This volume addresses bilingual education, the use of two (or more) languages of instruction in education. Although bilingual education is available in some form in most countries, it is frequently the subject of political debate, especially where a bilingual program is set up to serve migrant populations.

Features
- A thorough analysis of a range of conceptual issues in bilingual education
- Discussion of research in the field since the 1920s and the conclusions that can be drawn from it
- Chapters on illustrative bilingual education programs and policies from around the globe

Contents
General Editor's Introduction. - Introduction to Volume 5: Bilingual Education. - Contributors. - Reviewers. - Section 1: 21st Century Bilingual Education: Advances in Understanding and Emerging Issues. - Section 2: Illustrative Bilingual Education Programs and Policies. - Subject Index. - Name Index.

Fields of interest
Language Education; Linguistics (General); Literacy

Target groups
Graduate

Type of publication
Encyclo(a)edia

Due August 2010

Only available in print

2010. XXVIII, 372 p. Softcover

- € 69,95 | £62.99
- € (D) 74,85 | € (A) 76,95 | sFr 109,00

Statistical Models for Test Equating, Scaling, and Linking

The goal of this book is to emphasize the formal statistical features of the practice of equating, linking, and scaling. The book encourages the view and discusses the quality of the equating results from the statistical perspective (new models, robustness, fit, testing hypotheses, statistical monitoring) as opposed to placing the focus on the policy and the implications, which although very important, represent a different side of the equating practice.

The book contributes to establishing &ldquo;equating&rdquo; as a theoretical field, a view that has not been offered often before. The tradition in the practice of equating has been to present the knowledge and skills needed as a craft, which implies that only with years of experience under the guidance of a knowledgeable practitioner could one acquire the required skills. This book challenges this view by indicating how a good equating framework, a sound understanding of the assumptions that underlie the psychometric models, and the use of statistical tests and statistical process control tools can help the practitioner navigate the difficult decisions in choosing the final equating function.

Features
- Approaches equating as a theoretical field.
- Emphasizes good equating theory and practice, and sound understanding of underlying assumptions
- Challenges the traditional view that only years of apprenticeship to a seasoned practitioner can one master equating
- Will be a good reference for students and researchers from psychometrics and statistics as well as those in educational measurement

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

Target groups
Research

Type of publication
Monograph

Due September 2010

2010. 200 p. (Explorations of Educational Purpose, Volume 12) Hardcover

- approx. € 99,95 | £90.00
- approx. € (D) 106,95 | € (A) 109,95 | sFr 155,50

Due September 2010


- approx. € 59,95 | £53.99
- approx. € (D) 64,15 | € (A) 65,95 | sFr 92,00
Developing Successful Leadership

Research has shown that school leadership is second only to classroom teaching in its effect on pupil learning. As the demands on management teams become ever more complex, this volume offers a fresh and expansive view on the challenges to be met in developing a leadership career. With contributions from some of the most accomplished commentators on school leadership and management from around the world, this book moves away from the simple ‘how to’ of becoming a principal, focusing instead on the wider issues of becoming a successful leader. The central aim has been to assemble powerful statements from international authorities that encapsulate leadership thinking on a group of interconnected themes based on the notion of developing successful leadership in, and beyond, schools. In so doing the text examines strategies for existing leaders developing their full capacity as well as enhancing the skills of those new to, or aspiring to, a leadership role. The chapters contributed by a carefully selected group of leading educationalists present insights on a number of central themes, including: developing new skill sets in leadership, the ethical and moral dimensions of leading an organisation, Leadership for instructional and pedagogical success, developing leadership capacity and capability through strategic activity.

Features
- International coverage of leadership in education
- The text brings together leading scholars from around the world
- Key points on developing educational leaders drawn from international research

Fields of interest
- Administration, Organization and Leadership
- Educational Policy
- Education (general)

Target groups
- Research

Type of publication
- Contributed volume

Due July 2010

- approx. € 99,95 | £90.00
- approx. *€ (D) 106,95 | € (A) 109,95 | sFr 155,50

Content Management for E-Learning

The increasing growth in the use of e-learning environments, in which education is delivered and supported through information and communication technologies, has brought new challenges to academic institutions. From all the current definitions of e-learning, it can be seen that learning contents are one of the key issues for a successful e-learning experience. Therefore, there is a real need for academic staff, managers and librarians to re-think the whole process of delivering courses, information resources and information services. The book focuses on defining content management and its relationship with knowledge management, providing perspectives on how the semantic web could complement content management, how to deal with copyright restrictions, and how to describe information competencies and skills required and acquired by teachers and students in virtual environments. Offered is a design project for managing digital content for classical and distance education institutions, covering all the aspects related to the content lifecycle, integrating it into the learning process. Practical aspects such as standards for content e-learning management, a review of existing experiences of learning repositories, and a survey of available platforms for delivering courses and providing access to information resources is also covered.

Features
- Addresses content management in the e-learning sector from both theoretic and pragmatic approaches
- Provides case studies and practical solutions for designing a project for managing content
- Provides standards for content e-learning management
- Provides a review of existing experiences of learning repositories
- Gives a survey of available platforms for delivering courses and providing access to information resources

Fields of interest
- Educational Technology
- Computers and Education
- Learning and Instruction

Target groups
- Research

Type of publication
- Contributed volume

Due October 2010

2010. 250 p. 20 illus., 10 in color. Hardcover
- approx. € 95,60 | £86.00
- approx. *€ (D) 102,29 | € (A) 105,16 | sFr 148,50

Critical Discourse on Challenges and Opportunities

In the worldwide movements of educational reform, educators are forging new roles, identities and relationships. Leadership is vital, but must be rooted in the capacity for learning. This volume responds to the tensions and paradoxes brought by educational reforms, presenting a critical discourse on teachers as learners. The contributions bring an array of cultural settings and methodological orientations, and reveal contextual burdens that teachers should not carry in isolation. Teachers’ learning demands collective engagement to turn challenges into opportunities in a sustainable quest for higher goals. The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross-boundary endeavor for moral commitment to education.

Features
- Offers a cross-cultural analysis of teacher development.
- Shows how educational reforms have an impact on teacher education

From the contents
- Contents.
- List of Abbreviations.
- List of Tables.
- List of Figures.
- Foreword.
- Gaalen ERICKSON.-Introduction.

Fields of interest
- Teaching and Teacher Education
- Learning and Instruction
- Educational Policy

Target groups
- Research

Type of publication
- Monograph

Due September 2010

- approx. € 139,95 | £126.00
- approx. *€ (D) 149,75 | € (A) 153,95 | sFr 217,50
School Dropout and Completion

International Comparative Studies in Theory and Policy

School dropout remains a persistent and critical issue in many school systems, so much so that it is sometimes referred to as a crisis. Populations across the globe have come to depend on success at school for establishing careers and gaining access to post-school qualifications. Yet large numbers of young people are excluded from the advantages that successful completion of school brings and as a result are subjected to consequences such as higher likelihood of unemployment, lower earnings, greater dependence on welfare and poorer physical health and well-being.

Features

◆ Gives an unique insight in the dimensions across different school systems regarding early school leaving or dropout
◆ Provides an up-to-date analysis of pathways through upper secondary education across national systems
◆ Passes on outcomes and empirical analysis
◆ Presents estimates that more sensitively reflect on patterns of participation and completion than before by using national-level data

Fields of interest

International and Comparative Education; Educational Policy; Sociology of Education

Target groups

Research

Type of publication

Contributed volume

The Changing Dynamics of Higher Education Middle Management

Known as either ‘soft’ or ‘hard’ ‘managerialism,’ ‘new managerialism’ or ‘new public management,’ this new narrative has, irrespective of moniker, permeated the institutions of higher education almost everywhere. Taking this as its context, this volume is founded on a comprehensive international comparative analysis of the evolving role of middle-level academic managers—deans, heads of department and their equivalents. The chapters address key questions that will determine the future of academe: have the imperatives of management theory caused a realignment of the values and expectations of middle-level academic managers? In what way do the new expectations placed on this group shape the academic profession as a whole? And, whose interests do middle-level academic managers represent?

Features

◆ Comprehensive discussion of the most relevant trends in middle-level management in higher education
◆ One of few volumes that analyses the deanship and the role of middle management from an empirical research perspective, based on original data
◆ Timely comparative approach based on a broad geographical and theoretical coverage
◆ Systematic combination of theoretical issues and empirical analysis
◆ Rigorous but accessible approach bringing together research outcomes and empirical analysis

Fields of interest

Higher Education; Administration, Organization and Leadership

Target groups

Research

Type of publication

Contributed volume

Visualization in Mathematics, Reading and Science Education

Visualizations—either self-created or external visual stimuli used as an aid to learning—are probably as old as learning itself. Yet surprisingly little research has been done either into how precisely they help us learn, or how to produce ones that are effective pedagogical tools. This volume, a comprehensive review of theory and research on the use of visualization in mathematics, science and reading, contrasts the two dominant theoretical paradigms of how people construct and interpret visualizations. However, the authors never lose sight of practical applications, providing frequent, accessible synopses of research findings in addition to succinct summaries of how the research affects practice. Written by a team with decades of experience in research and practice in the three subjects, the chapters show how cognitive psychology can enhance practical pedagogy, place visualizations in their proper historical context, and analyze in detail the effectiveness of paper-, computer- and video-based visualizations, with some surprising results.

Features

◆ Provides a thorough review of theoretical and research literature
◆ Draws explicit connections between research and practice
◆ Links mathematics and science learning, and reading, in unique ways
◆ Written by experts in mathematics, science and reading education
◆ Applies cognitive psychology to practical pedagogy
◆ Places visualization in a historical context
◆ Analyzes paper-, computer- and video-based visualizations

Fields of interest

Science Education

Target groups

Research

Type of publication

Monograph
Come impariamo a muoverci nell’ambiente?
Esercizi propedeutici all’orientamento nello spazio per bambini dai 5 ai 10 anni

L’esperienza mediante esplorazione e la familiarità con l’ambiente migliorano la capacità di muoversi competentemente nel mondo. Questo libro intende potenziare il senso dell’orientamento fin dalla prima infanzia, proponendo esercizi eseguibili a scuola e a casa. La prima parte illustra le teorie sulla capacità navigazionale e sull’acquisizione di tale competenza, seguita da un’indagine sperimentale condotta su bambini di 4-7 anni per indagare lo sviluppo di differenti tipi di memoria implicati nell’orientamento. La seconda parte ha come protagonista un piccolo alieno “Kosmos” che si è perso sul nostro pianeta e ha bisogno di aiuto per imparare a navigare. I bambini dovranno aiutare Kosmos a consultare delle mappe e a riprodurre una rappresentazione dell’ambiente.

Features
- Numerose esercitazioni di difficoltà progressiva con illustrazioni accattivanti che aiutano il bambino a migliorare il suo senso dell’orientamento
- Software che permette al bambino di esercitarsi con percorsi virtuali

Fields of interest
- Educational Psychology; Child and School Psychology; Developmental Psychology

Target groups
- Popular/general

Type of publication
- Contributed Volume

Identifying Potential for Equitable Access to Tertiary Level Science

M. Rollnick, University of the Witwatersrand, Johannesburg, South Africa

Higher education internationally is in a state of transition and transformation, leading to an increase in the level of participation, and a consequent increase in number of non traditional and underprepared students. The appearance of these students provides a particular challenge in the sciences where adequate grounding is crucial. One response to this challenge has been the provision of access, foundation or “second chance programmes” which operate on different models internationally. In South Africa, where the push for equity is strong in the wake of the apartheid era, programmes have generally been established at all tertiary institutions with some of the most successful of these programmes based at universities characterised by a high research output. Consequently in the last decade there has been a great deal of research into the effectiveness of these programmes both at a micro and macro level. Similar research in other countries exists, but is patchy and often based on small groups of students.

Features
- Increases understanding of the effect of disadvantage in learning science
- Provides insight in a key blockage in the educational pipeline
- Focusses particularly on science learning at the interface between secondary and tertiary level
- Draws on over 15 years of experience in access programmes
- Reviews research results in key areas of this enterprise

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

Target groups
- Research

Type of publication
- Monograph

A Journey in Mathematics Education Research

A. Sfard, The University of Haifa, Israel; E. Yackel, Purdue University Calumet, Hammond, IN, USA; K. Gravemeijer, Eindhoven School of Education, The Netherlands (Eds.)

Insights from the Work of Paul Cobb

Our objective is to publish a book that lays out the theoretical constructs and research methodologies within mathematics education that have been developed by Paul Cobb and explains the process of their development. We propose to do so by including papers in which Cobb introduced new theoretical perspectives and methodologies into the literature, each preceded by a substantive accompanying introductory paper that explains the motivation/rationale for developing the new perspectives and/or methodologies and the processes through which they were developed, and Cobb’s own retrospective comments. In this way the book provides the reader with heretofore unpublished material that lays out in considerable detail the issues and problems that Cobb has confronted in his work, that, from his viewpoint, required theoretical and methodological shifts/advances and provides insight into how he has achieved the shifts/advances. The result will be a volume that, in addition to explaining Cobb’s contributions to the field of mathematics education, also provides the reader with insight into what is involved in developing an aggressive and evolving research program.

Features
- Addresses a wide range of issues within mathematics education and links them into a coherent pattern
- Summarizes ideas that have significantly impacted mathematics education over the past 30 years
- Represents a broad range of mathematics education from the individual learner to the school system

Contents

Fields of interest
- Mathematics Education

Target groups
- Research

Type of publication
- Contributed Volume
Making Teaching and Learning Matter

Transformative Spaces in Higher Education

This volume captures the spirit of collaboration and innovation that its authors bring into the classroom, as well as to groundbreaking undergraduate programs and initiatives. Coming from diverse points of view and twenty different disciplines, the contributors illuminate the often perplexing debates about what matters most in higher education today. Each chapter tells a unique story about creating vital pedagogical arenas that have the potential to transform teaching and learning for both faculty and students. These exploratory spaces include courses under construction, cross-college and interdisciplinary collaborations, general education reform initiatives, and fresh perspectives on student support services, faculty development, freshman learning communities, writing across the curriculum, on-line degree initiatives, and teaching and learning centers.

Features
► Provide unique snapshots on a shared question: how does an institution provide better experience for its students and teachers
► Inquires into large-scale institutional change as well as the transformation of individuals
► Adds the voices of the City University of New York, conversations on higher education, assessment and accountability, teaching and learning, and educational reform in the twenty-first century

Fields of interest
Higher Education; Learning and Instruction; Curriculum Studies

Target groups
Research

Type of publication
Contributed volume

Global Pedagogies
Schooling for the Future

Global Pedagogies: Schooling for the Future, which is the twelfth volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents scholarly research on major discourses in comparative education research with reference to globalisation, educational policy and classroom pedagogy. It is a sourcebook of ideas for researchers, practitioners and policy makers in education, globalisation, global pedagogies, and educational transformation. Readers will find here the very latest thinking on globalisation, global pedagogies and educational transformation in the context of global culture. It offers a timely overview of current issues affecting discourses pertaining to global pedagogies and policy research in the global culture. It provides directions in education, and policy research, relevant to transformational educational reforms in the 21st century.

Features
► Explores conceptual frameworks and methodological approaches applicable in the research of globalisation, access and democracy in education
► Examines central discourses surrounding the debate of democracy, access and equity in schooling globally
► Illustrates how the relationship between globalisation, democracy and education policy affects current models and trends in schooling globally
► Demonstrates ideological imperatives of globalisation and its impact on democracy and equality

Fields of interest
International and Comparative Education; Curriculum Studies; Educational Policy

Target groups
Research

Type of publication
Contributed volume

Academic Units in a Complex, Changing World

Adaptation and Resistance

This book uses case studies of academic units from Australian public universities to explore the reasons why those units respond in different ways to similar contemporary challenges. The ‘academic units’—departments, schools and faculties—in the world’s public universities may be their own administrative fiefdoms, but the wider environment within which they operate is both complex and dynamic. In fact, today’s academic landscape is barely recognizable from what it was like two decades ago. The globalization of higher education markets for students, faculty and research funding has expanded the challenges and opportunities for academic units beyond the boundaries of nation states. However, academic units must also deal with the diverse needs and expectations of national and local stakeholders, as well as operate within government regulatory and policy frameworks. In addition, they are required to adhere to policy and operational directives from institutional executives and consider the often-competing needs and expectations of other stakeholders such as faculty, students, employers, funding bodies and professional associations. As public funding slowly evaporates some university faculties have embraced the imperative to be more business-oriented. Others have shrunk from congress with Mammon.

Features
► Explores the fabric of academic units efforts to deal with change with close attention to detail
► Develops new conceptual frameworks on academic units adaptation and resistance to changing environments
► Offers university executives, heads of academic units and faculty practical suggestions for dealing with environmental challenges

Fields of interest
Higher Education; Administration, Organization and Leadership

Target groups
Research

Type of publication
Monograph