Springer
Customized Book List
Education
S. Alagumalai, University of Adelaide, Australia

Insights into years 10-12 Physics Problems Solving: A Comparative Study

The inclusion of disabled children and those with difficult behaviour is increasingly being seen as an impossible challenge and, not surprisingly, concerns are being expressed by teachers unions and researchers about teachers’ capacities, and willingness, to manage these demands. With Warnock, the so-called ‘architect’ of inclusion now pronouncing this her ‘big mistake’ and calling for a return to special schooling, inclusion appears to be under threat as never before. This book takes key ideas of the philosophers of difference – Deleuze, Foucault and Derrida – and puts them to work on inclusion. These ideas allow the task of including children to be re-framed and offer, not solutions, but different ways of working which involve altering adult-child relationships – subverting, subtracting, and inventing and restructuring teacher education – recognition, rupture and repair. The propositions also include making use of the arts to challenge exclusion and to establish more inclusive practices. This is a [...]
Race, Ethnicity and Education in Globalised Times

This book argues that race and ethnic relationships must be understood in new ways; that the analytical frameworks provided by constructivist thought and post-colonial writing must be interrogated to provide more comprehensive methodological resources to examine these relationships. Recent events, such as attacks on New York, Madrid and London, and riots in Paris and Sydney, suggest that the social world as we know it has changed. The new sense of danger which has emerged in increasingly globalised times is the re-emergence of an other identity which is no longer easily identifiable as inside or outside of who-we-are. That they could be anyone-of-us, even as their presence as an other is made concretely and terrifyingly real, adds a new and frightening overlay to the discussion of contemporary race and ethnic relations. "This book works on so many different levels - as a research narrative; as a story of the policy of multiculturalism in Australia; as an account of a struggle to interpret cultural [...]"

Features
Provides a research narrative of the way an urban school community speaks about race and ethnic relationships in times of change Interrogates the ‘noisy silence’ that surrounds discussions about race and ethnic difference in our time Discusses the struggle to understand identity and race and cultural difference as change transforms the lives of people, institutions and communities Presents a comprehensive [...]"

Contents

Fields of interest
Education & Society; Educational Philosophy; Educational Policy; Comparative Education

Target groups
Researchers and students of education interested in ethnicity, race, multiculturalism, globalization of education, philosophy of education; the educated reader concerned about the ways that race and ethnic relations are negotiated in everyday sites such as schools

Type of publication
Monograph

Due December 2007


99,95 €

Administrative Passages
Navigating the Transition from Teacher to Assistant Principal

The transition from teacher to administrator is a critical developmental period in the formation of administrative identity and praxis for which school districts and novices are seldom prepared. While the study of effective schools consistently highlights the importance of administrators in student success, there is little information on how newcomers become effective leaders, how they are supported once they assume these roles, and what individuals and organizations can do to facilitate them. This book examines administrative leadership transitions through the lens of newly appointed assistant principals.

Fields of interest
Education (general)

Target groups
University and school administrators, researchers in educational administration and organizational leadership

Type of publication
Monograph

Due February 2008


94,00 €

International Handbook of Career Guidance

The International Handbook of Career Guidance is the first international reference of its type on career guidance. This two-volume handbook offers a comprehensive review of the field, covering not only the background of vocational guidance but also the key issues across career guidance policy, processes, practices and procedures. The range of contributions from more than 30 leading authorities in the field also offers valuable directions for future research. The Handbook covers subjects such as educational and vocational guidance in a social context; theoretical foundations; educational and vocational guidance in practice; specific target groups; testing and assessment; and evaluation. It draws upon a wide range of career guidance paradigms and theoretical perspectives from person-environment fit, through developmental, to narrative and constructivist as well as critical theory approaches. There is an emphasis on the applied aspects of guidance together with research methods and perspectives. The [...]"

Features
Covers key issues across career guidance policy, processes, practices and procedures Contributions from more than 30 leading authorities in the field Offers valuable directions for future research Draws upon a wide range of career guidance paradigms and theoretical perspectives

Contents

Fields of interest
Professional & Vocational Education; Assessment, Testing & Evaluation; Educational Policy; Education & Society

Target groups
Academics in education, psychology, guidance and counselling institutes; government departments; libraries: reference collection; career development professionals

Type of publication
Handbook

Due May 2008


450,00 €
The Language of Mathematics

Telling Mathematical Tales

The Language of Mathematics: Telling Mathematical Tales emerges from several contemporary concerns in mathematics, language, and mathematics education, but takes a different stance with respect to language. Rather than investigating the way language or culture impacts mathematics and how it is learned, this book begins by examining different languages and how they express mathematical ideas. The picture of mathematics that emerges is of a subject that is much more contingent, relative, and subject to human experience than is usually accepted. Barton’s thesis takes the idea of mathematics as a human creation, and, using the evidence from language, comes to more radical conclusions than usual. Everyday mathematical ideas are expressed quite differently in different languages. Variety occurs in the way languages express numbers, describe position, categorize patterns, as well as in the grammar of mathematical discourse. The first part of The Language of Mathematics: Telling Mathematical Tales explores [...]

Features
Combines discussion of linguistics and mathematics using examples from each to illustrate the other. Conclusions with respect to mathematics education provide alternatives to conventional practice Contains original material and ideas Based in experience and describes many examples that come from common experience Provides new insight into common mathematical experiences like fractions and circles

Contents

Features
Combines discussion of linguistics and mathematics using examples from each to illustrate the other. Conclusions with respect to mathematics education provide alternatives to conventional practice Contains original material and ideas Based in experience and describes many examples that come from common experience Provides new insight into common mathematical experiences like fractions and circles

Brain Research in Language

Brain Research in Language addresses important neurological issues involved in reading. The reading process is a highly composite cognitive task, which relies on brain systems that were originally devoted to other functions. The majority of studies in this area have implemented behavioral methodologies, which provide information concerning the entire cognitive sequence at the conclusion of processing only, in the reader’s output. However, these measures cannot specify all of the covert component operations that contribute to reading, nor can they determine the relative processing times required by the individual stages. Furthermore, they cannot determine which processes occur serially, which occur in parallel and which overlap in time (Brandeis &amp; Lehmann, 1994; Johnson, 1995). Recent advancements in the field of neuroscience and cognitive development, however, have added a new dimension with regard to the research into the universal and domain specific aspects of reading with the advent of [...]
Learning through Community

Exploring Participatory Practices

This book is a collection of case studies that explore the learning that people do through community engagement. Developed within a network of Canadian researchers and their community partners, it explores learning that is organized by the learners themselves, collectively, rather than as individuals. Reflecting the contributors' political priorities, the volume begins with groups that are highly marginalized in our society: immigrant women, sex trade workers, senior citizens, garment workers, women doing community economic development, and people who identify with disability and anti-poverty movements. It then shifts to consider groups whose members have been accustomed to seeing themselves as 'centered' or mainstream: teachers, for example, and employees of the new 'learning organizations.' Regardless of their location, the people involved are learning to labour and to survive the turbulence of rapid socio-economic change in the global economy. These case studies trace the enduring effects of [...] 

Features
Highlights the scope of learning that people engage in through community participation Extends existing boundaries and sets new parameters for the scholarly consideration of adults' learning Features an unusual hybridization of conceptual traditions, and scholarly disciplines Highlights the learning of groups that are typically overlooked due to (and reinforcing) their marginalization Reflectively reveals [...] 

Contents

Fields of interest
Learning & Instruction; Education & Society; Teacher Education; Professional & Vocational Education 

Target groups
University faculty and students in adult education (organizational learning, transformational learning; popular education), sociology of knowledge, sociology of education (educational reform), social work (social action, community development, community economic development), labour studies (teachers’ work; teacher unions), women’s studies (immigrant women, garment workers), disability studies (social movements; community mental health) and literacy studies. 

Type of publication
Contributed volume 

Due November 2007
International Handbook of Comparative Education

This two-volume compendium brings together leading scholars from around the world, who provide authoritative studies of the old and new epistemic motifs and theoretical strands that have characterized the interdisciplinary field of comparative and international education in the last 50 years. It analyses the shifting agendas of scholarly research, the different intellectual and ideological perspectives and the changing methodological approaches used to examine and interpret education and pedagogy across different political formations, societies and cultures.

Features
Unique in terms of scholarly coverage and relevance Consolidates the major themes of comparative education of the thirty years Opens up current cutting edge themes and the ways in which comparative educators are thinking about neo-liberalism, market and religious fundamentalisms, knowledge societies, postmodernity and post-colonialism Moves forward to anticipate new directions of thought in comparative education

Fields of interest
Comparative Education; Educational Policy; Learning & Instruction; Education & Society

Target groups
Students and academics across the social sciences (anthropology, economics, political science, sociology), history, social theory, cultural studies, area studies, and education, teachers, intercultural specialists, educational policy makers, practitioners in international and regional agencies

Type of publication
Due July 2008

450,00 €

Grammar for Teachers

The purpose of Grammar for Teachers is to encourage readers to develop a solid understanding of the use and function of grammatical structures in American English. It approaches grammar from a descriptive rather than a prescriptive approach; however, throughout Grammar for Teachers differences between formal and informal language, and spoken and written English are discussed. Grammar for Teachers avoids jargon or excessive use of technical terminology and reviews essential grammar structures clearly and concisely. The text encourages users to tap into their own, often subconscious, knowledge of the grammar of English and to make it a conscious knowledge they can apply to their own varied teaching settings. Grammar for Teachers emphasizes looking at grammar from the perspective of learners of English, an approach that allows teachers to better appreciate the language difficulties learners of English face in ESL or mainstream classrooms. Discussions of areas of difficulties for learners of English [...]
Professional Learning Conversations

This volume provides informed arguments, theory and practical examples based on research about what it looks like when educators, policy makers, and even students, try to rethink and change their practices by engaging in evidence-based conversations to challenge and inform their work. It allows the reader to experience these conversations. Each story reveals the depth of thinking that change requires and gives important insights into the challenge associated with changing thinking and practice. Some of the stories are encouraging and others are frustrating. Taken together, they give tremendous insight into 'what it takes' for conceptual change that will fundamentally shift educational practice. This book moves beyond just promoting the use of evidence to examining just what is known and how it occurs in a range of settings, especially in interaction with others. This type of book will be key in a desired move to where professional educators reestablish their knowledge and responsibility base in [...] Features Provides a theoretical framework for how people change, with examples and suggestions Opportunity to 'listen in' on real conversations about change Shows that change requires new learning and new learning is hard


Target groups School, district and legislative leaders who have responsibility for making decisions about policy and practice; aspiring leaders; students of educational change, accountability and decision-making; teachers’ unions; superintendents’ groups; faculties of education, researchers in educational management and educational change

Type of publication Collected works

Due January 2008


46,20 €

Argumentation in Science Education

This book brings together the work of leading experts in argumentation in science education. It presents research combining theoretical and empirical perspectives relevant for secondary science classrooms. Since the 1990s, argumentation studies have increased at a rapid pace, from stray papers to a wealth of research exploring ever more sophisticated issues. This volume constitutes a unique collection and covers fundamental issues in argumentation such as cognitive, methodological and epistemological aspects; classroom-based research in teaching and learning of argumentation in science classrooms; and argumentation in context such as in socio-scientific and moral contexts. The book’s underlying premise is that argumentation is a significant aspect of scientific inquiry and plays an important role in teaching and learning of science. Argumentation also contributes to the agenda of informed citizenship where students are encouraged and supported in evidence-based reasoning in their everyday [...] Features The first book on argumentation in science education Interest of researchers in argumentation is increasing, as evidenced by number of papers in journals and conferences, and by doctoral dissertations on the subject Brings together leading international experts in the field of argumentation in science education from around the world Includes both theoretical and empirical perspectives Covers a range of aspects [...] Fields of interest Science Education; Science, general

Target groups Educational scholars in particular science education scholars; graduate students; educational researchers

Type of publication Contributed volume

Due November 2007


109,95 €
ISBN 978-1-4020-6669-6
Teaching for Wisdom
Cross-cultural perspectives on Fostering Wisdom

Wisdom is valued as an ideal aim of personal development around the world. But we rarely see how wisdom is understood in different religious and philosophical traditions and different scientific disciplines, and more particularly how wisdom is taught. The emphasis of the book is on whether wisdom can be taught, not on what wisdom is, making it both more practical and more personally engaging. More specifically, it considers how people at different times and places have engaged the age-old question of how (or whether) we can learn to live a good life, and what that life is like. The chapters in this book area welcome introduction to this vast field from a variety of different perspectives. Chapters consider Greek and Confucian philosophy, Christian, Islamic and Buddhist religion, African tradition, as well as contemporary scientific approaches to the study of wisdom. Authors of each chapter are leading scholars in their respective fields, and representing a range of disciplines including philosophy. [...]”

Features
Emphasis of the book is on whether wisdom can be taught, not on what wisdom is Practical and personally engaging look at how people at different times and places have engaged the question of how we can learn to live a good life. Gather together a range of perspectives never before assembled within a single volume. Includes scientific, philosophical, and religious perspectives on wisdom usually considered. [...]”

Fields of interest
Education & Society; Philosophy of Education; Comparative Education; Pedagogy; Psychology; Philosophy of Mind; Philosophy of Religion

Educational Algebra
A Theoretical and Empirical Approach

Given its abstract nature and the highly syntactical competence required by the use of symbolic algebra, research on its teaching and learning must rely on approaches that include semiotic concepts and analyses that recall the history of algebraic ideas, among others. Educational Algebra: A Theoretical and Empirical Approach deals with a theoretical perspective on the study of school algebra, in which both components (semiotics and history) occur. This perspective runs opposite to general theoretical models, since it submits components for the design of local frameworks for theoretical analysis. The Methodological design allows for the interpretation of specific phenomena and the inclusion, within such interpretative frameworks, of evidence not included in more general treatments. Such is the case of phenomena observed in subjects who are initiating the study of symbolic algebra, involving the production of personal sign systems at the intermediate level or the level previous to the mathematical. [...]”

Features
Offers a theoretical perspective in which semiotics and history are included. Adds to previous work with priority to a pragmatic perspective. Of interest to both practitioners and researchers in mathematics education

Contents

Fields of interest
Mathematics Education; Algebra

Enhancing Teaching and Learning through Assessment
Deriving an Appropriate Model

Assessment is the daily life of a teacher; designing plans, setting questions, giving feedback and grading are all activities that teachers undertake on a regular basis. Yet, the close examination of such activities can be hindered by constraints caused by the context in which different teaching and learning activities occur and an unawareness of the effect that assessment has on the students themselves. This book provides a practical guide on the effective use of assessment. It includes the use of assessment tools and pedagogical design that help students deepen their learning. Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students’ learning. It will also be found useful by teachers when implementing various assessment methods. School administrators and teaching development professionals will find the book useful when making decisions related to learning and teaching issues in their institutions.

Features
A collection of evidence-informed practices for enhancing Teaching and Learning across disciplines. Contains current assessment issues with international perspectives. Contains effective innovations in learning and teaching while limitations of evidence-informed practice are also included. Contains syntheses of research and evaluation evidence to provide a basis for further development.

Fields of interest
Education (general); Assessment, Testing & Evaluation; Learning & Instruction; Teacher Education

Target groups
Teacher training and continuing professional development of university teachers, school administrators and teaching development professionals

Type of publication
Contributed volume

Due October 2007

199,95 €
ISBN 978-1-4020-6225-4
**Enhancing Teaching and Learning through Assessment**

**Experience from the Project**

This book addresses the central issue of teaching and learning, use of assessment. It is an attempt to look into the alternative use of assessment with illustration of selected cases from different universities. Under the auspices of a teacher development project titled ‘Enhancing Teaching and Learning through Assessment’, the community of university teachers were gathered to address to the assessment issues in universities. In line with the project’s aim in enhancing the quality of teaching and learning through designing, implementing, and making effective use of assessment practices, this book recorded how the frontline teachers and educational developers did in their own context.

**Features**

Throughout the book, different dimensions of using assessment for improving students are discussed. Innovative practices are identified to provide teacher professional development.

**Fields of interest**

Assessment, Testing & Evaluation; Learning & Instruction

**Target groups**

Teaching practitioners and academics involved in assessment.

**Type of publication**

Contributed volume

**Due January 2008**

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**Peer-Led Team Learning**

**Analysis of a College-Level Educational Initiative**

**Features**

Large amounts of data and examples. Those implementing, reviewing, and evaluating programs want evidence that things work. We provide this every step of the way: numerous comparative studies on student performance; faculty and administrator response; issues at different kinds of institutions; solutions to typical problems in implementation. Analysis. Data are of no use unless carefully analyzed. We consider [...]".

**Contents**

Introduction: Educational reform at the college level and overview of the project. Chapter 1: Plan and Context of the Study. This chapter first describes Peer-Led Team Learning (PLTL) and the use of problem-solving workshops as an integral part of a science course. The research questions and methodology for the entire study are presented. The adoption of workshops is discussed in the context of educational reform. Chapter 2: Development and Implementation of Peer-Led Team Learning. The six critical components that form the PLTL model are explained. The experiences of students and [...]".

**Fields of interest**

Science Education

**Target groups**

Instructors interested in Peer-Led Team Learning and other approaches to cooperative and team learning. College-level administrators and instructors in science or education. Educational administrators.

**Type of publication**

Monograph

**Due October 2007**

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**Visualization: Theory and Practice in Science Education**

External representations (pictures, diagrams, graphs, concrete models) have always been valuable tools for the science teacher. The formation of personal, internal representations – visualizations – from them plays a key role in all learning, especially in that of science. The use of personal computers and sophisticated software has expanded into the areas of simulation, virtual reality, and animation, and students now engage in the creation of models, a key aspect of scientific methodology. Several academic disciplines underlie these developments, yet act independently of each other, to the detriment of an attainment of what is possible. This book brings together the insights of practicing scientists, science education researchers, computer specialists, and cognitive scientists, to produce a coherent overview. It links presentations about the cognitive theory of representation and visualization, its implications for science curriculum design, and for learning and teaching in classrooms and laboratories.

**Features**

Central roles of representation and visualization in all learning, especially of science Rapid growth of use of computer-based virtual representations in science education Bringing together of insights of scientists, cognitive scientists, science education researchers, computer graphics specialists, science teachers Courses on representation and visualization, its implications for science curriculum design Implications for classroom [...]".

**Contents**

From the contents Introduction. Section A: The nature and development of visualization: a review of what is known. Section B: The design of units and courses focused on visualization. Section C: Learning with external representations.

**Fields of interest**

Education (general); Science Education; Learning & Instruction

**Target groups**

University and high school teachers of all science subjects, textbook and CD-ROM authors for university and high school science courses; researchers in science education; cognitive scientists working in science education

**Type of publication**

Contributed volume

**Due December 2007**
Changing Education

Leadership, Innovation and Development in a Globalizing Asia Pacific

This book responds to the growing unease of educators and non-educators alike about the inadequacy of most current educational systems and programs to meet sufficiently the demands of fast-changing societies. These systems and programs evolved and were developed in and for societies that have long been transformed, and yet no parallel transformation has taken place in the education systems they spawned. In the last twenty years or so, other sectors of society, such as transportation and communications systems, have radically changed the way they operate, but education has remained essentially the same. There is no doubt: education needs to change. To those ready to accept this challenge, this book represents a welcome guide. Unlike most books on educational policy, this volume does not focus on improving existing educational systems but on changing them altogether. Its focus is not on doing things better, but on doing better things; not on doing things right, but on doing the right things to [...]

Features
Offers insights into the consequences of globalization for the leadership of educational change. Offers insights into educational leadership from diverse Asian perspectives. Offers insights into how some states and alternative providers of education are challenging (or not challenging) the prevailing educational paradigm in their responses to the processes of globalization.

Contents
From the contents: Introduction: Challenges in the Leadership of Innovation and Development in Education in a Globalizing Asia Pacific. I. The Context and Imperatives for Paradigmatic Change in Education. II. Outcomes and Opportunities for Change: Education in a Renewing Asia. III. Leadership in Changing the Way Education Changes. Conclusion: Changing Education.

Fields of interest
Education (general); Leadership & Administration; Education & Society; Educational Philosophy; Comparative Education; Educational Policy

Target groups
Education policy makers; education scholars in the fields of: educational leadership, globalization and educational change, education in Asia, philosophy of education, sociology of education, education studies.

Type of publication
Contributed volume

Due December 2007


139,95 €
ISBN 978-1-4020-6582-8
The Pedagogy of Physical Science

The central theme of the book concerns how to develop effective teaching for meaningful learning in science. In attending to this question we seek to identify how teachers interpret difficult ideas in science and, in particular, what supports their own learning in coming to a professional understanding of how to teach science concepts to young children. We investigate how such professional insight emerges in the process of teachers identifying those elements that support their understanding during their own learning. In this paradigm, professional awareness derives from the practitioner interrogating their own learning and identifying implications for their teaching of science. The book draws on a significant body of critically analysed empirical evidence collated and documented over a five year period involving large numbers of trainee and practising teachers.

Features
Provides a unique perspective on the pedagogy of physical science derived from researching teachers’ learning Identifies the nature of explanation and learning in science and supports with research evidence from teachers’ learning in what are considered traditionally difficult and abstract conceptual areas. Critically informs assumptions about teacher science subject knowledge the nature of learning in science

Fields of interest
Education (general)

Target groups
Science education researchers and tutors in science education

Type of publication
Monograph

Due October 2008


75,00 €

Encyclopedia of Language and Education

The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education. The encyclopedia aims to speak to a prospective readership that is multinational, and to do so unambiguously as possible. Because each book-size volume deals with a discrete and important subject in language and education, these state-of-the-art volumes also offer highly authoritative course textbooks in the areas suggested by their titles. This means that libraries may also need to catalogue these book-size individual volumes in relevant sections of their general collections.

Features
The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education. The Encyclopedia has more than 250 contributors drawn from numerous countries. Its reviews present information and authoritative insights that are relevant to every country and to every language. Each volume contains about 20-30 reviews. For some topics, teams of [...] contents


Fields of interest
Language Education; Applied Linguistics; Education (general); Psycholinguistics; Sociolinguistics

Type of publication
Reference work

Due November 2007


1,200,00 €

Identifying, Assessing, and Treating Conduct Disorder at School

Concern continues to ripple throughout society over the escalating incidents of youth violence and aggression. School professionals confront daily the challenges resulting from conduct disorders, which threaten to disrupt the learning process and compromise the well-being, security, and safety of students and faculty. With the ongoing emphasis on high-stakes academic testing, schools are struggling to pinpoint effective strategies and secure the resources needed to identify, assess, and treat students with conduct problems so that all children can succeed at school. Identifying, Assessing, and Treating Conduct Disorder at School bridges the gap between science and practice, providing school professionals with the information they need to coordinate efforts and enhance communication between parents, other educators, administrators, and social services providers. In addition, it offers guidance on the interventions that are likely to be most effective in meeting the unique needs of youths with [...] contents

Introduction.- Causes.- Prevalence and Associated Conditions.- Case Finding and Screening.- Diagnostic Assessment.- Psycho-Educational Assessment.- Treatment.- Appendices.- References.

Fields of interest
School Psychology; Education (general); Counseling; Developmental Psychology

Type of publication
Monograph

Due December 2007


34,95 €
Scientism and Education
Empirical Research asNeo-Liberal Ideology

This volume offers a critical examination of the growing pressure to apply scientific principles as a means to improve education. The authors trace the ideology of scientism to the early faith Auguste Comte placed in science and the scientific method as a panacea to all human problem solving. By revealing many of the epistemological problems confronted by the social sciences, including education, the authors undermine the prevailing view that a science of education is possible or desirable. Besides revealing the epistemological problems associated with education research, they suggest that the instrumentalism and micro-level responsibility related to scientism in education constitute a manipulative ideological smokescreen to distract public attention away from the structural inequities that generate disparate academic outcomes among students in industrialized democracies. The book deals a severe blow to the belief that science is a suitable lens through which to view or strengthen educational...

Features
An accessible and trenchant critique of current research practice in education Offers an exposé of the ideological reasons behind empirical research in education Proposes alternative practices to strengthen democratic learning practices

Fields of interest
Educational Policy; Educational Philosophy; Philosophy of the Social Sciences; Epistemology

Target groups
Graduate students/classrooms in education, education researchers

Type of publication
Monograph

Due November 2007

Enduring Bonds:
The Significance of Interpersonal Relationships in Young Children's Lives

Young children are social beings. They grow and develop in diverse social and environmental contexts that profoundly affect who they are and what they will become. In this, the first volume of Springer’s Educating the Young Child: Advances in Theory and Research, Implications for Practice, a group of distinguished authors examine an array of interpersonal relationships that are formative in shaping childhood: bonds with adult family members, ties with siblings, interaction with peer groups, and connections with caregivers, teachers, administrators, and service providers. The socio-emotional development of young children has been a significant area of study for decades and early childhood is widely recognized not only as the period during which affective development originates but also as the phase in which the future course of life is set into motion. As life’s pace and complexity continues to increase, expectations for children’s abilities to control themselves and interact effectively with...

Features
Reasserts the significance of the human element in the experiences of young children and their families Addresses the conflict between philosophy and reality faced by many contemporary early childhood educators to emphasize the cognitive domain at the expense of socio-emotional considerations Unique in its focus on the influence of interpersonal relationships and human interaction as the foundation for young...

Contents
The Young Child and Social Relationships in Developing Countries.- Parental and Educator Perspectives on Young Children’s Acquisition of Self-Regulatory Skills.- Early Language Development and Adult/Child Relationships.- Challenging the Stereotypes of Mexican American Fathers.- Brothers and Sisters.- How Attention to Family Dynamics Can Prevent Homelessness Among Very Young Families.- Fostering Emergent Literacy through Parent/Child Reading Relationships.- Grandparents in the Lives of Young Children.- Building Positive Relationships in the Lives of Infants and Toddlers in Child...

Fields of interest
Childhood Education; Education & Society; Assessment, Testing & Evaluation; Educational Philosophy; Teacher Education

Target groups
Professionals interested in and dedicated to the care and education of the young child, birth through age 8, the audience includes: teachers, teacher educators, and professionals in a wide variety of fields such as Nutrition, Pediatric Health, Psychology, Social Services, and others

Type of publication
Contributed volume

Due January 2008
Cost-sharing and Accessibility in Higher Education: A Fairer Deal?

Higher education finances lie at the crossroads in many Western countries. Hence, worldwide, the most common approach to the need for increasing revenue was to use some form or forms of cost-sharing, or the shift of some of the higher education-related student costs from governments and taxpayers to parents and students. This raises several important challenges to higher education systems. First, there is the political and social controversy associated with most forms of cost-sharing, particularly with tuition fees. Second, there are important issues in terms of the broad context of social policy, such as the role of families and students and the relationship that the state establishes with each of them. Third, there is the comparison of alternative instruments of cost-sharing and the direct and indirect effects of each of them, notably in terms of educational equality. Overall, underlying cost-sharing debates are fundamental questions about social choice, individual opportunities, and the [...] features


Higher Education; Educational Policy; Comparative Education; Leadership & Administration; Public Finance

target groups

Researchers and policy makers in higher education, economists and public policy researchers interested in issues of efficiency and equity in higher education

type of publication

Contributed volume

due November 2007


45,00 €
ISBN 978-1-4020-6915-4

Educating in the Arts

The Asian Experience, Twenty-Four Essays

Written by leaders in a wide range of creative fields and from all corners of the Asian region, this collection of essays presents arts and education programs which reflect traditional and contemporary practices. The volume brings together researchers, practitioners, educators, children and young people with shared interests in the arts and activities that cross disciplinary divisions and aims to encourage the use of the arts in developing international understanding, celebrating cultural diversity, building cultural bridges and creating cross-cultural dialogue throughout the Asian region. This book arose out of the need to promote not only arts and educational practices; but also the research and evaluations being achieved in the field. Writing about their own practical experiences, the authors explore linkages between creativity and discipline; of social organisation and individual expression and how inventiveness and economic productivity are inextricably linked.

Features

Interesting and varied, written by regional experts across all art forms and areas. Encourages the use of the arts in creating international understanding, celebrating cultural diversity, building cultural bridges and creating cross-cultural dialogue throughout the Asian regions.

Contents


2008. (Innovation and Change in Professional Education, Vol. 3) Hardcover

103,00 €

Successful Science and Engineering Teaching

Theoretical and Learning Perspectives

The intent of this book is to describe how a professor can provide a learning environment that assists students to come to grips with the nature of science and engineering, to understand science and engineering concepts, and to solve problems in science and engineering courses. As such, this book is intended to be useful for any science or engineering professor, who wants to change their course to include more effective teaching methods, to instructors at post-secondary institutions, who are beginning their careers, and as a handbook for TA’s. Since the book is based upon articles that I have had published in Science Education Research and which are grounded in educational research that I have performed (both quantitative and qualitative) over many years, it will also be of interest to anyone engaged in research into teaching science and engineering at the post-secondary level. I have also tried to include enough background so that the book could be used as a text-book for a course in educational [...] features

Reflective Teaching: Reflective writing is a gathering of thoughts on a chosen topic and then a rereading of thoughts to develop knowledge. Activities that help to get students to examine their conceptual framework so that they will not mishear their instructor, nor misread their textbook. Develop a design to cause the students to undergo a critical discussion to decide which natural interpretations can be [...].

Contents


Fields of interest

Science Education; Higher Education; Mathematics Education; Teacher Education

target groups

University Professors in science and engineering, researchers in writing-across-the-curriculum programs (especially those teaching in the sciences), and anyone engaged in research into teaching science and engineering at the post-secondary level.

type of publication

Monograph

due February 2008


114,95 €

Successful Science and Engineering Teaching

Theoretical and Learning Perspectives

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Contents


Fields of interest

Science Education; Higher Education; Mathematics Education; Teacher Education

target groups

University Professors in science and engineering, researchers in writing-across-the-curriculum programs (especially those teaching in the sciences), and anyone engaged in research into teaching science and engineering at the post-secondary level.

type of publication

Monograph

due February 2008


114,95 €
Knowing, Knowledge and Beliefs
Epistemological Studies across Diverse Cultures

Beliefs about nature of knowledge and learning, or epistemological beliefs have been an interest of educational researchers and psychologists for the past several years. New perspectives on theoretical, conceptual and methodological approaches and empirical studies on epistemological beliefs are emerging in the literature as a well-defined field of study. Studies show that personal epistemology has influence on comprehension, study strategies, learning process and academic performance. Research in this area has undergone considerable growth in the past decades and has now reached a stage of notable diversity and internationalization. Bringing together prominent educators and researchers, this book focuses on conceptual and methodical issues and state-of-the-art theoretical understanding on epistemological beliefs from educational and psychological perspectives. It is a critical and specialized source that describes recent advances in conceptualization and epistemological studies across diverse cultures.

Features
State-of-the-art theoretical understanding on epistemological beliefs from educational and psychological perspectives A critical and specialized source that describes recent advances in conceptualization and epistemological studies

Contents

Fields of interest
Cognitive Psychology; Educational Philosophy; Cross Cultural Psychology; Epistemology

Target groups
Academics in the universities; postgraduate students; psychology researchers; teachers; school principals

Type of publication
Contributed volume
Due November 2007

Researching Design Learning
Issues and Findings from Two Decades of Research and Development

Design and Technology evolved in the school curriculum from the mid 1960s. By the 1980s it had become mainstream for the British government to fund research exploring what learners could do when challenged with design & technology tasks. The authors worked together on that project, producing in 1991 the first seminal research report on learners’ capability in design and technology. This book summarises the lessons learned from this and other projects. The book’s messages centre on the designing activity, on learning, teaching and assessment, and, more widely, on what can be learnt about the research process itself. The authors aim to answer questions such as: How does the active, concrete learning tradition enable cognitive and emotional growth? What influences bear upon the process; the teacher, the environment, the task, the learners themselves? Researching such questions, their concerns have integrated the conceptual, the practical and the pedagogic.

Features
A unique, issues-based account of research in design learning Active learning processes explored and explained through multiple case studies A practical, useable guide to research processes

Contents

Fields of interest
Education (general); Higher Education; Design, general (Design, allgemein); Assessment, Testing & Evaluation

Target groups
Teacher educators, researchers in design and technology education

Type of publication
Monograph
Due October 2007

Educational Innovations Beyond Technology
Nurturing Leadership and Establishing Learning Organizations

The text explores the concept of innovation, and analyse and compare different dimensions of innovation found in the various case studies; the transfer of innovation and the mechanisms of change; on an innovative online case database on educational innovations that has been designed to be used by education practitioners to support organization-al leadership, international collaboration and reflective practice in the Asia Pacific Economic Cooperation (APEC) eEducation Leadership initiative; on a project aimed to support the establishment of communities of practice for education practitioners facilitated through an extendable online database that can be used to contribute and share case studies of their own ICT-supported pedagogical innovations. It discusses roles of the teacher and the anticipated changes to the education profession at a system level, in the coming decade on the basis of emerging changes observed in the case studies, and leadership issues at the school level. The book analyses [...]
Learning and Teaching for the Twenty-First Century

Festschrift for Professor Phillip Hughes

This book stresses learning and teaching, rather than teaching and learning. The contention of the contributors is that the focus in all educational endeavours should not be primarily on teachers and teaching, but on learners; how to best facilitate learning, in the most effective, enjoyable, relevant and cost-effective ways for learners, whether they be children, youth or adults. The focus is therefore on how learning can be enhanced, through effective teaching; and how individuals can be best prepared to be excellent teachers. This ground-breaking book examines the personal dimensions of learning and teaching, and various aspects of education reform. It particularly focuses on the situation in the Asia-Pacific region, yet draws on best and innovative practices from the international arena. The book brings together the thoughts and insights offered by international leaders in the fields of teaching and learning. It seeks to build a bridge between researchers, policy makers and practitioners.

Features
Brings together the thoughts and insights offered by international leaders in the fields of teaching and learning. Seeks to create a bridge between researchers, policy makers and practitioners, who, instead of ‘talking past each other’ dialogue in productive ways to identify future pathways for promoting effective learning and teaching in the twenty-first century.

Contents

Fields of interest
Learning & Instruction; Teacher Education; Education (general)

Target groups
Researchers, policy makers, practitioners, curriculum writers, teacher educators and teachers

Type of publication
Contributed volume

Due October 2007

International Handbook on Education for the World of Work

Bridging Academic and Vocational Education

Work is a major feature in most people’s lives. Not only does it provide them with the means of survival in terms of good, clothing and shelter, but also the type of work undertaken by individuals and groups has a major impact upon their self identity, social status and standard of living. The shift from the Industrial Age to the emerging Information Age has considerable implications for education and training that will be examined in this Handbook. TVET is currently faced with the challenges posed by the displacement of the traditionally strong focus upon manual work in favour of mental work, or at least the changing mixture of competencies required in the workplace. The boundaries between manual and mental work are fading away, as many traditional forms of work and the respective preparation processes for learning to work undergo change. The Handbook will examine several occupations that are in transition, due to these changes. There is a timely need to re-examine the world of work, its [...]
Professional Ethics Education

Studies in Compassionate Empathy

Why is some practical ethics training a now requirement of nearly all professional training programmes? The short answer is that it is thought to be conducive to ethical decision-making and ethical behaviour. In recent years, the received idea that competency in moral reasoning implies moral responsibility has been the subject of much critical attention. Today, researchers in moral education widely regard moral reasoning as but one among at least 4 dimensions of moral development alongside moral motivation, moral character and moral sensitivity. Reflecting these developments, educationalists in the diverse fields of medicine, education, business, philosophy and nursing now openly question how to take professional ethics education beyond the development of skills in moral reasoning. Frequently topping the list of suggested improvements is to provide support for empathic capacities of response. This work gives this proposal the sustained attention that it deserves but which it has until now lacked.

Contents

Fields of interest
Educational Philosophy; Philosophy of Education; Ethics; Higher Education

Target groups
Professional educators in practical ethics, scholars in medicine, business, teaching nursing and philosophy, philosophers of education, psychologists in moral education

Type of publication
Monograph

Due February 2008

Amongst Mathematicians

Teaching and Learning Mathematics at the University Level

Amongst Mathematicians offers a unique perspective on the ways in which mathematicians perceive their students’ learning, the way they teach and reflect on those teaching practices. Elena Nardi employs fictional characters to create a conversation on these important issues. While personas are created, the facts incorporated into their stories are based on large bodies of data including intense focus groups comprised of mathematicians and mathematics education. This book further develops analyses of the data and demonstrates the pedagogical potential that lies in collaborative research that engages educators, researchers, and students in undergraduate mathematics education. Nardi also addresses the need for action in undergraduate mathematics education by creating discourse for reform and demonstrating the feasibility and potential of collaboration between mathematicians and researchers. Amongst Mathematicians is of interest to the entire mathematics community including teacher educators, [...]
Reforming Learning
Issues, Concepts and Practices in the Asian-Pacific Region

Fields of interest
Education (general); Comparative Education

Type of publication
Contributed volume

Due December 2007

2007. (Education in the Asia-Pacific Region: Issues, Concerns and Prospects, Vol. 5) Hardcover
125,00 €
ISBN 978-1-4020-3002-4

Perspectives on Lifelong Learning in Africa
the Distant Future

This book critically analyses the principles and models of lifelong learning in the African context. It promotes an approach to lifelong learning that makes African ways of thinking and learning, beliefs and value systems integral aspects of the education process. It recognizes the fact that lifelong learning has wide and great appeal in Africa because its framework encompasses learning throughout the life cycle (from birth to death) and in different learning environments (traditional and modern), formal, non-formal and informal. Unlike other books that address the learning processes in Africa, this work recognizes that lifelong learning is more than just education and training beyond formal schooling. The book recognizes that the concept of learning is facing fundamental changes in the context of global knowledge economy, needs and dynamics and yet these changes remain embedded in oral traditions and have unfortunately not been recorded on paper. This book, therefore, intends to commit these [-]

Features
First complete discussion of lifelong learning in Africa Commits indigenous African knowledge system on paper for the first time Contains African examples from all over Africa Product of African scholars for Africanist audiences

Contents
International Handbook of Urban Education

It is evident that urban education has become the central focus of educators at the present time. In the U.S., for example, almost one third of all school age children attend schools in large urban school districts. It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic. What has emerged from recent work to improve urban schools is the insight that there is no one-size-fits-all panacea. Rather, we have discovered that the local context shapes, in critically important ways, what will be effective at the school level. The universality of the problematics with urban education, together with the importance of understanding the local, or situated, context of improvement interventions, brings into sharp focus the importance and timeliness of an undertaking like the International Handbook of Urban Education. An important focus of the International Handbook of Urban Education will be the interrogation of both the social and [...] Features

Functions as a survey of the definitions, practices, problematics and solutions concerning worldwide urban education Includes 8-10 manuscripts from each of eight regions worldwide: Africa, Asia, Austral-Asia, Caribbean, Europe, Latin/South America, North America, United Kingdom Each section comprises cutting-edge work on urban education written by the major scholars working in that region The cross-regional, [...] Fields of interest

Education (general); Leadership & Administration; Educational Policy; Education & Society Target groups

Academic researchers in urban education and related fields; policy makers and administrators of urban education Type of publication

Handbook

Due October 2007

Inclusion and Psychological Intervention in Schools

A Critical Autoethnography

This book consists of a number of case studies about interventions in schools to promote the inclusion of pupils referred to a local authority Educational Psychology Service (EPS) in the north of England. The aim is to provide accounts which do not shirk from describing 'failures' as well as 'successes' and which reflect the general 'messiness' of this kind of work. They are written as 'stories' from the point of view of an educational psychologist who regards himself as a critical reflective practitioner whose professional practice is grounded in a democratic, inclusive philosophy. The methodology of the book draws on the qualitative research tradition in social science and education, in particular ethnography and action research, and makes a unique contribution to the role of 'storying' in this kind of research. The author feels that his approach represents a challenge to conventional constraints on research in his own profession which prevent the development of a more open dialogue about the [...] Features

Vivid descriptions which 'bring alive' the dilemmas of professional practice Shows how 'stories' can generate insights in a different way from other research Provides worked examples of successful and unsuccessful inclusion strategies Readable, accessible to the general reader, but intellectually serious Links 'special educational needs' to broader educational issues but is practical

Contents

1 Introduction. Section A: Storm, Stress And Standards. 2 From classroom to "Colditz" via a Learning Support Unit. 3 A girl who "squeezed in and out of everywhere". 4 "Giving up on them": a tale of despair. Section B: Against The Trend In Primary Schools. 5 "Off the differentiation map": why did inclusion fail? 6 Constructing a 'disordered' identity in a 'child-centred' school. 7 Action research, learning and football culture: a successful intervention? 8 On the social meaning of throwing a "wobbly" and the question of survival in a primary classroom. Section C: Parents At The [...] Fields of interest

Learning & Instruction; Educational Policy; Methodology of the Social Sciences Target groups

Educational psychologists (practitioners and academics); trainee psychologists (clinical as well as educational); undergraduates taking psychology or social science degrees; teachers, in particular those involved in learning support i.e. Special Educational Needs Coordinators; others involved in learning support e.g. Learning Support Assistants; Learning Mentors; educational and social science researchers Type of publication

Monograph

Due October 2007
Governance Changes in the New York City Schools

Throughout the last forty years, the New York City public school system has changed its governance style a number of times. Through the switch from centralized to decentralized to mayoral governance, New York has been an example (for good and bad) that many other large cities parallel or follow. This book focuses on the political dynamics of the governing overhaul and how the management styles of Mayor Bloomberg and School Chancellor Klein affected its design and implementation in the Mayor’s first term (which ends at the beginning of next year). But to be clear – This is not a New York City phenomenon. Mayoral governance is happening in other large cities, which is stimulated in large part by business leaders, big city mayors, and states concerned about how the schools have contributed to the declining global competitiveness of the U.S. Economy and to continued social and economic problems of inner cities.

Features
Assesses the first three years of Mayor Bloomberg’s radical overhaul of the NYC schools. The analysis of this governance asks the question: To what extent can the business management paradigm be transferred to search a public sector agency?

Contents

Fields of interest
Sociology; Leadership & Administration; Education & Society

Target groups
Sociologists (especially those involved with the sociology of education), educators, educational administrators, and public policy makers

Type of publication
Monograph

Due January 2008

80,85 €

Education in the Era of Globalization

Education seems to have lost its orientation in Western culture and is in disarray all over the globe in the time of global transitions. Globalizing capitalism is the general headline for some of the most profound, deep and dramatic developments in our era that education must address. The response of educationalists is only in its beginning and there is an urgent need to address the dramatic changes inflicted on/promised to our era philosophically, sociologically, culturally, ecologically, physically, aesthetically and politically. In the proposed book we try to address the challenge of globalization to education in the broadest sense of the concept of education, by treating this challenge in various perspectives through different disciplines and topics within which the challenge of globalization is conceived as the most profound dynamic of this historical moment, a development that is realized in many diverse and different levels, fields and spaces of human and natural existence. The various texts in […]

Features
The most updated articulation of the challenges of globalization to current education offers a critical perspective of the relations between globalization and education. The authors show how various changes in the era of globalization influence discussions on education today and how altered conditions transforms education and our thinking about it. The authors draw upon and sometimes move between different […]

Contents

Fields of interest
Educational Philosophy; Education & Society; Philosophy of Education

Target groups
Scholars and students of sociology, political science, cultural studies, philosophy and philosophy of education

Type of publication
Contributed volume

Due October 2007

99,95 €

Understanding Multimedia Documents

The purpose of this book is to disseminate recent research advances into the cognitive processes that underlie the comprehension of multimedia documents. Multimedia documents are defined as information resources made of text, pictures, and other types of information presented through interactive electronic devices. The book presents current theories, new research techniques, original empirical studies. The book also provides a broader reflection on the evolution of information systems in long-term and contemporary history. Understanding Multimedia Documents deals with issues of great interest to an expanding community of multimedia designers and professional users such as teachers and information workers. Multimedia documents are increasingly used to communicate knowledge in the mass media and educational contexts. Yet the know-how as regards multimedia quality and its optimal conditions of use is still rather piecemeal. In order to improve their practice, designers, teachers, and other […]

Features
Clear focus on multimedia documents considered from a cognitive perspective. Includes new ideas about how readers deal with multimedia information. Presents new empirical findings about what works and what does not work in the design and use of multimedia documents. Offers both a scientific and a historical perspective on the design and use of documents. Includes new examples of documents illustrating positive and […]

Contents
Hypermedia comprehension as information problem solving. – Why multimedia learning is not always helpful. – Text and picture integration in comprehending and memorizing spatial descriptions. – Studying eye movements in multimedia learning. – Search and comprehension processes in learning from text. – Searching user-controllable animations during learning. – Learning from animation in individual and collaborative setting: does the permanence of previous frames on the screen improve learning? – Designing multimedia explanations of casual and complex systems: Verbal redundancy, notetaking, and […]

Fields of interest
Educational Technology; Learning & Instruction; Higher Education

Target groups
Researchers, students, professionals

Type of publication
Contributed volume

Due August 2008

69,30 €
ISBN 978-0-387-73336-4
Teaching Africa
Towards a Transgressive Pedagogy

This book will explore conceptual and practical questions relating to teaching about Africa and the implications for schooling and education in Diasporic contexts. It focuses on the importance of Africa as an international socio-political educational issue in the 21st century. For the educator the objective is to uncover how the myriad interests and issues about Africa, including contemporary challenges and knowledge systems can shape the development of curricula and critical instruction in diverse schooling settings. At the theoretical level the book raises some ontological and epistemological questions about teaching methods and methodologies relating to Africa. Among specific issues to be covered in the book are African Indigenous knowledges and what the rest of the world can learn from these knowledges, how do present problems such as HIV/AIDS, genocide, poverty and human exploitation reflect larger international issues such as the legacy of colonialisms, and the enslavement of African peoples.

Features
This book is intended to introduce Africa as a topic to educators and school administrators in diverse settings who are interested in Africa. For the educator the objective is to uncover how the myriad interests and issues about Africa, including contemporary challenges and knowledge systems can shape the development of curricula and critical instruction in diverse schooling settings. This book is written ...

Contents

Fields of interest
Education & Society; Teacher Education

Type of publication
Reference work

The New International Handbook of Teachers and Teaching

Features
The 1st edition was published in 1997. A target date for this proposal (2005) allows a sufficient period to merit an update to take into account new research on both teachers and the nature of teaching. The proposed second edition, with a proposed 90 articles, will be much more systematic and extensive in coverage, compared with the 1st edition which contained 33 articles. The proposed second ...

Contents
VOLUME I TEACHERS - Theory and Methods on Research on Teachers and Teaching - What is a Teacher? - Becoming a Teacher - The Characteristics of Teachers - Teacher Behavior - Teacher Life-Cycles - VOLUME II TEACHING - Teaching and Pedagogy - Teaching in Classrooms - Teaching Diverse Student Populations - The Teaching of Individual Subjects - Pedagogical Concerns and the Great Debates - Subject Index - Author Index

Fields of interest
Teacher Education; Curriculum Studies

Target groups
Professionals, educators, school administrators, researchers and graduate students.

Type of publication
Handbook

Due July 2008

Media Literacy as a Tool for Lifelong Learning

A Comparative Study

In learning societies, citizens are increasingly required to develop the competence to acquire the necessary knowledge, skills and qualifications in order to adapt to increasingly knowledge-based economies and societies. One of the major aims of governments is the improvement of media literacy among citizens of all ages. People are encouraged to evaluate and analyze information supplied by different types of media in order not to become passive receivers of information. Educators must respond to this need for media literacy and develop programs for lifelong education and learning. Media education constitutes an important part of lifelong education and learning for active citizenship at all levels. The effectiveness of media education is determined by several factors: equal accessibility to media and information for different socio-economic and cultural groups, the incorporation and satisfaction of the diversified needs and motivations of these groups in using and applying the technologies, and a ...

Features
Views media literacy and media education from the perspective of lifelong learning. Comparative studies of nine countries. Covers both policies and practices.

Contents

Fields of interest
Education & Society; Computers and Education; Educational Policy; Comparative Education; Learning & Instruction

Target groups
Graduate students and academics specializing in comparative education and media education, as well as policy makers in charge of IT and media policy.

Type of publication
Contributed volume

Due January 2008


115.00 €
International Handbook on Giftedness

This Handbook analyzes, integrates, and presents research on giftedness, which was not considered elsewhere (e.g., neuropsychology of giftedness, talent in cinema, managerial talent, just mention a few). The handbook therefore extends a wide range of the multifaceted issues currently discussed in the field of giftedness. This Handbook presents the latest advances in the fast-developing areas of giftedness research and practice (e.g., gifted education and policy implications). In this regard, the corresponding chapters of the handbook focus exclusively on recent progress in these areas, on topics that have made a difference in the field. The handbook therefore adds more depth and insight in presenting a panoramic view of the field of giftedness. This Handbook presents fresh ideas (e.g., entrepreneurial giftedness or business talent), which will galvanize and guide the study of giftedness for the next decade. By identifying promising theoretical and applied trends, the handbook thus advances the […]

Features

Presents the multifaceted nature of giftedness in a new light
Opens new directions in giftedness research and practice by introducing new types of giftedness
Fuels further development of gifted education by presenting many instructional innovations
Introduces fresh trends in the field of giftedness aimed at comprehensive research on both domain-specific and multiple giftedness across the life-span
Advances […]

Contents


Fields of interest

Education & Society; Childhood Education; Developmental Psychology; Neuropsychology; Cognitive Psychology; Entrepreneurship

Target groups

Researchers and practitioners in the areas of giftedness and gifted education; policy makers in the areas of psychology, education, art, economics, management and business science

Type of publication

Handbook

Due December 2007

Educational Research: Networks and Technologies

There have always been networks in the context of educational research as well as particular technologies. Yet recent developments in ICT have put their mark on contemporary education and on educational research and more in general on knowledge and understanding. Does the ‘network society’ and its supporting technologies constitute a thoroughly radical innovation in social practice? Does information technology poison the minds of the younger generation? Do educational institutions have to be transformed in order to effectively serve the needs of the twenty-first century? And what are the implications of these changes for educational research and for researchers themselves? In this book distinguished philosophers and historians of education focus on the way ‘networks’ and ‘technologies’ characterize education and educational research nowadays. Attention is paid for instance to online networks as ‘spaces’ and ‘places’ that are changing research practices and relations, to the involvement of the […]

Features

Provocative and original in how it brings ICT, philosophy and history of education together in a unique way
Demonstrates how philosophical and historical approaches are relevant for the practice and theory of education
Combines the efforts of leading scholars in philosophy and history of education
Uses particular cases all focused on the common interest in this book, i.e. ‘networks’ and ‘technologies’ in the […]

Fields of interest

Educational Philosophy; Educational Technology; Education & Society; Educational Policy

Target groups

Researchers, academics and students of educational theory, philosophy of education, history of education, educational research, educational policy, applied philosophy, philosophy of the social sciences, and ICT

Type of publication

Contributed volume

Due October 2007


89,95 €


199,95 €
Governance and Performance of Education Systems

Education has increasingly become the focus of public discourse and policy, with its methods, resources and achievements widely debated. As a result, educational systems are now more than ever faced with the challenge of improving their performance and of proving that suitable measures are being taken to guarantee greater efficiency regarding equity. This desire for better results requires that better methods for their measurement exist so that they can be better understood and, ultimately, improved. Several disciplines have already developed instruments for this purpose. The educational sciences have been particularly active in this field. Other disciplines, such as sociology, economics, management, information technology, and political science are also making significant contributions to the emergence of a better form of governance. Before one can benefit from these developments, one first must know about their existence and analyse and question them. The proposed book is unique in that it [...] Features

Broad assessment of the reforms’ achievements in the field of education systems brings together the viewpoints from several disciplines: economics, management, sociology, and information technology. Emphasizes policy ideas that come from the research outlines the key technical issues for the more research-oriented reader

Contents


Assessment, Testing & Evaluation; Leadership & Administration; Educational Policy

Target groups

Researchers, managers of educational systems; academics in economics, management, sociology, information technology; high level civil servants, politicians

Type of publication

Contributed volume

Due October 2007

Navigating Numeracies

Home/School Numeracy Practices

The book aims to further understanding of why some pupils have low achievement in numeracy in the school context. The authors aim to achieve this by a relatively original view that focuses on numeracy as a social practice. They report on their investigations into the meanings and uses of numeracy in school and home and community contexts, using ethnographic-style approaches, including formal and informal interviews and observations. The book will be useful for policy, practice and further research into the teaching and learning of mathematics in schools. It will therefore be of interest to policy makers, teachers and practitioners, academics and practitioners in teacher education, education researchers, and parents and community leaders.

Features

Has taken an unusual perspective to understand the long and persistent tail of under-achievement in school mathematics by taking a social practice approach to investigate relationships between home and school numeracy practices. Draws upon detailed case studies of children’s numeracy practices at home and at school

Contents

Preface. – Margaret Brown: The Leverhulme Numeracy Programme. – The Context: Section Introduction. Introduction: The research aims and synopsis of book. – Explanations for low achievement; class, poverty, ethnicity. – Theory and Methodology: Section Introduction. – Theoretical Positions: A ‘social practice’ approach to numeracy; Numeracy events and practices. – Methodology: Exploring the relationship between home and school; domains and sites, case studies and critical incidents. – Case Studies: Section Introduction. – Children: a Seth (Mojb Kim (Ta) c Antonia (Ro)). - Schools a […] Fields of interest

Mathematics Education; Teacher Education

Target groups

Policy makers, teachers and practitioners, academics and practitioners in teacher education, education researchers, parents, community leaders

Type of publication

Monograph

Due February 2008


40,00 €

Creating the European Area of Higher Education

Voices from the Periphery

This volume brings together a group of higher education researchers across Europe and looks into the implementation of the Bologna Process in the countries often attributed a peripheral status. Although it is also obvious that if the Process has a center, it stands external to higher education systems and universities it concerns. One can possibly find it either in Brussels or across the Atlantic in the United States, internationally perceived as the main competitor to European higher education. In addition to cultural and political issues the European higher education project faces in various countries, the volume pays particular attention to the role of students as well as the changing position of the intellectuals under its impact.

Features

The first critical analysis of the creation of the European Higher Education Area across the continent. Unique coverage of the countries involved in the Bologna Process, such as Turkey and Russia. Revealing successes as well as shortcomings in launching the common European Higher Education Policy. Connecting higher education to broader political, cultural and economic issues

Contents

Acknowledgments. – Introduction: COM(91) 349 final and the Peripheries of European Higher Education. What is the Point of Bologna in National Reform? The Case of Norwegian Quality Reform in Higher Education. The Bologna Process in Finland: Perspectives from Basic Units. – Searching for the Sub-Plot Between the Lines of Bologna: Qualms and Conservatism of the French Academia in the Face of European Competition. Emergent European Educa-


Fields of interest

Higher Education; Educational Policy; Education & Society; Comparative Education; Political Science

Target groups

Researchers, teaching faculty and students of higher education policy, comparative education and European integration; policy makers and NGO representatives involved in promoting the European Higher Education Area and European integration

Type of publication

Contributed volume

Due October 2007


44,95 €
ISBN 978-1-4020-6691-7
Enabling Consumer and Entrepreneurial Literacy in Subsistence Marketplaces

This book describes research on low-literate, poor buyers and sellers in subsistence marketplaces, the consequent development of an innovative marketplace literacy educational program that enables consumer and entrepreneurial literacy, and implications of the research and the educational program for business, education, and a variety of disciplines and functions. There are two important resources that individuals living in subsistence need to function in the economic realm: finances and know-how. The book describes an educational program that focuses on enabling generic skills about the marketplace. This program uses the "know-why" or an understanding of marketplaces as a basis for the know-how of being an informed buyer or seller. This volume discusses implications of the research and the educational program for non-profit organizations, for research and practice in education, for business research and practice, and for academic and applied research.

Features
A focus on marketplace know-how, the complement to financing and microloans for the poor to enable them to function in the economic realm. Research insights into a previously neglected phenomenon across resource and literacy barriers, subsistence marketplaces. A unique educational program that conveys abstract concepts to low-literate individuals by using methods that leverage their inherent social skills.

Contents

Fields of interest
Education (general); Marketing; Entrepreneurship

Target groups
Academic researchers in adult and literacy education, consumer education and other non-formal education; adult education/literacy and business practitioners; non-profit organizations and corporations

Type of publication
Monograph

Due November 2007

International Handbook of Information Technology in Primary and Secondary Education

Since the introduction of the computer into education in the 1960's its potential for K-12 education has been widely recognized. The terminology used, at times confusing due to rapid technology change, has continuously evolved. We are in transition to an information society, and the term computer technology has been replaced by information technology (IT) or information and communication technology (ICT). New demands from the information society require education to focus on information management and communication skills, for which IT can be an essential resource. IT offers promising environments and tools to support new approaches to teaching and learning. Despite major investments, the implementation of IT in education has been a persistent problem. And, although it is generally assumed that IT has high potential for improving education, major research findings have only recently confirmed positive results of IT on students’ performance. While there is a vast amount of research on information...

Features
What is the potential of IT to improve K-12 education? How can the implementation of IT in K-12 educational practice be supported? Provides researchers, policy makers and practitioners with an integrated overview of the field from research about the potential and impact of IT for K-12 education and its realization in educational practice. Barriers and opportunities for IT implementation are studied.

Contents

Fields of interest
Educational Technology; Learning & Instruction; Computers and Education; Education (general)

Target groups
Researchers and policy makers in Education, University libraries in North America, Europe, Australia, Asia and Africa.

Type of publication
Handbook

Due October 2008


389,00 €
New Directions for Situated Cognition in Mathematics Education

New Directions for Situated Cognition in Mathematics Education represents the maturation and expansion of the situated cognition theories applied to mathematics education. All of the situations on which the chapters of this book are based exemplify activity which would be described as mathematical, whether they are classrooms, workplaces, homes or the street. In identifying mathematical activity, this book examines the ways people talk, what they talk about, how they classify experience, what levels and kinds of generality occur to them, what is varied and what is fixed, what relationships they observe or construct and how they express them—much they way music, musicality, and a musician are recognized. In this book a dynamic view of knowledge is taken by all the authors. Although knowledge is considered what is produced in learning environments, each chapter offers a different perspective on its relationship to the individual, group, activity, historical conventions, and [...] Features

No other books are available which take this view specifically in mathematics education Relevance both to researchers and practitioners This is a collection of up-to-date insights into the application of theories of situated cognition Authors are all experienced educators

Contents


Mathematics Education; Childhood Education; Learning & Instruction

Target groups

Comprising researchers, research students, teacher educators, research librarians and members of the international mathematics education community

Type of publication

Monograph

Due December 2007


99.95 €

Dialogic Education and Technology

Expanding the Space of Learning

Dialogic Education and Technology is about using new technology to draw people into the kind of dialogues which take them beyond themselves into learning, thinking and creativity. The program of research reported in this book reveals key characteristics of learning dialogues and demonstrates ways in which computers and networks can deepen, enrich and expand such dialogues. A dialogic perspective is developed drawing upon recent work in communications theory, psychology, computer science and philosophy. This perspective foregrounds the creative space opened up by authentic dialogues. Whereas studies of computer-supported collaborative learning have tended to see dialogue as a means to the end of knowledge construction the dialogic perspective taken by this book sees dialogue as an end in itself - in fact moving learners into the space of dialogue is described as the core aim of education. The central argument of the book is that there is a convergence between this dialogic perspective in education [...] 

Contents

Fields of interest
Educational Technology; Computers and Education; Education & Society

Target groups
Academics and post-graduate researchers working in the area of educational technology and computer-supported collaborative learning, an area that combines the fields of education, computer science and psychology

Type of publication
Monograph

Due November 2007


99,95 €

Education and Social Inequality in the Global Culture

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