



Education Books

Spring/Summer

2012

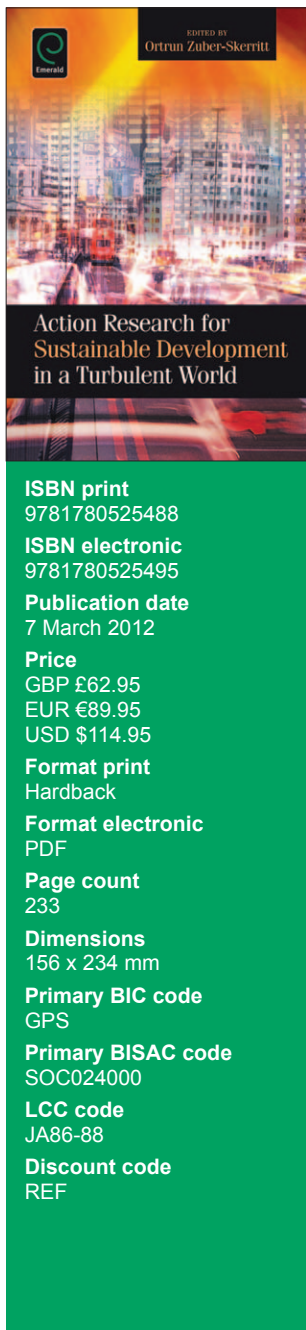
Action Research for Sustainable Development in a Turbulent World

Editor

Ortrun Zuber-Skerritt, Griffith University, Australia

Synopsis

This book presents and celebrates over 20 years of Action Learning and Action Research (ALAR) through stories, experiences, reflections and specific works of key proponents of and participants in Action Learning and Action Research World Congresses. Authors discuss wide-ranging possibilities and argue for the benefits of action research for sustainable development and problem solving in a turbulent world in the 21st century. They practise what they preach: collaborative, participatory action research based on learning outcomes from projects, discussion and debate. All chapters argue for, justify and explain the need for a shift in approaches to learning and development – from technical, managerial and controlling, to emancipatory, critical, ethical and humanist approaches – to achieve sustainable and robust outcomes in a turbulent world. The book is the first to present action research as a solution to and integration of economic, social, philosophical and ecological systems for problem solving and sustainable development in this troubled world of the 21st century.



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233

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156 x 234 mm

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Primary BISAC code

SOC024000

LCC code

JA86-88

Discount code

REF

The Early Childhood Educator Professional Development Grant: Research and Practice

**Advances in Early Childhood Education and Day
Care
Volume 15**

Editor

John A. Sutterby, University of Texas at Brownsville, TX, USA

Synopsis

The 15th volume of *Advances in Early Education and Day Care* focuses on the implementation of professional development for early childhood educators, describing a number of models for improving early childhood care. These models differ by setting, urban, rural, public, private, center and home-based child care. These programs also differ by implementation model. Mentoring, workshops, online information and college courses are examples of how professional development was implemented. The systematic assessment of both the providers and the children described in these chapters will be of assistance for future research designers who are conducting large scale data collection and analysis. These chapters should serve as a way for policy makers to become informed about how best to expend scarce resources in the implementation of professional development. Increasing our knowledge of effective practices in professional development is an important factor in improving the outcomes for future generations of children.

The collection of these chapters in one volume should provide future developers of professional development with a road map for what works and what might not be as effective.

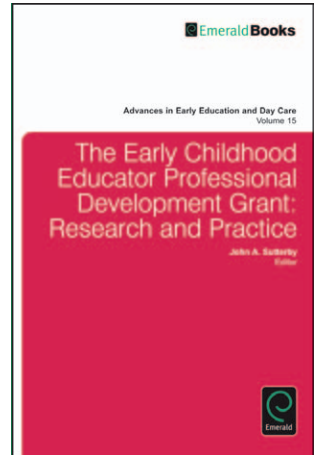
Previous Volumes

Volume 14 ISBN: 9780762312382

*Practical Transformations and Transformational Practices:
Globalization, Postmodernism, and Early Childhood Education*

Volume 13 ISBN: 9780762311460

*Social Contexts of Early Education, and Reconceptualizing Play –
Part 2*



ISSN

0270-4021

ISBN print

9780857242792

ISBN electronic

9780857242808

Publication date

8 October 2011

Price

GBP £62.95

EUR €89.95

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Format print

Hardback

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PDF

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192

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156 x 234 mm

Primary BIC code

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Primary BISAC code

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LCC code

LB1139.2-1139.5

Discount code

SRS

Living on the Boundaries: Urban Marginality in National and International Contexts

Advances in Education in Diverse Communities Volume 8

Editor

Carol Camp-Yeakey, Washington University in St Louis, MO, USA

Synopsis

Given the increasing urbanization of the world's population, how people thrive and survive in high density urban environments is a topic of profound interest to nation states and governments. Books have focused on 'poverty and place' and 'geography of opportunity,' questioning the influence of neighborhood environs on the future social mobility of those who inhabit those neighborhoods. This anthology describes and analyzes the living conditions of marginalized persons in cities and neighborhoods across the globe and the consequential impact on their future social mobility. Chapters focus on key issues that include immigration, educational underachievement, urban renewal, public health, immigration, homelessness, environmental issues, race, segregation, and the marginality of urban youth and economically disadvantaged groups.

Previous volumes

Volume 7 ISBN: 9781780526409

As the World Turns: Implications of Global Shifts in Higher Education for Theory, Research and Practice

Volume 6 ISBN: 9781848551848

Power, Voice and the Public Good: Schooling and Education in Global Societies

 Emerald Books

Advances in Education in Diverse Communities:
Research Policy and Praxis
Volume 8

Living on the Boundaries: Urban Marginality in National and International Contexts

Carol Camp-Yeakey
Editor



ISSN

1479-358X

ISBN print

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ISBN electronic

9781780520339

Publication date

28 May 2012

Price

GBP £62.95

EUR €89.95

USD \$114.95

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Hardback

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PDF

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630

Dimensions

156 x 234 mm

Primary BIC code

JNFN

Primary BISAC code

EDU02000

LCC code

LC65-245

Discount code

SRS

As the World Turns: Implications of Global Shifts in Higher Education for Theory, Research and Practice

Advances in Education in Diverse Communities Volume 7

Editors

Walter R. Allen, University of California – Los Angeles, USA

Marguerite Bonous-Hammarth, National SAPAA Knowledge Community, CA, USA

Robert T. Teranishi, NYU Steinhardt School of Culture, Education, and Human Development, USA

Synopsis

As the World Turns examines two of the major problems confronting higher education in this modern world:

- 1) Access to higher education remains a persistent problem for disadvantaged students around the world
- 2) Universities that are highly segregated by race, culture, language, nationality, or immigration status have lower achievement for disadvantaged students – who are also more often targets of discrimination.

This volume compares discriminated, underrepresented and excluded groups in universities around the globe; identifying personal, group, institutional and societal factors related to persistent inequality. Through a consortium of international scholars, the chapters present studies on minority student experiences and achievement, asking whether and how universities:

- 1) exhibit difference, diversity and inequality;
- 2) integrate multiple social groups;
- 3) encourage respect between diverse communities; and
- 4) use diversity to enhance student learning.

This volume demonstrates how diversity and equity help advance academic excellence in global higher education.

Previous volumes

Volume 6 ISBN: 9781848551848

Power, Voice and the Public Good: Schooling and Education in Global Societies

Volume 5 ISBN: 9780762311828

Higher Education in a Global Society: Achieving Diversity, Equity and Excellence



Advances in Education in Diverse Communities:
Research Policy and Praxis
Volume 7

As the World Turns:
Implications of Global
Shifts in Higher
Education for Theory,
Research and Practice

Walter R. Allen
Marguerite Bonous-Hammarth
Robert T. Teranishi
Editors



ISSN

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Price

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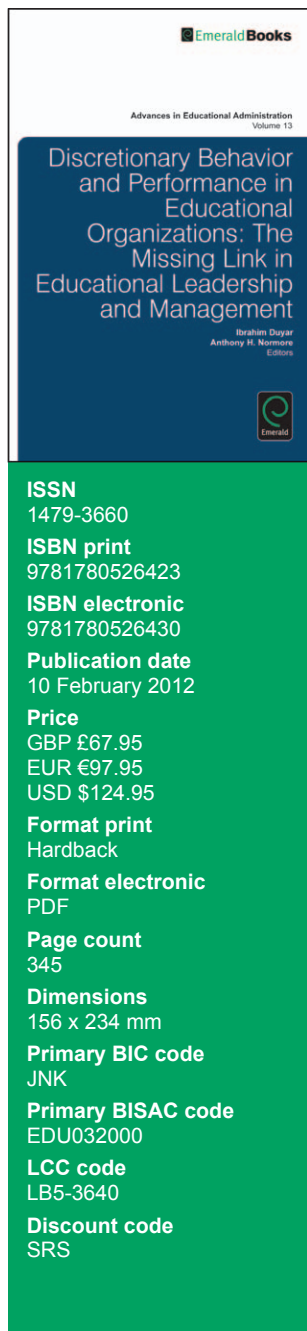
EDU037000

LCC code

LBS-3640

Discount code

SRS



Discretionary Behavior and Performance in Educational Organizations: The Missing Link in Educational Leadership and Management

Advances in Educational Administration Volume 13

Editors

Ibrahim Duyar, University of Arkansas at Little Rock, USA

Anthony H. Normore, California State University, Dominguez Hills, USA

Synopsis

This volume of *Advances in Educational Administration* examines discretionary behavior/performance, an emerging yet critical phenomenon for educational organizations to be effective in responding to the complex expectations of the 21st century. Discretionary behavior refers to the employee behavior that is not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization. Discretionary behaviors of the educational workforce can contribute to maintenance and enhancement of the social and psychological organizational context which supports the task performance and organizational effectiveness.

Previous volumes

Volume 12 ISBN: 9781780521848

*Leadership in Education, Corrections and Law Enforcement
A Commitment to Ethics, Equity and Excellence*

Volume 11 ISBN: 9780857244451

*Global Perspectives on Educational Leadership Reform: The
Development and Preparation of Leaders of Learning and Learners of
Leadership*

Assessment and Intervention

Advances in Learning and Behavioral Disabilities Volume 24

Editors

Thomas E. Scruggs, George Mason University, VA, USA

Margo A. Mastropieri, George Mason University, VA, USA

Synopsis

The recent emphasis on accountability in policy and practice for individuals with learning and behavioral disabilities has placed a renewed focus on issues in assessment. However, assessment in itself is of little value unless it leads to more effective and systematic interventions. In this volume, a distinguished group of international authors provide important insights on recent advances on assessment and intervention, and the relation between the two. Included in this volume are chapters on curriculum-based measurement and response to intervention, dynamic assessment and working memory, diagnostic accuracy and functional diagnosis, assessment of social behavior, assessment and intervention in reading and writing, assessment and treatment of attention deficit hyperactivity disorder, and assessment and intervention in social and emotional competence and self-determination. Taken together, these chapters provide significant new information that will be of interest to graduate students, clinicians, teachers, and other professionals concerned with effective assessment and intervention for individuals with learning and behavioral disabilities.


Previous Volumes

Volume 23 ISBN: 9781849507769

Literacy and Learning

Volume 22 ISBN: 9781848553101


Policy and Practice



Advances in Learning and Behavioral Disabilities
Volume 24

Assessment and
Intervention

Thomas E. Scruggs
Margo A. Mastropieri
Editors



ISSN
0735-004X

ISBN print
9780857248299

ISBN electronic
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Publication date
1 April 2011

Price
GBP £62.95
EUR €89.95
USD \$114.95

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Hardback

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375

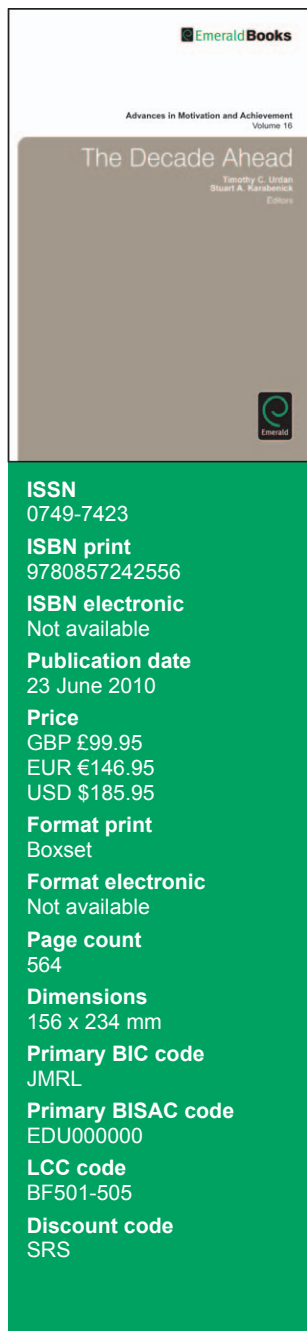
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PSY000000

LCC code
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Discount code
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**ISSN**

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9780857242556

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Publication date

23 June 2010

Price

GBP £99.95

EUR €146.95

USD \$185.95

Format print

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Page count

564

Dimensions

156 x 234 mm

Primary BIC code

JMRL

Primary BISAC code

EDU000000

LCC code

BF501-505

Discount code

SRS

The Decade Ahead

Advances in Motivation and Achievement Volume 16, Parts A&B

Editors

Stuart Karabenick, University of Michigan, Ann Arbor, MI, USA

Timothy C. Urdan, Santa Clara University, CA, USA

Synopsis

Volume 16, *The Decade Ahead*, takes stock of the current state of knowledge in several areas of motivation research and looks forward to the most likely and promising avenues for research in the coming decade. The chapters, from a mix of both new and veteran researchers, summarize the current state of the research in a particular area of motivation and then offer informed speculation about where the research will go in the coming decade. The volumes include chapters on the intersection of motivation and emotion, the influence of motivation research on educational policy, research on implicit motives, the application of motivation research in classrooms, sociocultural approaches to motivation research, and motivation research with African American students. By providing chapters that both sum-up and look forward, this volume offers a useful roadmap for the future of motivation research in a variety of areas.

Related Titles

Volume 16A ISBN: 9780857241115

The Decade Ahead: Theoretical Perspectives on Motivation and Achievement

Volume 16B ISBN: 9780857242532

The Decade Ahead: Applications and Contexts of Motivation and Achievement

The Decade Ahead: Theoretical Perspectives on Motivation and Achievement

Advances in Motivation and Achievement Volume 16, Part A

Editors

Stuart Karabenick, University of Michigan, Ann Arbor, MI, USA

Timothy C. Urdan, Santa Clara University, CA, USA

Synopsis

Volume 16 of "Advances in Motivation and Achievement" is presented in two books. In both books, leading researchers in the field review the current state of the knowledge in their respective sub-disciplines and offer their prognostications about where the research is likely to proceed in the decade ahead. In this book, Volume 16A, seven prominent theories of motivation are examined, including research on self-efficacy, achievement goal theory, expectancy-value theory, self-determination theory, self-concept research, implicit motives, and interest. In the second book, Volume 16B, chapters examining the associations between motivation and other constructs, such as emotion and self-regulation, are presented. In addition, Volume 16B includes chapters examining sociocultural approaches to the study of motivation, the motivation of African American students and teachers' motivation, the application of motivation research in classrooms, and the policy implications of motivation research. By providing chapters that both summarize and look forward, the two books in this volume offer a useful roadmap for the future of motivation research in a variety of areas.

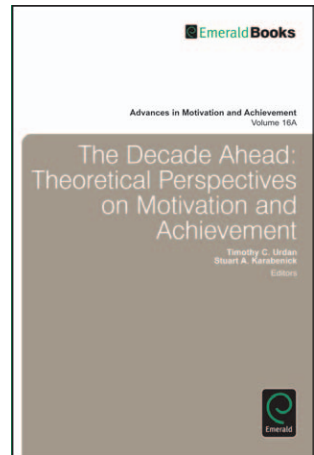
Previous Volumes

Volume 16 ISBN: 9780857242556

The Decade Ahead

Volume 16B ISBN: 9780857242532

The Decade Ahead: Applications and Contexts of Motivation and Achievement



ISSN

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Dimensions

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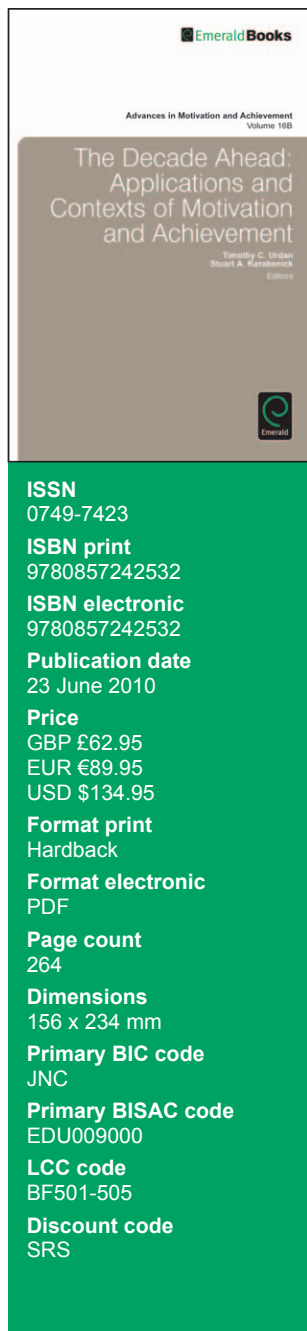
EDU009000

LCC code

BF501-505

Discount code

SRS



The Decade Ahead: Applications and Contexts of Motivation and Achievement

Advances in Motivation and Achievement Volume 16, Part B

Editors

Stuart Karabenick, University of Michigan, Ann Arbor, MI, USA

Timothy C. Urdan, Santa Clara University, CA, USA

Synopsis

Volume 16 of "Advances in Motivation and Achievement" is presented in two books. In both books, leading researchers in the field review the current state of the knowledge in their respective sub-disciplines and offer their prognostications about where the research is likely to proceed in the decade ahead. In this book, "Volume 16B", chapters examining the associations between motivation and other constructs, such as emotion and self-regulation, are presented. In addition, "Volume 16B" includes chapters examining sociocultural approaches to the study of motivation, the motivation of African American students and teachers' motivation, the application of motivation research in classrooms, and the policy implications of motivation research. In the first book, "Volume 16A", seven prominent theories of motivation are examined, including research on self-efficacy, achievement goal theory, expectancy-value theory, self-determination theory, self-concept research, implicit motives, and interest. By providing chapters that both summarize and look forward, the two books in this volume offer a useful roadmap for the future of motivation research in a variety of areas.

Previous Volumes

Volume 16 ISBN: 9780857242556

The Decade Ahead

Volume 16A ISBN: 9780857241115

The Decade Ahead: Theoretical Perspectives on Motivation and Achievement

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264

Dimensions

156 x 234 mm

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JNC

Primary BISAC code

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BF501-505

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SRS

Perspectives on Evaluating Criminal Justice and Corrections

Advances in Program Evaluation Volume 13

Editors

Erica Bowen, Coventry University, UK

Sarah Brown, Coventry University, UK

Synopsis

A comprehensive and authoritative overview of issues relating to the evaluation of criminal justice/corrections "interventions", this unique reference draws on a variety of theoretical, cultural and epistemological perspectives with authors from a range of disciplines and countries. It begins by looking at the purpose of evaluation within criminal justice systems as a historical and conceptual background. Methods outlined for evaluating criminal justice focus on educating readers about the design decisions they may face as evaluators, enabling them to make informed decisions when choosing designs that are not necessarily optimal. It raises the question of who evaluation is for, and a clearly informed discussion of the importance of the full range of stakeholders involved in evaluation and the potential impact of participating in evaluations on different stakeholders is presented. With insight into successful and unsuccessful evaluation from the perspective of those who are being evaluated, and a critical examination of the methodological and conceptual difficulties involved in identifying "effects", this book concludes by looking ahead to the future of criminal justice evaluation.

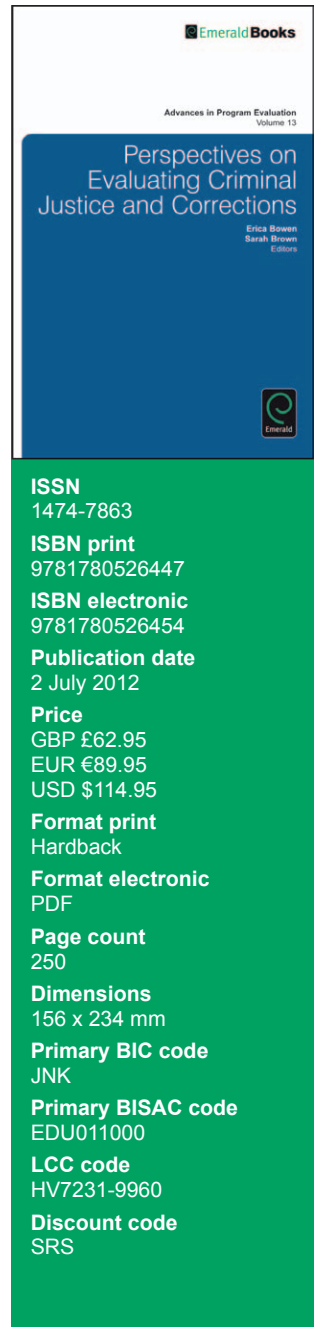
Previous volumes

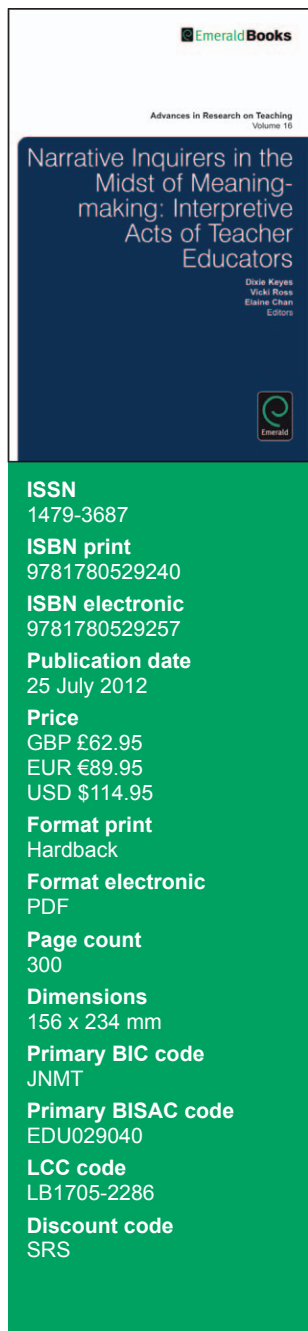
Volume 12 ISBN: 9781846638909

Access: A Zone of Comprehension and Intrusion

Volume 11 ISBN: 9780762310555

Assessing Teachers for Professional Certification: The First Decade of the National Board for Professional Teaching Standards





Narrative Inquirers in the Midst of Meaning-making: Interpretive Acts of Teacher Educators

Advances in Research on Teaching Volume 16

Editors

Dixie Keyes, Arkansas State University, USA

Vicki Dea Ross, Northern Arizona University, USA

Elaine Chan, University of Nebraska-Lincoln, USA

Synopsis

Narrative Inquirers in the Midst of Meaning-making: Interpretive Acts of Teacher Educators illustrates interim narrative field texts of identity as “teacher educator stories” and demonstrates how researchers utilize common places of temporality, sociality, and place in analyzing narratives. It describes conceptualizations of narrative research processes, bringing forward narrative tools and methods of layering narratives from experienced narrative researchers. Through the metaphor of braided rivers, the chapters are woven together through unique chapter interim dialogues which spotlight the insights discovered within the three-dimensional inquiry space. From chapters on the temporal dimension of narrative inquiry, on burrowing and broadening through narrative, on openness and inconclusivity in interpretation, on plotlines discovered through the interpretive tool of chronotypes, and on the cross-cultural interpretation of field texts, researchers and teacher educators can reach new conclusions about the ontology and epistemology of narrative research, in the midst of meaning-making.

Previous volumes

Volume 15 ISBN: 9780857249050
Adolescent Boys' Literate Identity

Volume 14 ISBN: 9780857248275
Places of Curriculum Making: Narrative Inquiries into Children's Lives in Motion

Adolescent Boys' Literate Identity

Advances in Research on Teaching Volume 15

Editor

Mary Rice, Brigham Young University, Provo, UT, USA

Synopsis

This book is the representation of a narrative inquiry conducted with five ninth grade boys that were identified as displaying multiple literacies, looking specifically at how these boys storied their literate identities. The author conducted several negotiation sessions with the boys and their parents at the school, as well as in their homes. These negotiations facilitated a methodological concept that the book terms distillation: an interim step for determining which narratives in an inquiry are emblematic. An analysis of the collected stories revealed that the boys' stories moved beyond current conceptions of either identity or literacy alone and instead offered a way of defining literate identity as simultaneously being and doing literacy. The question of how the boys story themselves, the original research question, is ultimately answered using a meta-narrative, or archetype, where a hero distributes a boon, or gift to his society. The implications for this research include a need to examine classroom space in order to facilitate the deployment of literate identity capital, as well as space for living out the meta-narratives that these boys are composing.

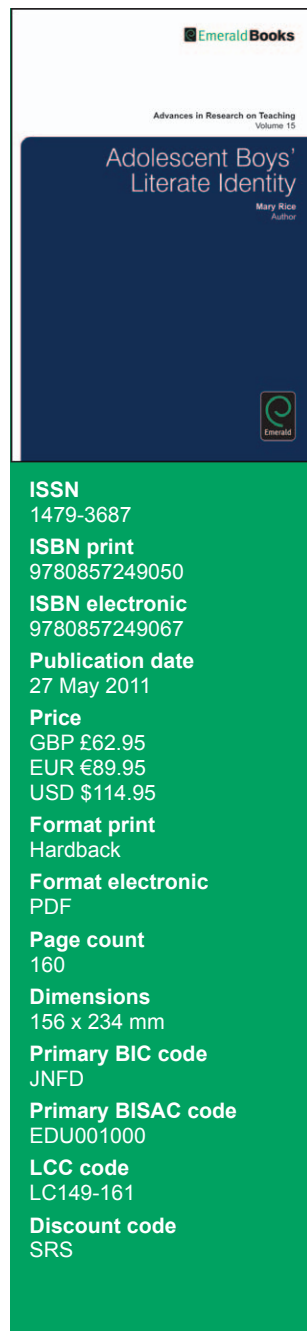
Previous Volumes

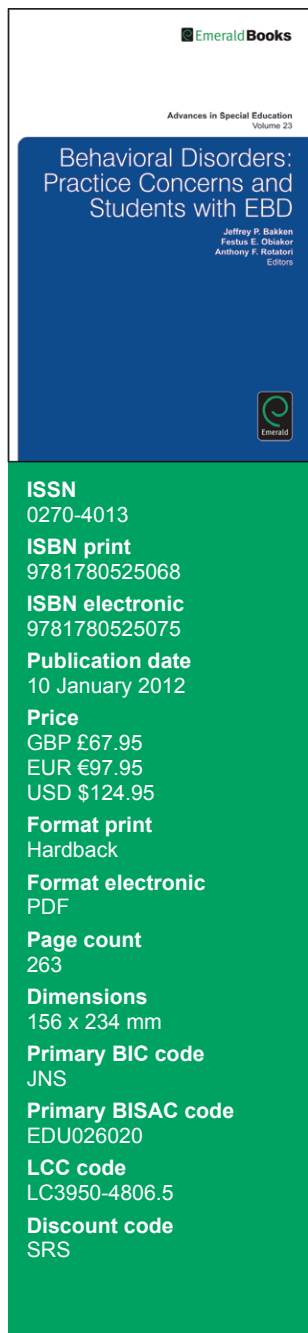
Volume 14 ISBN: 9780857248275

Places of Curriculum Making: Narrative Inquiries into Children's Lives in Motion

Volume 13 ISBN: 9780857245915

Narrative Inquiries Into Curriculum Making In Teacher Education





Behavioral Disorders: Practice Concerns and Students with EBD

Advances in Special Education Volume 23

Editors

Jeffrey P. Bakken, Illinois State University, USA

Festus E. Obiakor, University of Wisconsin, Milwaukee, USA

Anthony F. Rotatori, Saint Xavier University, Chicago, IL, USA

Synopsis

Along with Volume 22 of the same series, this book addresses the most current perspectives and issues related to behaviour disorders and it involves leaders in the behaviour disorders field. This book specifically addresses practice concerns and students with EBD.

This book is organized to allow readers to follow behavioural disorders in a very logical and thoughtful process. Topics addressed include inclusion, social skills training, effective instruction, response-to-intervention, transition, technology, finally ending with working families, and teacher preparation. Chapters can be read in order or independently, since they have considerable versatility. We feel that this volume of *Advances in Special Education* will be an excellent resource for special education professionals who teach and serve students with behavioural disorders.

Previous volumes

Volume 22 ISBN: 9781780522463

Behavioral Disorders Identification, Assessment, and Instruction of Students with EBD

Volume 21 ISBN: 9780857246295

History of Special Education

Behavioral Disorders: Identification, Assessment, and Instruction of Students with EBD

**Advances in Special Education
Volume 22**

Editors

Jeffrey P. Bakken, Illinois State University, USA

Festus E. Obiakor, University of Wisconsin, Milwaukee, USA

Anthony F. Rotatori, Saint Xavier University, Chicago, IL, USA

Synopsis

Along with Volume 23 of the same series, this book addresses the most current perspectives and issues related to behaviour disorders and it involves leaders in the behaviour disorders field. This book specifically addresses identification, assessment and instruction.

This book is organized to allow readers to follow behavioural disorders in a very logical and thoughtful process. Topics addressed include legal issues, assessment, placement prevention, culturally and linguistically diverse students, English Language learners, behaviour modification, as well as differentiated instruction. Chapters can be read in order or independently, since they have considerable versatility. We feel that this volume of *Advances in Special Education* will be an excellent resource for special education professionals who teach and serve students with behavioural disorders.

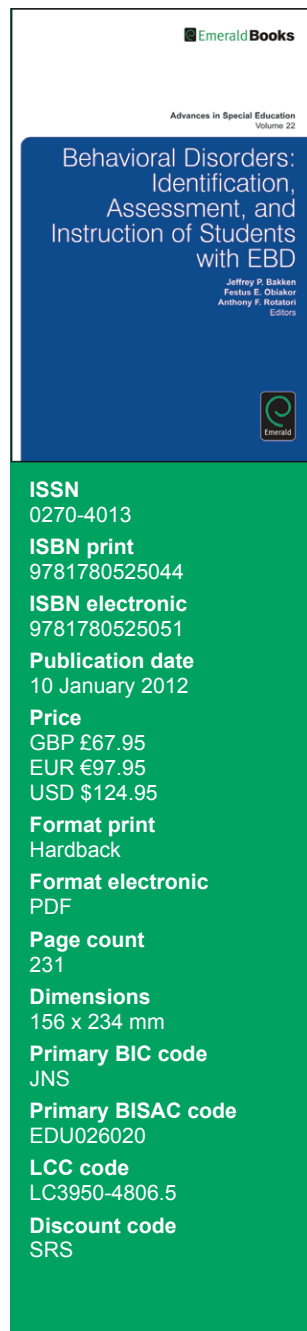
Previous volumes

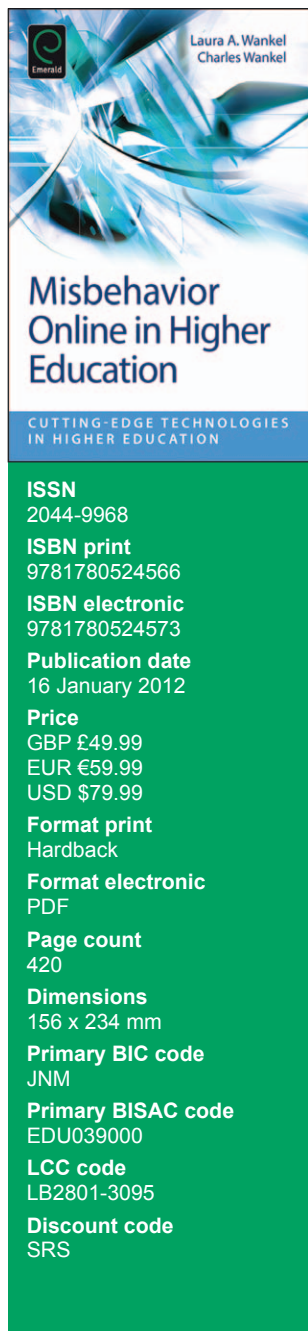
Volume 21 ISBN: 9780857246295

History of Special Education

Volume 20 ISBN: 9781849509541

Current Issues and Trends in Special Education: Research, Technology, and Teacher Preparation





Misbehavior Online in Higher Education

Cutting-edge Technologies in Higher Education Volume 5

Editors

Laura A. Wankel, Northeastern University, MA, USA

Charles Wankel, St John's University, NY, USA

Synopsis

As interaction in higher education among faculty, staff, students, and others becomes ever more digital, the welter of new online communication technologies has provided many unintentional opportunities for indiscipline and misconduct. As a result of this unfortunate increase in misbehaviour, administrators and instructors in higher education are increasingly being called upon to remedy and forestall such actions.

Misbehavior Online in Higher Education is rich in contemporary case studies, analytical reports, and up-to-date research, providing detailed overviews of various misbehavior, including cyberbullying, cyberstalking, cyberslacking, and privacy invasion, hacking, cheating, teasing, and enhanced prejudicial attitudes. The development of approaches to addressing these problems is discussed and examples are provided. The book also anticipates emerging problematic behaviors and explores the creation of new policies, programmes, facilities, and technologies to tackle such problems.

Previous volumes

Volume 4 ISBN: 9781780520520

Transforming Virtual World Learning

Volume 3 ISBN: 9780857247810

Teaching Arts and Science with the New Social Media

Black Female Undergraduates on Campus: Successes and Challenges

Diversity in Higher Education Volume 12

Editors

Crystal Renée Chambers, East Carolina University,
Greenville, NC, USA

Rhonda Vonshay Sharpe, Bennett College, NC, USA

Synopsis

Since 1976, increased attention has been paid to the diminishing numbers of Black males in higher education, and rightly so: the total numerical enrolments of Black female undergraduates have outstripped their male counterparts by a factor of nearly 2 to 1. Since intervention, however, the enrolment growth rate among Black males (60%) exceeded that of Black females (40%) (NCES, 2008). Needless to say, this good news was welcomed by many. However, as Cole and Guy-Sheftall (2003) have pointed out, it may be misguided to assume that improving the status of Black men will single-handedly solve all the complex problems facing African-American communities. Are we indirectly neglecting Black females? And what of their future? The purpose of *Black Female Undergraduates on Campus* is to identify both successes and challenges faced by Black female students accessing and matriculating through institutions of higher education. In illuminating the interactive complexities between persons and place, this volume is aimed towards garnering an understanding of the educational trajectories and experiences of Black females, independent of and in comparison with their peers. Special attention is paid to women pursuing careers in the high demand fields of teacher education and STEM.

Previous volumes

Volume 11 ISBN: 9781780521688

Beyond Stock Stories and Folktales: African Americans' Paths to STEM Fields

Volume 10 ISBN: 9781780521824

Women of Color in Higher Education: Contemporary Perspectives and Changing Directions



Diversity in Higher Education
Volume 12

Black Female Undergraduates on Campus: Successes and Challenges

Crystal Renée Chambers
Rhonda Vonshay Sharpe
Editors



ISSN

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Primary BISAC code

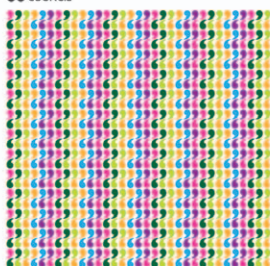
EDU020000

LCC code

LC2699-2913

Discount code

SRS

BRITISH
COUNCIL

Going Global

The landscape for policy makers and practitioners in tertiary education

Edited by Mary Stiasny and Tim Gore



ISBN print

9780857247834

ISBN electronic

Not available

Publication date

10 February 2012

Price

GBP £29.95

EUR €34.95

USD \$49.95

Format print

Hardback

Format electronic

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Page count

250

Dimensions

156 x 234 mm

Primary BIC code

JN

Primary BISAC code

EDU000000

LCC code

LB2300-2430

Discount code

REF

Going Global: The landscape for policy makers and practitioners in tertiary education

Editors

Mary Stiasny, Institute of Education, University of London, UK

Tim Gore, The University of Greenwich, UK

Synopsis

Going Global: The landscape for policy makers and practitioners in tertiary education provides an analysis of the current international higher education landscape, touching on the important trends in international higher education and how it can meet the “challenges” arising from today’s economic and political climate. Of particular focus are the importance of developing global citizens and the role of education in addressing this agenda, different models and drivers for global partnerships, the changing nature of international student mobility, and issues surrounding policy and leadership.

For those interested in international education, *Going Global: The landscape for policy makers and practitioners in tertiary education* offers an insight into the *Going Global* conference and details some of its highlights.

This book is recommended as essential reading for anyone involved in the further or higher education sector, government, a corporation, a representative body, an NGO, a development assistance organization or the media.

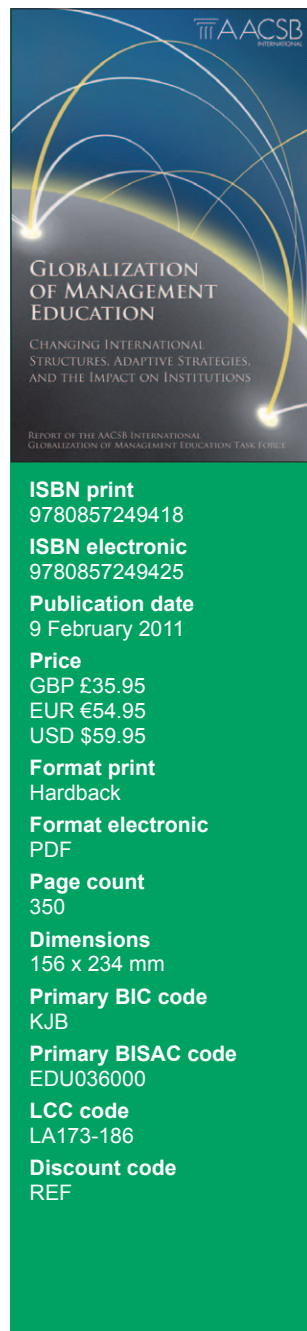
Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions

Editor

AACSB International, The Association to Advance Collegiate Schools of Business International, USA

Synopsis

Rarely, if ever, have business schools experienced change as far-reaching and powerful as during the current wave of globalization. Understanding these changes, and their implications, was the charge given to an AACSB Task Force on Globalization of Management Education. In this comprehensive report, the Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment. Then, by exploring individual business school strategies, it provides valuable insights into how business schools can and should respond. The report aims to encourage and guide business schools to embrace globalization in ways that are mission-appropriate, manageable given available resources, and meaningful to the stakeholders being served. For organizations serving business schools, it will be a catalyst for action that elevates and improves business schools' capabilities. Readers will be left with the conviction that great opportunities exist for business schools to move from keeping pace with the sweeping changes of globalization, to leading the way.



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Higher Education in Virtual Worlds: Teaching and Learning in Second Life



Edited by Charles Wankel • Jan Kingsley

Higher Education in **VIRTUAL WORLDS**

Teaching and Learning in Second Life



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Editors

Charles Wankel, St John's University, NY, USA

Jan Kingsley, Barcelona, Spain

Synopsis

The use of virtual world platforms is still in its infancy and many educators are wondering how best to use such platforms as a complement to their teaching and facilitation strategies. Targeted at educators and researchers wishing to use virtual environments in their teaching practice *Higher Education in Virtual Worlds* provides practical advice specifically for educators in higher education. This book focuses on the use of Second Life – a free, readily-accessible virtual world which is increasingly being used for both formal and informal learning. “Second Life” provides a platform where people can meet and collaborate, teach and learn, play roles and live through experiences. For the experienced, this publication provides case studies and ideas for implementing effective learning experiences, for the novice, it offers suggestions for overcoming potential barriers and joining the community of “new frontier educators”. It has a broad appeal to educators from a wide range of disciplines, from the academic community, to training and development managers, and companies with corporate universities looking to reduce their costs through the use of technology and distance learning.

International Handbook of Psychology in Education

Editors

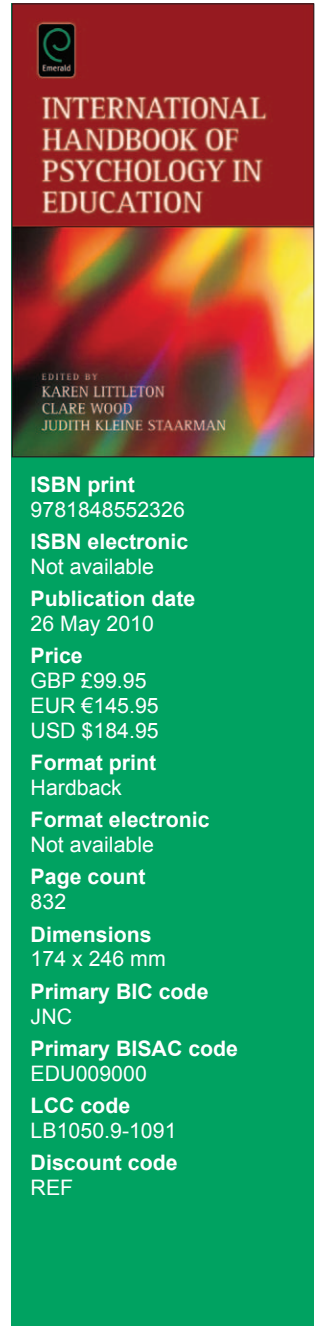
Karen Littleton, The Open University, Milton Keynes, UK

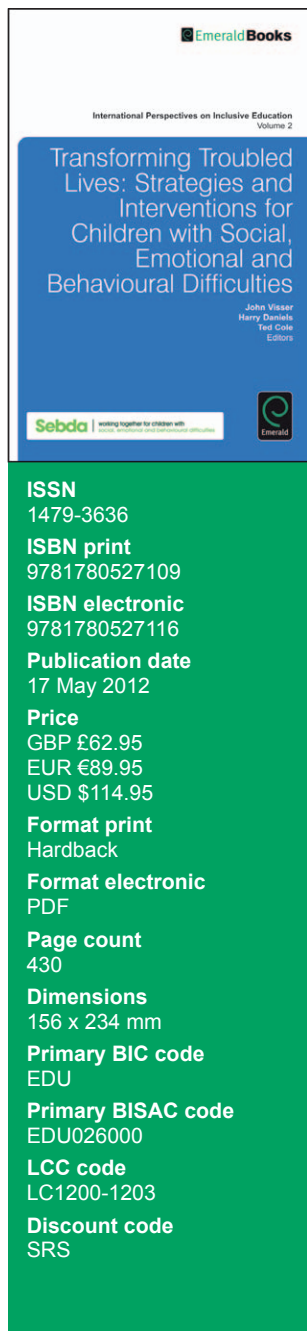
Clare Wood, Coventry University, UK

Judith Kleine Staarman, Faculty of Education, Cambridge, UK

Synopsis

The *International Handbook of Psychology in Education* provides researchers, practitioners and advisers working in the fields of psychology and education with an overview of cutting-edge research across a broad spectrum of work within the domain of psychology of education. The chapters in the handbook are authored by internationally recognised researchers, from across Europe, North America and the Pacific Rim. As well as covering the latest thinking within established areas of enquiry, the handbook includes chapters on recently emerging, yet important, topics within the field and explicitly considers the inter-relationship between theory and practice. A strong unifying theme is the volume's emphasis on processes of teaching and learning. The work discussed in the handbook focuses on typically developing school-age children, although issues relating to specific learning difficulties are also addressed.





Transforming Troubled Lives: Strategies and Interventions for Children with Social, Emotional and Behavioural Difficulties

International Perspectives on Inclusive Education Volume 2

Editors

John Visser, University of Northampton, UK

Harry Daniels, University of Bath, UK

Ted Cole, University of Bath, UK

Synopsis

As inclusive practice becomes more embedded in the policy and practice of schools around the globe, there remain groups of children and young people for whom education is a problem because of their behaviours, poor emotional development and lack of social skills. These pupils often display disaffection towards education and are to be found on the margins of mainstream schools – too often they drop out of schooling altogether. Drawing on papers and discussions at the 3rd International Conference of SEBDA in 2010 at Keble College, Oxford, UK, the papers in this volume both describe and critically examine strategies and interventions in meeting the educational and wellbeing needs of these children and young people. The contributions provide insights into the ways in which these pupils can remain engaged, or even be persuaded to re-engage, in education provided in both mainstream and specialist schools.

Education Strategy in the Developing World: Revising the World Bank's Education Policy

International Perspectives on Education and Society Volume 16

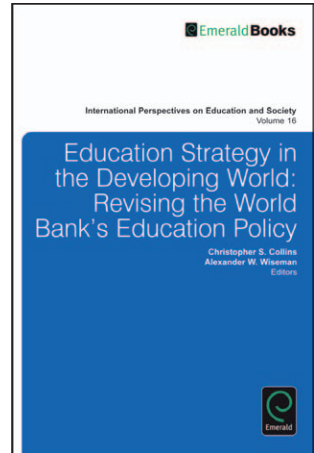
Editors

Christopher S. Collins, University of Hawai'i at Manoa, HI, USA

Alexander W. Wiseman, Lehigh University, PA, USA

Synopsis

Following the development of a "Concept Note" for the World Bank Education Strategy 2020, the World Bank engaged in a series of activities to garner feedback about the new strategy. In early 2011, a revised strategy was published entitled "Learning for All: Investing in People's Knowledge and Skills to Promote Development." The document ranges from explaining the role of education in development to the philosophy behind a new strategy and concludes with details about performance and impact indicators. To bring together the scholarly work and both evidence and expert opinion about the development practices of the Bank, this volume includes chapters/ authors with a range of research interests, practical experience, and ideological backgrounds.



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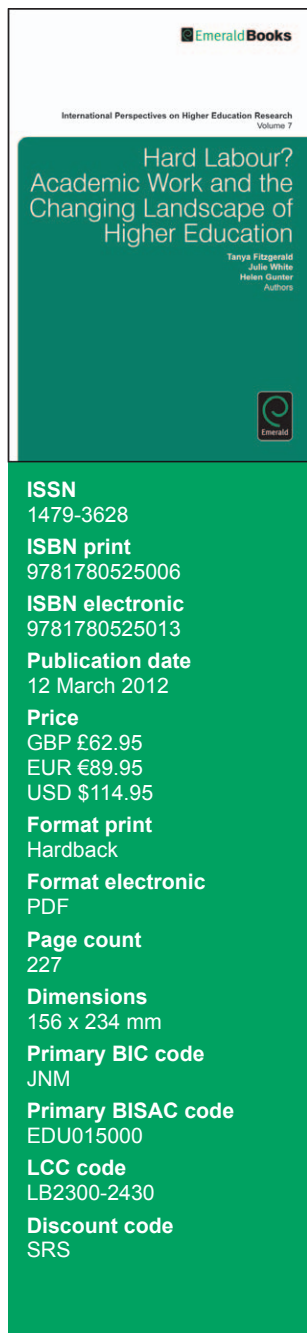
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SRS



Hard Labour? Academic Work and the Changing Landscape of Higher Education

International Perspectives on Higher Education Research Volume 7

Authors

Tanya Fitzgerald, La Trobe University, Australia

Julie White, La Trobe University, Australia

Helen Gunter, Manchester University, UK

Synopsis

Higher education institutions (HEIs) have experienced massive changes in the past three decades. Across the UK, the USA, Australia and New Zealand, new public management has introduced corporate governance structures, strategic plans, performance management, quality assurance processes, a client-focused approach to students and curriculum, and a commodification of higher education that has seen an unprecedented growth in international student numbers. Increased numbers of HEIs have stimulated a variety of challenges for administrators, academics, students and the broader community.

Drawing on data from the UK, Australia and New Zealand, this book addresses how policies of successive Labour governments have decreased the autonomy of academics and increased regimes of surveillance, radically altering how academics think about and engage in their intellectual work. It provokes the reader to think critically about the emergence of corporate styles of governance, management and leadership in HEIs and ways in which the demands of new public management and the knowledge economy have shaped and re-shaped scholarly work and identity.

Previous volumes

Volume 6 ISBN: 9780857249036

Institutional Transformation to Engage a Diverse Student Body

Volume 5 ISBN: 9780857243713

Interdisciplinary Higher Education: Perspectives and Practicalities

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Using Informative Assessments towards Effective Literacy Instruction

Literacy Research, Practice and Evaluation Volume 1

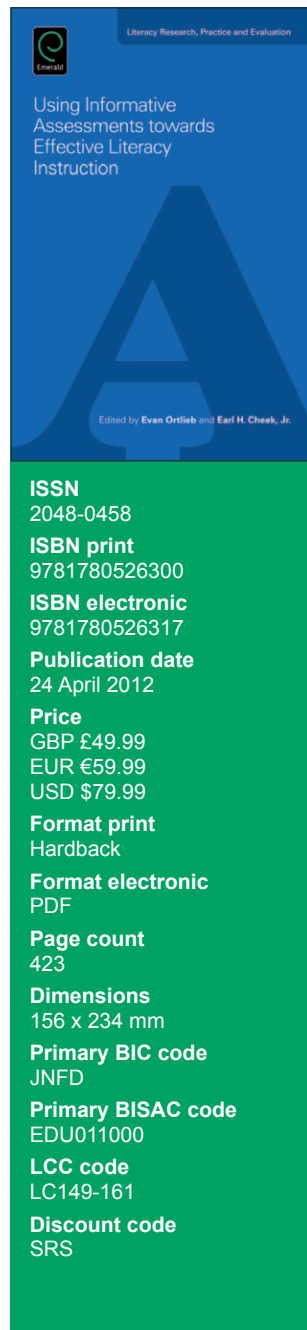
Editors

Evan Ortlieb, Texas A&M- Corpus Christi, TX, USA

Earl H. Cheek Jr, Louisiana State University, LA, USA

Synopsis

Using Informative Assessments towards Effective Literacy Instruction offers research-driven solutions to improving student literacy success through the exploration of advancements in literacy assessment and instruction. As the first volume in the series, *Literacy Research, Practice and Evaluation*, distinguished authors share a comprehensive portrayal of why assessments are necessary, how to select appropriate assessments, and how to effectively use data for curricular planning and instruction. By addressing concerns before, during, and after literacy instruction with research-based instructional techniques embedded within the chapters, readers garner rich perspectives on literacy assessment that can immediately impact their effective teacher practices. This text is founded on the principle that praxis, or the combination of research with practice, should be the ultimate goal of educational missions and visions alike. It provides a fresh examination of current issues and trends in literacy assessment salient for novice and experienced educators alike.



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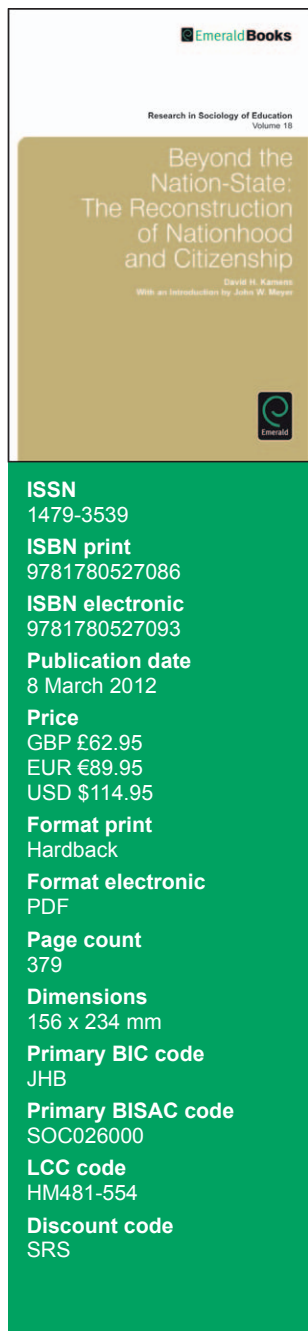
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SRS



Beyond the Nation-State: The Reconstruction of Nationhood and Citizenship

Research in Sociology of Education Volume 18

Author

David H. Kamens, George Mason University, VA, USA

Synopsis

The book examines the effects of education in creating global citizens who share a world culture. This occurs within an international system that still remains decentralized, composed of independent nation-states as major actors. Prof. Kamens argues that, as globalization intensifies, this system of nation-states becomes more saturated and dense with structure. Intensified globalization has produced a world society, thanks to the spread of global capitalism, education, democracy and bureaucracy. The upshot is that world culture travels quickly and produces “recipes” for the development of an “imagined community” that has increasing commonalities across societies. The book examines the role of education in diffusing such attitudes and models, as global citizens confront national institutions.

Previous volumes

Volume 17 ISBN: 9781849509763

Globalization, Changing Demographics, and Educational Challenges in East Asia

Volume 16 ISBN: 9781846639104

Strong States, Weak Schools: The Benefits and Dilemmas of Centralized Accountability

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Methodological Developments in Ethnography

Studies in Educational Ethnography Volume 12

Editor

Geoffrey Watford

Synopsis

What counts as ethnography and what counts as good ethnographic methodology are both highly contested. This volume brings together chapters presenting a diversity of views on some of the current debates and developments in the field. It does not try to present a single coherent view but, through its heterogeneity, illustrates the strength and impact of debate. The topics discussed include participant observation, research roles in fieldwork, access to places and people in research, ethical issues concerning anonymity and intimacy in research, generalization in ethnography, the use of video, developing stronger criteria for auto-ethnography, and the use of ethnography as a contribution to the generation and modification of indicators. Together the collection illustrates the strength and vitality of ethnography.

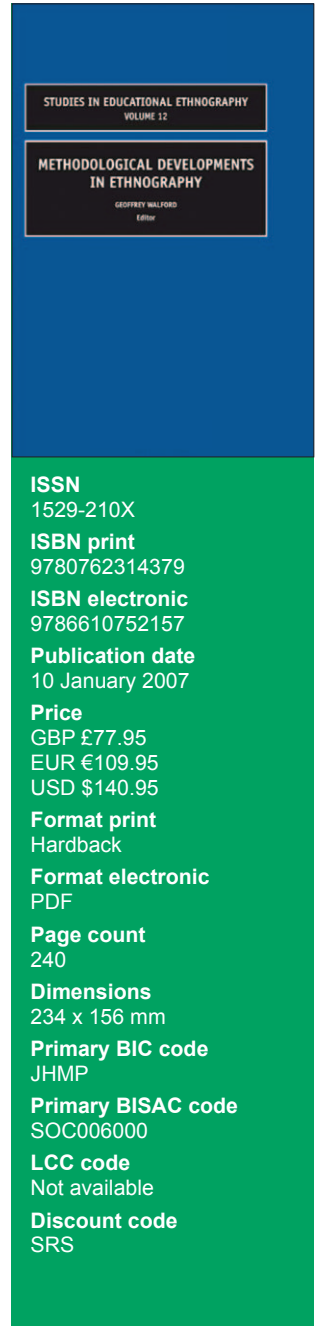
Previous Volumes

Volume 11 ISBN: 9780762312528

Methodological Issues and Practices in Ethnography

Volume 10 ISBN: 9780762311446

Identity, Agency and Social Institutions in Educational Ethnography



STUDIES IN EDUCATIONAL ETHNOGRAPHY
VOLUME 12

METHODOLOGICAL DEVELOPMENTS
IN ETHNOGRAPHY

GEOFFREY WATFORD
Editor

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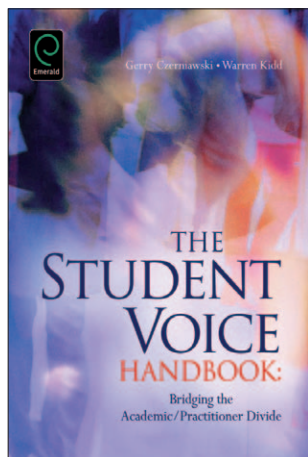
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The Student Voice Handbook: Bridging the Academic/Practitioner Divide

Editors

Warren Kidd, Cass School of Education, University of East London, UK

Gerry Czerniawski, Cass School of Education, University of East London, UK

Synopsis

While the Student Voice agenda gathers momentum in all sectors of education in the United Kingdom, so too does the degree to which “Student Voice” comes under the critical gaze of national and international commentators who narrate its influence on policy as each successive government in the UK shapes the agenda as they see fit. The Student Voice movement continues to grow and influence discussion across all levels of education. Equally, international responses to Student Voice extend the debate and movement further. To acknowledge international and UK perspectives, the authors have developed an edited collection speaking to both the practitioner and the academic alike. The text offers diverse perspectives, with contributions from internationally acclaimed researchers, academics, classroom practitioners and learners across a variety of ages and educational sectors, both at local and international levels.

This topical text locates Student Voice within wider current debates around empowered citizenry and the “big society”. The contributions draw upon the relationships between Student Voice and action research, citizenship, democratic education and students-as-researchers, as well as locating these debates within international perspectives. It is through the combination of these perspectives that, as the title of the book suggests, the Student Voice movement can hope to “bridge the academic/practitioner divide”.

Writing in the Disciplines: Building Supportive Cultures for Student Writing in UK Higher Education

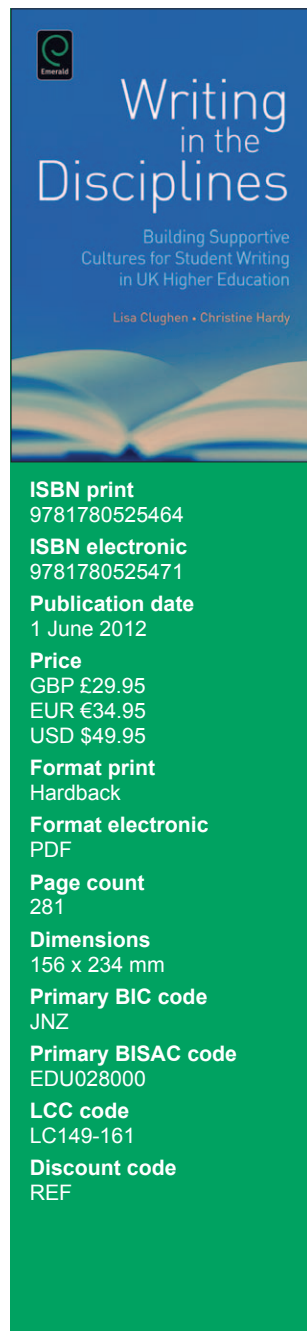
Editors

Christine Hardy, Nottingham Trent University, UK

Lisa Clughen, Nottingham Trent University, UK

Synopsis

Writing in the Disciplines examines and develops the praxis of writing at university and offers contextualised, practical applications and approaches to these ends. The purpose of the book is to share a collective body of experience in writing support and distil it into relevant guidance, enabling practitioners to develop their teaching and help students to improve their writing at university. It draws together the existing body of knowledge within literacy scholarship and crucially translates it into practical activities for writing development. *Writing in the Disciplines* aims to: Improve the student experience and engagement with their studies through the optic of academic writing; Influence debates about academic writing within the academy; Assist academics to articulate writing requirements for students. Also it will address issues of social inclusion, retention, and widening participation.



Contact Information

Emerald Group Publishing Limited, Head Office:

Howard House, Wagon Lane, Bingley BD16 1WA, UK
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Emerald Books Commercial Team:

Americas

Mary Beth Barilla, Acting Books Commercial Manager
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Toll-free: +1 617 945 9130 ext 5669,
Cell: +1 617 605 5509, Fax: +1 617 945 9136
mbarilla@emeraldinsight.com

Amanda Dausman, Book Account Administrator
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Fax: +1 617 945 9136
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Europe, Middle East, Africa & APAC

Sam Hackney, EMEA Books Account Manager
Emerald Group Publishing Limited,
Howard House, Wagon Lane, Bingley BD16 1WA, UK
Tel: +44 (0) 1274 785023, Mobile: +44 (0) 7817 062369,
Fax: +44 (0) 1274 785201
shackney@emeraldinsight.com

Jonathan Smith, Account Executive
Emerald Group Publishing Limited,
Howard House, Wagon Lane, Bingley BD16 1WA, UK
Tel: +44 (0) 1274 785288, Fax: +44 (0) 1274 785201
jsmith@emeraldinsight.com

General Enquiries

Heather Graveling, Commercial Co-ordinator – Books
Emerald Group Publishing Limited,
Howard House, Wagon Lane, Bingley BD16 1WA, UK
Tel: +44 (0) 1274 785144, Fax: +44 (0) 1274 785201
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Humphrys Roberts Associates, Calle Teodoro de Molina
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Humphrys Roberts Associates, 5 Voluntary Place,
Wanstead, London E11 2RP, UK
Tel: +44 (0) 20 8530 5028, Fax: +44 (0) 20 8530 7870

Eastern Europe

Mr Marek Lewinson
Bohaterewicza 3/45, 03-982 Warszawa, Poland
Mobile: +48 602 707037
mlewinso@it.com.pl
www.marek-lewinson.com

South East Europe, Middle East and North Africa

Avicenna Partnership Ltd
PO Box 484, Oxford OX2 9WO, UK
Mr Bill Kennedy – Egypt, Lebanon, UAE, Bahrain,
Oman, Qatar, Iraq, Iran, Libya, Saudi Arabia, Sudan,
Yemen. Mobile: +44 (0) 7802 244457
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Palestine, Malta, Algeria, Morocco, Tunisia, Turkey.
Mobile: +44 (0) 7771 887843
claire_degruchy@yahoo.co.uk

Commonwealth Africa

Tom McGorry
Tula Publishing Ltd, Aristotle House, Aristotle Lane,
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South Africa

Mr Chris Reinders
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ravindrasaxena@sarabooksindia.com

Pakistan

Mr Tahir Lodhi
14-G, Canalberg Multan Road, Lahore 53700, Pakistan
Tel: +92 42 5437947, Mobile: +92 (0) 300 3419436,
Fax: +92 42 5437948
tahirlodhi@gmail.com

China, Hong Kong, Taiwan

Mr Ian Taylor
Ian Taylor Associates Ltd, Unit 1-17 Building C, In-Do
Mansion, 48, Zhichun Rd, HaiDian District, Beijing
100098, China
Tel: +86 10 58732025
ian@iantaylorassociates.com

Korea

Mr Se-Yung Jun, Ms Min-Hwa Yoo
ICK, Information & Culture Korea, 473-19 Seokyo-dong,
Mapo-ku, Seoul, Korea 121-842
Tel: +82 2 3141 4791/Fax: +82 2 3141 7733
cs.ick@ick.co.kr

East Asia

Mr Ian Pringle (Singapore, Brunei, Philippines,
Indonesia, Thailand, Laos, Cambodia, Myanmar,
Vietnam)
APD Singapore Pte Ltd (Singapore office), 52 Genting
Lane, #06-05 Ruby Land Complex 1, Singapore 349560
Tel: +65 6749 3551, Fax: +65 6749 3552
ian@apdsing.com
rosli@apdsing.com

Ms Lilian Koe, Mr Jimmy Yee (Malaysia, East Malaysia
only)
APD Singapore Pte Ltd (Malaysia office),
No 22, 24 & 26 Jalan SS3/41 47300 Petaling Jaya,
Selangor, Malaysia
Tel: +603 7877 6063, Fax: +603 7877 3414
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Distributors and stockists:

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To write for Emerald:

Sarah Kennedy
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