Evaluation of Online Higher Education
Learning, Interaction and Technology

This book presents current thinking on the promotion of quality teaching and the integration of information and communication tools into the curriculum in Higher Education (HE). It develops a conceptual framework to support research on evaluation of e-Teaching in the context of HE. Based on the theoretical research carried out, two evaluation tools were developed to collect teachers’ and students’ perceptions regarding activities developed online. Consequently, aiming at testing those tools, an empirical study was structured. Following an exploratory study, e-Learning and b-Learning courses were identified, from which a restricted number of Portuguese HE institutions were selected, enabling the use, testing and validation of both tools created to evaluate online activities, including students’ and teachers’ perceptions.

Features
► Develops a method of evaluating e-Teaching in terms of learning, interaction, and technology
► Examines Portuguese and European policies on e-Teaching
► Presents case studies of online higher education and analysis

Contents

Fields of interest
Mathematics Education; Epistemology; International and Comparative Education

Target groups
Research

Discount group
Professional Non-Medical

Comparative Education Research
Approaches and Methods

Contents

Fields of interest
International and Comparative Education; Methodology of the Social Sciences; Interdisciplinary Studies

Target groups
Professional/practitioner

Discount group
Professional Non-Medical
T. Clerke, N. Hopwood, University of Technology, Sydney, NSW, Australia

**Doing Ethnography in Teams**

**A Case Study of Asymmetries in Collaborative Research**

This uniquely in-depth book offers a blow-by-blow account of the sometimes problematic dynamics of conducting collaborative fieldwork in ethnography. Tracing the interplay between co-researchers at various points of contact in both professional and personal relations, the analysis draws out the asymmetries which can develop among team members nominally working towards the same ends. It details the often complex dialogues that evolve in an attempt to navigate conflicting interests, such as team members’ resistances to particular methodological ‘recipes’ or research protocols.

**Features**

► A uniquely honest and penetrating analysis of collaborative fieldwork in ethnography ► Analyses both the personal and professional aspects ► Provides detailed insights into the practice of observation, taking field notes, analysis and creating a contemporaneous written record ► Includes visual representations of the dynamics of the ethnographic research process ► Offers a fresh understanding of asymmetrical relationships in ethnography research that combines empirical detail with methodological analysis

**Contents**

Acknowledgements. - Preface. - 1 Outline of the study and researcher backgrounds. - 2 Ethnography as collective research endeavor. - 3 Asymmetry in ethnographic fieldwork. - 4 Teamwork processes. - 5 Researcher reflections. - 6 Planning a team ethnography?. - Reference list. - Appendices.

**Fields of interest**

Professional and Vocational Education; Methodology of the Social Sciences; Anthropology

**Target groups**

Research

**Discount group**

Professional Non-Medical

D. Corrigan, Monash University Clayton Campus, Victoria, VIC, Australia; A. Jones, C. Bunting, University of Waikato, Hamilton, New Zealand

**Rethinking the Place of Context in Science Education**

This book contributes to science education by bringing together the key ideas expressed under the banner of context-based teaching and learning approaches, which are considered using two new frameworks: ways of knowing and ways of acting. These two frameworks for what it means to teach and learn science using contexts are similar in structure as they highlight how different continua of ideas interact. In addition, common to both frameworks is the dimension of what is known, ranging from individual concepts to the big ideas of science. However, the ways of knowing framework is about how you know the science, whether it is individual concepts or big ideas, and how this understanding can be represented: as simple applications, or as complex contexts.

**Features**

► Explores different ways to focus on science education that is relevant for students ► Reviews three decades of research investigating context-based approaches to science education ► Presents two interrelated frameworks for what it means to teach and learn science using contexts

**Contents**


**Field of interest**

Science Education

**Target groups**

Research

**Discount group**

Professional Non-Medical

P. Datta, Australian Catholic University, Brisbane, QLD, Australia

**Students with Intellectual Disabilities**

**Insights, Implications and Recommendations**

This book investigates the self-concept of the students with intellectual disabilities who were placed in specialist and mainstream educational settings in South Australia. It gains insights into what students with intellectual disabilities felt about themselves and their achievements across the different dimensions of self-concept. It is divided into two stages of execution. In Stage 1, the Tennessee Self-Concept questionnaire was administered to students with intellectual disabilities. In Stage 2, interviews were conducted with students with intellectual disabilities, their parents and teachers. These data reflected a range of viewpoints from which to examine the research questions.

**Features**

► Assists in the understanding of the problems experienced by students with intellectual disabilities in home and school ► Identifies those areas which serve as a catalyst to increase inequalities between students with and without intellectual disabilities ► Provides an understanding for teachers for the full participation of students with intellectual disabilities in mainstream educational settings

**Contents**


**Fields of interest**

Educational Psychology; Sociology of Education; Child and School Psychology

**Target groups**

Research

**Discount group**

Professional Non-Medical

Due May 2014


ISBN 978-3-319-05617-3

Due January 2015

2015. Approx. 200 p. Hardcover ► approx. $139.00

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Due May 2014

2014. XII, 188 p. 6 illus. (SpringerBriefs in Education) Softcover ► $54.99

Teaching Singing in the 21st Century

Contents
New Series
Educational Governance Research
Series editor: L. Moos

This series presents recent insights in educational governance gained from research that focuses on the interplay between educational institutions and societies and markets. Education is not an isolated sector. Educational institutions at all levels are embedded in and connected to international, national and local societies and markets. One needs to understand governance relations and the changes that occur if one is to understand the frameworks, expectations, practice, room for manoeuvre, and the relations between professionals, public, policy makers and market place actors. The aim of this series is to address issues related to structures and discourses by which authority is exercised in an accessible manner. It will present findings on a variety of types of educational governance: public, political and administrative, as well as private, market place and self-governance. International and multidisciplinary in scope, the series will cover the subject area from both a worldwide and local perspective and will describe educational governance as it is practised in all parts of the world and in all sectors: state, market, and NGOs. The series: Covers a broad range of topics and power domains Positions itself in a field between politics and management/leadership Provides a platform for the vivid field of educational governance research Looks into ways in which authority is transformed within chains of educational governance Uncovers relations between state, private sector and market place influences on education, professionals and students

L. Moos, Aarhus University, Copenhagen, Denmark; J. M. Paulsen, Oslo and Akershus University College of Applied Sciences, Oslo, Norway (Eds)

School Boards in the Governance Process

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Fields of interest
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Target groups
Research

Discount group
Professional Non-Medical

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Knowledge Creation in Education

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