C. Angeli, N. Valanides, University of Cyprus, Nicosia, Cyprus, Nicosia, Cyprus (Eds)

**Technological Pedagogical Content Knowledge**

Exploring, Developing, and Assessing TPCK

Contents

1. Theoretical Perspectives about the Nature of TPCK.- 2. Re-thinking and Re-representing TPCK: Addressing the complexity of teaching with technology.- 3. Mapping TPACK and the Teacher Knowledge Base: Identifying Common Language, Contexts, and Assessments.- 4: Transforming Teachers’ Knowledge for Teaching in the 21st Century: Advancing Teachers’ Education (Margaret L. Niess, Oregon State University, Oregon, USA).- Part II: Research-Based Perspectives about the Nature of TPCK.- 5: The Essential Role of Pedagogical Knowledge in Technology Integration (Cheryl L. Ward, Susan N. Kushner Benson, and Xin Liang, University of Akron, USA).- 6: The TPACK-model revisited (Petra Fisser and Joke Voogt, University of Twente, The Netherlands).- 7: Cognitively Representing TPCK – Mental Models of Tool Functions and Cognitive Integration Processes (Karsten Krauskopf, Carmen Zahn, and, Friedrich W. Hesse).- Part III: The Development of TPCK in Pre-service Teacher Education.- 8: Design and implementation of educational activities with the integration of TDCK: a case study of students at a Department of Early Childhood Education (Aggeliki Tzavara and Vasilis Komis, University of Patras, Greece).- 9: A TPACK-Based Instructional Design Model for Pre-service Teacher Education (Chia-Jung Lee (Lily), University of Georgia, Georgia, USA). [...] 

**Fields of interest**

Educational Technology; Learning and Instruction; Assessment, Testing and Evaluation

**Target groups**

Research

**Discount group**

Professional Non-Medical

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A. Ashgar, McGill University, Montreal, QC, Canada (Ed)

**Evolution Education in Muslim Societies**

Historical and Contemporary Perspectives

Contents

Chapter 1 Introduction: Evolution Education in Diverse International Contexts Anila Ashgar, Assistant Professor, Department of Integrated Studies in Education, McGill University, Canada

Chapter 2 The Question of Authority: Who Speaks for Evolution in the Muslim World? [...] 

**Fields of interest**

Science Education; Religion and Education; Religious Studies

**Target groups**

Research

**Discount group**

Professional Non-Medical

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M. M. Atwater, University of Georgia, Athens, GA, USA; M. Russell, Auburn University, Auburn, AL, USA; M. B. Butler, University of Central Florida, Orlando, FL, USA (Eds)

**Multicultural Science Education**

Preparing Teachers for Equity and Social Justice

Contents


**Fields of interest**

Science Education; Teaching and Teacher Education; Learning and Instruction

**Target groups**

Research

**Discount group**

Professional Non-Medical

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Available

2014. Approx. 300 p. 50 illus. Hardcover

$129.00

ISBN 978-1-4614-9247-4

Due January 2014


$139.00

ISBN 978-3-319-00145-6

Due October 2013

2014. XX, 312 p. 2 illus. in color. Hardcover

$129.00

ISBN 978-94-007-7650-0
Patient-Centered Medicine in Transition
The Heart of the Matter
This book challenges functional models for more aesthetic and ethical models, where communication is grounded in values systems of cultures.

Features
- Challenges all previous models of communication between patients and doctors
- Explains how the non-technical focus of communication can improve patient outcomes and increase patient safety
- Focuses on the dynamics of the doctor/patient relationship

Contents
Communication hypocompetence – an iatrogenic epidemic.
- Democracy in medicine.
- Patient-centeredness without a center.
- How doctors think can be judged from how they listen and speak.
- A new wave of patient-centeredness.
- Models of patient-centered care.
- What is meant by ‘empathy’?
- Gender matters in medical education.
- Working and learning in ‘teams’ in a new era of health care.
- Theorizing team process through cultural-historical activity theory (CHAT): networking and knotworking.
- Theorizing team process through a Foucauldian perspective: gaining a voice in team activity at the clinical coalface.
- Theorizing team process through actor-network-theory (ANT): communication practice as a theory in action.
- Theorizing team process through Deleuzian rhizomatics: becoming a medical professional in nomadic teams.
- Team process and complexity theory: blunting Occam’s Razor.
- Building a collaborative community in medical education research.
- Conclusion: professing medical identities in the liquid world of teams.

Field of interest
Medical Education

Target groups
Research

Discount group
Professional Non-Medical

Due January 2014
2014. Approx. 515 p. 20 illus. (Advances in Medical Education, Volume 3) Hardcover
► approx. $189.00
ISBN 978-3-319-02486-8

Due November 2013
► $129.00
ISBN 978-3-319-02269-7

Due October 2013
2014. X, 116 p. 16 illus. (SpringerBriefs in Education) Softcover
► $49.99

Writing and Publishing Science Research Papers in English
A Global Perspective
This book provides a comprehensive review of the current knowledge on writing and publishing scientific research papers and the social contexts. It deals with both English and non-Anglophone science writers, and presents a global perspective and an international focus. The book collects and synthesizes research from a range of disciplines, including applied linguistics, the sociology of science, sociolinguistics, bibliometrics, composition studies, and science education. This multidisciplinary approach helps the reader gain a solid understanding of the subject. Divided into three parts, the book considers the context of scientific papers, the text itself, and the people involved.

Contents
1 Introduction.
- Part I The Context.
- Part II The Text.
- Part III The People.

Fields of interest
Language Education; Literacy

Target groups
Research

Discount group
Professional Non-Medical
**Teachers’ Responses to Unanticipated Student Questions**

This book reports on findings from a study regarding two experienced secondary school teachers’ approaches to handling unanticipated student questions during typical classroom discussions. Although teachers can anticipate common questions or misconceptions from students when planning a lesson or unit, teachers can never fully prepare for how students construct new knowledge. This book examines a blend of mathematical and pedagogical knowledge teachers used to respond quickly to unanticipated student questions.

**Features**
- Examines how teachers think while in the practice of teaching
- Combines mathematical and pedagogical knowledge to encourage reflective practice among teachers
- Presents diagrams and illustrations for successful teacher responses
- Illustrates the various patterns teachers exhibit when addressing students’ comments

**Contents**

**Fields of interest**
Teaching and Teacher Education; Mathematics Education

**Target groups**
Research

**Discount group**
Professional Non-Medical

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**Understanding Student Participation and Choice in Science and Technology Education**

This book offers different perspectives on the participation of young people (notably women) in science, technology, engineering, and mathematics (STEM) education. It presents relevant theoretical frameworks from sociology, social psychology and gender studies; reviews of relevant research within science education, and empirical findings concerning young people’s educational choices in various STEM disciplines in 5 European countries. The empirical results have been generated within the EU-supported project IRIS (Interests & Recruitment in Science) and include qualitative and quantitative analyses. The book aims to contribute to developing theoretical frameworks, extending the empirical knowledge base, and giving policy-relevant guidelines concerning how participation and gender balance in the STEM disciplines may be improved. Most chapters are written by IRIS project members, with some additional invited contributors.

**Features**
- Offers new insights into what determines how students’ interest in science and scientific careers evolves
- Describes specific strategies for the improvement of recruitment and retention in STEM Higher Education
- Provides tools for helping students to make a meaningful educational choice

**Fields of interest**
Science Education; Mathematics Education; Higher Education

**Target groups**
Research

**Discount group**
Professional Non-Medical

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**Teacher’s Work**

**A Profession in Crisis**

This book is an attempt to look at the professional lives and work of teachers in the 21st century. If teachers represent the front-line of hope for children in America, it is imperative that their efforts to achieve the status of a “real” profession must be understood and supported by those who have a vested interest in the success of the public schools. In this book, it will be argued that the low status of teachers and the general dissatisfaction of teachers with the profession have very little to do with salaries or education. Instead, the problems that afflict the teaching profession have more to do with the dismal working conditions that characterize the daily lives of teachers.

**Features**
- First volume to explore the complex relationship between teacher moonlighting and the professional lives of teachers
- Creates a coherent picture of teacher’s work in the 21st century
- Connects this work to the problems afflicting the profession and the larger issues and problems dominating present-day discussions of schools
- Presents a brief history of the profession within the context of a discussion of the professional status

**Contents**

**Field of interest**
Teaching and Teacher Education

**Target groups**
Research

**Discount group**
Professional Non-Medical
Changing Practices, Changing Education

This book aims to help teachers and those who support them to re-imagine the work of teaching, learning and leading. In particular, it shows how transformations of educational practice depend on complementary transformations in classroom-, school- and system-level organisational cultures, resourcing and politics.

Contents

1) Education: The need for revitalisation. 2) Praxis, practice and practice architectures. 3) Ecologies of practices. 4) Student Learning: Learning practices. 5) Teaching: Initiation into practice. 6) Professional learning as practice development. 7) Practising leading. 8) Researching as a practice-changing practice. 9) Revitalising Education: Site based education development. 10) Revitalising education on the transformation of learning and leading.

Features

- Covers educational change from the points of view of teaching, learning and leading
- Focuses on the transformation of learning and leading practices
- Shows how education can be revitalised

Changing Practices, Changing Education

Outcomes of Research from the ROLE Project

This book presents the outcomes of four years of educational research in the EU-supported project called ROLE (Responsive Online Learning Environments). Authors of the book are researchers, developers and teachers who have worked in the ROLE project and belong to the ROLE partner consortium consisting of 16 internationally renowned research institutions, including those from 6 EU countries and China.

Features

- Reports on results of four year EU funded research project, ROLE
- Delivers best practices on how to develop and use PLEs
- Provides tutorials on creating innovative learning widgets

Changing Practices, Changing Education

Responsive Open Learning Environments

Contents


Changing Practices, Changing Education

Field of interest

Educational Technology

Changing Practices, Changing Education

Target groups

Research

Changing Practices, Changing Education

Discount group

Professional Non-Medical

Due November 2013

2014. Approx. 250 p. 10 illus. Hardcover
► $129.00

Due January 2014

2014. Approx. 300 p. 50 illus., 25 in color. Hardcover
► approx. $179.99
ISBN 978-3-319-02398-4

Due November 2013

► $129.00
ISBN 978-94-007-7728-6

Creative Arts in Education and Culture

Perspectives from Greater China

Contents


Creative Arts in Education and Culture

Fields of interest

Arts Education; Music; Curriculum Studies

Creative Arts in Education and Culture

Target groups

Research

Creative Arts in Education and Culture

Discount group

Professional Non-Medical
Contextualized Practices in Arts Education: An International Dialogue on Singapore

This edited book not only makes a much-needed contribution to research in arts education but also provides a strong grounding of evidential support for Singapore arts education, in contrast to the current state of affairs in arts education in many parts of the world where severe cuts in funding, lackluster support for the arts and imperialist agendas are pervasive.

Features
- An up-to-the-minute look at Singapore’s arts education strengths in the last decade
- Provides a valuable comparison and contrast across arts education worldwide
- Showcases exemplary arts education pedagogies and practices in Singapore

Contents

Fields of interest
Arts Education; Curriculum Studies; International and Comparative Education

Target groups
Research

Discount group
Professional Non-Medical

Due January 2014
2014. Approx. 170 p. 20 illus. (Education Innovation Series) Hardcover
- approx. $139.00

International Handbook of Research in History, Philosophy and Science Teaching

This book describes and theorizes the function of graphs and graphing in scientific discovery work from a social practice perspective. In this work, graphs are both topic and tool. In discovery work, where scientists do not initially know what to make of graphs, there is a lot of uncertainty and scientists struggle in trying to make sense of what to make of graphs. Conversely, contrary to the belief that scientists unproblematically “interpret” graphs, the chapters in this book show that uncertainty about their research object is tied to uncertainty of the graphs. It may, as in this study, take several years of struggle in their workplace before scientists come to know what, just what their graphs are evidence of. Scientists may resist what eventually comes to be known as the correct interpretations – leading, as in the present case, to a discovery that overthrows what has been a 60-year scientific canon. Graphs turn out to stand to the entire research in a part/whole relation, where scientists not only need to be highly familiar with the context from which their data are extracted but also with the entire process by means of which the natural world comes to be transformed and represented in the graph.

Features
- Further development of Roth’s ‘anthropology of graphing’
- Describes graphs and graphing in scientific discovery work from the initial study to the publication of a journal article
- Raises serious doubts about teaching graphs and graphing independent of the settings in which they are produced

Fields of interest
Science Education; Mathematics Education

Target groups
Research

Discount group
Professional Non-Medical

Due December 2013
2014. X, 2668 p. 70 illus., 20 in color. Hardcover
- $999.00
ISBN 978-94-007-7653-1

Due January 2014
2014. Approx. 300 p. 50 illus. Hardcover
- approx. $139.00
ISBN 978-94-007-7008-9
Digital systems for open access to formal and informal learning

Research from CELDA 2012

Contents

Fields of interest
Educational Technology; Computers and Education

Target groups
Research

Discount group
Professional Non-Medical

K. Schneider, Friedrich Schiller University of Jena, Jena, Germany (Ed)

Transfer of Learning in Organizations

Features
► Features empirical studies as well as the development of models for securing transfer and evaluating transfers. ► Offers new insights about learning transfer in organizations and their implications for both research and practice. ► Details theoretical models on learning transfer in further vocational training and develops concepts that are conducive to guaranteeing the transfer of learning for further training in organizations.

Contents

Fields of interest
Professional and Vocational Education; Human Resource Management; Lifelong Learning/Adult Education

Discount group
Professional Non-Medical

M. Schwartz, Oranim Academic College of Education, Kiryat Tivon, Israel; A. Verschik, Institute of Estonian Language & Culture Tallinn University, Tallinn, Estonia (Eds)

Successful Family Language Policy

Parents, Children and Educators in Interaction

Contents

Fields of interest
Language Education; Sociolinguistics; Educational Policy and Politics

Discount group
Professional Non-Medical
### R. Small, The University of Auckland, Auckland, New Zealand

#### Karl Marx

**The Revolutionary as Educator**

This book is an introduction to Karl Marx (1818–1883) as a radical educational thinker. Marx’s own schooling and education are examined and we see how his interest in educational issues was informed by his own experience. Educational themes in Marx’s thinking are identified: the role of education within capitalist society, the contribution of education to human development and the character of education in a future society. These are placed in a historical setting by the author and related to public debates over educational policy. Throughout his career, Marx identified education as key to the prospects of the working class. The story of this engagement adds a new dimension to the picture of his work as a philosopher, political economist and socialist revolutionary. The aspects of education that concerned Marx matched prominent features of his theoretical and political activity, and educational themes provided him with a critical application for many of his most important ideas.

**Features**

- Uses colloquial language to explain instructional design
- Documents state of the art strategies for online learning environments
- Presents educational design theory and provides practice strategies for researchers and practitioners alike

**Contents**

1. The Education of an Educator
2. Marx’s radical turn
3. Capitalism and Education
4. The politics of schooling
5. Lessons from Marx

**Fields of interest**

Educational Philosophy; Philosophy of Education; Sociology of Education

**Target groups**

Research

**Discount group**

Professional Non-Medical

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**Fields of interest**

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**Target groups**

Research

**Discount group**

Professional Non-Medical

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### Education

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<th>ISBN</th>
<th>Title</th>
<th>Publisher</th>
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<td>978-3-319-02422-6</td>
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<td>Springer</td>
<td>200-4 illus.</td>
<td>February 2014</td>
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<td>978-94-007-7611-1</td>
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<td>Springer</td>
<td>330 p.</td>
<td>October 2013</td>
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<td>Springer</td>
<td>109 p.</td>
<td>January 2014</td>
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**Summary**

- The provision of online learning is increasing almost exponentially, with both established and emerging educational institutions creating new and revised courses to meet the needs of students demanding flexible access and delivery. However, the staff recruited to support this development often does not have the design skills or experience to generate courses that bear the hallmarks of effective online learning experiences. While the principles associated with the practice of instructional design provided pedagogical guidance for these design efforts, it remains commonplace for courses to present as little more than information delivery with no clear strategies for student engagement and interaction. The purpose of this book is to expand on the design concepts documented by the lead author and to present both a design framework and design strategies that will allow organisations to provide courses that embed the affordances of the online, social environment and maximize opportunities for engagement and learning in formal learning contexts.

- Features
  - Uses colloquial language to explain instructional design
  - Documents state of the art strategies for online learning environments
  - Presents educational design theory and provides practice strategies for researchers and practitioners alike

- **Contents**
  1. Why Design Alchemy?
  2. The Online Experience
  3. The Design Alchemist
  4. The Alchemist’s Toolkit
  5. Practical Online Alchemy

- **Fields of interest**
  Educational Technology; Learning and Instruction

- **Target groups**
  Research

- **Discount group**
  Professional Non-Medical

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**镪**

- Title: Faculty Development in the Health Professions
- Publisher: Springer
- Pages: 109 p.
- Date: January 2014
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  - This book is an introduction to Karl Marx (1818–1883) as a radical educational thinker. Marx’s own schooling and education are examined and we see how his interest in educational issues was informed by his own experience. Educational themes in Marx’s thinking are identified: the role of education within capitalist society, the contribution of education to human development and the character of education in a future society. These are placed in a historical setting by the author and related to public debates over educational policy. Throughout his career, Marx identified education as key to the prospects of the working class. The story of this engagement adds a new dimension to the picture of his work as a philosopher, political economist and socialist revolutionary. The aspects of education that concerned Marx matched prominent features of his theoretical and political activity, and educational themes provided him with a critical application for many of his most important ideas.
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    - Uses colloquial language to explain instructional design
    - Documents state of the art strategies for online learning environments
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    2. Marx’s radical turn
    3. Capitalism and Education
    4. The politics of schooling
    5. Lessons from Marx
  - **Fields of interest**
    Educational Philosophy; Philosophy of Education; Sociology of Education
  - **Target groups**
    Research
  - **Discount group**
    Professional Non-Medical

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**镪**

- ISBN: 978-3-319-02422-6
- Title: Instructional Design and Online Learning Environments
- Publisher: Springer
- Pages: 200-4 illus.
- Date: February 2014
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    5. Practical Online Alchemy
  - **Fields of interest**
    Educational Technology; Learning and Instruction
  - **Target groups**
    Research
  - **Discount group**
    Professional Non-Medical
K. Strohl, Case Western Reserve University, Cleveland, OH, USA

Competencies in Sleep Medicine

An Assessment Guide

Competencies in Sleep Medicine provides the knowledge and curriculum needed for a Sleep Medicine Training Program.

Features
- Provides competency based training program templates consistent with the goals of the ACGME
- Features a companion website for supplemental materials
- Authored by leaders in the field

Contents

Fields of interest
Medical Education; Neurology

Target groups
Professional/practitioner

Discount group
Professional Non-Medical

Due November 2013
2014. XIV, 366 p. 25 illus., 16 in color. Hardcover
► $179.00
ISBN 978-1-4614-9064-7

K. S. Taber, University of Cambridge, Cambridge, UK

Modeling Learners and Learning in Science Education
Developing Representations of Concepts, Conceptual Structure and Conceptual Change to Inform Teaching and Research

This book sets out the necessary processes and challenges involved in modeling student thinking, understanding and learning. The chapters look at the centrality of models for knowledge claims in science education and explore the modeling of mental processes, knowledge, cognitive development and conceptual learning. The conclusion outlines significant implications for science teachers and those researching in this field. This highly useful work provides models of scientific thinking from different fields and analyses the processes by which we can arrive at claims about the minds of others.

Features
- Offers an integrated account of the modelling processes involved in research into student understanding and learning in science
- Emphasises the case for the importance of acknowledging the modelling processes necessarily underpinning any account of student thinking, knowledge or learning
- Reviews the current state of knowledge in science education in relation to the modelling of scientific thinking, understanding and learning in science
- Develops the personal constructivist perspective on learning

Contents
Modeling learners and learning in science education.- Modelling mental processes in the science learner.- Modelling the science learner’s knowledge.- Development and learning.- Conclusion.

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

Target groups
Research

Discount group
Professional Non-Medical

Due October 2013
2014. X, 660 p. 82 illus. Hardcover
► $129.00
ISBN 978-94-007-7647-0

V. M. Warfield, University of Washington, Seattle, WA, USA

Preparing Future Teachers of K-12 Mathematics

Washington Teachers of Teachers of Mathematics

This brief has a twofold motivation. One is to present an organization, Washington Teachers of Teachers of Mathematics (WaToToM), that has become a solid player in the arena of mathematics education in the state of Washington and has aspects that might be of value to people with similar goals in other states. The other is to present a history in grassroots development. WaToToM had its origins 15 years ago as a small gathering whose direction was not clearly defined. From those small roots it has grown not to an enormous organization, but to a lively, goal-oriented and highly functional one that has had profound influences on educational policy, curriculum development and teacher preparation.

Contents
Introduction.- A brief history of WaToToM.- Excerpts from WaToToM Newsletters with helpful commentaries and illustrative examples.- Lessons learned from 15 years of WaToToM.- Future Directions and guidance for beginning a grassroots organization to develop and nurture mathematics teacher educators, promote progressive educational policies, and develop innovative and effective curriculum.

Fields of interest
Mathematics Education; Teaching and Teacher Education

Target groups
Research

Discount group
Professional Non-Medical

Due January 2014
2014. Approx. 65 p. (SpringerBriefs in Education) Softcover
► approx. $49.95
ISBN 978-1-4614-9250-4