systems in Finland, Hong Kong, China, South Korea, and Singapore: What Lessons for the U.S.? by Lin GOODWIN. [...]  

**Fields of interest**

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

**Target groups**

Research

**Product category**

Contributed volume

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**Q. Li**, Beijing Normal University, Beijing, China; People’s Republic; **C. Gerstl-Peepi**, University of Vermont, Burlington, USA (Eds)

**Survival of the Fittest**

**The Shifting Contours of Higher Education in China and the United States**

**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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**M. Papastephanou**, University of Cyprus, Nicosia, Cyprus (Ed)

**Philosophical Perspectives on Compulsory Education**

**Contents**


**Fields of interest**

Educational Policy and Politics; Educational Philosophy; Philosophy of Education

**Target groups**

Research

**Product category**

Contributed volume
### Modeling School Leadership across Europe

**in Search of New Frontiers**

**Features**
- Makes school leaders aware of their styles of leadership
- Is both a checklist and a to-do list for school and leadership
- Presents an evidence-based description of provided support systems for school leaders
- Explores the perspective of school leaders' epistemological beliefs and their influence on school leadership

**Contents**


**Fields of interest**

Administration, Organization and Leadership; Professional and Vocational Education

**Target groups**

Research

**Product category**

Contributed volume

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### Transitions to School - International Research, Policy and Practice

**Features**

Discusses cooperative learning including underpinning perspectives, definitions and popular cooperative learning models

**Contents**

About the editors. - About the authors. - Foreword; Wilfried Griebel. - ‘Theorising Transitions: Shifts and Tensions; Sue Dockett, Anne Petriwskyj and Bob Perry. - Building on Bioecological Perspectives. - Reading of Media Accounts of Transition to School in Iceland; Johanna Einarsdóttir. - Thinking about Transitions – One Framework or Many? Populating the Theoretical Model over Time; Aline-Wendy Dunlop. - Multiple Influences on Children’s Transition to School; Elizabeth Murray. - Intrapersontal and Interpersonal Influences on School Transition; Linda Harrison. - Transition and Adjustment to School; Kay Margetts. - Transitions and Emergent Writers; Noella Mackenzie. - Borderlands, Life Course and Rites of Passage. - Chasms, Bridges and Borderlands: A Transitions Research ‘Across the Border’ from Early Childhood Education to School in New Zealand; Sally Peters. - Transition to School – A Rite of Passage in Life; Anders Garpelin. - A Sociocultural Approach to Children in the Transition from Home to Kindergarten; Mei Seung Lam. - Experienced and Recalled Transition. Starting School as Part of Life History; Tuija Turunen. - Critical Perspectives. - The Relation of Research on Readiness to Transition Institutions: Barriers Hindering Cooperative Learning. - Chapter 7) Learning Culture of CHC Students: Its Support and Challenge to Cooperative Learning. - Conclusion: Reflection and Integration.

**Fields of interest**

International and Comparative Education; Philosophy of Education; Learning and Instruction

**Target groups**

Research

**Product category**

Contributed volume

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### Implementing Cross-Culture Pedagogies

**Features**

Discusses comparative cultural theories as frameworks to clarify differences in teaching and learning between the West and East

**Contents**


**Fields of interest**

International and Comparative Education; Philosophy of Education; Learning and Instruction

**Target groups**

Research

**Product category**

Monograph
New Series Knowledge Studies in Higher Education

Series Editors: J. C. Shin, H. Horta

Knowledge studies used to be less highlighted in the field of higher education, although knowledge is the main content of teaching, and universities are the knowledge producers per excellence in society. Recently, however, higher education scholars have been actively involved in research on knowledge studies. They have focused their research on universities as core knowledge producers (e.g., world-class university, global rankings), the characteristics of research productive scholars, research collaboration between scholars, the internationalization of scholars, and the nexus between research and teaching as well as policy studies to facilitate knowledge production. In other words, research in higher education is increasingly overlapping with the research focus of other fields, namely those of research and science policy, and information studies. These fields of knowledge studies are interested in how policy can further link knowledge to society, and promote industrial development. As such in higher education, these fields use a variety of methods, but lean more heavily on empirical analysis on the determinants of knowledge production and transfer, using metric data (information studies). These different approaches have contributed to our understanding of knowledge characterization and dynamics (e.g., Pasteur’s Quadrants), its social contribution, and the role of and policies to foster the activities of the knowledge producers (universities and researchers). We have increased our understanding of universities, researchers, and academics through higher education research, how knowledge contributes to industrial and social development through research (science) policy studies, and the scientific understanding of knowledge through information and metric studies. The issue is that so far, science policy and social studies of science, and higher education studies have developed independently with little interaction between them with the result that our understanding of knowledge is still limited, compartmented and lacking a multidimensional understanding. This book series is designed to stimulate interactions between these three approaches. The series covers knowledge research from knowledge production systems (the university, professors, in-house research), the knowledge production process and channels (research collaboration, networks, cultural dimensions, etc.), and its social contribution from the multidisciplinary perspective of higher education, research and science policy, and information studies.

J. C. Shin, Seoul National University, Seoul, Korea, Republic of (South Korea); U. Teichler, University of Kassel, Kassel, Germany (Eds)

The Future of the Post-Massified University at the Crossroads

Restructuring Systems and Functions

This book is to realign the university function to its core missions and to contribute to academic discussions as well as policy development. It focuses on the main functions of the university: teaching, research, and service. Modern universities have experienced remarkable growth in terms of access. Some countries approach almost 100 percent of tertiary enrollment. In addition, academic research has grown exponentially in the knowledge society. Notwithstanding these growths, contemporary universities are confronted with critical challenges.

Features
- Presents a new discussion on the university focus on “post-massification”
- Discusses how to address social demands facing the university in a globalized world and during an economic crisis
- Proposes systemic reforms of current higher education systems by realigning the teaching, research and service functions

Contents
3. Teaching, Research, and Service Functions at the Crossroads.
4. The University as a Social System at the Crossroads.
5. The University at the Crossroads.

Fields of interest
Higher Education; Educational Policy and Politics; Administration, Organization and Leadership

Target groups
Research

Product category
Contributed volume

Due November 2013

- € (D) 106,99 | € (A) 109,99 | sFr 133,50
- € 99,99 | £90.00
ISBN 978-3-319-01522-4

F. M. Singer, University of Ploiesti, Bucharest, Romania; N. Ellerton, Illinois State University, Normal, IL, USA; J. Cai, University of Delaware, Newark, DE, USA (Eds)

Mathematical Problem Posing

From Research to Effective Practice

Contents
- Problem Posing From a Modelling Perspective.
- Conceptualizing Problem Posing Via Transformation.
- Developing a Problem-Posing Pedagogy From the History of Mathematics.
- On the Relationship Between Problem Posing, Problem Solving and Creativity.
- Is Problem Posing a Tool for Developing Mathematical Creativity?
- Using Digital Technology for Mathematical Problem Posing.
- Problem Posing in Mathematics – The Relevance of Philosophy for Children (P4C).
- Problem Posing as Lenses for Understanding and Improving Students’ Learning of Mathematics.
- Examining Problem Posing in Different Grade Levels: How Students Posed Problems-Tosolve.
- Problem Posing by Way of Mediated Activity at Grades Four and Five.
- Enhancing the Development of Chinese Fifth-Graders’ Problem Posing and Problem Solving Abilities, Beliefs, and Attitudes: A Design Experiment.
- If You Don’t Know Why Do You Ask? Problem Posing to Provide Students with Content Related Motives to Proceed.
- Providing Elementary Students with Opportunities to Pose problems Through Data Modeling.
- Mathematical Problem Posing Activities Using Computers.
- An Investigation of High School Students’ Mathematical Problem Posing in the United States and China.
- Studying the Evolution of Problem Posing in Relatively Constrained Situations.
- Mathematical Problem Posing in Chinese Classrooms.
- Problem Posing as a Pedagogical Strategy: A Teacher’s Perspective.

Field of interest
Mathematics Education

Target groups
Research

Product category
Contributed volume

Due November 2013

2013. Approx. 300 p. 50 illus. Hardcover
- approx. * € (D) 144,40 | € (A) 148,44 | sFr 177,50
- approx. € 134,95 | £120.50
ISBN 978-1-4614-6257-6
J. Trent, X. Gao, The Hong Kong Institute of Education, Taipo, Hong Kong SAR; M. Gu, The Chinese University of Hong Kong, Shatin NT, Hong Kong SAR

**Language Teacher Education in a Multilingual Context**

*Experiences from Hong Kong*

**Contents**
1. Introduction.
2. It is Not a Bad Idea for Me to Be a Language Teacher!.
3. Cross-Border Pre-service Teachers in Hong Kong: Identity and Integration.
4. Journeys towards teaching. Pre-service English language teachers' understandings and experiences of teaching and teacher education in Hong Kong.
5. Language Teachers and the Falling Language Standards in Hong Kong: An Internet-based Inquiry.
6. A Comparative Study on Commitment to Teaching.
7. The construction and reconstruction of teacher identities: The case of second career English language teachers in Hong Kong.
8. Learning, teaching, and constructing identities abroad: ESL pre-service teacher experiences during a short-term international experience programme.
10. Political Conspiracy or Deceit Marketing?: Experienced Chinese teachers' perceptions of using Putonghua as a Medium of Instruction in Hong Kong.
11. An Ethico-political Analysis of Teacher Identity Construction.
12. Conclusion: Crossing boundaries and becoming English language teachers in multilingual contexts.

**Fields of interest**
Teaching and Teacher Education; Language Education; Applied Linguistics

**Target groups**
Research

**Product category**
Monograph

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B. Wattchow, R. Jeanes, Monash University, Frankston, VIC, Australia; L. Alfrey, Monash University, Frankston, Australia; T. Brown, Monash University, Frankston, VIC, Australia; A. Cutter-Mackenzie, Southern Cross University, Eagle Heights, Australia; J. O’Connor, Monash University, Frankston, VIC, Australia (Eds)

**The Socioecological Educator**

*A 21st Century Renewal of Physical, Health, Environment and Outdoor Education*

**Features**
- Contains real-world examples of socio-ecologically inspired teaching, learning and research practices
- Provides students and program participants with better ways to learn about and respond to real-world issues that impact upon their lives

**Contents**
2. Social ecology as education.
5. Through coaching: Examining sports coaching using a socio-ecological framework.
6. Through community: Connecting classrooms to community.
8. Through adventure education: Using the socio-ecological model in adventure education to solve environmental problems.
10. Through outdoor education: What teachers know and understand about their students’ movement experiences.

**Fields of interest**
International and Comparative Education; Sociology of Education; Childhood Education

**Target groups**
Research

**Product category**
Contributed volume
**X. Yang**, School of Mathematics and Statistics, Chongqing, China, People's Republic

**Conception and Characteristics of Expert Mathematics Teachers in China**

The superior performance of East Asian students in recent international studies of mathematics achievement has attracted the attention of educators and policy makers worldwide. Xinrong Yang focuses on exploring how an expert mathematics teacher is conceptualized by mathematics educators in China and the characteristics that expert mathematics teachers share. The author adopts a sociocultural theory and a prototypical view of conception in this study of teacher expertise and shows that some of the roles expected to be played by expert mathematics teachers in China, such as being at the same time a researcher, a mentor, an expert in examination, and an exemplary model, are quite different from the roles expected of an expert teacher in Western cultures. In addition, some characteristics of expert mathematics teachers the author identifies are different from those reported in previous studies. Examples include the expert mathematics teachers’ contemporary-constructivist oriented beliefs about mathematics and its learning and teaching, and their ability to teach with flexibility, balance, and coherence.

**Feature**
- Publication in the field of natural sciences

**Contents**
Conception of Expert Mathematics Teachers.- Beliefs and Knowledge of Expert Mathematics Teachers.- Classroom Teaching Practice and Sociocultural Influences.

**Field of interest**
Mathematics Education

**Target groups**
Research

**Product category**
Monograph

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**G. K. Zarifis**, Aristotle University of Thessaloniki, Thessaloniki, Greece; **M. N. Gravani**, Open University of Cyprus, Latsia, Cyprus (Eds)

**Challenging the ‘European Area of Lifelong Learning’**

**A Critical Response**

This book critically reflects on the context in which lifelong learning policies and practices are organized in Europe with contributions of researchers and policy makers in the field. Through a critical lens the book reinterprets the core content of the messages that are conveyed by the European Commission in the "Memorandum for Lifelong Learning", the most important policy document in the area, which after a decade from its publication still remains the vehicle for all current developments in lifelong learning in Europe.

**Features**
- Analyzes the implementation of the Memorandum for Lifelong Learning from a wide range across the European Union
- Helps understanding and interpreting the different dimensions of lifelong learning
- Brings forward new aspects of lifelong learning that are critically positioned towards European policy trends

**Contents**
Contributors.- 1. Introduction; Maria Gravani and George K. Zarifis.- PART 1: Lifelong Learning and New Basic Skills for ll.- PART 2: Lifelong Learning and More Investment in Human Resources.- PART 3: Lifelong Learning, Innovative Teaching and Learning, and Rethinking Guidance and Counselling.- PART 4: Lifelong Learning and Valuing Learning.- PART 5: Lifelong Learning and Bringing Learning Closer to Home.- Index.

**Fields of interest**
Lifelong Learning/Adult Education; Educational Policy and Politics; Teaching and Teacher Education

**Target groups**
Research

**Product category**
Contributed volume

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**Due August 2013**

2014. I, 340 p. 25 illus. (Perspektiven der Mathematikdidaktik) Softcover
- *€ (D) 85,59 | € (A) 87,99 | sFr 106,50
- *€ 79,99 | £72.00
ISBN 978-3-658-03096-4

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**Due September 2013**

2014. XVI, 333 p. 5 illus., 4 in color. (Lifelong Learning Book Series, Volume 19) Hardcover
- *€ (D) 106,99 | € (A) 109,99 | sFr 133,50
- *€ 99,99 | £90.00
ISBN 978-94-007-7298-4