M. Donaldson

Come ragionano i bambini


Fields of interest
Mathematics Education; Learning and Instruction; Childhood Education

Target groups
Insegnanti di scuola dell’infanzia ed elementare, futuri insegnanti di scuola dell’infanzia ed elementare

Type of publication
Testo specializzato/specialistico

M. Ferrari, L. Vuletic, University of Toronto, ON, Canada (Eds)

The Developmental Relations between Mind, Brain and Education

Essays in Honor of Robbie Case

This book serves a dual purpose: it is both a tribute to the legacy of Robbie Case, a great Development-mental Psychologist who died prematurely in 2001, and it presents cutting edge research and theory that explores the developmental relations between mind, brain, and education, an emerging field that now has its own international society (IMBES) and its own Journal of Mind Brain and Education. The integration of research on the developmental relations between mind, brain and education is one that Robbie Case helped pioneer, and the chapters in this volume by his students and colleagues in areas as far-ranging as science education, parenting, bullying, and personal development show it to be extremely fruitful. The chapters in the volume are written in style make them accessible to teachers and students interested in relations between neuroscience, cognitive science, and education, and contain a wealth of detail that experts will find informative.

Features
➤ Considers the neuroscientific foundation of educational psychology ➤ Integrates psychological and neuroscientific evidence about education ➤ Includes leading researchers in developmental psychology and education ➤ Presents models of education that bridge neuroscience and cognitive science

Fields of interest
Childhood Education; Learning and Instruction

Target groups
Researchers in developmental and educational psychology, as well as neuroscientists interested in education

Type of publication
Contributed volume

P. J. Gilmer, Florida State University, Tallahassee, USA

Transforming University Science Teaching Using Collaborative Learning and Technology

Ready, Set, Action Research!

One aim of Gilmer’s captivating text on university pedagogy is to show that biochemistry (or any science) does not consist solely of facts to be learned, but is a way of thinking about the world. Her purpose, both in this book and in her classroom, is to make her students into critical thinkers rather than passive learners. The chapters cast a critical eye over research into enhanced education techniques such as collaborative learning. Gilmer describes the action research she conducted in her own biochemistry undergraduate classroom into ways of improving the learning environment. She offers various perspectives on the make-up of her classroom, including an analysis of ethnographic data.

Features
➤ Autoethnography of the author’s own science classroom ➤ Applying a sociocultural lens on college science teaching ➤ Including a metalogue with a biochemistry colleague

Fields of interest
Education (general); Science Education

Target groups
Researcher and professionals

Type of publication
Monograph

Humanities, Social Sciences and Law

Pubblicazione prevista per il mese di novembre 2009

2010. Ca. 160 pagg. (Convergenze) Brossura
➤ approx. € 21,15 | £19.99
➤ approx. * € (D) 22,63 | € (A) 23,27 | sFr 33,00
SBN 978-88-470-1447-7

Humanities, Social Sciences and Law

Due December 2009

➤ approx. € 99,95 | £90.00
➤ approx. * € (D) 106,95 | € (A) 109,95 | sFr 155,50
SBN 978-90-481-3665-3

Humanities, Social Sciences and Law

Due January 2010

2010. 160 p. Hardcover
➤ approx. € 99,95 | £90.00
➤ approx. * € (D) 106,95 | € (A) 109,95 | sFr 155,50
SBN 978-1-4020-4980-4
D. Heywood, J. Parker, Manchester Metropolitan University, UK

The Pedagogy of Physical Science

In the science classroom, there are some ideas that are as difficult for young students to grasp as they are for teachers to explain. Forces, electricity, light, and basic astronomy are all examples of conceptual domains that come into this category. How should a teacher teach them? The authors of this monograph reject the traditional separation of subject and pedagogic knowledge. They believe that to develop effective teaching for meaningful learning in science, we must identify how teachers themselves 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. To do so, they analyzed trainee and practising teachers’ responses to engaging with difficult ideas when learning science in higher education settings.

Features
- Provides a unique perspective on the pedagogy of physical science derived from research on 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

From the contents

Fields of interest
Science Education

Target groups
Science education researchers and tutors in science education

Type of publication
Monograph


Education

W. J. van der Linden, CTB/McGraw-Hill, Monterey, CA, USA; C. A. Glas, University of Twente, Enschede, The Netherlands (Eds)

Elements of Adaptive Testing

The arrival of the computer in educational and psychological testing has led to the current popularity of adaptive testing – a testing format in which the computer uses statistical information about the test items to automatically adapt their selection to a real-time update of the test taker’s ability estimate. This book covers such key features of adaptive testing as item selection and ability estimation, adaptive testing with multidimensional abilities, sequencing adaptive test batteries, multistage adaptive testing, item-pool design and maintenance, estimation of item and item-family parameters, item and person fit, as well as adaptive mastery and classification testing. It also shows how these features are used in the daily operations of several large-scale adaptive testing programs.

Features
- An advanced and comprehensive introduction to the foundation of CAT
- The latest developments of theory and practice by leading experts
- Examples of some of the leading operational systems

From the contents
Item selection and ability estimation in adaptive testing.- Constrained adaptive testing with shadow tests.- Principles of multidimensional adaptive testing.- Multidimensional adaptive testing with Kullback-Liebler information item selection.- Sequencing an adaptive test battery.- Adaptive tests for measuring anxiety and depression.- MATHCAT: A flexible testing system in mathematics education for adults.- Implementing the Graduate Management admission test computerized adaptive test.

Fields of interest
Statistics for Social Science, Behavioral Science, Education, Public Policy, and Law; Assessment, Testing and Evaluation; Psychometrics

Target groups
Researchers, graduate students

Type of publication
Monograph

2010. XIV, 462 p. (Statistics for Social and Behavioral Sciences) Hardcover

Humanities, Social Sciences and Law

Due December 2009

W. J. van der Linden, CTB/McGraw-Hill, Monterey, CA, USA; C. A. Glas, University of Twente, Enschede, The Netherlands (Eds)

M. Orey, University of Georgia, Athens, GA, USA; S. A. Jones, Georgia Southern University, Statesboro, GA, USA; R. M. Branch, University of Georgia, Athens, GA, USA (Eds)

Educational Media and Technology Yearbook

Volume 35, 2010

The evolution of educational technology has seen a shift from hardware and software to tactics and techniques, as the 2010 edition of the Educational Media and Technology Yearbook makes abundantly clear. As in previous years, it offers the reader a snapshot of the moment and a look ahead to issues most likely to shape the immediate future – an array as varied as the use of social networking sites in learning, new collaborations between media specialists and non-teaching school personnel, and the emerging discipline of Human Performance Technology. Here are ideas that are not only intellectually intriguing but also practical and practice-building, inspiring educators using computer technology to move beyond traditional teaching roles toward learning design.

Features
- Only yearbook in the field of instructional technology
- Established publication with a 34 year history
- Partnership with the Association for Educational Communications and Technology
- Identifies leading educational programs using a variety of criteria

Fields of interest
Educational Technology; Learning and Instruction

Target groups
Academics in the field of learning, design, and technology or information and library science

Type of publication
Yearbook

2010. Approx. 340 p. 50 illus. Hardcover

Due April 2010

Originally published by Littleton, Colorado, USA

2010. Approx. 340 p. 50 illus. Hardcover

Learning and Instruction in the Digital Age

Instruction tailored to the individual student, learning and teaching outside the limits of time and space – ideas that were once considered science fiction are now educational reality, with the prospect of an intelligent Web 3.0 not far distant. Alongside these innovations exists an emerging set of critical-thinking challenges, as Internet users create content and learners (and teachers) take increased responsibility in their work. Learning and Instruction in the Digital Age nimbly balances the technological and pedagogical aspects of these rapid changes, gathering papers from noted researchers on a wealth of topics relating to cognitive approaches to learning and teaching, mental models, online learning, communications, and innovative educational technologies.

Features

- Represents the very latest work in the field where ICT, learning psychology, and instructional design intersect
- Expands on established interest of libraries and scholars
- Genuine multi-disciplinary approach to the field, with contributions from leading scholars

From the contents

Part I: Cognitive Approaches to Learning and Instruction: 1. Learning and Instruction in the Digital Age: Introduction. 2. Cognition and Student-Centered, Web-Based Learning. 3: Testing as Feedback to Inform Teaching. 4: Enhancing Learning from Informatics Texts.- Part II: Knowledge Representation and Mental Models. 5: Model-Based Knowledge Mapping. 6: Prototype for the Knowledge Representation Supporting Inter-Institutional Knowledge Flow Analysis.

Fields of interest

Learning and Instruction; Computers and Education; Educational Psychology

Target groups

Researchers in educational psychology, educational technology, and cognitive science

Type of publication

Contributed volume

Theories of Mathematics Education

Seeking New Frontiers

This inaugural book in the new series Advances in Mathematics Education is the most up to date, comprehensive and avant garde treatment of Theories of Mathematics Education which use two highly acclaimed ZDM special issues on theories of mathematics education (issue 6/2005 and issue 1/2006), as a point of departure. Historically grounded in the Theories of Mathematics Education (TME group) revived by the book editors at the 29th Annual PME meeting in Melbourne and using the unique style of preface-chapter-commentary, this volume consist of contributions from leading thinkers in mathematics education who have worked on theory building.

Features

- Inaugural volume of the new series "Advances in Mathematics Education"
- Forward-looking monograph by highlighting theories that influence mathematical education theory building
- Top Researches in their field are contributing

Fields of interest

Mathematics Education

Target groups

Graduate students and researchers in mathematics education

Type of publication

Monograph

The Politics of Education Reforms

This, the ninth in the 12-volume series Globalization, Comparative Education and Policy Research, focuses on the politics at play in the arena of education reform. As with the other publications in the group, this one features scholarly research into major areas of inquiry related to education and globalisation. Here, the research is focused on key debates in the politics of education reforms.

Features

- Explores conceptual frameworks and methodological approaches applicable in the research of education reforms, policy change and globalisation
- Examines central discourses surrounding the debate of education reforms, access and equity in schooling globally
- Illustrates how the relationship between education reforms and globalization affects current models and trends in schooling globally

Fields of interest

International and Comparative Education; Curriculum Studies; Educational Policy

Target groups

Academics and researchers in comparative education and policy research

Type of publication

Contributed volume

Due February 2010

2010. Approx. 435 p. 7 illus. Hardcover

- € 119.95 | £108.00
- * € (D) 128.35 | € (A) 131.95 | sFr 186.50

ISBN 978-1-4419-1550-4

Due November 2009

2010. XII, 650 p. (Advances in Mathematics Education) Hardcover

- € 99.95 | £90.00
- * € (D) 106.95 | € (A) 109.95 | sFr 155.50

ISBN 978-3-642-00741-3

Due January 2010


- € 99.95 | £90.00
- * € (D) 106.95 | € (A) 109.95 | sFr 155,50