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Education

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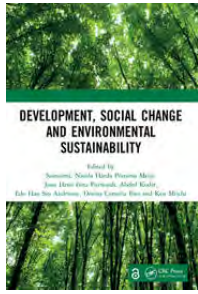
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Development, Social Change and Environmental Sustainability

Proceedings of the International Conference on Contemporary Sociology and Educational Transformation (ICCSSET 2020), Malang, Indonesia, 23 September 2020



Edited By Sumarmi, Nanda Meiji, Joan Purwasih, Abdul Kodir, Edo Andriesse, Dorina Ilies, Ken Miichi

It is already clear how sustainable development works with environmental ethics and management. However, there are still issues regarding the sustainable development and human well-being. Sustainable development should focus on finding a way for society to meet their present needs for the long term without sacrificing the ability of future generations to meet their needs. This international seminar provides research results and literature regarding the topic of sustainable development concept, the dynamics of sustainable development and social change, and environmental sustainability.

Routledge
June 2023:182
Hb: 978-1-032-01320-6: **£82.99**
Pb: 978-1-032-06730-8: **£44.99**
eBook: 978-1-003-17816-3

* For full contents and more information, visit: www.routledge.com/9781032067308

Gender and Lifelong Learning



Edited By Carole Leathwood, Becky Francis

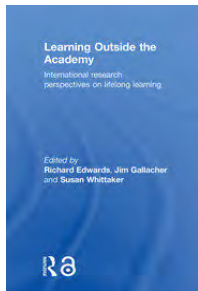
This insightful book is ideal for students, researchers and policy makers wanting a sound overview of the critical issues of gender in lifelong learning. Asking pertinent questions relating to discourses on policy, the authors offer the reader a rare view of lifelong learning from a gender-focused perspective, filling a gap in the literature and moving current debate on into new areas.

Routledge
September 2006:228
Hb: 978-0-415-37484-2: **£170.00**
Pb: 978-0-415-37485-9: **£46.99**
eBook: 978-0-203-96953-3

* For full contents and more information, visit: www.routledge.com/9780415374859

Learning Outside the Academy

International Research Perspectives on Lifelong Learning



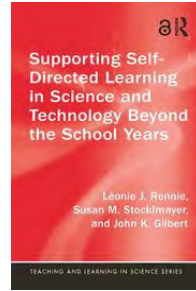
Edited By Richard Edwards, Jim Gallacher, Susan Whittaker

This book weaves together different strands of research in the area of lifelong learning that concentrates particularly on learning in alternative settings and ways, such experiential learning and informal and community learning. Drawing upon international research, the book examines how these strands of research can contribute to each other.

Routledge
April 2014:256
Hb: 978-0-415-36585-7: **£145.00**
Pb: 978-0-415-75914-4: **£48.99**
eBook: 978-0-203-01838-5

* For full contents and more information, visit: www.routledge.com/9780415759144

Supporting Self-Directed Learning in Science and Technology Beyond the School Years



Edited By Léonie J. Rennie, Susan M. Stocklmayer, John K. Gilbert
Series: Teaching and Learning in Science Series

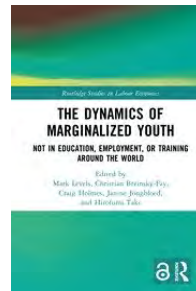
While much has been written about science education from pre-K through to postgraduate study, interaction with science and technology does not stop when schooling ends. Moving beyond scholarship on conventional education, this book extends the research and provides an original in-depth look at adult and lifelong learning in science and technology. By identifying the knowledge and skills that individuals need to engage in self-directed learning, the book highlights how educators can best support adult learners beyond the years of formal schooling.

Routledge
January 2019:224
Hb: 978-1-138-35325-1: **£130.00**
Pb: 978-1-138-35326-8: **£39.99**
eBook: 978-0-429-43430-3

* For full contents and more information, visit: www.routledge.com/9781138353268

The Dynamics of Marginalized Youth

Not in Education, Employment, or Training Around the World



Edited By Mark Levels, Christian Brzinsky-Fay, Craig Holmes, Janine Jongbloed, Hirofumi Taki

Series: Routledge Studies in Labour Economics

This book studies young people that are not in education, employment, or training (NEETs); a prime concern among policy makers. The authors analyse diverse school-to-work patterns of young NEETs in five typical countries, and investigate the role of individual characteristics, countries' institutions and policies, and their complex interplay. The book provides useful theoretical and empirical insights for scholars interested in the school-to-work transition and marginalized youth. It also provides helpful insights in vulnerability to policy makers who aim to combat youth marginalisation.

Routledge
September 2023:316
Hb: 978-0-367-56156-7: **£130.00**
Pb: 978-0-367-56157-4: **£38.99**
eBook: 978-1-003-09665-8

* For full contents and more information, visit: www.routledge.com/9780367561574

Time and the Rhythms of Emancipatory Education

Rethinking the temporal complexity of self and society



Edited By Michel Alhadeff-Jones

Series: Theorizing Education

This book argues that by rethinking the way we relate to time, we can fundamentally rethink the way we conceive education. It provides an epistemological, historical and theoretical framework that will serve as a comprehensive resource for critical reflection on the relationship between the experience of time and emancipatory education. Drawing upon time and rhythm studies, complexity theories and educational research, Alhadeff-Jones reflects upon the temporal and rhythmic dimensions of education to address current societal and educational challenges.

Routledge
May 2018:238
Hb: 978-1-138-84584-8: **£145.00**
Pb: 978-1-138-60219-9: **£42.99**
eBook: 978-1-315-72789-9

* For full contents and more information, visit: www.routledge.com/9781138602199

Advancing Natural Language Processing in Educational Assessment



Edited By Victoria Yaneva, Matthias von Davier

Series: NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT

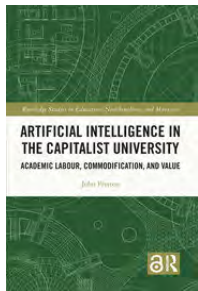
Advancing Natural Language Processing in Educational Assessment examines the use of natural language technology in educational testing, measurement, and assessment. This first-of-its-kind book provides evidence-based practices for the use of NLP-based approaches to automated text and speech scoring, language proficiency assessment, gamification, and beyond. Spanning historical context, validity and fairness issues, emerging technologies, and implications for feedback and personalization, these chapters represent the most robust treatment yet about NLP for education measurement researchers, psychometricians, testing professionals, and policymakers.

Routledge
June 2023:260
Hb: 978-1-032-20390-4: **£130.00**
Pb: 978-1-032-24452-5: **£38.99**
eBook: 978-1-003-27865-8

* For full contents and more information, visit: www.routledge.com/9781032244525

Artificial Intelligence in the Capitalist University

Academic Labour, Commodification, and Value



Edited By John Preston

Series: Routledge Studies in Education, Neoliberalism, and Marxism

Using Marxist critique, this book explores manifestations of Artificial Intelligence (AI) in higher education and demonstrates how it contributes to the functioning and existence of the capitalist university. Offering an impactful and timely analysis, this book provides a critical engagement and application of key Marxist concepts in the study of AI's role in higher education. It will be of interest to those working or researching in higher education.

Routledge
May 2023:182
Hb: 978-0-367-53377-9: **£130.00**
Pb: 978-1-032-12362-2: **£38.99**
eBook: 978-1-003-08165-4

* For full contents and more information, visit: www.routledge.com/9781032123622

Exploring the Narratives and Agency of Children with Migrant Backgrounds within Schools

Researching Hybrid Integration



Edited By Claudio Baraldi

Series: Migration and Education

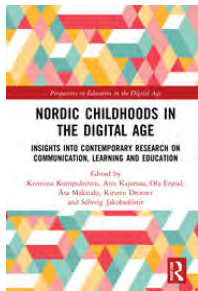
This edited volume presents the results of a European research project – ‘CHILD-UP’ (Children Hybrid Integration: Learning Dialogue as a way of Upgrading Policies of Participation), which supports the hybrid integration of children with migration backgrounds into schools across Europe. The book will be of relevance to researchers, academics, scholars, and faculty in the fields of sociology of education, child development, migration and multicultural studies.

Routledge
July 2023:224
Hb: 978-1-032-37781-0: £130.00
eBook: 978-1-003-34177-2

* For full contents and more information, visit: www.routledge.com/9781032377810

Nordic Childhoods in the Digital Age

Insights into Contemporary Research on Communication, Learning and Education



Edited By Kristiina Kumpulainen, Anu Kajamaa, Ola Erstad, Åsa

Mäkitalo, Kirsten Drotner, Sólveig Jakobsdóttir

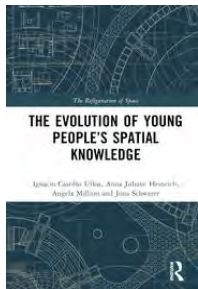
Series: Perspectives on Education in the Digital Age

This book adds to the international research literature on contemporary Nordic childhoods in the context of fast evolving technologies. Bringing together researchers from Finland, Norway, Sweden, Denmark and Iceland, it addresses pressing issues around children's communication, learning and education in the digital age. This book will appeal to researchers, scholars, post graduate students and policy makers in the fields of childhood education, educational technology and communication. It will also be of interest to those studying and teaching in communication studies, learning and educational sciences at a higher level.

Routledge
July 2022:242
Hb: 978-0-367-70252-6: £130.00
eBook: 978-1-003-14525-7

* For full contents and more information, visit: www.routledge.com/9780367702526

The Evolution of Young People's Spatial Knowledge



Edited By Ignacio Castillo Ulloa, Anna Juliane Heinrich, Angela

Million, Jona Schwerer

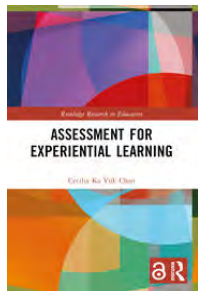
Series: The Refiguration of Space

Based on a qualitative meta-analysis, synthesis and interpretation of seventy published studies spanning several decades, this book examines the evolution of spatial knowledge among young people, considering both conceptual tensions and the practical implications of its findings for urban planning and design.

Routledge
July 2023:308
Hb: 978-0-367-56865-8: £130.00
eBook: 978-1-003-09972-7

* For full contents and more information, visit: www.routledge.com/9780367568658

Assessment for Experiential Learning



Edited By Cecilia Ka Yuk Chan

Series: *Routledge Research in Education*

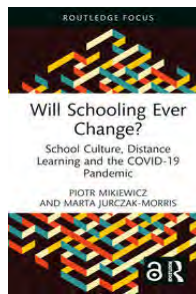
Informed by theory, empirical data and case studies, Chan's book addresses a wide range of central issues pertinent to the assessment of experiential learning (EL). Her book explores the challenges in assessing experiential learning, deepens our understanding and inspires readers to critically think about the purpose of assessment in experiential learning. Central to the book, is the question of why we are assessing our students and how we assess them to bring out their best learning outcomes. This book sheds light on the complex and contested nature of assessment in EL and at the same time, provides practical advice on how to make EL assessment more effective and efficient.

Routledge
November 2022:378
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* For full contents and more information, visit: www.routledge.com/9781032318196

Will Schooling Ever Change?

School Culture, Distance Learning and the COVID-19 Pandemic



Edited By Piotr Mikiewicz, Marta Jurczak-Morris

Series: *Routledge Advances in Sociology*

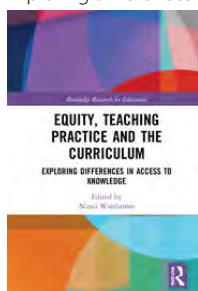
This book is an insightful meta-narrative about schooling which explores the global natural experiment of the COVID-19 pandemic and its potential impact on school culture. It discusses how the abrupt and somewhat forced digital transformation of schooling on a global scale (caused by the COVID-19 pandemic) did not change the educational status quo. It will appeal to scholars and students from the sociology of education and from education studies, particularly those interested in school culture, innovation in education, online teaching and learning, curriculum studies, and education policy.

Routledge
March 2023:116
Hb: 978-1-032-42858-1: **£48.99**
eBook: 978-1-003-36462-7

* For full contents and more information, visit: www.routledge.com/9781032428581

Equity, Teaching Practice and the Curriculum

Exploring Differences in Access to Knowledge



Edited By Ninni Wahlström

Series: *Routledge Research in Education*

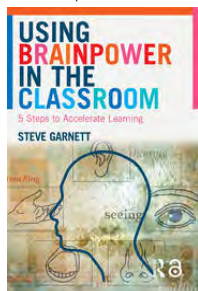
This book explores how different classroom discourses and concepts of knowledge permeate teaching in high- and low-performance classrooms. Drawing on empirical research from classrooms in Sweden, it presents a theory-based framework for classroom research. Providing valuable insights into the intersections between classroom practice, student performance and teacher expectations, this book will be of great interest to academics, researchers and post-graduate students in the fields of curriculum research, education policy, teacher education and classroom practice.

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Using Brainpower in the Classroom

Five Steps to Accelerate Learning



Edited By Steve Garnett

This book offers a realistic, practical and accessible model to allow teachers to incorporate the best of recent brain-based research into their teaching.

Routledge
July 2005:172
Hb: 978-0-415-34382-4: **£130.00**
Pb: 978-0-415-34383-1: **£39.99**
eBook: 978-0-203-08713-8

* For full contents and more information, visit: www.routledge.com/9780415343831

Brokering in Education Research-Practice Partnerships

A Guide for Education Professionals and Researchers



Edited By Laura Wentworth, Paula Arce-Trigatti, Carrie Conaway, Samantha Shewchuk

With essential tools, frameworks, and tips for brokering in research-practice partnerships (RPPs), this practical book provides guidance on creating impactful relationships with partners. Through the careful brokering of these partnerships, RPP brokers can bridge the gap between education research and practice to build a more equitable educational system. This is an essential read for any educational leader, higher education faculty, researcher, or other community member who wants to understand the types of activities and responsibilities required of an RPP broker and the strategies to become an effective broker of RPPs aimed at educational improvement and equitable transformation.

Routledge
May 2023:268
Hb: 978-1-032-36899-3: £120.00
Pb: 978-1-032-35875-8: £28.99
eBook: 978-1-003-33438-5

* For full contents and more information, visit: www.routledge.com/9781032358758

Digital Humanities Workshops

Lessons Learned



Edited By Laura Estill, Jennifer Guiliano

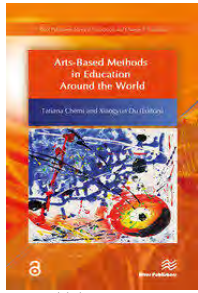
Series: Digital Research in the Arts and Humanities

Digital Humanities Workshops is the first volume to focus explicitly on the most common and accessible kind of training in digital humanities (DH): workshops. Digital Humanities Workshops examines a range of digital humanities workshops and highlights audiences, resources, and impact. This volume will appeal to academics, researchers and postgraduate students, as well as professionals working in the DH field.

Routledge
February 2023:240
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eBook: 978-1-003-30109-7

* For full contents and more information, visit: www.routledge.com/9781032293295

Arts-Based Methods in Education Around the World



Edited By Xiangyun Du, Tatiana Chemi

In this extraordinary collection, contributions are collected from experts all over the world and involve a multiplicity of arts genres and traditions. These contributions bring together diverse cultural and educational perspectives and include a large variety of artistic genres and research methodologies. The topics covered in the book range from policies to pedagogies, from social impact to philosophical conceptualisations. They are informative on specific topics, but also offer a clear monitoring of the ways in which the general attention to the arts in education evolves through time.

River Publishers
January 2018:314
Hb: 978-8-793-60938-9: **£74.99**
eBook: 978-1-003-33726-3

* For full contents and more information, visit: www.routledge.com/9788793609389

Meeting the Standards in Primary ICT

A Guide to the ITTNC



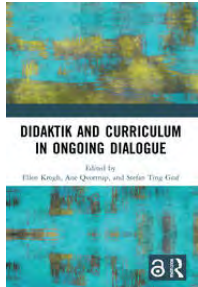
Edited By Steve Higgins, Nick Packard

This practical guide to using ICT in the primary classroom addresses all the concerns of student teachers and provides plenty of ideas and advice on how to incorporate ICT into classroom practice on a daily basis. The authors bring together theory and practice to help prospective and new teachers acquire and develop the skills required for using ICT effectively.

Routledge
November 2004:224
Hb: 978-1-138-15993-8: **£130.00**
Pb: 978-0-415-23047-6: **£38.99**
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* For full contents and more information, visit: www.routledge.com/9780415230476

Didaktik and Curriculum in Ongoing Dialogue



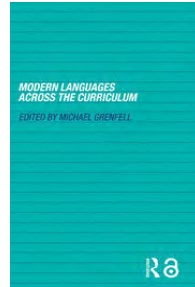
Edited By Ellen Krogh, Ane Qvortrup, Stefan Ting Graf

Didaktik and Curriculum in Ongoing Dialogue revives the dialogue between the Continental European Didaktik tradition and the Anglo-Saxon tradition of curriculum. Addressing theoretical issues within contemporary educational scholarship, the book will be of great interest to academics, researchers and post-graduate students in the fields of curriculum studies, education theory and comparative education.

Routledge
January 2023:278
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Modern Languages Across the Curriculum



Edited By Michael Grenfell

This book sets out the agenda for the future of modern language teaching in schools. It aims to look beyond the dominant methods of second language teaching to a new approach emphasising the integration of language learning within the wider curriculum. Through research and case studies from the UK, France, Spain, Italy, Germany, Belgium and Finland, the book shows how teachers and policy makers are increasingly moving towards a system where second languages are taught through other curriculum subjects, rather than alongside them.

Routledge
June 2002:232
Hb: 978-0-415-25482-3: **£170.00**
Pb: 978-0-415-25483-0: **£46.99**
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* For full contents and more information, visit: www.routledge.com/9780415254830

Invention Pedagogy – The Finnish Approach to Maker Education



Edited By Tiina Korhonen, Kaiju Kangas, Laura Salo
Series: Routledge Research in STEM Education

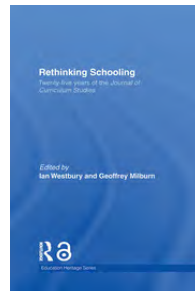
This collection, edited and written by the leading scholars and experts of innovation and maker education in Finland, introduces invention pedagogy, a research-based Finnish approach for teaching and learning through multidisciplinary, creative design and making processes in formal school settings. Intermixing the results of cutting-edge research and best practice within STEAM-education and invention pedagogy, this book will be essential reading for researchers, students, and scholars of design and technology education, STEM education, teacher education, and learning sciences more broadly.

Routledge
October 2022:272
Hb: 978-1-032-25197-4: **£120.00**
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* For full contents and more information, visit: www.routledge.com/9781032251974

Rethinking Schooling

Twenty-Five Years of the Journal of Curriculum Studies



Edited By Ian Westbury, Geoff Milburn
Series: Education Heritage

Taking a collection of seminal articles from the Journal of Curriculum Studies, this book offers readers a vantage point for thinking about the worlds of schools and curricula, focusing in particular on the concept of seeing schools, curricula and teaching in new ways.

Routledge
April 2015:344
Hb: 978-0-415-40744-1: **£140.00**
Pb: 978-1-138-88109-9: **£48.99**
eBook: 978-0-203-96318-0

* For full contents and more information, visit: www.routledge.com/9781138881099

Science

Teaching School Subjects 11-19



Routledge
May 2005:304
Hb: 978-0-415-36358-7: **£140.00**
Pb: 978-0-415-34283-4: **£39.99**
eBook: 978-0-203-02075-3

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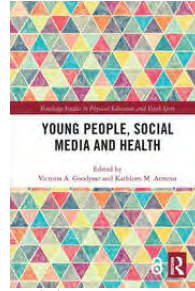
Edited By Vanessa Kind, Keith Taber

Series: Teaching School Subjects 11-19

In recognizing that new teachers often feel disempowered by the subject expertise they bring into teaching, this book not only covers the training standards for NQTs and the Induction Standards, but takes the reader beyond this by fully exploring issues relating to subject knowledge in learning to teach.

Young People, Social Media and Health

Edited By Victoria Goodyear, Kathleen Armour



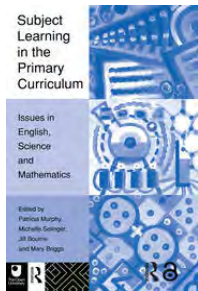
Routledge
September 2020:250
Hb: 978-1-138-49395-7: **£130.00**
Pb: 978-0-367-66467-1: **£39.99**
eBook: 978-1-351-02698-7

* For full contents and more information, visit: www.routledge.com/9780367664671

Young People, Social Media and Health draws on novel research to understand, explain and illustrate young people's experiences of engagement with health-related social media; as well as the impacts they report on their health, wellbeing and physical activity.

Subject Learning in the Primary Curriculum

Issues in English, Science and Maths



Routledge
March 1995:344
Hb: 978-1-138-41630-7: **£115.00**
Pb: 978-0-415-12537-6: **£31.99**
eBook: 978-0-203-99024-7

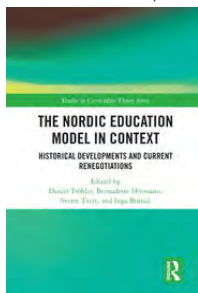
* For full contents and more information, visit: www.routledge.com/9780415125376

Edited By Jill Bourne, Mary Briggs, Patricia Murphy, Michelle Selinger

The book is organised into five parts. Part one examines the general aims of primary education, in order to give a background for a more detailed exploration of UK curriculum development. Parts two, three and four examine the core subjects of English, science and mathematics, whilst constantly bearing in mind the full range of views about the purpose of education and the nature of knowledge. Part five introduces key debates about approaches to knowledge, and raises issues about the future organisation of the curriculum.

The Nordic Education Model in Context

Historical Developments and Current Renegotiations



Routledge
August 2022:368
Hb: 978-1-032-11046-2: **£130.00**
eBook: 978-1-003-21818-0

* For full contents and more information, visit: www.routledge.com/9781032110462

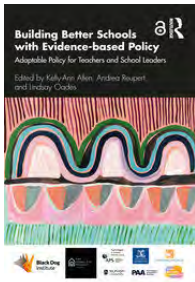
Edited By Daniel Tröhler, Bernadette Hörmann, Sverre Tveit, Inga Bostad

Series: Studies in Curriculum Theory Series

Tracing historical and cultural factors which gave rise to the Nordic Education Model, this volume explores why Northern European education policy has become an international benchmark for schooling. This book will be of great interest to researchers, scholars, and postgraduates working across the fields of curriculum, comparative education, cultural studies and history and philosophy of education and education policy.

Building Better Schools with Evidence-based Policy

Adaptable Policy for Teachers and School Leaders



Edited By Kelly-Ann Allen, Andrea Reupert, Lindsay Oades

Building Better Schools with Evidence-based Policy: Adaptable Policy for Teachers and School Leaders provides an extensive set of free-to-use policies for building better schools. This book is relevant to every person who works in a school - worldwide. Users of this book can rest assured that each policy has been carefully formulated from the current understandings of best practice. This is a practical innovation and an example of how schools can use research-evidence in their day-to-day practices.

Routledge
April 2021:346
Hb: 978-0-367-45887-4: **£130.00**
Pb: 978-0-367-45889-8: **£31.99**
eBook: 978-1-003-02595-5

* For full contents and more information, visit: www.routledge.com/9780367458898

Community Empowerment through Research, Innovation and Open Access

Proceedings of the 3rd International Conference on Humanities and Social Sciences (ICHSS 2020), Malang, Indonesia, 28 October 2020



Edited By Joko Sayono, Ahmad Taufiq, Luechai Sringernyuang, Muhamad Alif Haji Sismat, Zawawi Isma'il, Francis Navarro, Agus Purnomo, Idris

Community empowerment serves as a trigger to increase community independence and to cope with the challenges resulting from the rapid development of technology. An important aspect of the community empowerment effort is to link the results of innovation research for the benefit of community. This seminar has also served as a place for field researchers from various geographical areas to socialize, to discuss and to find solutions to current issues in the field of social sciences and humanities, as well as to build cooperation and synergy in creating ideas for mutual collaboration and to create joint research.

Routledge
July 2023:180
Hb: 978-1-032-03819-3: **£82.99**
Pb: 978-1-032-03820-9: **£44.99**
eBook: 978-1-003-18920-6

* For full contents and more information, visit: www.routledge.com/9781032038209

Connecting Policy and Practice

Challenges for Teaching and Learning in Schools and Universities



Edited By Michael Kompf, Pam Denicolo

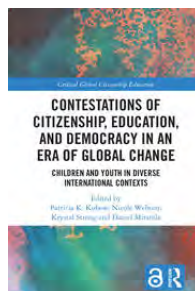
Written by members of the International Study Association on Teachers and Teaching, the papers in this volume were presented at an international teaching conference on the issues of theory and practice. Using these contributions from experienced researchers, most of whom are practising teachers, this single volume is international in scope and context, demonstrating differences and similarities between and within countries.

Routledge
August 2005:288
Hb: 978-0-415-36224-5: **£130.00**
eBook: 978-0-203-01252-9

* For full contents and more information, visit: www.routledge.com/9780415362245

Contestations of Citizenship, Education, and Democracy in an Era of Global Change

Children and Youth in Diverse International Contexts



Edited By Patricia K. Kubow, Nicole Webster, Krystal Strong, Daniel Miranda

Series: Critical Global Citizenship Education

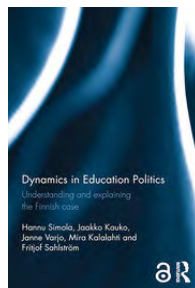
This book considers the shifting social, political, economic, and educational structures shaping contemporary experiences, understandings, and practices of citizenship among children and youth in diverse international contexts. Chapters from across both the Global South and Global North consider emerging formations of citizenship and citizen identities among children and youth in formal and non-formal education contexts. Edited by a team of academics with backgrounds in education, citizenship, and youth studies, this book will appeal to scholars, researchers, and faculty who work across the broader field of youth civic engagement and democracy.

Routledge
May 2024:284
Hb: 978-1-032-05512-1: **£120.00**
Pb: 978-1-032-05513-8: **£36.99**
eBook: 978-1-003-19788-1

* For full contents and more information, visit: www.routledge.com/9781032055138

Dynamics in Education Politics

Understanding and explaining the Finnish case



Edited By Hannu Simola, Jaakko Kauko, Janne Varjo, Mira Kalalahti, Fritjof Sahlstrom

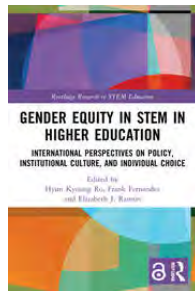
In the field of comparative education without a strong theory-driven approach it is hard to go beyond merely listing the similarities and differences that make it possible to create countless rankings, but reveals little about specific and shared developmental processes between education systems. This book introduces a new theoretical framework characterised as Comparative Analytics of Dynamics in Education Politics (CADEP) as an ambitious response to this political, intellectual and scientific problem.

Routledge
March 2017:168
Hb: 978-0-415-81257-3: **£145.00**
eBook: 978-0-203-06879-3

* For full contents and more information, visit: www.routledge.com/9780415812573

Gender Equity in STEM in Higher Education

International Perspectives on Policy, Institutional Culture, and Individual Choice



Edited By Hyun Kyoung Ro, Frank Fernandez, Elizabeth Ramon

Series: Routledge Research in STEM Education

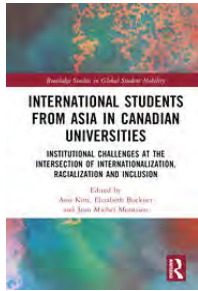
This timely volume brings together a range of international scholars to analyse cultural, political, and individual factors which contribute to the continued global issue of female underrepresentation in STEM study and careers. Contributing to the United Nations' (UN) 2030 Agenda for Sustainable Development, this text will benefit researchers, academics, and educators with an interest in science education, higher education, and gender equity in STEM fields. The text will also support further discussion and reflection around multicultural education, educational policy and politics, and the sociology of education more broadly.

Routledge
January 2023:254
Hb: 978-0-367-51293-4: **£120.00**
Pb: 978-1-032-04803-1: **£36.99**
eBook: 978-1-003-05321-7

* For full contents and more information, visit: www.routledge.com/9781032048031

International Students from Asia in Canadian Universities

Institutional Challenges at the Intersection of Internationalization, Racialization and Inclusion



Edited By Ann Kim, Elizabeth Buckner, Jean Michel Montsion
Series: Routledge Studies in Global Student Mobility

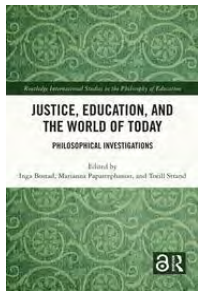
This book explores how the recruitment and retention of Asian international students in Canadian universities intersects with other institutional priorities. Responding to the growing need for new insights and perspectives on the institutional mechanisms adopted by Canadian universities to support Asian international students in their academic and social integration to university life, it crucially examines the challenges at the intersection of two institutional priorities: internationalization and anti-racism.

Routledge
July 2023:296
Hb: 978-1-032-36006-5: £130.00
eBook: 978-1-003-32980-0

* For full contents and more information, visit: www.routledge.com/9781032360065

Justice, Education, and the World of Today

Philosophical Investigations



Edited By Inga Bostad, Marianna Papastephanou, Torill Strand
Series: Routledge International Studies in the Philosophy of Education

This edited book challenges the limits of current educational philosophical discourse and argues for a restored normativisation of education through a powerful notion of justice. Ultimately, the book offers contemporary and innovative philosophical reflections on the link between justice and education, and enriches the discourse through a multi-perspectival and sensitive exploration of the topic. It will be of great interest to scholars, researchers, and postgraduate students in the fields of philosophy of education, education policy and politics, education studies and social justice.

Routledge
May 2023:262
Hb: 978-1-032-35535-1: £130.00
eBook: 978-1-003-32733-2

* For full contents and more information, visit: www.routledge.com/9781032355351

New Thinking, New Scholarship and New Research in Catholic Education

Responses to the Work of Professor Gerald Grace



Edited By Sean Whittle

Series: Routledge Research in Education

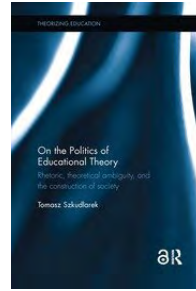
This book gives a forum to many established and leading scholars to review and critically appraise the research contribution of Gerald Grace to Catholic education. Presenting a range of perspectives on the current state of Catholic education in the UK and from various global contexts, it demonstrates the way in which the field of Catholic education Studies has developed under the influence of Grace. Chapter explore themes including social justice and liberation theology and reflections on the future directions of research in Catholic education. It will be essential reading for academics in the field of Catholic and religious education as well as the history of education.

Routledge
May 2023:286
Hb: 978-0-367-72528-0: £130.00
Pb: 978-0-367-77472-1: £38.99
eBook: 978-1-003-17155-3

* For full contents and more information, visit: www.routledge.com/9780367774721

On the Politics of Educational Theory

Rhetoric, theoretical ambiguity, and the construction of society



Edited By Tomasz Szkudlarek

Series: Theorizing Education

This book analyses the role of educational theories in the construction of collective, political identities. Rather than understanding educational theories solely as addressing issues of childrearing and instruction, the aim of the book is to see them in a broader socio-political context. Defining the methodological framework through the perspectives of Michel Foucault and Ernesto Laclau, each chapter examines the ways in which theories of education contribute to the creation of social realities and identities.

Routledge
May 2018:176
Hb: 978-1-138-89027-5: £145.00
Pb: 978-1-138-60255-7: £42.99
eBook: 978-1-315-71250-5

* For full contents and more information, visit: www.routledge.com/9781138602557

Politics of Quality in Education

A Comparative Study of Brazil, China, and Russia



Edited By Jaakko Kauko, Risto Rinne, Tuomas Takala

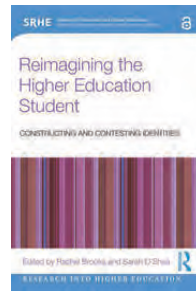
The question of quality has become one of the most important framing factors in education and has been of growing interest to international organisations and national policymakers for decades. Politics of Quality in Education focuses on Brazil, China, and Russia, part of the so-called emerging nations' BRICS block, and draws on a four-year project to develop a new theoretical and methodological approach.

Routledge
February 2020:228
Hb: 978-1-138-55973-8: £130.00
Pb: 978-0-367-48776-8: £39.99
eBook: 978-0-203-71230-6

* For full contents and more information, visit: www.routledge.com/9780367487768

Reimagining the Higher Education Student

Constructing and Contesting Identities



Edited By Rachel Brooks, Sarah O'Shea

Series: Research into Higher Education

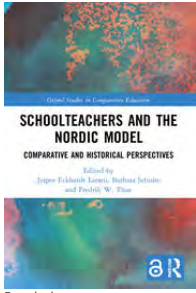
With a range of international scholars from various disciplinary backgrounds, this book investigates the ways in which the identities of contemporary higher education students are defined and constructed. Dominant constructions including consumers, significant political actors, future workers and learners are compared to individual personality traits and backgrounds and how universities shape individuals. Offering timely insights into the nature of the student experience and providing an understanding of what students may desire from their HE participation, this book is ideal reading for anyone wishing to learn more about how student identities are constructed and contested.

Routledge
March 2021:280
Hb: 978-0-367-42651-4: £130.00
Pb: 978-0-367-42653-8: £36.99
eBook: 978-0-367-85417-1

* For full contents and more information, visit: www.routledge.com/9780367426538

Schoolteachers and the Nordic Model

Comparative and Historical Perspectives



Edited By Jesper Eckhardt Larsen, Barbara Schulte, Fredrik W. Thue

Series: Oxford Studies in Comparative Education

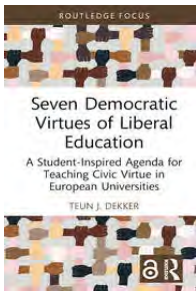
Schoolteachers and the Nordic Model examines the cultural distinctiveness of the Nordic teaching profession and teacher training compared to examples from Europe and North America.

Routledge
September 2023:260
Hb: 978-0-367-53585-8: **£130.00**
Pb: 978-0-367-53589-6: **£38.99**
eBook: 978-1-003-08251-4

* For full contents and more information, visit: www.routledge.com/9780367535896

Seven Democratic Virtues of Liberal Education

A Student-Inspired Agenda for Teaching Civic Virtue in European Universities



Edited By Teun J. Dekker

Series: Routledge Research in Character and Virtue Education

Seven Democratic
Virtues of Liberal
Education

A Student-Inspired Agenda for
Teaching Civic Virtue in
European Universities

TEUN J. DEKKER

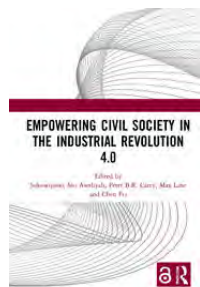
This book argues that the Liberal Arts and Sciences (LAS) model of education can inspire reform across higher education to help students acquire crucial civic virtues. Ultimately arguing for making the teaching of civic virtue a more central part of university education in Europe, this book will appeal to researchers, educators, and politicians with an interest in education policy, philosophy of education, and democratic theory, as well as concerned citizens.

Routledge
November 2022:134
Hb: 978-1-032-36921-1: **£44.99**
eBook: 978-1-003-33659-4

* For full contents and more information, visit: www.routledge.com/9781032369211

Empowering Civil Society in the Industrial Revolution 4.0

Proceedings of the 1st International Conference on Citizenship Education and Democratic Issues (ICCEDI 2020), Malang, Indonesia, October 14, 2020



Edited By Sukowiyono, Siti Awaliyah, Peter Carey, Max Lane, Chen Fei

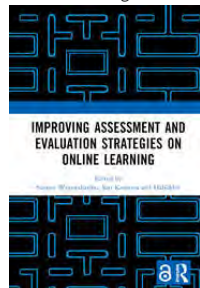
ICCEDI is an international seminar that is held every two years organized by the Law and Citizenship Department, Faculty of Social Science Universitas Negeri Malang. The activities aim to discuss the theoretical and practical citizenship education that becomes needed for democracy in Indonesia and other countries. The book addresses a number of important issues, such as law issues, philosophy of moral values, political government, socio-cultural and Pancasila, and civic education. Finally, it offers a conceptual framework for future democracy. This book will be of interest to students, scholars, and practitioners, governance, and other related stakeholders.

Routledge
October 2021:200
Hb: 978-1-032-01801-0: **£82.99**
eBook: 978-1-003-18012-8

* For full contents and more information, visit: www.routledge.com/9781032018010

Improving Assessment and Evaluation Strategies on Online Learning

Proceedings of the 5th International Conference on Learning Innovation (ICLI 2021), Malang, Indonesia, 29 July 2021



Edited By Surjani Wonorahardjo, Sari Karmina, Habiddin

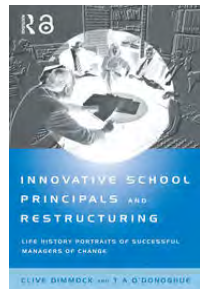
This book is the proceeding of ICLI 2021, containing a selection of articles presented at this conference as the output of the activity. Various topics around education are covered in this book and some literature studies around specific topics on learning and education are covered as well. This proceeding book will be beneficial to students, scholars, and practitioners who have a deep concern in education. It is also futuristic with a lot of practical insights for students, faculty, and practitioners, and also a description of the Indonesian educational system in today's era.

Routledge
June 2022:156
Hb: 978-1-032-19890-3: **£105.00**
eBook: 978-1-003-26134-6

* For full contents and more information, visit: www.routledge.com/9781032198903

Innovative School Principals and Restructuring

Life History Portraits of Successful Managers of Change



Edited By C.A.J. Dimmock, T.A. O'Donoghue

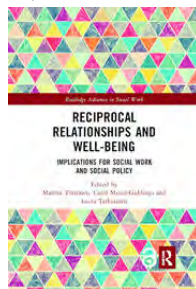
Restructuring is an international phenomenon, and great stress is placed on the role of the innovative principal in the process. This book offers insights into the ways in which six principals go about leading the change process in their schools, and looks for ways of understanding why and how principals behave and think in the way they do.

Routledge
December 1996:192
Hb: 978-1-138-17174-9: **£34.99**
Pb: 978-0-415-13899-4: **£12.99**
eBook: 978-0-203-98594-6

* For full contents and more information, visit: www.routledge.com/9780415138994

Reciprocal Relationships and Well-being

Implications for Social Work and Social Policy



Edited By Maritta Törrönen, Carol Munn-Giddings, Laura Tarkiainen
Series: Routledge Advances in Social Work

This book provides an empirical and theoretical analysis of reciprocity and its implications for social work and social policy practices. Contributions from around the world illuminate the ways that socio-political contexts influence the power relations between citizens, practitioners and the state, and the potential for reciprocity to flourish. It will be essential reading for social care practitioners, researchers and educationalists as well as postgraduate students in social work and related social care and community-oriented professions and social policy makers.

Routledge
September 2019:198
Hb: 978-1-138-64507-3: **£130.00**
Pb: 978-0-367-43106-8: **£48.99**
eBook: 978-1-315-62836-3

* For full contents and more information, visit: www.routledge.com/9780367431068

Reimagining Innovation in Education and Social Sciences

Proceedings of the International Joint Conference on Arts and Humanities (IJCAH 2022), September 10-11, 2022, Surabaya, Indonesia



Edited By Wulan Patria Saroinsong, Muhamad Nurul Ashar, Irena Maureen, Lina Purwaning Hartanti, Mita Anggaryani, Audrey Gabriella Titale

This volume contains the works of educators, researchers, practitioners, and academics presenting the most recent research results, issues, and practical difficulties and solutions found in the domains of Education, Cultural Studies, Applied Linguistics, and Community Services. Reimagining is a creative method to approach or address challenges associated with innovation in the fields of education, cultural studies, applied linguistics, community services, or social sciences.

Routledge
April 2023:412
Hb: 978-1-032-43293-9: **£89.99**
eBook: 978-1-003-36668-3

* For full contents and more information, visit: www.routledge.com/9781032432939

Research Through, With and As Storying



Edited By Louise Gwenneth Phillips, Tracey Bunda

Research through, with and as Storying explores how indigenous and non-indigenous scholars can engage with storying to decolonise theorising. Through the book, the authors provide an invitation to locate storying as a valuable ontological, epistemological and methodological contribution to the academy across disciplines, arguing that storying research gives voice to the marginalised in the academy. By locating socially and historically shaped selves in research, this text seeks to enable profound understandings of phenomena. This book will prove valuable for scholars, students and practitioners who seek to develop alternate and creative contributions to the production of knowledge.

Routledge
August 2020:136
Hb: 978-1-138-08949-5: **£52.99**
Pb: 978-0-367-60723-4: **£18.99**
eBook: 978-1-315-10919-0

* For full contents and more information, visit: www.routledge.com/9780367607234

Sex Work on Campus



Edited By Terah J. Stewart

Series: Interdisciplinary Research in Gender

Sex Work On Campus explores the experiences of college students engaged in sex work and sparks dialogue about the ways educators might develop a deeper appreciation for—and praxis of—equity, justice, and liberation on campus. This fresh and important study is suitable for students and scholars in sexuality studies, gender studies, sociology and education.



Routledge

May 2022: 218

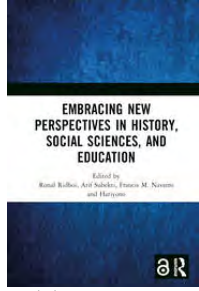
Hb: 978-1-032-04651-8: £130.00

eBook: 978-1-003-19410-1

* For full contents and more information, visit: www.routledge.com/9781032046518

Embracing New Perspectives in History, Social Sciences, and Education

Proceedings of the International Conference on History, Social Sciences, and Education (ICHSE 2021), Malang, Indonesia, 11 September 2021



Edited By Ronal Ridhoi, Arif Subekti, Francis Navarro, Hariyono

This book presents new perspectives on methodology, methods, theory, and themes on history, social sciences, and education research from various perspectives on methodology and historiography. Now, history is not only about politics, economy and military, but also about environment, social, education, culinary, and so on. This book will be useful for students, historians, and the general public, in recording the development of Indonesian historical writing perspectives.

Routledge
July 2022:146
Hb: 978-1-032-28087-5: **£115.00**
eBook: 978-1-003-29527-3

* For full contents and more information, visit: www.routledge.com/9781032280875

Innovation on Education and Social Sciences

Proceedings of the International Joint Conference on Arts and Humanities (IJCAH 2021) October 2, 2021, Surabaya, Indonesia



Edited By Irena Maureen, Ely Imah, Siti Savira, Syafi'ul Anam, Masilva Mael, Lina Hartanti

The proceedings of IJCAH 2021 are an interdisciplinary platform for teachers, researchers, practitioners, and academicians to discuss the latest research findings, concerns, and practical challenges encountered and solutions adopted in the fields of Arts and Humanities. The subject areas within the proceeding are education, language learning, arts, culture, social sciences.

Routledge
March 2022:254
Hb: 978-1-032-20752-0: **£105.00**
eBook: 978-1-003-26506-1

* For full contents and more information, visit: www.routledge.com/9781032207520

Literacy for Digital Futures

Mind, Body, Text



Edited By Kathy A. Mills, Len Unsworth, Laura Scholes

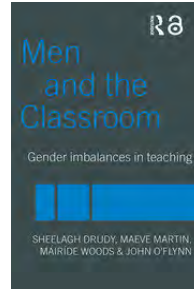
This book offers a nuanced framework for making sense of literacy by addressing knowledge as contextualized, embodied, multimodal, and digitally mediated. To prepare teachers, scholars, and researchers for the digital future, the book is organised around three themes—Mind and Materiality; Body and Senses; and Texts and Digital Semiotics—to shape readers' understanding of literacy. The volume helps new and established researchers rethink dynamic changes in the materiality of texts and their implications for the mind and body, and features recommendations for educational and professional practice.

Routledge
September 2022:274
Hb: 978-0-367-68394-8: **£130.00**
Pb: 978-0-367-68317-7: **£38.99**
eBook: 978-1-003-13736-8

* For full contents and more information, visit: www.routledge.com/9780367683177

Men and the Classroom

Gender Imbalances in Teaching



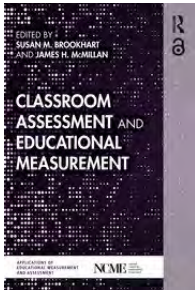
Edited By Sheelagh Drudy, Maeve Martin, John O'Flynn, Mairide Woods

The teaching of young children has long been dominated by women. This global phenomenon is firmly rooted in issues related to economic development, urbanization, the position of women in society, cultural definitions of masculinity and the values of children and childcare. Yet, amongst the media scare stories and moral panics about underachieving boys, there are surprisingly few empirically-supported answers to vital questions. The authors of this groundbreaking book have undertaken the largest, most in-depth study ever carried out on this topic, in order to assess both teachers and students' views across primary education.

Routledge
September 2005:208
Hb: 978-0-415-33568-3: **£160.00**
Pb: 978-0-415-33569-0: **£39.99**
eBook: 978-0-203-42030-0

* For full contents and more information, visit: www.routledge.com/9780415335690

Classroom Assessment and Educational Measurement



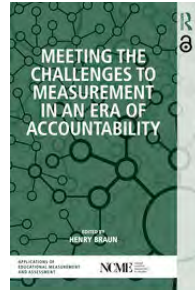
Edited By Susan M. Brookhart, James H. McMillan

Series: *NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT*

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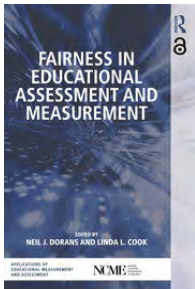
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Technology and Testing

Improving Educational and Psychological Measurement



Edited By Fritz Drasgow

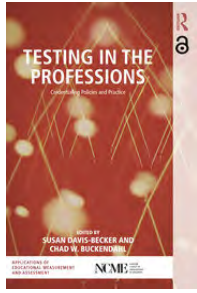
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This comprehensive new volume brings together leading experts on the issues posed by technological applications in testing, with chapters on game-based assessment, testing with simulations, video assessment, computerized test development, large-scale test delivery, model choice, validity, and error issues. Including an overview of existing literature and ground-breaking research, each chapter considers the technological, practical, and ethical considerations of this rapidly-changing area. Ideal for researchers and professionals in testing and assessment, Technology and Testing provides a critical and in-depth look at one of the most pressing topics in educational testing today.

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Credentialing Policies and Practice



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Testing in the Professions focuses on current practices in credentialing testing as a guide for practitioners working in educational settings. With a broad focus on the key components, issues, and concerns surrounding the test development and validation process, this book brings together a wide range of research and theory—from design and analysis of tests to security, scoring, and reporting. Written by leading experts in the field of measurement and assessment, each chapter includes authentic examples as to how various practices are implemented or current issues observed in credentialing programs.

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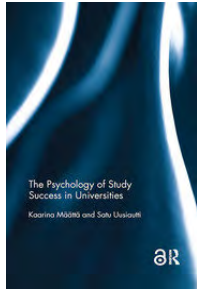
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The Psychology of Study Success in Universities



Edited By Kaarina Maatta, Satu Uusiutti

Universities around the world are under increasing pressure to maintain high levels of graduation and to make study processes as efficient as possible, with teachers and students struggling to meet the expectations placed upon them as a result. The Psychology of Study Success in Universities asks whether it is possible to meet these demands at the same time as protecting the well-being of students.

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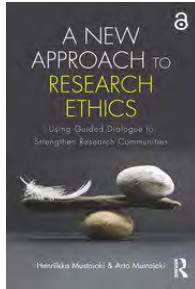
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Using Guided Dialogue to Strengthen Research Communities



Edited By Henriikka Mustajoki, Arto Mustajoki

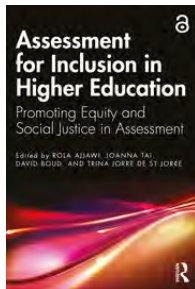
Ethics and Academic Research examines both theories of ethical decision-making as well as apply those theories to a broad range of situations and questions within a research career and process. The focus is not only on what is wrong, or in doing the actual research, it is a broader perspective on how ethics can be a positive force in strengthening the research community. Offering valuable guidance to the researcher and ethical decision-maker, this will be an essential text for postgraduate students and senior academics invested in professional development and self-reflection.

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Assessment for Inclusion in Higher Education

Promoting Equity and Social Justice in Assessment



Edited By Rola Ajjawi, Joanna Tai, David Boud, Trina Jorre de St Jorre

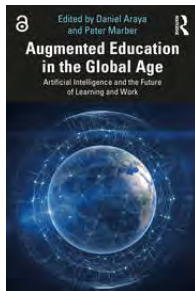
Bringing together international authors to examine how diversity and inclusion impact assessment in higher education, this book provides educators with the knowledge and understanding required to transform practices so that they are more equitable and inclusive of diverse learners. This book is essential reading for those in higher education who design and deliver assessment, as well as researchers and postgraduate students exploring assessment, equity and inclusive pedagogy.

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Augmented Education in the Global Age

Artificial Intelligence and the Future of Learning and Work



Edited By Daniel Araya, Peter Marber

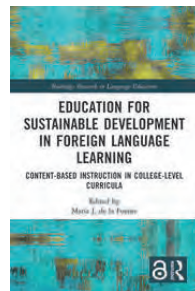
Augmented Education in the Global Age: Artificial Intelligence and the Future of Learning and Work is an edited collection that explores the impact of Artificial Intelligence on learning and work, and how this emerging technology will transform and disrupt our current institutions. Bringing together expert perspectives from around the world, this is the exciting, informative collection of research and analysis surrounding the future of work and learning amid rapid, accelerating technological change.

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Content-Based Instruction in College-Level Curricula



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This unique volume utilises the UNESCO Education for Sustainable Development (ESD) framework to illustrate successful integration of sustainability education in post-secondary foreign language (FL) learning. Chapters draw on case studies from colleges throughout the US and consider theoretical and practical concerns relating to models of sustainability-based teaching and learning. This text will benefit researchers, academics, and educators in higher education with an interest in Modern Foreign Languages, sustainability education, training, and leadership more broadly.

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Expanding Professionalism in Music and Higher Music Education

A Changing Game



Edited By Heidi Westerlund, Helena Gaunt

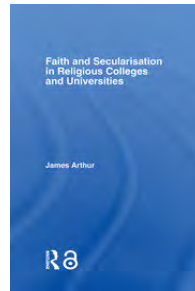
Series: SEMPRE Studies in The Psychology of Music

This book addresses the need to rethink the concept and enactment of professionalism in music, and how such concepts underpin professional higher music education. There is an urgent imperative to enable the potential of professional musicians in our contemporary societies to be more fully realised, recognising both intense challenges that are currently threatening some traditional music practices, and significant scope for new practices to be imagined in response to deep veins of societal need. Professionalism encompasses the conduct, aims, values, responsibilities and ongoing development of a practising professional in the field.

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Faith and Secularisation in Religious Colleges and Universities



Edited By James Arthur

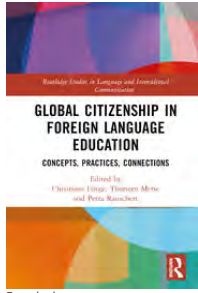
This book is a detailed study of higher education institutions affiliated to particular religions. It considers the debates surrounding academic freedom, institutional governance, educational policy, mission and identity together with institutions' relations with the state and their wider communities.

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Global Citizenship in Foreign Language Education

Concepts, Practices, Connections



Edited By Christiane Lütge, Thorsten Merse, Petra Rauschert
Series: Routledge Studies in Language and Intercultural Communication

In light of increasing globalization, this collection makes the case for global citizenship education as a way forward for transforming foreign language learning and teaching to better address current and future global challenges in times of unprecedented change. This book will be of interest to scholars in intercultural education, foreign language education, and language teaching, as well as policymakers and foreign language teachers.

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Managing the Digital University

Paradigms, Leadership, and Organization



Edited By Lukasz Sulkowski
Series: Routledge Open Business and Economics

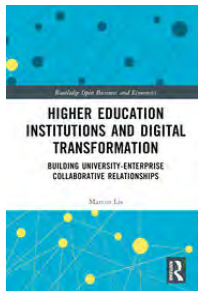
The book has three cognitive and pragmatic objectives: to provide a new perspective on the changing academic organization and management; to reflect on higher education management concepts and methods; and to present an overview of university management, governance and leadership, useful from the perspective of academic managers, and other stakeholders.

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Higher Education Institutions and Digital Transformation

Building University-Enterprise Collaborative Relationships



Edited By Marcin Lis
Series: Routledge Open Business and Economics

The purpose of this book is to develop a model approach to managerial competencies that affect the innovativeness of enterprises and to identify internal and external key factors strengthening or limiting the impact of managerial competencies on the innovativeness of an enterprise. It will be of value to researchers, academics, and students in the fields of entrepreneurship, innovation, management, strategy, and will be particularly useful to organisations that are aware of their operating conditions in the knowledge-based economy and of the impact of the COVID-19 pandemics on the acceleration of the digital transformation of the contemporary world.

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Open Access in Theory and Practice

The Theory-Practice Relationship and Openness



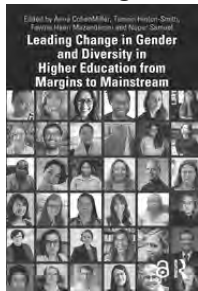
Edited By Stephen Pinfield, Simon Wakeling, David Bawden, Lyn Robinson
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Open Access in Theory and Practice investigates the theory-practice relationship associated with Open Access (OA) publication and the dissemination of research. In particular, the book examines the extent to which theory has been helpful in explaining OA and how it has been used to inform action by practitioners. Contributing to a better understanding of OA, the book will be of great interest to academics, researchers and students working in the fields of information science, publishing studies, science communication, higher education policy, business and economics.

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Leading Change in Gender and Diversity in Higher Education from Margins to Mainstream



Edited By Anna Cohen Miller, Tamsin Hinton-Smith, Fawzia Haeri Mazanderani, Nupur Samuel

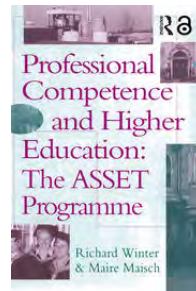
This edited book provides international insights and recommendations around topics of gender and diversity in higher education linking to larger societal goals of improving equality. This book is ideal reading for students on Higher Education courses, Leadership courses, Gender in Education, researchers, practitioners, around topics of gender and diversity, equity, inclusion and access, social justice, leadership, and sustainability in HEIs.

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Professional Competence And Higher Education

The ASSET Programme



Edited By Richard Winter, Maire Maisch

Based on lessons learned from the ASSET programme, a national project to develop a competence-based model of curriculum and assessment, this text presents a research based description of a possible future for higher education and for education of the profession.

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The Gender-Sensitive University

A Contradiction in Terms?



Edited By Eileen Drew, Siobhán Canavan

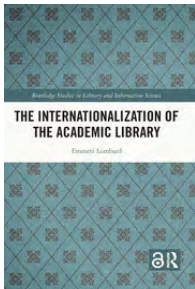
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The Gender-Sensitive University explores the prevailing forces that pose obstacles to driving a gender-sensitive university, which include the emergence of far-right movements that seek to subvert advances towards gender equality and managerialism that promotes creeping corporatism. Representing ten EU countries and multiple disciplines, contributors to this volume highlight the evidence of persistent gender inequalities in academia, while advocating a blueprint for addressing them.

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The Internationalization of the Academic Library



Edited By Emmett Lombard

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The Internationalization of the Academic Library presents a theoretically informed, empirically grounded analysis of the process of academic library internationalization. This book cuts across the fields of library science and higher education administration, ensuring that the book will appeal to researchers and students working in these disciplines. Library professionals around the world will also find much to interest them within the book.

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Outline of a Processual Theory of Modern Higher Education



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Universities and Regional Engagement

From the Exceptional to the Everyday



Edited By Tatiana Iakovleva, Elisa Thomas, Laila Nordstrand Berg,

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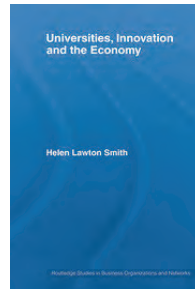
Series: Regions and Cities

The study of universities' role in regional engagement has traditionally been focusing on exceptional cases. This book presents a reconceptualisation which embraces its underlying complexity, and proposes a roadmap for a renewed research agenda. Starting from the grassroots level of universities' "everyday" engagements, the book delves into the manifold ways in which university knowledge agents build connections with regional partners. This will be valuable reading for advanced students, researchers and policy makers working in economic geography, regional development, innovation and higher education management.

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Universities, Innovation and the Economy explores the implications of this expectation. It sites this new role within the context of broader political histories, comparing how countries in Europe and North America have balanced the traditional roles of teaching and research with that of exploitation of research and defining a territorial role.

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Building Cooperation Through Action Research



Edited By Ewa Bogacz-Wojtanowska, Piotr Jedynak, Sylwia Wrona, Anna Pluszyńska

Series: Routledge Studies in Management, Organizations and Society

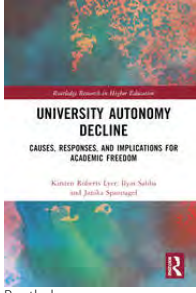
The core message of *Universities, Stakeholders and Social Mission: Building Cooperation Through Action Research* is the development of a cooperation process in which the university leaves its "ivory tower," builds relationships with its stakeholders and, as a result, engages more effectively in social life. This book will be of value to university managers, academics, students of social, management and economic sciences, as well as managers and specialists employed in organizations from various sectors that may be interested in cooperation with universities.

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University Autonomy Decline

Causes, Responses, and Implications for Academic Freedom



Edited By Kirsten Roberts Lyer, Ilyas Saliba, Janika Spannagel
Series: *Routledge Research in Higher Education*

This book provides empirically grounded insights into the causes, trajectories, and effects of a severe decline in university autonomy and the relationship to other dimensions of academic freedom by comparing in-depth country studies and evidence from a new global timeseries dataset. Drawing on both qualitative and quantitative evidence, the book offers a unique and timely contribution to the field and will be of great interest to scholars, researchers, and students in the fields of higher education, human rights, political science and public policy.

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 November 2022:226
 Hb: 978-1-032-30756-5: £120.00
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What is Academic Freedom?

A Century of Debate, 1915–Present



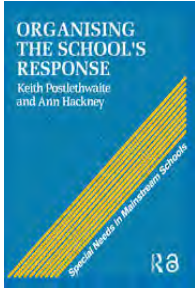
Edited By Daniel Gordon

This book explores the history of the debate about academic freedom, particularly in the classroom. Introducing the origins of the modern research university and the professionalization of the role of the university teacher, it portrays the controversies that arise from the tension between academic freedom and academic professionalism.

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Organising a School's Response



Edited By Ann Hackney, Keith Postlethwaite

Series: Special Needs in Mainstream Schools

First Published in 1988. This book aims to raise the awareness of some of the broader issues which surround provision for pupils with special educational needs so that mainstream teachers can relate more effectively with the special needs system of their own school. It also aims to help special needs staff and senior management in design, coordination and implementation of their school's overall response to special needs.

Routledge

March 1988:120

Hb: 978-1-138-43441-7: **£175.00**

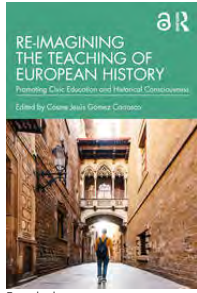
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Re-imagining the Teaching of European History

Promoting Civic Education and Historical Consciousness



Edited By Cosme Jesús Gómez Carrasco

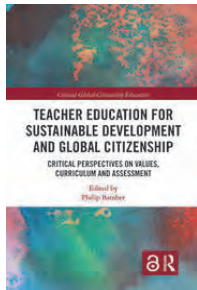
This book explores the challenges of teaching European history in the 21st century and provides research-informed approaches to history teaching that combine civic education, historical consciousness and the teaching of controversial social issues. Ultimately, this volume promotes criticality, civic engagement, and reflection on social issues, thereby prompting methodological change in the teaching of history as we know it. It will appeal to researchers and students of history education, democratic education and citizenship education, as well as teacher educators and trainee teachers in history.

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Teacher Education for Sustainable Development and Global Citizenship

Critical Perspectives on Values, Curriculum and Assessment



Edited By Philip Bamber

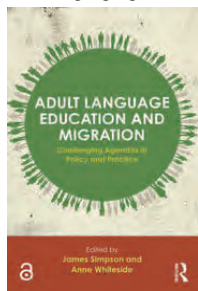
This book explores critical perspectives on the role of curriculum, values and assessment within teacher education for a just and sustainable world. Bringing together empirical and theoretical perspectives, it develops new understandings of education for sustainable development and global citizenship (ESD/GC) for research, policy and practice. As ESD/GC has emerged as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, this volume demonstrates how and why all learners ought to acquire the knowledge and skills needed to promote sustainable development.

Routledge
March 2021:258
Hb: 978-1-138-38551-1: **£130.00**
Pb: 978-0-367-72743-7: **£39.99**
eBook: 978-0-429-42705-3

* For full contents and more information, visit: www.routledge.com/9780367727437

Adult Language Education and Migration

Challenging agendas in policy and practice



Edited By James Simpson, Anne Whiteside

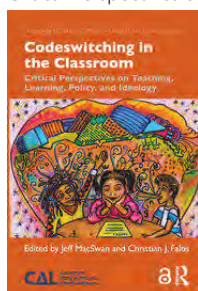
Adult Language Education and Migration provides a lively and critical examination of policy and practice in language education for adult migrants around the world. This book analyses and challenges language education policies relating to adult migrants in Australia, Canada, Spain (Catalonia), Finland, France, Ireland, the Netherlands, the UK and the US, and provides a comparative study with separate chapters on policy and practice in each country. Adult Language Education and Migration is essential reading for practitioners, students and researchers working in the area of language education in migration contexts.

Routledge
March 2015:290
Hb: 978-0-415-73359-5: **£140.00**
Pb: 978-0-415-73360-1: **£48.99**
eBook: 978-1-315-71836-1

* For full contents and more information, visit: www.routledge.com/9780415733601

Codeswitching in the Classroom

Critical Perspectives on Teaching, Learning, Policy, and Ideology



Edited By Jeff MacSwan, Christian J. Faltis

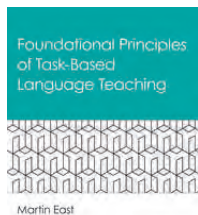
Series: Language Education Tensions in Global and Local Contexts

Bringing together sociolinguistic, linguistic, and educational perspectives, this cutting-edge overview of codeswitching examines language mixing in teaching and learning in bilingual classrooms. As interest in pedagogical applications of bilingual language mixing increases, so too does a need for a thorough discussion of the topic. This volume serves that need by providing an original and wide-ranging discussion of theoretical, pedagogical, and policy-related issues and obstacles in classroom settings—the pedagogical consequences of codeswitching for teaching and learning of language and content in one-way and two-way bilingual classrooms.

Routledge
November 2019:310
Hb: 978-1-138-22505-3: **£130.00**
Pb: 978-1-138-22506-0: **£42.99**
eBook: 978-1-315-40110-2

* For full contents and more information, visit: www.routledge.com/9781138225060

Foundational Principles of Task-Based Language Teaching



Edited By Martin East

Series: ESL & Applied Linguistics Professional Series

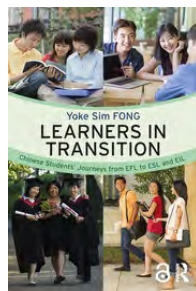
This book is available Open Access. This book introduces readers to the concept of task-based language teaching (TBLT), a learner-centred and experiential approach to language teaching and learning. Based on the premise that language learners can enhance their second language acquisition (SLA) through engagement in communicative tasks that compel them to use language for themselves, TBLT stands in contrast to more traditional approaches. Accessible and comprehensive, this book provides a foundational overview of the principles and practice of TBLT and demystifies what TBLT looks like in the classroom.

Routledge
July 2021:214
Hb: 978-0-367-48400-2: **£130.00**
Pb: 978-0-367-47906-0: **£38.99**
eBook: 978-1-003-03970-9

* For full contents and more information, visit: www.routledge.com/9780367479060

Learners in Transition

Chinese Students' Journeys from EFL to ESL and EIL



Edited By Yoke Sim Fong

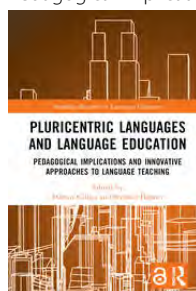
Drawing on over 20 years' experience teaching intensive English courses to Chinese learners, the author aims to highlight key findings to aid understanding, improve teachers' practice and offer pedagogical recommendations. The essential insights contained within are useful for pre- and in-service teachers of English and researchers interested in language education around the world.

Routledge
November 2018:192
Hb: 978-1-138-30405-5: **£145.00**
Pb: 978-1-138-30528-1: **£36.99**
eBook: 978-0-203-72938-0

* For full contents and more information, visit: www.routledge.com/9781138305281

Pluricentric Languages and Language Education

Pedagogical Implications and Innovative Approaches to Language Teaching



Edited By Marcus Callies, Stefanie Hehner

Series: Routledge Research in Language Education

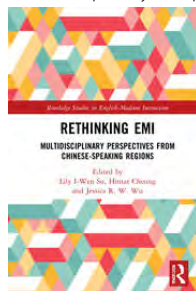
This book maps out the pedagogical implications of the global spread and diversification of pluricentric languages for language education and showcases new approaches that can take account of linguistic diversity. Presenting approaches to overcome barriers to innovation in language education, the book will be of great interest to academics, researchers, doctoral students in the field of language education, as well as socio- and applied linguists. Practitioners interested in linguistic diversity more broadly will also find this book engaging.

Routledge
November 2022:240
Hb: 978-1-032-15696-5: **£120.00**
eBook: 978-1-003-24855-2

* For full contents and more information, visit: www.routledge.com/9781032156965

Rethinking EMI

Multidisciplinary Perspectives from Chinese-Speaking Regions



Edited By Lily I-Wen Su, Hintat Cheung, Jessica R. W. Wu

Series: Routledge Studies in English-Medium Instruction

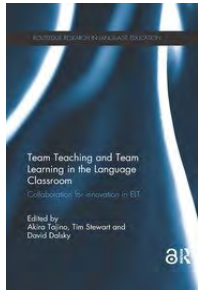
English as a medium of instruction (EMI) has been gaining popularity in tertiary education in non-native English-speaking (NNEs) countries due to its value in gaining global competitive advantage. However emerging evidence suggests that the delivery of such programs to NNEs students has led to new pedagogical challenges and learning problems. How should a content instructor respond to situations in which students' learning of content knowledge is compromised by their limited language proficiency? This book draws on the current practice of EMI in diverse disciplinary and university settings and examines how these new pedagogical and learning issues can be addressed.

Routledge
January 2023:208
Hb: 978-0-367-37022-0: **£130.00**
Pb: 978-1-032-03438-6: **£36.99**
eBook: 978-0-429-35236-2

* For full contents and more information, visit: www.routledge.com/9781032034386

Team Teaching and Team Learning in the Language Classroom

Collaboration for innovation in ELT



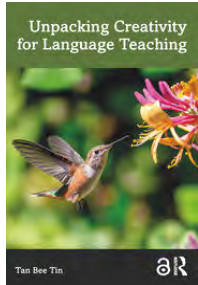
Edited By Akira Tajino, Tim Stewart, David Dalsky

This book ignites renewed discussion amongst Asian educators on the importance of linking the key concepts of collaboration and innovation in language education. The pivotal difference highlighted is the concept of team learning through collaborative relationships such as team teaching. The chapters illustrate the concept of participant research by defining "team" to potentially include all participants in the educational experience. The book also addresses the concept of leadership in language education from the bottom up and describes collaborative situations in which ELT faculty members experience opportunities to develop their leadership qualities.

Routledge
October 2017:196
Hb: 978-1-138-85765-0: **£140.00**
Pb: 978-1-138-57600-1: **£46.99**
eBook: 978-1-315-71850-7

* For full contents and more information, visit: www.routledge.com/9781138576001

Unpacking Creativity for Language Teaching



Edited By Tan Bee Tin

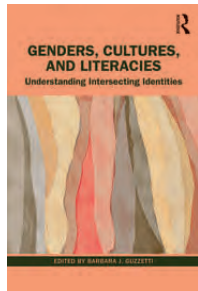
Before unlocking creativity, we must first unpack what it means. In this book, creativity is unravelled from various perspectives and the relevance for language teaching and learning is explored. Based on the author's own practice and research on creativity over the last two decades, the book provides exciting new ideas for scholars and practitioners interested in creativity and creative language pedagogy. With over 60 practical tasks, applying theoretical arguments and principles of creativity to language teaching and learning, the book serves as an important contribution for students, teachers and scholars in the field of applied linguistics, language teaching, and education.

Routledge
June 2022:292
Hb: 978-1-032-12612-8: **£130.00**
Pb: 978-1-032-12610-4: **£35.99**
eBook: 978-1-003-22539-3

* For full contents and more information, visit: www.routledge.com/9781032126104

Genders, Cultures, and Literacies

Understanding Intersecting Identities



Edited By Barbara J. Guzzetti

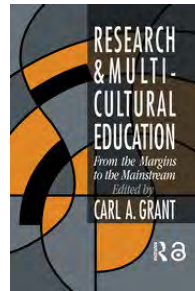
This volume brings together leading scholars in their fields who offer much needed and wide-ranging perspectives on the intersections of genders, cultures and literacies. Chapters address such topics as the literacy practices of incarcerated fathers of color; Black girls' literacies; Indigenous students' cultural literacies; the writing practices of Latinx women for identity representation; and more. Ideal for scholars in literacy studies, gender studies, and cultural studies, this volume is a necessary and original update to the ways cultural, racial, and gender identities are viewed in current educational and sociocultural climates.

Routledge
November 2021:282
Hb: 978-0-367-74456-4: **£130.00**
Pb: 978-0-367-74275-1: **£38.99**
eBook: 978-1-003-15801-1

* For full contents and more information, visit: www.routledge.com/9780367742751

Research and Multicultural Education

From The Margins To The Mainstream



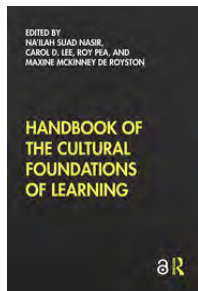
Edited By Carl A. Grant

A work specifically written to encourage research into multicultural education and to help researchers work through some of the inherent problems that face schools with multicultural students.

Routledge
June 2016:276
Hb: 978-1-850-00476-9: **£145.00**
Pb: 978-1-138-98522-3: **£42.99**
eBook: 978-0-203-97325-7

* For full contents and more information, visit: www.routledge.com/9781138985223

Handbook of the Cultural Foundations of Learning



Edited By Na'ilah Suad Nasir, Carol D. Lee, Roy Pea, Maxine

McKinney de Royston

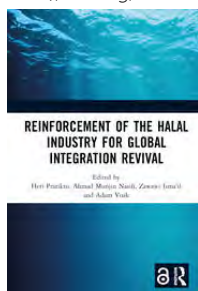
Edited by a diverse group of expert collaborators, the Handbook of the Cultural Foundations of Learning is a landmark volume that brings together cutting-edge research examining learning as an inherently cultural process. Conceptualizing culture as both a set of social practices and connected to learner identities, the chapters synthesize contemporary research in elaborating a new vision of the cultural nature of learning, moving beyond summary to reshape the field towards studies that situate culture in the learning sciences alongside equity of educational processes and outcomes.

Routledge
May 2020:480
Hb: 978-0-415-83904-4: **£250.00**
Pb: 978-0-415-83905-1: **£89.99**
eBook: 978-0-203-77497-7

* For full contents and more information, visit: www.routledge.com/9780415839051

Reinforcement of the Halal Industry for Global Integration Revival

Proceedings of the 2nd International Conference on Halal Development (ICHaD 2021), Malang, Indonesia, 5 October 2021



Edited By Heri Pratikto, Ahmad Nasih, Zawawi Isma'il, Adam Voak

The emergence of a Halal industry in the past decade in the fields of food, beverages, and services, emphasizes the importance of providing a more complete understanding of Halal products, current Halal developments and other topics of Halal development. This groundbreaking volume provides theoretical and empirical studies on the Halal industry. Emphasizing the Halal industry, the chapters address a number of important issues such as Halal assurance system, Halal product certification, Halal tourism, Human Resources of Halal Certification, supply chain of Halal products, and other related subjects.

Routledge
October 2022:130
Hb: 978-1-032-34927-5: **£79.99**
eBook: 978-1-003-32449-2

* For full contents and more information, visit: www.routledge.com/9781032349275

Open World Learning

Research, Innovation and the Challenges of High-Quality Education



Edited By Bart Rienties, Regine Hampel, Eileen Scanlon, Denise Whitelock

Series: Routledge Research in Digital Education and Educational Technology



This book provides state-of-the-art contemporary research insights into key applications and processes in open world learning. The book is unique in exploring the complex, contradictory and multi-disciplinary nature of open world learning at an international level and will be of great interest to academics, researchers, professionals, and policy makers in the field of education technology, e-learning and digital education.

Routledge

September 2023:298

Hb: 978-1-032-01091-5: £130.00

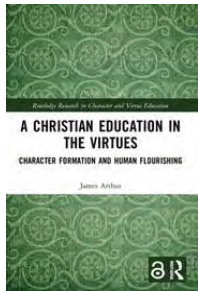
Pb: 978-1-032-01092-2: £38.99

eBook: 978-1-003-17709-8

* For full contents and more information, visit: www.routledge.com/9781032010922

A Christian Education in the Virtues

Character Formation and Human Flourishing



Edited By James Arthur

Series: Routledge Research in Character and Virtue Education

A Christian Education in the Virtues examines the connection between human nature and human flourishing. It draws on ancient and medieval sources to explore the formation of the person based on a Christian anthropology, emphasising the communal nature of the virtuous life and provides a richer approach to the question of contemporary character education. This important book will be essential reading for academics, researchers and students in the fields of character and virtue education, religious education and the philosophy of education.

Routledge

January 2023:200

Hb: 978-0-367-69454-8: **£130.00**

Pb: 978-0-367-69455-5: **£36.99**

eBook: 978-1-003-14187-7

* For full contents and more information, visit: www.routledge.com/9780367694555

Indirect Education

Exploring Indirectness in Teaching and Research



Edited By Herner Saeverot

Series: Theorizing Education

Indirect Education discusses direct and indirect pedagogies, and the complexities of these concepts within the field of education practice and research. It addresses the question of when it is most beneficial to be indirect with regards to teaching and educational research. Putting forward a compelling case that is necessary to education in the difficult times that we are living in, the book will appeal to academics, researchers and students in the fields of educational theory, pedagogy, leadership studies and educational practice.

Routledge

September 2023:140

Hb: 978-1-032-06320-1: **£130.00**

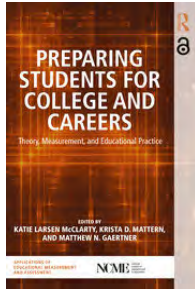
Pb: 978-1-032-06322-5: **£38.99**

eBook: 978-1-003-19346-3

* For full contents and more information, visit: www.routledge.com/9781032063225

Preparing Students for College and Careers

Theory, Measurement, and Educational Practice



Edited By Katie Larsen McClarty, Krista D. Mattern, Matthew N.

Gaertner

Series: NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT

This new volume in the NCME series addresses measurement and research issues related to college and career readiness. Educational reform efforts across the United States have increasingly taken aim at measuring and improving postsecondary readiness. These initiatives include developing new content standards, redesigning assessments and performance levels, and highlighting gaps between graduates' skills and employers' needs. In this collection, the editors collect research from leading experts on each of these topics into a book perfect for assessment professionals, and to education researchers interested in this new area of focus.

Routledge

September 2017: 204

Hb: 978-1-138-65630-7: £150.00

Pb: 978-1-138-65628-4: £42.99

eBook: 978-1-315-62197-5

* For full contents and more information, visit: www.routledge.com/9781138656284

500 ICT Tips for Primary Teachers



Edited By Higgins, Steve, Pickard, Nick, Race, Phil

Series: 500 Tips

Information and Communications Technology (ICT) has been the focus of much debate and development within education, especially in the primary sector. This text offers tried and tested ideas for using IT effectively across the whole primary curriculum.

Routledge

February 1999:212

Hb: 978-1-138-17930-1: **£130.00**

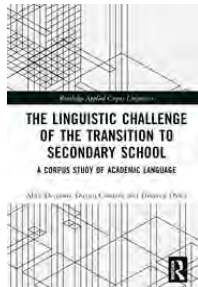
Pb: 978-0-749-42863-1: **£39.99**

eBook: 978-0-203-01670-1

* For full contents and more information, visit: www.routledge.com/9780749428631

The Linguistic Challenge of the Transition to Secondary School

A Corpus Study of Academic Language



Edited By Alice Deignan, Duygu Candarli, Florence Oxley

Series: Routledge Applied Corpus Linguistics

This book provides a unique analysis and description of the linguistic challenges faced by school students as they move from primary to secondary school, a major transition, which some students struggle with emotionally and academically. This book is important reading for advanced students and researchers in corpus linguistics, applied linguistics and teacher education. It carries implications for policymakers and schools looking to support students at this critical point in their schooling.

Routledge

December 2022:228

Hb: 978-0-367-53421-9: **£120.00**

eBook: 978-1-003-08189-0

* For full contents and more information, visit: www.routledge.com/9780367534219

The Sociology of Knowledge Approach to Discourse

Investigating the Politics of Knowledge and Meaning-making.



Edited By Reiner Keller, Anna-Katharina Hornidge, Wolf Schönemann

The Sociology of Knowledge Approach to Discourse is anchored in interpretive traditions of inquiry and allows for broadening - and possibly overcoming - of the epistemological biases and restrictions still common in theories and approaches of Western- and Northern-centric social sciences.

THE SOCIOLOGY OF KNOWLEDGE
APPROACH TO DISCOURSE
INVESTIGATING THE POLITICS OF KNOWLEDGE AND
MEANING-MAKING

Edited by
Reiner Keller, Anna-Katharina Hornidge and
Wolf J. Schönemann



Routledge
February 2020: 316
Hb: 978-1-138-04872-0: £130.00
Pb: 978-0-367-49019-5: £39.99
eBook: 978-1-315-17000-8

* For full contents and more information, visit: www.routledge.com/9780367490195

Theory and Methods for Sociocultural Research in Science and Engineering Education



Edited By Gregory J. Kelly, Judith L. Green

Series: Teaching and Learning in Science Series

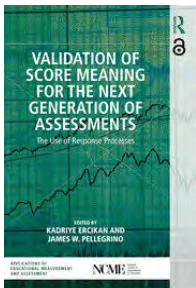
Introducing original methods for integrating sociocultural and discourse studies into science and engineering education, this book provides a much-needed framework for how to conduct qualitative research in this field. The three dimensions of learning identified in the Next Generation Science Standards create a need for research methods that examine the sociocultural components of science education. With cutting-edge studies and examples consistent with the NGSS standards, this book offers comprehensive research methods for integrating discourse and sociocultural practices in science and engineering education.

Routledge
January 2019: 298
Hb: 978-0-815-35189-4: £130.00
Pb: 978-0-815-35192-4: £39.99
eBook: 978-1-351-13992-2

* For full contents and more information, visit: www.routledge.com/9780815351924

Validation of Score Meaning for the Next Generation of Assessments

The Use of Response Processes



Edited By Kadriye Ercikan, James W. Pellegrino

Series: NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT

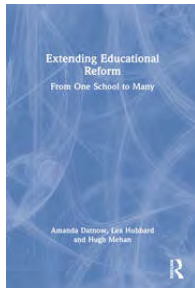
Validation of Score Meaning for the Next Generation of Assessments addresses the role of response processes data – data on the strategies, behaviours, and thought processes an examinee engages in during a test – in determining the validity and fairness of tests. Given the increasingly sophisticated data collection capabilities made possible by use of technology and the recent emphasis on testing as a means of understanding cognitive development, the time for a book on this topic is ripe. This book will bring together researchers who have used different types of examinee response process data in different testing contexts, including national, international, pen-and-paper, and computer-based.

Routledge
March 2017: 164
Hb: 978-1-138-89836-3: £105.00
Pb: 978-1-138-89837-0: £46.99
eBook: 978-1-315-70859-1

* For full contents and more information, visit: www.routledge.com/9781138898370

Extending Educational Reform

From One School to Many



Edited By Amanda Datnow, Lea Hubbard, Hugh Mehan

In an effort to improve student achievement, thousands of US schools have adopted school reform models devised externally by universities and other organizations. Such models have been successful in improving individual schools or groups of schools, but what happens when educational reform attempts to extend from one school to many?

Routledge
March 2002:344
Hb: 978-0-415-24069-7: **£170.00**
Pb: 978-0-415-24070-3: **£44.99**
eBook: 978-0-203-9939-65

* For full contents and more information, visit: www.routledge.com/9780415240703

Truancy

Short and Long-term Solutions



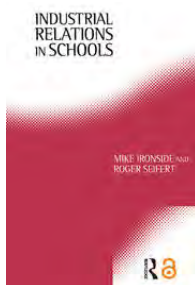
Edited By Ken Reid

Full of practical examples of the latest ways in which schools, teachers, education welfare officers and LEAs try to overcome their attendance difficulties. Ken Reid identifies nearly 120 short-term solutions as well as several long-term strategic approaches. The book also considers parental-condoned absenteeism, alternative curriculum schemes and mentoring, while the final chapter presents some strategic issues which policy-makers and politicians need to overcome.

Routledge
April 2002:204
Hb: 978-1-138-46625-8: **£175.00**
Pb: 978-0-415-27575-0: **£39.99**
eBook: 978-0-203-01801-9

* For full contents and more information, visit: www.routledge.com/9780415275750

Industrial Relations in Schools



Edited By Mike Ironside, Roger Seifert

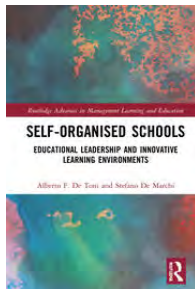
The subject of industrial relations is intimately connected with the nature of schooling - in particular, the teacher trade unions have played and will continue to play a crucial role in shaping the school system - yet this subject has been virtually neglected in educational literature. Mike Ironside and Roger Seifert's book redresses this balance and unravels the complex issues surrounding the employment and management of teachers. Recent changes in education have had massive implications for the way in which our education system is organised.

Routledge
June 1995:288
Hb: 978-1-138-15913-6: **£84.99**
Pb: 978-0-415-08088-0: **£32.99**
eBook: 978-0-203-98967-8

* For full contents and more information, visit: www.routledge.com/9780415080880

Self-Organised Schools

Educational Leadership and Innovative Learning Environments



Edited By Alberto F. De Toni, Stefano De Marchi

Series: Routledge Advances in Management Learning and Education

Self-Organised Schools: Educational Leadership and Innovative Learning Environments describes the results of the research we carried out at fourteen Italian schools that highlight how the more self-organized schools are, the more innovative learning environments are.

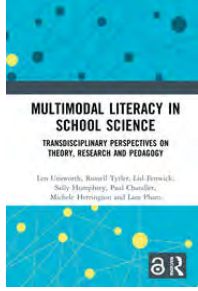
This book is aimed specifically at school principals of all levels, scholastic reformers, educational scholars, organisation and management consultants who want to innovate learning and management of learning.

Routledge
August 2022:318
Hb: 978-1-032-13234-1: **£130.00**
eBook: 978-1-003-22826-4

* For full contents and more information, visit: www.routledge.com/9781032132341

Multimodal Literacy in School Science

Transdisciplinary Perspectives on Theory, Research and Pedagogy



Edited By Len Unsworth, Russell Tytler, Lisl Fenwick, Sally Humphrey, Paul Chandler, Michele Herrington, Lam Pham

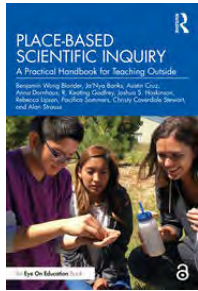
This book establishes a new theoretical and practical framework for multimodal disciplinary literacy (MDL) fused with the subject-specific science pedagogies of senior high school biology, chemistry and physics. It builds a compatible alignment of multiple representation and representation construction approaches to science pedagogy with the social semiotic, systemic functional linguistic based approaches to explicit teaching of disciplinary literacy. This book will be of interest to researchers, teacher educators and postgraduate students in the field of science education. It will also have appeal to those in literacy education and social semiotics.

Routledge
February 2022:286
Hb: 978-0-367-71404-8: £130.00
eBook: 978-1-003-15071-8

* For full contents and more information, visit: www.routledge.com/9780367714048

Place-Based Scientific Inquiry

A Practical Handbook for Teaching Outside



Edited By Benjamin Wong Blonder, Ja'Nya Banks, Austin Cruz, Anna Dornhaus, R. Keating Godfrey, Joshua S. Hoskinson, Rebecca Lipson, Pacifica Sommers, Christy Stewart, Alan Strauss

Learn how to facilitate scientific inquiry projects by getting out of the classroom and connecting to the natural environment. Providing a contemporary perspective on how to do scientific inquiry in ways that can make teachers' lives easier and students' experiences better, this book draws on authentic inquiry, engaging with communities, and teaching through project-based learning, to help students design and carry out scientific inquiry projects. This accessible guide will help you to develop skills around facilitation, teambuilding, and learning outdoors in schoolyards and parks, acting as a go-to toolkit for teachers to help build confidence and skills in these areas.

Eye On Education
March 2023:292
Hb: 978-1-032-43416-2: £120.00
Pb: 978-1-032-43415-5: £29.99
eBook: 978-1-003-36719-2

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Leading a Business School



Edited By Julie Davies, Howard Thomas, Eric Cornuel, Rolf D. Cremer

This candid and well-researched book is essential reading for aspiring business school leaders, those hiring and working with deans, and other higher education leaders. Business schools are critical players in higher education, educating current and future leaders to make a difference in the world. Yet we know surprisingly little about the leaders of business schools. *Leading a Business School* offers international insights into deans' dilemmas in different contexts. It highlights the importance of deans creating challenging and supportive learning cultures to enhance business and management education, organisations, and society more broadly.

Routledge

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Black Men Teaching in Urban Schools

Reassessing Black Masculinity



Edited By Edward Brockenbrough

Series: Routledge Critical Studies in Gender and Sexuality in Education

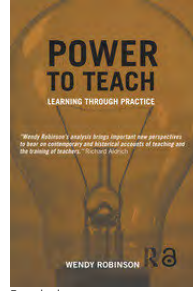
This volume follows eleven Black male teachers from an urban, predominantly Black school district to reveal a complex set of identity politics and power dynamics that complicate these teachers' relationships with students and fellow educators. It provides new and important insights into what it means to be a Black male teacher and suggests strategies for school districts, teacher preparation programs, researchers and other stakeholders to rethink why and how we recruit and train Black male teachers for urban K-12 classrooms.

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Power to Teach

Learning Through Practice



Edited By Wendy Robinson

Series: Woburn Education Series

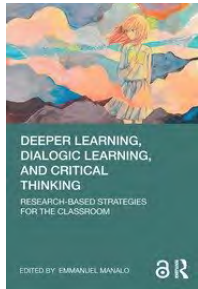
This book illustrates hitherto unexamined connections between the present state of teacher education in the UK and past models of practice. It locates contemporary debates within ongoing historical tensions over what constitutes a sound and proper start to a career in teaching. Questions as to the constituents of a professional training, the essential skills, knowledge and attitudes desired of an effective teacher, the most suitable locus of expertise, the relative roles of participants, and the balance of theory and practice lie at the heart of this book.

Routledge
July 2002:166
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Deeper Learning, Dialogic Learning, and Critical Thinking

Research-based Strategies for the Classroom



Edited By Emmanuel Manalo

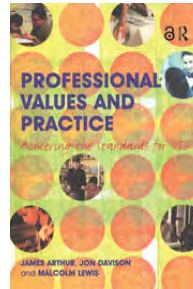
Deeper learning, dialogic learning, and critical thinking are generally accepted as three of the most essential capabilities that education in the 21st century must cultivate. However, proven methods for such cultivation are sorely lacking, and many teachers in schools and instructors in higher education feel inadequately equipped for the task of developing such capabilities in their students. This book creates tangible links between innovative educational research and classroom teaching practices to address the all-important question of how we can realize our ideals for education in the 21st Century.

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Professional Values and Practice

Achieving the Standards for QTS



Edited By James Arthur, Jon Davison, Malcolm Lewis

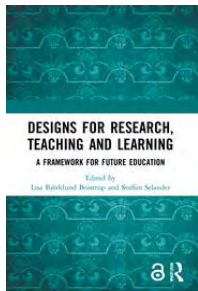
The professional code of the General Teaching Council lists eight new standards, each of them analysed here in detail using questions and activities to describe what trainee teachers need to know, understand and demonstrate as they work towards Qualified Teacher Status.

Routledge
January 2005:190
Hb: 978-0-415-31726-9: **£140.00**
Pb: 978-0-415-31727-6: **£35.99**
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Designs for Research, Teaching and Learning

A Framework for Future Education



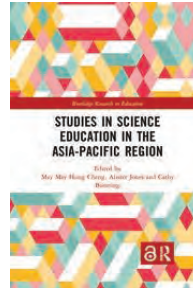
Edited By Lisa Björklund Boistrup, Staffan Selander

This book offers a coherent theoretical and multimodal perspective on research, teaching and learning in different non-formal, semi-formal, and formal learning environments. The book supports innovative thinking on how we understand learning, and will appeal to academics, scholars and post graduate students in the field of education research and theory, learning sciences, and multimodal and social semiotics. It will also be of interest to school leaders, university provosts and professionals working in education.

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September 2023:182
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Studies in Science Education in the Asia-Pacific Region



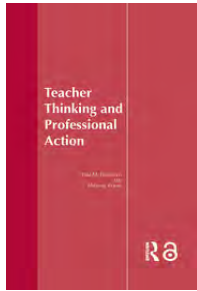
Edited By May Hung Cheng, Alister Jones, Cathy Bunting

The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development. While neither a comprehensive nor definitive representation of the work that is being carried out in the region, the contributions—from China, Hong Kong, Taiwan, Korea, Japan, Singapore, Australia, and New Zealand—give a taste of some of the issues being explored, and the hopes that researchers have of positively influencing the types of science education experienced by school students.

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March 2019:210
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Teacher Thinking & Professional Action



Edited By Pam Denicolo, Michael Kompf

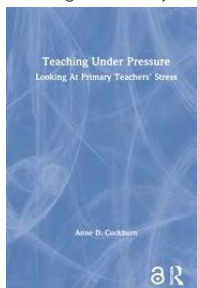
This book satisfies the demand for a lasting record of ISATT's illuminating discussions on the theme. It is based on a selection of papers presented at their third bi-annual conference and has been updated by each contributor to include their current thoughts and opinions.

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December 2015:284
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Teaching Under Pressure

Looking At Primary Teachers' Stress



Edited By Anne Cockburn

This text is based on the author's research into primary school teacher's stress. The research has been linked with the author's belief in the need to understand ourselves, our personal and professional situations and how they relate. The resulting book is a practical text designed to address the reader in such a way that they can readily identify with what is being discussed. Furthermore, readers are encouraged to explore ways in which they can begin to tackle their own problems.

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