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Contents

Education 3
Linguistics 37
Teaching the Entrepreneurial Mindset to Engineers
L. Bosman, Marquette University, Green Bay, WI; S. Fernhaber, Butler University-Naples, IN

This book provides engineering faculty members and instructors with a base understanding of why the entrepreneurial mindset is important to engineering students and how it can be taught. It helps advance entrepreneurship education for all engineering students, and equips educators with tools and strategies that allow them to teach the entrepreneurial mindset. [...] contents

Introduction.- Part 1. What is the Entrepreneurial Mindset and Why is it so Important for Engineers?.- Defining the Entrepreneurial Mindset.- Why is the Entrepreneurial Mindset Important to Future Engineers?- Part 2. Integrating the Entrepreneurial Mindset into Existing Engineering Curriculum.- Being Intentional About Incorporating the Entrepreneurial Mindset into Engineering Curriculum.- ABET Student Outcomes and the Entrepreneurial Mindset.- Part 3. Where Do We Go from Here?.- Integrating the Entrepreneurial Mindset as an Engineering Educator. [...] series title

S.M.A.R.T. Circle Projects
A. Liu, University of Alberta, Edmonton, AB, Canada

This book describes projects in a Mathematical "Circle," i.e., an organization that discovers and nurtures young mathematical talents through meaningful extra-curricular activities. [...] contents


S.M.A.R.T. Circle Overview
A. Liu, University of Alberta, Edmonton, AB, Canada

This book provides an overview of how to run a Mathematical "Circle," i.e., an organization that discovers and nurtures young mathematical talents through meaningful extra-curricular activities. [...] contents

A Brief History of the S.M.A.R.T. Circle.- Table of Contents.- Part I Mathematical Conversations.- Chapter 1 Three Sample Projects : Counting Problems.- Section 1 River-Crossing with Alibaba.- Section 2 Martian Citizenship Quiz.- Section 3 Rook Paths.- Chapter 2 A Sample Minicourse : Tessellations.- Section 1 Platonic and Archimedean Tilings.- Section 2 From Tessellations to Rectifications.- Section 3 Frieze and Wallpaper Patterns.- Part II Mathematical Competitions.- Chapter 3 Past Papers of the Edmonton Junior High Mathematics Invitational.- Section 1 Problems.- Section 2 Solutions. [...] series title
Marketization and privatization in compulsory education have spread around the globe. School choice is seen by many to be the panacea to develop the quality of schools and improve school systems worldwide. Additionally in many countries several types of private schools expand and change the school landscapes.

Contents
National and Regional Case Studies (USA, England, Sweden, Germany, China, Chile, Australia, Ghana).- Thematic Studies.
Educational Alternatives in Latin America
New Modes of Counter-Hegemonic Learning
R. Aman, University of Glasgow, Glasgow, UK; T. Ireland, Federal University of Paraíba, Manaíra, Brazil (Eds)

This book explores diverse contemporary paradigms of educational praxis and learning in Latin America, both formal and non-formal. Each contributor offers a unique perspective on the factors which lead to the production of paradigms rooted in ‘other’ logics, cosmologies, and realities, and how these factors may renegotiate and redefine concepts of education, learning, and knowledge.

Contents
Chapter 1. Introduction: Educational Alternatives in Latin America: New Modes of Counter-Hegemonic Learning.
Chapter 2. Against the Episteme of Domination and the Coloniality of Reality: Andean Formations of Subversive Subjectivities, Dissident Knowledges and Rebel Realities.
Chapter 3. In search of the good life: promises and challenges of Buen Vivir for knowledge, education and gender.
Chapter 4. “Never Again a Mexico without Us”: Education and Indigenous Autonomy Struggles in Mexico.

Teacher Empowerment Toward Professional Development and Practices
Perspectives Across Borders
I. H. Amzat, University of Utara Malaysia, Kedah, Malaysia; N. P. Valdez, President University, Cikarang, Indonesia (Eds)

This book gathers a range of contributions from researchers and practitioners across borders with an emphasis on theoretical arguments and empirical data concerning teacher empowerment. It propels readers to explore powerful teaching practices that can further advance the profession as a continuing priority in the system when appropriately utilized.

Contents
Part I Teacher Empowerment: Leadership, Autonomy and Accountability
1 Evolution of Teacher Leadership as a Challenging Paradigm in Rethinking and Restructuring Educational Settings.
2 Promoting Teachers’ Leadership through Autonomy and Accountability.
3 Sharing School Leadership: Principalship Empowerment or Relegation?
4 Changing Definition of Teacher Professionalism: Autonomy and Accountability.
5 Teachers’ Autonomy and Accountability in Assessing Students’ Physical Education in School-based Assessment.

Teaching and Learning in Maths Classrooms
Emerging Themes in Affect-related Research: Teachers’ Beliefs, Students’ Engagement and Social Interaction
C. Andrà, Politecnico di Milano, Milano; D. Brunetto, Politecnico di Milano, Milano; E. Levenson, Tel Aviv University, Tel Aviv, Israel; P. Liljedahl, Simon Fraser University, Burnaby, BC, Canada (Eds)

The book presents a selection of the most relevant talks given at the 21st MAVI conference, held at the Politecnico di Milano.

Contents
1 Teaching and learning in math classrooms.
2 Foreword.
3 Introduction.
Part I Classroom practices: explanation, problem-solving, patterning, decision-making, drawings and games.
4 Prospective primary teachers’ beliefs regarding the roles of explanations in the classroom.
5 Defining, drawing, and continuing repeating patterns: Preschool teachers’ self-efficacy and knowledge.
6 Primary school students’ images of problem solving in mathematics.
7 Secondary school mathematics teachers’ conceptions on data-based decision-making.

Series Title
Research in Mathematics Education
### Interpersonal Argumentation in Educational and Professional Contexts

**F. Arcidiacono**, University of Teacher Education, Biel; **A. Bova**, Università della Svizzera italiana, Lugano (Eds)

This book provides a comprehensive overview of empirical studies based on various approaches devoted to examining the interpersonal argumentative processes involved in different contexts. It also identifies context-dependent similarities and differences in the ways in which argumentative interactions are managed by individuals in a range of educational and professional settings. 

**Contents**

Forewords, Clotilde Pontecorvo.- Interpersonal dynamics within argumentative interactions: An introduction, Francesco Arcidiacono, Antonio Bova.- Chapter 1. Inter-generational argumentation: Children's account work during dinner conversations in Italy and Sweden, Franco Pauletto, Karin Aronsson, Francesco Arcidiacono.- Chapter 2. What can studying marital argument interventions contribute to argumentation scholarship? Harry Weger Jr.

---

### Writing Centers in the Higher Education Landscape of the Arabian Gulf

**O. Z. Barnawi**, Royal Commission Colleges English Language Institute, Madinah Al Munawarah (Ed)

This book addresses issues surrounding writing centers in the Arabian Gulf region. Including a foreword by Professor Ken Hyland, it brings together a number of thought-provoking chapters on the history, concept, and ground realities coupled with critical comparative discussions of writing centres in the region. 

**Contents**


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### Globalization and Change in Higher Education

**B. Barrett**, University of Houston, Houston, TX, USA

This book sets out political economy explanations for higher education policy reform in Europe in the initial decades of the 21st century. With a sustained focus on the national level of policy implementation, institutional change is considered in relationship to broader trends in economic development and globalization.

**Contents**

School Inspectors
Policy Implementers, Policy Shapers in National Policy Contexts

J. Baxter, The Open University Business School, The Open University, Milton Keynes, UK (Ed)

This book examines the role of the inspector within the context of a number of OECD member states and explores the ways in which the inspectors themselves interpret, implement and influence inspection practices and policy. Inspection policy can have various unintended consequences, some of which produce radical discrepancies between the policy intent and its implementation. 

Contents

Series Title
Accountability and Educational Improvement

Universities and the Production of Elites
Discourses, Policies, and Strategies of Excellence and Stratification in Higher Education

R. Bloch, Martin-Luther-University Halle-Wittenberg, Halle; A. Mitterle, Martin-Luther-University Halle-Wittenberg, Halle; C. Paradeise, University Paris-Est Marne-la-Vallée, Champs-sur-Marne, France; T. Peter, Albert-Ludwigs-University of Freiburg, Freiburg (Eds)

This book explores how universities as organizations influence and construct the production of academic elites and elitist institutions. It analyzes the role played by the reorganization of higher education (HE) institutions, stimulated by new performance-based narratives aimed at building attractiveness towards stakeholders such as governments, prospective employers, academics, and students.

Contents
Chapter 1. Introduction: Universities and the Production of Elites; Roland Bloch, Alexander Mitterle, Catherine Paradeise and Tobias Peter. - PART I. Setting up Narratives and Rationales.

Series Title
Palgrave Studies in Global Higher Education

A Theatre Laboratory Approach to Pedagogy and Creativity
Odin Teatret and Group Learning

T. Chemi, Aalborg University, Aalborg

This book considers the pedagogy of the theatre laboratory, focusing on seminal theatre group Odin Teatret. It provides a detailed discussion of the historical background to theatre laboratories, including their conception, before moving on to specific examples of how the work at Odin Teatret crosses creativity, pedagogy, and research practices.

Contents

Series Title
Creativity, Education and the Arts
This book evaluates contemporary approaches to education, with a particular focus on the ways in which assessment shapes the educational experience and influences pupils and students. It adopts a critical approach, arguing that there is a need for students to develop critical thinking skills, be flexible and have the capacity for originality.

Contents
Chapter 1. Seeing Education as a Process.
Chapter 2. Education: Wicked or Tame?
Chapter 3. Control over Teachers: Taming Teachers.
Chapter 4. Shaping the Landscape of Education.
Chapter 5. Where We Learn.
Chapter 7. Taming Assessment in Higher Education.
Chapter 8. Where Are We Now?
Chapter 9. Towards Wicked Education.

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IX, 224 p. Hardcover.
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Transforming Assessment
Through an Interplay Between Practice, Research and Policy
J. Dolin, University of Copenhagen; R. Evans, University of Copenhagen (Eds)

This book reports the results of a research project that investigated assessment methods aimed at supporting and improving inquiry-based approaches in European science, technology and mathematics (STM) education. The findings were used to influence policy makers with guidelines for ensuring that assessment enhances learning. [...] 

Contents
Introduction. - Section I Background. - Chapter 1. The concept of competence and its relevance for science, technology and mathematics education, Mathias Ropohl, Jan Alexis Nielsen, Christopher Olley, Silke Rönnebeck, Kay Stables. - Chapter 2. The teaching and assessment of inquiry competences, Silke Rönnebeck, Jan Alexis Nielsen, Christopher Olley, Mathias Ropohl, Kay Stables. - Chapter 3. Exploring relations between formative and summative assessment, Jens Dolin, Paul Black, Wynne Harlen, Andrée Tiberghien. - Section II Practice. [...] 

Series Title
Contributions from Science Education Research

Surviving, Thriving and Reviving in Adolescence
Research and Narratives from the School for Student Leadership
M. Dyson, Federation University Australia, Churchill, VIC, Australia; M. Plunkett, Federation University Australia, Churchill, VIC, Australia (Eds)

This research-based book focuses on the development and evolution of the School for Student Leadership (SSL), an alternate and unique residential school for year-nine students, operating in Victoria, Australia. It traces the journey of the SSL, a state secondary school, from a single campus in 2000, to its current three campuses, with more to come in the future. [...] 

Contents
Chapter 1 The Journey Begins. - Chapter 2 A Chronological History of the School. - Chapter 3 A Narrative Account of the Research Journey. - Chapter 4 Choice Theory, Relationships and Community. - Chapter 5 The Student Perspective. - Chapter 6 The Teacher Perspective. - Chapter 7 The Parent Perspective. - Chapter 8 The School Council’s Perspective. - Chapter 9 A Contemporary Rite of Passage into Adulthood. - Chapter 10 Experimenting with Time: The Five-Week Program. - Chapter 11 Experimenting with Place: The China Project. - Concluding Summary.

Series Title
Mathematics Education in the Digital Era

Innovation and Technology Enhancing Mathematics Education
Perspectives in the Digital Era
E. Faggiano, Università di Bari Aldo Moro, Bari; F. Ferrara, Università di Torino, Torino; A. Montone, Università di Bari Aldo Moro, Bari (Eds)

This book addresses key issues of Technology and Innovation(s) in Mathematics Education, drawing on heterogeneous ways of positioning about innovation in mathematical practice with technology. [...] 

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Why should every student take a computing course? What should be the content of these courses? How should they be taught, and by whom? This book addresses these questions by identifying the broader reaches of computing education, problem-solving and critical thinking as a general approach to learning. [...

Contents

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Narratives of Learning Through International Professional Experience
A. Fitzgerald, Monash University, Melbourne, VIC; G. Parr, Monash University, Melbourne, VIC; J. Williams, Monash University, Melbourne, VIC (Eds)

This book presents a collection of research-based narratives exploring the learning of pre-service teachers and teacher educators in a range of international professional experience (IPE) settings. [...

Contents
Chapter 1 Monash University International Professional Experience Program.- Chapter 2 Tourist, tour guide, traveller, travel agent? Reflections on leading and learning international professional experience.- Chapter 3 Pre-service teachers’ international teaching placement: Outcome for the accompanying academic.- Chapter 4 Self-interest and ethical praxis agendas in an international teaching practicum: Promoting synergies through transcultural dialogue across difference.- Chapter 5 Transformation of pre-service teacher sense of self through engagement and community connections in IPE. [...

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Ethical Literacies and Education for Sustainable Development
Young People, Subjectivity and Democratic Participation
O. Franck, University of Gothenburg, Gothenburg, Sweden; C. Osbeck, University of Gothenburg, Gothenburg, Sweden (Eds)

This book explores the ethical dimensions surrounding the development of education for sustainable development within schools, and examines these issues through the lens of ethical literacy. [...

Contents

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Seeking Wisdom in Adult Teaching and Learning
An Autoethnographic Inquiry
W. Fraser, Canterbury Christchurch University, Canterbury, UK

This book concerns the pursuit of wisdom in education, and the argument that wisdom – personified here as Sophia – is tragically marginalised or absent in current Western epistemological discourses.

Contents

Multiculturalism, Multilingualism and the Self
Studies in Linguistics and Language Learning
D. Gabryś-Barker, University of Silesia, Sosnowiec; D. Gatajda, University of Silesia, Sosnowiec; A. Wojtaszek, University of Silesia, Sosnowiec; P. Zakrajewski, University of Silesia, Sosnowiec (Eds)

This book offers several insights into cross-cultural and multilingual learning, drawing upon recent research within two main areas: Language Studies and Multilingual Language Learning/Teaching. It places particular emphasis on the Polish learning environment and Poles abroad.

Contents

Communicative Behaviour of a Language Learner
Exploring Willingness to Communicate
D. Gatajda, University of Silesia, Sosnowiec, Poland

This book investigates and analyzes the way in which factors such as communication apprehension, self-perceived communicative competence and group dynamics influence the communicative behavior of a foreign-language learner. It also focuses on interpersonal communication, group communication and public speaking.

Contents
Communication in L1 and FL: Selected Variables.- Communicative Competence.- Factors Influencing FL Interpersonal Communication.- Willingness to Communicate (WTC) of a Foreign Language Learner – Empirical Study.- Implications for Foreign Language Teachers and Learners.

Series Title
Second Language Learning and Teaching
The Pedagogy of Compassion at the Heart of Higher Education
P. Gibbs, Middlesex University, London, UK (Ed)

This book offers a moral rather than instrumental notion of university education whilst locating the university within society. It reflects a balancing of the instrumentalization of higher education as a mode of employment training and enhances the notion of the students’ well-being being at the core of the university mission. [...] 

Contents

Transdisciplinary Higher Education
A Theoretical Basis Revealed in Practice
P. Gibbs, Middlesex University, London, UK (Ed)

This book is not just about thinking or acting in transdisciplinary ways, but about being transdisciplinary. To achieve this requires a deconstruction of our current way of acting within the definition of being that others impose upon us. Transdisciplinarity is a phenomenological perspective of reality and its manifestation in the world in which we exist. [...] 

Contents
Preface: Why We Need to be Transdisciplinary, Paul Gibbs, Professor, Centre for Research and Scholarship Middlesex University.- SECTION 1 Educational Perspectives on Transdisciplinarity.- Chapter 1 Transdisciplinary Pedagogy in Higher Education: Transdisciplinary Learning, Learning Cycles and Habits of Minds, Dr Sue McGregor, Professor Emeritus, Mount St Vincent University, Canada. [...] 

Agency at Work
An Agentic Perspective on Professional Learning and Development
M. Goller, University of Paderborn; S. Paloniemi, University of Jyväskylä, Jyväskylä, Finland (Eds)

The present book collects, integrates, and discusses the range of perspectives and discourses on agency at work. In addition, the book compiles the empirical research that has been generated by various perspectives. The chapters deal with the relationship between (a) agency at work, and (b) professional learning and development. [...] 

Contents

Series Title
Professional and Practice-based Learning
What Matters in a Research to Practice Cycle?

Teachers as Researchers

C. Grima-Farrell, University of New South Wales, Kensington, Australia, Australian Catholic University, Strathfield, Australia

This book introduces a comprehensive RTP Model that reframes research to practice knowledge and inclusive education philosophy to promote the sustained use of research to promote and enhance meaningful education for all students.

Contents

Part One: Stating the case.- Chapter 1 Research to Practice and Inclusion.- Chapter 2 The RTP literature: Mind the gap!.- Chapter 3 The collective case study design: Comparing six research to practice cases.- Part Two: Making the case.- Chapter 4 Meet the teachers.- Chapter 5 The Exploration Phase.- Chapter 6 The Explanation Phase.- Chapter 7 The Expansion Phase.- Part Three: Building a solution.- Chapter 8 Teacher Education: Engaging connections between people, projects and preparation.- Chapter 9 The RTP Model: An interactive Research to Practice framework. [...]
Cognitive and Affective Aspects in Science Education Research

Selected Papers from the ESERA 2015 Conference

K. Hahl, University of Helsinki, Helsinki, Finland; K. Juuti, University of Helsinki, Helsinki, Finland; J. Lampiselkä, University of Helsinki, Helsinki, Finland; A. Uitto, University of Helsinki, Helsinki, Finland; J. Lavonen, University of Helsinki, Helsinki, Finland (Eds)

This edited volume brings forth intriguing, novel and innovative research in the field of science education. The chapters in the book deal with a wide variety of topics and research approaches, conducted in various contexts and settings, all adding a strong contribution to knowledge on science teaching and learning.

Contents


Section 1 – Teacher Knowledge.

Visualizing the Nature of Science: Beyond Textual Pieces to Holistic Images in Science Education, Sibel Erduran.

Series Title

Contributions from Science Education Research

Inclusion, Disability and Culture

An Ethnographic Perspective Traversing Abilities and Challenges

S. Halder, University of Calcutta, Kolkata; L. C. Assaf, Texas State University, San Marcos, TX, USA (Eds)

This book provides a global and social examination of how disabilities are played out and experienced around the world. It presents auto-ethnographic perspectives on disability across cultures, societies, and countries by documenting individuals’ personal narratives, thought processes and reflections.

Contents

1. Disability and Inclusion: Current Challenges; Santoshi Halder, Lori Assaf and Mary Keeffe.

Section 1: Deconstructing Disability Identities.

2. Disability, Culture, and Identity in India and USA; Christopher J. Johnstone, Sandhya Limaye and Misa Kayama.

3. Disability: A Result of Cultural Ostracism; Samidha Sikha.

4. Perseverance Pays: From Impairment to Disability; Satendra Singh.

Series Title

Inclusive Learning and Educational Equity

Bilingual Learners and Social Equity

Critical Approaches to Systemic Functional Linguistics

R. Harman, University of Georgia, Athens, GA, USA (Ed)

This volume explores how educators conceptualized and implemented critical approaches to systemic functional linguistics that support bilingual students in appropriating and challenging dominant knowledge domains in K-16 contexts.

Contents


Series Title

Educational Linguistics
The Impact of Digitalization in the Workplace
An Educational View
C. Harteis, Paderborn University, Paderborn (Ed)

This edited volume brings together researchers from various disciplines (i.e. education, psychology, sociology, economy, information technology, engineering) discussing elementary changes at workplaces occurring through digitalization, and reflecting on educational challenges for individuals, organizations, and society. [...] 

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Student Development and Social Justice
Critical Learning, Radical Healing, and Community Engagement
T. Hicks Peterson, Pitzer College, Sierra Madre, CA

This book weaves together critical components of student development and community building for social justice to prepare students to engage effectively in community-campus partnerships for social change. [...] 

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Creative Selves / Creative Cultures
Critical Autoethnography, Performance, and Pedagogy
S. Holman Jones, Monash University Centre for Theatre and Performance, Melbourne, ; M. Pruyn, Monash University Faculty of Education, Frankston, VIC (Eds)

This book addresses and demonstrates the importance of critical approaches to autoethnography, particularly the commitment that such approaches make to theorizing the personal and to creating work that embodies a social justice ethos. [...] 

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Critical Analyses of Educational Reforms in an Era of Transnational Governance

E. Hultqvist, Stockholm University Dept. of Education, Stockholm; S. Lindblad, University of Gothenburg Dept. of Education and Special Education, Gothenburg; T. S. Popkewitz, University of Wisconsin–Madison Dept. of Curriculum and Instruction, Madison, WI, USA (Eds)

This book represents a set of critical analyses of educational reforms where issues of transnational governance are of vital concern. It focuses on different aspects of, and practices in educational reform-making, and in particular on governing techniques and the working of new agencies such as supranational and multinational organizations. [..]

Contents

1. Introduction: Critical Analyses of Educational Reforms in an Era of Transnational Governance; Elisabeth Hultqvist, Sverker Lindblad, Thomas S. Popkewitz.- First section: Studies of transnational governance of education.- 2. Narrating and relating educational reform and Comparative Education; Robert Cowen.- [..]

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Educational Governance Research

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Contemporary School Playground Strategies for Healthy Students

B. Hyndman, Southern Cross University, Gold Coast, QLD, Australia (Ed)

This book is a research guide for implementing contemporary playground strategies to promote active, healthy students. A number of school playground strategies have succeeded in reducing the decline in students’ activity levels by introducing equipment and policies that encourage further engagement. [..]

Contents

Chapter 1 The importance of school playground for active, healthy students.- Chapter 2 School playgrounds as a place of learning.- Chapter 3 The state of playgrounds in Australian schools.- Chapter 4 Adult decisions on students’ play within primary school playgrounds.- Chapter 5 Individual influences on students within school playgrounds.- Chapter 6 Social environmental influences on students within school playgrounds.- Chapter 7 Physical environmental influences on students within school playgrounds.- Chapter 8 Policy influences on students within school playgrounds. [..]

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The Future of University Education

M. Izak, University of Lincoln, Lincoln; M. Kostera, Durham University, Durham, UK; M. Zawadzki, Jagiellonian University, Cracow (Eds)

This collected volume of essays offers glimpses of the future of university education. While universities consider the spirit of theoretical exchange and intellectual pursuit to be a defining trait of their identity, this book argues that this heritage is disappearing under the influence of the short-term demands of societies and markets. [..]

Contents

Introduction.- PART I. Dissecting the Status Quo.- Academic Freedom in the Corporate University: Squandering Our Inheritance?; Carl Rhodes.- The University of the Common: Beyond the Contradictions of Higher Education Subsumed under Capital; Krystian Szadkowski.- ‘The Last in the Food Chain’: Dignity of Polish Junior Academics and Doctoral Candidates in the Face of Performance Management; Michał Zawadzki.- The Culture of Control in the Contemporary University; Łukasz Sułkowski.- PART II. University in Context. [..]

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Digital Storytelling in Higher Education
International Perspectives

G. Jamissen, Oslo and Akershus University College of Applied Sciences, Oslo, Norway; P. Hardy, Pilgrim Projects, Cambridge, UK; Y. Nordkvelle, Inland Norway University of Applied Sciences, Lillehammer, Norway; H. Pleasants, University of Alabama, Tuscaloosa, AL, USA (Eds)

This book broadens the scope and impact of digital storytelling in higher education. It outlines how to teach, research and build communities in tertiary institutions through the particular form of audio-visual communication known as digital storytelling by developing relationships across professions, workplaces and civil society. [...] 

Contents
Chapter 1. 'The Long March': Digital Storytelling in Higher Education – Overview and Introduction to the Book; Yngve Nordkvelle.

Series Title
Digital Education and Learning

Transdisciplinarity in Mathematics Education
Blurring Disciplinary Boundaries

L. Jao, McGill University, Québec, QC, Canada; N. Radakovic, College of Charleston, Charleston, SC, USA (Eds)

The book explores various facets of transdisciplinarity in mathematics education and its importance for research and practice. [...] 

Contents

Discovering John Dewey in the Twenty-First Century
Dialogues on the Present and Future of Education

C. G. Jorgensen, Soka University of America, Aliso Viejo, CA, USA

This book features a unique collection of dialogues with fourteen notable scholars on their opinions and observations about John Dewey, a renowned educational philosopher of the twentieth century. The book explores varying views about John Dewey, his philosophy, and his educational theory. [...] 

Contents

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STEM Education in the Junior Secondary
The State of Play
R. Jorgensen, University of Canberra, Bruce, ACT; K. Larkin, Griffith University, Brisbane, QLD, Australia (Eds)

This book brings together a collection of internationally renowned authors in the STEM field to share innovations in the teaching of STEM. It focuses on the junior secondary years of education (students aged 11-15), since this is the age range in which students choose whether or not to formally opt out of STEM education. [...]

Contents
The Factors Effecting Student Achievement

Meta-Analysis of Empirical Studies

E. Karadağ, Eskisehir Osmangazi University, Eskişehir, Turkey (Ed)

This book focuses on the effect of psychological, social and demographic variables on student achievement and summarizes the current research findings in the field. It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies. [...]}

Contents
Generative Conversations for Creative Learning  
Reimagining Literacy Education and Understanding  
G. Latham, University of Sydney, Sydney, NSW, Australia; R. Ewing, University of Sydney, Sydney, NSW, Australia

This book builds on conversations between the author educators and other experts in the field, including authors, illustrators and teachers, to explore the benefits of discussions around quality literature within a classroom context that exercises the imagination and generates new ideas and discoveries. [...] 

Contents
Introduction: Conversation around the Book’s Beginning and Central Themes.- Conversation around Re-imagining Literacy Learning.- Conversation around Curiosity and Creativity.- Conversation around the Power of the Imagination.- Conversation around current Educational Tensions.- Conversation around Building a Place for Belonging.- Conversation around Different Kinds of Classroom Gatherings.- Conversation around Storying and Storytelling.- [...] 

Series Title 
Creativity, Education and the Arts 

Classroom Behaviour Management in the Post-School Sector  
Student and Teacher Perspectives on the Battle Against Being Educated  
M. Lebor, Leeds City College, Leeds, UK

This book listens to the voices of post-school teachers, managers, theorists, trainees, teacher educators and students talking about the battle against being educated. It analyses models of classroom behaviour management, with examples of theory critiquing practice and practice criticizing theory. [...] 

Contents

Series Title  
Creativity, Education and the Arts 

Discursive Perspectives on Education Policy and Implementation  
J. N. Lesterna University, Bloomington, IN, USA; C. R. Lochmillerna University, Bloomington, IN, USA; R. E. Gabriel, University of Connecticut, Storrs, CT, USA (Eds)

This edited volume demonstrates some of the potential contributions of discourse analytic approaches to the study of education policy and its implementation within particular policy contexts. Contributing authors provide a range of perspectives, examining education policy using both micro-analytic traditions and more macro-analytic traditions. [...] 

Contents

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Learning from Dynamic Visualization
Innovations in Research and Application
R. Lowe, Curtin University School of Education, Bentley, WA, Australia; R. Ploetzner, University of Education, Freiburg (Eds)

This volume tackles issues arising from today’s high reliance on learning from visualizations in general and dynamic visualizations in particular at all levels of education. It reflects recent changes in educational practice through which text no longer occupies its traditionally dominant role as the prime means of presenting to-be-learned information to learners. [...] 

Contents

Challenges and Options: The Academic Profession in Europe
M. d. L. Machado-Taylor, CIPES – Centre for Research in Higher Education Policies, Matosinhos, Portugal; V. M. Soares, CIPES Centre for Research in Higher Education Policies, Lisbon, Matosinhos, Portugal; U. Teichler, University of Kassel (Eds)

This volume explores the various issues that have an impact on the academic career of professionals in European higher education. Higher Education Institutions (HEIs) are currently subject to profound uncertainties and are more challenged than ever on quality issues, both with regard to their conceptual nature and in the extension and amendment of their mission. [...] 

Contents

The Search for Method in STEAM Education
J. E. Martinez, New York Institute of Technology, New York, NY, USA

This book explores various approaches to building a positive interdisciplinary STEAM (science, technology, engineering, arts and math) learning environment, as described by educators across the K-20 educational ladder. Crucial to their success, Martinez finds, is the playful and performatory approach they employ in their teaching. [...] 

Contents

Series Title
Palgrave Studies In Play, Performance, Learning, and Development
Education and Female Entrepreneurship in Asia
Public Policies and Private Practices

M. A. Maslak, St John’s University School of Education, Jamaica, NY, USA

This book examines policies and practices that relate to the education of female entrepreneurs in China, India, Singapore, Indonesia, and Japan. Through both textual and interview data, the book reveals the importance of initiatives that structure entrepreneurship for women, and informal learning through networks in a variety of settings which promotes their understandings of business. […]

Contents

History, Philosophy and Science Teaching
New Perspectives

M. R. Matthews, University of New South Wales, Sydney, NSW, Australia (Ed)

This anthology opens new perspectives in the domain of history, philosophy, and science teaching research. Its four sections are: first, science, culture and education; second, the teaching and learning of science; third, curriculum development and justification; and fourth, indoctrination. […]

Contents

Series Title
Science: Philosophy, History and Education

Elite Education and Internationalisation
From the Early Years to Higher Education

C. Maxwell, UCL Institute of Education, LONDON, UK; U. Deppe, Martin-Luther-Universität Halle-Wittenberg ZSB, Halle; H. Krüger, Martin-Luther-Universität Halle-Wittenberg, Halle; W. Helsper, Martin-Luther-Univ. Halle-Wittenberg Institut für Pädagogik, Halle (Saale) (Eds)

This book offers both a theoretical and empirical examination of elite education, at all stages from the early years to university level. […]

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Identity-Trajectories of Early Career Researchers
A Longitudinal Analysis of Career Development
L. McAlpine, University of Oxford; C. Amundsen, BURNABY, BC

The book asks how we can make sense of career paths for PhD graduates, something that has rarely been systematically studied. It offers a coherent synthesis of the empirically-based insights that arose from the experiences of 48 early career researchers, who were participants in a 10-year qualitative longitudinal research program. [...] 

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Creating Performances for Teaching and Learning
A Practice Session for Pedagogy
C. McRae, University of South Florida, Tampa, FL, USA; A. Huber, University of South Florida, Tampa, FL, USA

This book uses the metaphors of practice spaces and practice sessions to demonstrate the connection between creative and performance practices, and critical pedagogy. It offers a conceptual framework for using performance and creative practices as starting points for developing philosophies and practices of teaching that are grounded in aesthetic, creative, and critical approaches to education. [...] 

Contents

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Poverty Reduction, Education, and the Global Diffusion of Conditional Cash Transfers
M. Morais de Sá e Silva, Escola Nacional de Administração Pública (ENAP), Brasília, Brazil

This book explores Conditional Cash Transfers programs within the context of education policy over the past several decades. Conditional Cash Transfer programs (CCTs) provide cash to poor families upon the fulfillment of conditions related to the education and health of their children. [...] 

Contents

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XXII, 184 p. 9 illus. in color. Hardcover.
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Animals and Science Education
Ethics, Curriculum and Pedagogy
M. P. Mueller, University of Alaska Anchorage, Anchorage, AK, USA; D. J. Tippins, University of Georgia, Athens, GA, USA; A. J. Stewart, Oak Ridge Associated Universities, Oak Ridge, TN, USA (Eds)

This book discusses how we can inspire today's youth to engage in challenging and productive discussions around the past, present and future role of animals in science education. Animals play a large role in the sciences and science education and yet they remain one of the least visible topics in the educational literature. [...]

Contents
Foreword: Wild Awakedness and Animalistic Inquiry: Introducing a Book on the Role of Animals with/in Science Education, Michael P. Mueller (University of Alaska Anchorage), Arthur J. Stewart (Oak Ridge Associated Universities), and Deborah J. Tippins (University of Georgia).- [...]

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Improving Reading and Reading Engagement in the 21st Century
International Research and Innovation
C. Ng, Australian Catholic University Learning Sciences Institute Australia, Brisbane, QLD; B. Bartlett, Australian Catholic University Faculty of Education and Arts, Virginia, QLD (Eds)

This book presents cutting-edge research findings in areas critical to advancing reading research in the 21st century context, including new literacies, reading motivation, strategy instruction, and reading intervention studies. [...]

Contents
Part I Context.- Chapter 1 Improving reading and reading engagement: An international focus.- Chapter 2 Engaging readers in the 21st Century: What we know and need to know more.- Part II New Literacies and Critical Reading.- Chapter 3 Advancing reading engagement and achievement through personal digital inquiry, critical reading, and argumentation.- Chapter 4 Key issues in research on students’ critical reading and learning in the 21st Century information society.- Chapter 5 Image-language interaction in text comprehension: Reading reality and national reading tests. [...]

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Anticipating the Educational Needs of a Changing Profession

This book analyses the development of hospitality education from vocational to higher education, and discusses the positioning of hotel schools. It addresses questions such as: Should hospitality management become part of generic business education? [...]

Contents

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Innovation and Change in Professional Education

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Transforming Teaching and Learning in Higher Education
Towards a Socially Just Pedagogy in a Global Context

R. Osman, University of Witwatersrand, Johannesburg, South Africa; D. J. Hornsby, University of Witwatersrand, Johannesburg, South Africa (Eds)

Universities face the prospect of becoming redundant unless the way teaching and learning takes place changes. This book explores the idea of transformation and pedagogy. In particular, it will highlight how universities are transformed through a set of pedagogical interventions and stances that integrate a sense of moral and ethical purpose to learning. [...] 

Contents
Transforming Higher Education: Towards a Socially Just Pedagogy; Ruksana Osman and David J Hornsby.- Stuart Hall and Education: Being Critical of Critical Pedagogy; Nazir Carrim.- Being/Becoming an Undutiful Daughter: Thinking as a Practice of Freedom; Danai S. Mupotsa.- Creating Opportunities for a Socially Just Pedagogy in HE: The Provenance of Globalisation through an Afro Global Pedagogy; Felix Maringe. [...] 

Series Title
Palgrave Critical University Studies

Cultural, Social, and Political Perspectives in Science Education
A Nordic View

K. Otrel-Cass, Aalborg University, Aalborg; M. K. Sillasen, VIA University, Aarhus; A. A. Orlander, Stockholm University, Stockholm, Sweden (Eds)

This book presents a collection of critical thinking that concern cultural, social and political issues for science education in the Nordic countries. The chapter authors describe specific scenarios to challenge persisting views, interrogate frameworks and trouble contemporary approaches to researching teaching and learning in science. [...] 

Contents

Series Title
Cultural Studies of Science Education

Competition in Higher Education: Branding and Marketing
National and Global Perspectives

A. Papadimitriou, Johns Hopkins University, Baltimore, MD, USA (Ed)

This volume provides a critical examination of branding and marketing in higher education from national, regional, and global perspectives. [...] 

Contents
Chapter 1. Introduction.- Chapter 2. Pathways from academe to industry: An empirical analysis of academic marketing to prospective students.- Chapter 3. Marketing Context and Branding Content of Private Universities in Chile and Mexico.- Chapter 4. Brand communication in Flemish higher education: A comparison between types of institutions.- Chapter 5. Using a mixed methods approach to examine the (re)imagining of higher education institutions in the Western Balkans. [...] 

Series Title
Palgrave Critical University Studies
This book is an edited collection introducing the Education Policy and Social Inequality series, and presents chapters from authors on the editorial board. It investigates relations between educational policy and social inequality, not simply in terms of policy solutions for inequalities but also how education policy frames, creates and at times exacerbates social inequalities. [...] 

**Contents**

1 Introduction to Policy and Inequality in Education.
2 The illusion of meritocracy and the audacity of Elitism: Expanding the evaluative space.
3 Emerging biological rationalities for policy: (Molecular) biopolitics and the new authorities in education.
4 Neoliberalism and beyond: The possibilities of a social justice agenda?.
5 Widening participation in France and its effects on the field of elite higher education and on educational policy.

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This book offers a valuable contribution to the discussion on the complexities of L2 learning processes that pose a challenge to learners. Focusing on the cognitive, affective and socio-cultural perspectives, the papers included provide important insights into the individual's experiences in second language acquisition. [...] 

**Contents**

Treating Errors in Learners’ Writing: Techniques and Processing of Corrective Feedback.
Mind, Language and Experience: Improving the Understanding of Figurative Language in EFL.
Basic Features of Conceptual Sphere “geopolitics” in Modern English-speaking Worldview.
On the Mongolian Students’ Difficulties in Acquiring English Relative Clauses, due to Syntactic Structure Difference.
Individual Difference Variables as Mediating Influences on Success or Failure in Form-focused Instruction.
Extraverts and Introverts in the Classroom Setting.

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Second Language Learning and Teaching

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This book provides state-of-the-art knowledge on how to establish, organize, staff, and develop online education/e-learning programs. It strengthens knowledge of the different technologies, infrastructure and issues necessary for leaders and managers to make competent decisions. It is the most comprehensive guide for administrative practice currently available for e-learning leaders and managers. 

**Contents**

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Quality Online Learning: e-Learning Strategies for Higher Education.
Centralized and Decentralized Approaches to Managing Online Programs.
Establishing an e-Learning Division.

**Series Title**
Educational Communications and Technology: Issues and Innovations
Multiple Alterities
Views of Others in Textbooks of the Middle East
E. Podeh, Hebrew University of Jerusalem, Jerusalem, Israel; S. Alayan, Hebrew University of Jerusalem, Jerusalem, Israel (Eds)

This book highlights and examines the role of the textbook in legitimising established political and social orders. [...] 

Contents
Chapter 1. Views of Others in School Textbooks: A Theoretical Analysis (Introduction); Samira Alayan & Elie Podeh.- Chapter 2. When Europe Meets the Middle East: Constructing Collective Identities in Social Studies Textbooks for a Globalising World; Falk Pingel.- Chapter 3. Palestine: The Unseen Conflict over the Hidden Curriculum; Nathan Brown.- Chapter 4. Zionism as the Other in Curricula and Textbooks of the Palestinian National Authority; Samira Alayan.- Chapter 5. Textbooks for the State and State-Religious Jewish Sector in Israel; Yael Teff-Seker. [...] 

Series Title
Palgrave Studies in Educational Media

Digital Media, Culture and Education
Theorising Third Space Literacies
J. Potter, University College London Institute of Education, London, UK; J. McDougall, Bournemouth University, Bournemouth, UK

This book provides a critical commentary on key issues around learning in the digital age in both formal and informal educational settings. [...] 

Contents

University Community Engagement and Lifelong Learning
The Porous University
J. Preece, Durban University of Technology Unit of Adult and Community Education, Durban, South Africa

This book offers a conceptual re-think of how university community engagement functions as a lifelong learning resource for communities. [...] 

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Advancing Multicultural Dialogues in Education
R. Race, University of Roehampton School of Education, London (Ed)

This edited collection advances the call for continued multicultural dialogues within education. Dialogue and education are the two most essential tools that can help tackle some of the biggest problems we are facing across the globe, including fanaticism, chauvinistic nationalism, religious fundamentalism and racism. [...]

Contents
Ethnomathematics and its Diverse Approaches for Mathematics Education

M. Rosa, Universidade Federal de Ouro Preto Centro de Educacao Aberta e a Dista, Ouro Preto, Brazil; L. Shirley, Towson University Mathematics, Towson, MD, USA; M. E. Gavarrete, Universidad Nacional de Costa Rica, Heredia, Costa Rica; W. V. Alangui, University of the Philippines Baguio, Baguio, Philippines (Eds)

This book addresses numerous issues related to ethnomathematics and diverse approaches to it in the context of mathematics education. To help readers better understand the development of ethnomathematics, it discusses its objectives and assumptions with regard to promoting an ethics of respect, solidarity, and cooperation across and for all cultures.

Contents
Introduction.- Chapter 1 - An Ethnomathematics Overview: An Introduction.- Part I - Research Approaches on Ethnomathematics: Collection of Field Data.- Chapter 2 - Weaving Culture and Mathematics in the Classroom: The Case of Bedouin Ethnomathematics.- [...]

Series Title
ICME-13 Monographs

Rethinking Curriculum in Times of Shifting Educational Context

K. Roy, Azim Premji University Pixel A PESSE Campus, Bengaluru

This book engages with the dynamic intersection of several domains such as philosophy, psychology, sociology, and pedagogy, in order to critically analyze and reinvent our understanding of curriculum. The chapters raise important questions such as: what are the conditions of possibility for a living curriculum in which Eros and intellect (or reason and intuition) are not separated? [...]

Contents

Initiation of Educators into Educational Management Secrets

C. Saitis, University of Athens, School of education, Athens, Greece; A. Saiti, Harokopio University, School of Environment, Geography & Applied Economics, Athens, Greece

This book provides a comprehensive method for learning modern management processes, and applying those methods to improve leadership in educational settings. [...]

Contents
Professionalism in Practice
Key Directions in Higher Education Learning, Teaching and Assessment

K. Sambell, Edinburgh Napier University, Edinburgh, UK; S. Brown, Emerita Professor, Leeds Beckett University and Independent consultant, Newcastle, UK; L. Graham, Northumbria University, Newcastle, UK

This book acts as a highly practical guide for new and experienced lecturers, learning supporters and leaders in Higher Education; and offers plentiful examples and vignettes showing how learning can be brought to life through activity and engagement. It offers numerous pragmatic illustrations of how to design and deliver an engaging curriculum, and assess students’ learning authentically. [...]

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Numeracy in Authentic Contexts
Making Meaning Across the Curriculum

M. Sellars, University of Newcastle, Callaghan, NSW, Australia (Ed)

This book is based on the notion that there are many ways in which mathematics learning can be achieved for students and that not all of them are focused on the mathematics classroom. It explores the foundational numeracy principles of the non-mathematical subject areas and aligns these to the Australian numeracy-learning continuum. [...]

Contents
Section 1.- Chapter 1 Mathematics and Numeracy in a Global Society.- Chapter 2 Teaching and Learning for Numeracy Competence.- Chapter 3 The Mathematical Brain.- Chapter 4 Improving the Learning Experience.- Chapter 5 Aboriginal and Torres Strait Islander Students as Effective Numeracy Learners.- Chapter 6 Language and Culture in the Mathematics Classroom: Scaffolding Learner Engagement.- Section 2.- Chapter 7 Dance.- Chapter 8 Drama in the Primary Classroom: Contextualizing Critical Numeracy. [...] 

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Interdisciplinary Approaches to Pedagogy and Place-Based Education
From Abstract to the Quotidian

D. Shannon, Emory University, Oxford, GA, USA; J. Galle, Emory University, Oxford, GA (Eds)

This book brings together scholars from a wide range of disciplines to creatively engage with place in the context of pedagogy. [...]

Contents
Introduction: Where We Are: Place, Pedagogy, and the Outer Limits.- Section 1: Here.- 1. Teaching on the Farm: Farm as Place in the Sociology of Food and Sustainability.- 2. Reclaiming Interiority as Place and Practice.- 3. Turning Your Place Into Projects.- 4. The Story of Here: Documentary Film Education, Teaching Narratives, and Drawing from the Critical Perspective of Place.- 5. Pedagogy and Place in Science Education.- 6. The Potential for Place Based Learning Experiences on the College Campus.- Section 2: There. [...] 

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Feminism(s) in Early Childhood: Using Feminist Theories in Research and Practice

K. Smith, University of Melbourne, Melbourne, VIC, Australia; K. Alexander, University of Melbourne, Melbourne, VIC, Australia; S. Campbell, University of Melbourne, Melbourne, VIC, Australia (Eds)

This unique book brings together international scholars from around the globe to examine how different feminist theories are being used in early childhood research, policy and pedagogy. The array of feminist discourses captured by the authors offer contextualised possibilities for disrupting dominant patriarchal beliefs and producing change. [..]

Contents
Foreword.- Chapter 1 Introduction.- Section I: Feminism(s) reconceptualising histories.- Chapter 2 Feminism and the Development of Early Childhood Education in Australia.- Chapter 3 The Didgeridoo, and Instrument of Oppression or Decolonisation?.- Chapter 4 Celebrating Pioneering and Contemporary Feminist Approaches to the Study of Gender in Early Childhood.- [..]

Series Title
Perspectives on Children and Young People

The Toxic University: Zombie Leadership, Academic Rock Stars and Neoliberal Ideology

J. Smyth, University of Huddersfield, Huddersfield, UK

This book considers the detrimental changes that have occurred to the institution of the university, as a result of the withdrawal of state funding and the imposition of neoliberal market reforms on higher education. [..]

Contents

Series Title
Palgrave Critical University Studies

Competitions for Young Mathematicians: Perspectives from Five Continents

A. Soifer, University of Colorado, Colorado Springs, Colorado Springs, CO, USA (Ed)

This book gathers the best presentations from the Topic Study Group 30: Mathematics Competitions at ICME-13 in Hamburg, and some from related groups, focusing on the field of working with gifted students. Each of the chapters includes not only original ideas, but also original mathematical problems and their solutions. [..]

Contents
Goals of Mathematics Instruction: Seven Thoughts and Seven Illustrations of Means.- From a Mathematical Situation to a Problem.- Techniques for Solving Problems of Plane Geometry.- Arrangements and Transformations of Numbers on a Circle: An Essay Inspired by Problems of Mathematics Competitions.- Combinatorial Problems in the Mathematical Olympiad of Central America and the Caribbean.- The Rainbow of Mathematics – Teaching the Complete Spectrum and the Role Mathematics Competitions Can Play. [..]

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ICME-13 Monographs
Strengthening Teaching and Learning in Research Universities
Strategies and Initiatives for Institutional Change
B. Stensaker, University of Oslo, Oslo, Norway; G. T. Bilbow, The University of Hong Kong, Hong Kong, Hong Kong; L. Breslow, MIT, Cambridge, MA., USA; R. van der Vaart, Utrecht University, Utrecht, The Netherlands (Eds)

This book offers a range of approaches and specific examples of how a sample of internationally leading research-intensive universities, from a variety of regions around the world, work to improve teaching and learning. [...] 

Contents
Chapter 1. Strategic Challenges in the Development of Teaching and Learning in Research-Intensive Universities; Bjørn Stensaker, Grahame Bilbow, Lori Breslow & Rob van der Vaart.- Chapter 2. The Expansion of Academic Development: The Challenges of Organizational Coordination and Collaboration; Bjørn Stensaker, Rob van der Vaart, Tone Dyrdal Solbøkke & Line Wittek.- [...] 

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Mathematical Modelling and Applications
Crossing and Researching Boundaries in Mathematics Education
G. A. Stillman, Australian Catholic University, Ballarat, VIC, Australia; W. Blum, University of Kassel; G. Kaiser, University of Hamburg (Eds)

This volume documents on-going research and theorising in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in the life world of people whether these range from the everyday individual numeracy level to sophisticated new problems for society at large. [...] 

Contents

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Civic Education and Liberal Democracy
Making Post-Normative Citizens in Normative Political Spaces
P. Strandbrink, Södertörn University, Huddinge, Sweden

This book explores the inherent tension in civic education. There is a surging belief in contemporary European society that liberal democracy should work harder to reproduce the civic and normative setups of national populations through public education. [...] 

Contents

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Assisting Young Children Caught in Disasters
Multidisciplinary Perspectives and Interventions
J. Szente, University of Central Florida, Orlando, FL, USA (Ed)

This volume discusses 14 different types of disasters and their implications on the social, emotional and academic development of young children, from birth through age eight. It focuses on human-related crises and disasters such as community violence exposure; war and terrorism; life in military families; child trafficking; parent migration; radiation disasters; HIV/AIDS; and poverty. [...] 

Contents
About the Contributors.- Foreword; Nancy Brown.- Acknowledgements.- 1. Introduction: Assisting Young Children Caught in Disasters; Judit Szente.- Part I: Human Crises and Their Implications on the Education and the Social-Emotional Development of Young Children.- Introduction to Part I; Judit Szente.- 2. The Impact of Community Violence Exposure on the Developmental Outcomes of Young Children of Color; Yvette R. Harris.- [...] 

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A Cohesive System-wide Approach to Integrating ICT into Education
S. C. Tan, Nanyang Technological University, Singapore; H. M. Cheah, Singapore University of Social Sciences, Singapore; W. Chen, National Institute of Education, Singapore; D. Choy, National Institute of Education, Singapore

This book focuses on the integration of information and communication technologies (ICT) into K-12 education. [...] 

Contents
Chapter 1 Introduction.- Chapter 2 Integrating ICT into K-12 Education: A global perspective.- Chapter 3 Interlocking Policies Facilitating ICT Integration in Education.- Chapter 4 ICT Environments in Singapore.- Chapter 5 Capacity Building of School Leaders and Teachers.- Chapter 6 Research and Development on ICT Integration in Schools.- Chapter 7 Innovative Technology-Mediated Classrooms Practices from Research.- Chapter 8 Idea Interactions and Translations: Scaling up and Deepening ICT-Integration Practices.- Chapter 9 Impact of ICT Masterplans. [...] 

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The Search for Better Educational Standards
A Cautionary Tale
M. Thrupp, University of Waikato, Hamilton, New Zealand

This book deals with the development of New Zealand's standards system for primary school achievement, 'Kiwi Standards', which took effect from 2010 onwards and is becoming increasingly embedded over time. [...] 

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Quandaries of School Leadership
Voices from Principals in the Field
D. J. Touchton, Stetson University, Celebration, USA; M. A. Rodríguez, University of Texas at San Antonio, San Antonio, USA; G. Ivory, New Mexico State University, Las Cruces, NM, USA; M. Acker-Hocevar, Washington State University Tri-Cities, Richland, WA, USA (Eds)

This book provides insights into the everyday practices of school leaders as told through the real-life stories of principals. [...] 

Contents

Pedagogies in the Flesh
Case Studies on the Embodiment of Sociocultural Differences in Education
S. Travis, University of North Texas Department of Art Education and Art Hist, Austin, TX, USA; A. M. Kraehne, University of North Texas, Denton, TX, USA; E. J. Hood, University of North Texas Department of Art Education and Art Hist, Denton, TX, USA; T. E. Lewis, University of North Texas Art Education, Coll. of Vis Arts and Des, Denton, TX, USA (Eds)

This book presents a collection of vivid, theoretically informed descriptions of flashpoints—educational moments when the implicit sociocultural knowledge carried in the body becomes a salient feature of experience. The flashpoints will ignite critical reflection and dialogue about the formation of the self, identity, and social inequality on the level of the preconscious body.

Contents

Multiple Representations in Physics Education
D. F. Treagust, Curtin University, Perth, WA, Australia; R. Duit, Christian-Albrechts-Universität zu Kiel; H. E. Fischer, Universität Duisburg-Essen (Eds)

This volume is important because despite various external representations, such as analogies, metaphors, and visualizations being commonly used by physics teachers, educators and researchers, the notion of using the pedagogical functions of multiple representations to support teaching and learning is still a gap in physics education. [...] 

Contents

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Models and Modeling in Science Education

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Flexible Scripting to Facilitate Knowledge Construction in Computer-supported Collaborative Learning

X. Wang, Beijing Normal University, Beijing, China; J. Mu, Ludwig Maximilian University of Munich, Munich

This book discusses the significance of flexible scripting to structure CSCL against the framework of “Script theory of guidance” and reports on findings from two empirical studies on the effects of flexible scripting on collaboration in CSCL scenarios. In the first empirical study flexibility was accomplished through adaptivity, and through adaptability in the second. [...] 

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Series Title
Perspectives on Rethinking and Reforming Education

Playing to Learn with Reacting to the Past
Research on High Impact, Active Learning Practices

C. E. Watson, University of Georgia, Watkinsville, GA, USA; T. C. Hagood, University of Georgia, Athens, GA, USA (Eds)

This book provides classroom practice and research studies that verify Reacting to the Past (RTTP)—a student-centered, active learning pedagogy that provides college students and faculty unique teaching and learning opportunities—as a high impact practice for student learning and engagement. [...] 

Contents

Artists in the University
Positioning Artistic Research in Higher Education

J. Wilson, University of Melbourne Melbourne Ctr for the Study of Higher Ed, Parkville, VIC, Australia

This book focuses on the relationship between the university and a particular cohort of academic staff: those in visual and performing arts disciplines who joined the university sector in the 1990s. [...] 

Contents
Foreword.- Artists in the University: An introduction.- Worlds colliding - the ongoing influence of amalgamation.- The University as a Site for Artistic Practice.- Is Artistic Practice Research?- Artistic Research Within National Research Policy.- Artistic Research and university research management practices.- Institutional research management from the inside.- Beyond Equivalency: Repositioning Artistic Research Within higher education.- Appendix.
Science Education Research and Practice in Asia-Pacific and Beyond

J. Yeo, National Institute of Education, Singapore, Singapore; T. W. Teo, National Institute of Education, Singapore, Singapore; K. Tang, Curtin University of Technology, Bentley, WA, Australia (Eds)

This book is based on presentations at the International Science Education Conference (ISEC) 2014. It showcases a selection of the best papers by researchers and science teachers from the Asia-Pacific region, North America and the United Kingdom. [...] 

Contents
Section A: Practices of Science.- 1 From lists in pieces to coherent wholes: nature of science, scientific practices and science teacher education.- 2 Introducing modelling into school science.- 3 Exploring mechanistic reasoning in chemistry.- 4 Supporting scientific report writing in a chemistry classroom.- 5 Exploring ‘the thinking behind the doing’ in an investigation: Students’ understanding of variables.- Section B: Societal and Affective Dimensions of Science.- 6 On the convergent between science and environmental education.- 7 Science education and promises and prospects of interest. [...] 

Globalisation and National Identity in History Textbooks

The Russian Federation

J. Zajda, Australian Catholic University, Melbourne, VIC, Australia


Contents
Chapter 1 The construction of cultural identity and nation-building: Introduction.- Chapter 2 Origins of the Russian state: Russia’s historical cultural identity and the Holy Rus.- Chapter 3 School History Textbooks, Memory and Ideology in the Russian Federation during the 1990s.- Chapter 4 Russian History Education in the Russian Media: The changing geo-political culture in the Russian Federation.- Chapter 5 Historical Narratives and the Construction of Identity in Russian History Textbooks.- Chapter 6 Teachers’ Attitudes towards History School Textbooks. [...] 

Scripting Approaches in Mathematics Education

Mathematical Dialogues in Research and Practice

R. Zazkis, Simon Fraser University, Burnaby, BC, Canada; P. Herbst, University of Michigan, Ann Arbor, MI, USA (Eds)

This book shows how the practice of script writing can be used both as a pedagogical approach and as a research tool in mathematics education. It provides an opportunity for script-writers to articulate their mathematical arguments and/or their pedagogical approaches. [...] 

Contents

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This edited book is on the theory and practice of teacher education from the most distinguished and experienced scholars in the field around the world. In this book, they explored the most urgent and significant issues in teacher education in this globalized time. The dealing of these issues can directly impact the quality of teacher education and education in general.

Contents

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May 2017
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Nature, Metaphor, Culture
Cultural Conceptualisations in Hungarian Folksongs
J. Baranyiné Kóczy, Széchenyi István University, Győr, Győr

This book analyses the emotional message of Hungarian folksongs from a Cultural Linguistic perspective, employing a wide range of empirical devices. It combines theoretical notions with analytical devices and has a multidisciplinary essence: it relies on the latest Cultural Linguistic findings, employing spatial semantics, cognitive linguistics, cognitive psychology and ethnography. [...] 

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Folksongs from a Cultural Linguistic perspective.- Spatial metaphors in the natural imagery.- Cultural metaphors in folksongs.- Cultural schemas of construal.- Cultural conceptualisations of folksongs: cross-cultural and intra-cultural studies.- Conclusions.

Series Title
Cultural Linguistics

Languages and the First World War: Representation and Memory
C. Declercq, School of European Languages, London; J. Walker, The British Library, London (Eds)

With several terms from the First World War still present in modern speech, Languages and the First World War presents over 30 essays by international academics investigating the linguistic aspects of the 1914-18 conflict. The first of the two volumes covers language change and documentation during the period of the war, while the second examines the representation and the memory of the war. [...] 

Contents
Acknowledgements PART I: THE HISTORIAN’S PROBLEMS 1. Problems and challenges of a historical approach 2. Translation, interpretation and mistranslation: Belgian exiles and ‘reformed’ soldiers, their records and problems encountered by English language researchers PART II: REPRESENTING THE PRESENT 3. ‘Fake Belgium’ Linguistic issues in the diary of Father Achiel Van Walleghem (1914-1919) [...] 

Series Title
Palgrave Studies in Languages at War

Popular Culture, Voice and Linguistic Diversity
Young Adults On- and Offline
S. Dovchin, University of Technology, Sydney, Edgewater, WA; A. Pennycook, University of Technology, Sydney Faculty of Education, NSW, NSW; S. Sultana, University of Dhaka, Dhaka

This book analyses the language practices of young adults in Mongolia and Bangladesh in online and offline environments. Focusing on the diverse linguistic and cultural resources these young people draw on in their interactions, the authors draw attention to the creative and innovative nature of their transglossic practices. [...] 

Contents

Series Title
Language and Globalization
Translation, Globalization and Translocation
The Classroom and Beyond
C. B. Godev, UNC at Charlotte, Charlotte, NC, USA (Ed)

This book examines the spaces where translation and globalization intersect, whether they be classrooms, communities, or cultural texts. It foregrounds the connections between cultural analysis, literary critique, pedagogy and practice, uniting the disparate fields that operate within translation studies. [...] 

Contents
- Part I. Introduction.- Chapter 1. Agency of Translation and Interpreting in Globalization and Translocation Dynamics; Concepción B. Godev.- Part II. Translation as Global Translocation.- Chapter 2. Translation as Repositioning and Rebranding: Cormac McCarthy's and the Coen Brothers' No Country for Old Men; Michael Scott Doyle.- Chapter 3. Translating Arab Women Academics: The Case of Olfa Youssef's Ḥayratu Muslima; Lamia Benyoussef.- [...] 

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M. Harrington, University of Queensland, Brisbane, QLD, Australia

This book examines the simultaneous contribution of learner vocabulary size and speed to second language performance differences across learner levels and settings. Harrington considers vocabulary size and speed, as reflected in retrieval speed and consistency, as a three-dimensional measurement construct termed lexical facility. [...] 

Contents

Japanese Language and Soft Power in Asia
K. Hashimoto, School of Languages and Cultures, Brisbane, QLD, Australia (Ed)

This cutting edge collection considers how the Japanese language functions as a key element of Japanese soft power in Asia. Within Japanese culture itself, the promotion of language has been an area of ambivalence. [...] 

Contents

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Inheritance and Innovation in a Colonial Language
Towards a Usage-Based Account of French Guianese Creole

W. Jennings, University of Waikato, Hamilton, New Zealand; S. Pfänder, Universität Freiburg, Freiburg

This book takes a fresh approach to analysing how new languages are created, combining in-depth colonial history and empirical, usage-based linguistics. Focusing on a rarely studied language, the authors employ this dual methodology to reconstruct how multilingual individuals drew on their perception of Romance and West African languages to form French Guianese Creole. [...] 

Contents

Consecutive Interpreting
An Interdisciplinary Study

A. V. Kozin, University of Sussex, Falmer

This book sheds light on the phenomenon of consecutive interpreting. It combines phenomenological and empirical analyses to build a communication theory of interpreting. The author begins by reviewing mainstream research on consecutive interpreting and then dissociates himself from it, conducting a three-tier analysis of interpreting data. [...] 

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Series Title
Palgrave Studies in Translating and Interpreting

The Reconstruction of Modality in Chinese-English Government Press Conference Interpreting
A Corpus-Based Study

X. Li, Shanghai Jiao Tong University School of Foreign Languages, Minhang, Shanghai

This book investigates a special genre of interpreting in the Chinese context, namely Government Press Conference (GPC) Interpreting. Drawing on the modality system from Systemic Functional Grammar and a corpus of 21 interpreting events, the project explores the regular patterns of modality shifts in Chinese-English GPC interpreting and seeks explanations in the sociocultural context. [...] 

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Series Title
Corpora and Intercultural Studies
Interpreting Straw Man Argumentation

The Pragmatics of Quotation and Reporting

F. Macagno, Universidade Nova de Lisboa Faculdade de Ciências Sociais e Humanas, Lisboa; D. Walton, University of Windsor Dept. of Philosophy, Windsor, ON

This book shows how research in linguistic pragmatics, philosophy of language, and rhetoric can be connected through argumentation to analyze a recognizably common strategy used in political and everyday conversation, namely the distortion of another’s words in an argumentative exchange. [...] 

Contents
- Introduction.
- Using Quotations: Their Argumentative uses and Their Manipulations.
- Communicative Intentions and Commitments.
- Establishing Commitments between Ambiguity and Misquotation.
- The Strategies of Misattribution of Commitments.
- Evaluating Relevance and Commitments in Rhetorical Straw Man.
- Commitment and Position.
- A Procedure for Assessing Complex cases of Straw Man.
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- Cases.

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A Critical Discourse Analysis of South Asian Women’s Magazines

Undercover Beauty

L. McLoughlin, Liverpool Hope University, Liverpool, UK

This intriguing book applies Critical Discourse Analysis to a range of South Asian women’s lifestyle magazines, exposing the disconnection between the magazines’ representations of South Asian women and the lived realities of the target audience. [...] 

Contents
- Chapter 1. Introduction.
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- Chapter 3. The Aesthetics of beauty – commodification.
- Chapter 4. For the woman who wants the world – commodified feminism.
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- Chapter 6. Men’s voices in women’s magazines.
- Chapter 8. Conclusion.

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Text-Based Research and Teaching

A Social Semiotic Perspective on Language in Use

P. Mickan, University of Adelaide Faculty of Arts, Adelaide, Australia; E. Lopez, University of Adelaide, Adelaide, Australia (Eds)

Contributions in this book illustrate the many methods available for researching language in context and for the analysis of everyday text types. Each chapter highlights language as a resource for the expression of meanings—a social semiotic resource. [...] 

Contents
- Chapter 1: Introduction: Text-Based Research and Teaching.
- Part I: Text-Based Research in Everyday Social Settings.
- Chapter 2: Text-Based Research and Teaching from a Social Semiotic Perspective: Transformative Research and Pedagogy.
- Chapter 3: A Month of Climate Change in Australia: A Corpus-Driven Analysis of Media Discourse.
- Chapter 4: A (Critical) Discourse Analysis of Alan Greenspan’s Public Discourses on the Housing Bubble: The Trigger to the Global Financial Crisis. [...]
The Language of Money and Debt
A Multidisciplinary Approach
A. Mooney, University of Roehampton, London, UK; E. Sifaki, University of Roehampton, London, UK (Eds)

This book analyses the language that ordinary people employ when discussing money, debt and financial behaviour. It documents and critiques this language from an array of disciplinary perspectives, with chapters on children’s books, government infomercials, television poverty porn, the emotional experience of being indebted, and more. [...] 

Contents

Pronouns in Embedded Contexts at the Syntax-Semantics Interface
P. Patel-Grosz, University of Oslo, Oslo, Norway; P. G. Grosz, University of Oslo, Oslo, Norway; S. Zobel, University of Tübingen (Eds)

This volume presents studies on pronouns in embedded contexts, and offers fundamental insights into this central area of research. Much of the recent research on pronouns has shown that embedded environments, such as clausal complements of attitude predicates, provide a window into the nature of pronouns. [...] 

Contents
Introduction; Pritty Patel-Grosz, Patrick Grosz, and Sarah Zobel.- Direct Variable Binding and Agreement in Obligatory Control; Idan Landau.- Intentional Identity as a Transparency Phenomenon; Daniel Tiskin.- Pronoun Use in Finnish Reported Speech and Free Indirect Discourse: Effects of Logophoricity; Elsi Kaiser.- Demonstrative Pronouns and Propositional Attitudes; Stefan Hinterwimmer and Peter Boscht.- Null Pronouns in Russian Embedded Clauses; Philip Shushurin.- [...] 

Series Title
Studies in Linguistics and Philosophy

Interactional Competences in Institutional Settings
From School to the Workplace
S. Pekarek Doehler, University of Neuchâtel, Neuchâtel; A. Bangerter, University of Neuchâtel, Neuchâtel; G. de Weck, University of Neuchâtel, Neuchâtel; L. Filliettaz, University of Geneva, Geneva; E. González-Martínez, University of Fribourg, Fribourg; C. Petitjean, University of Neuchâtel, Neuchâtel (Eds)

This interdisciplinary volume brings together leading scholars from several disciplines to uncover the key to young people’s socialization within institutional settings, from school to the workplace. Among the questions they consider are: what aspects of interactional competence are relevant for participation in practical activities within those settings? [...] 

Contents
- Chapter 1 – Interactional competences in institutional settings: Young people between school and work: Simona Pekarek Doehler & Cécile Petitjean.- Section I – Institutional practices between school and the workplace.- Chapter 2 – Expressing personal opinions in classroom interactions: The role of humor and displays of uncertainty: Virginie Degoumois, Cécile Petitjean & Simona Pekarek Doehler. - [...]
Linguistic and Psycholinguistic Approaches on Implicatures and Presuppositions

S. Pistoia-Reda, Zentrum Allgemeine Sprachwissenschaft, Lungro; F. Domaneschi, University of Genoa, Genoa (Eds)

This book discusses developments in the study of implicatures and presuppositions, drawing on recent linguistic and psycholinguistic literature. It provides original discussions of specific formal aspects of the theoretical reconstruction of these phenomena. [...] 

Contents
- Theoretical and Experimental Perspectives on Meaning and Communication (Salvatore Pistoia-Reda and Filippo Domaneschi).- Blindness, Short-sightedness, and Hirschberg’s contextually ordered alternatives: a reply to Schlenker (2012) (Giorgio Magri).- Remarks on oddness and conjunction (Salvatore Pistoia-Reda and Jacopo Romoli).- A fine-grained global analysis of implicatures (Robert van Rooij).- [...] 

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D. Piotrowski, CNRS-EHESS, Paris, France

This book develops a morphodynamical approach to sign and linguistic structures as an integrated response to multilevel and interrelated problems in semiolinguistic research. [...] 

Contents
- Chapter 1 INTRODUCTION.- Chapter 2 THE CONTROVERSY CONCERNING THE NATURE OF THE SIGN.- Chapter 3 THEORETICAL ELEMENTS.- Chapter 4 THE HUSSERLIAN PERSPECTIVE.- Chapter 5 THE SAUSSUREAN ANALYSIS.- Chapter 6 THE MORPHODYNAMICS OF THE SIGN.- Chapter 7 THE MERLEAU-PONTIAN PERSPECTIVE.- Chapter 8 NEUROPHYSIOLOGICAL HOMOLOGATION.- Chapter 9 CONCLUSION.

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Interviewing for Language Proficiency

Interaction and Interpretation

S. J. Ross, University of Maryland, College Park, MD

This book analyses oral proficiency interviews, a mainstay of second language speaking proficiency assessment for several decades. [...] 

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Series Title
Palgrave Studies in Pragmatics, Language and Cognition
New Speakers of Minority Languages
Linguistic Ideologies and Practices
C. Smith-Christmas, University of Limerick, Limerick, UK; M. Hornsby, Adam Mickiewicz University, POZNAN, Poland; M. Moriarty, University of Limerick, Limerick, Ireland; N. Ó Murchadha, University College Dublin, Dublin, Ireland (Eds)

This book represents the first collection specifically devoted to New Speaker Studies, focusing on language ideologies and practices of speakers in a variety of minority language communities.

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Chapter 1. New Speakers, Familiar Concepts?; Noel Ó Murchadha, Cassie Smith-Christmas, Michael Hornsby and Máiréad Moriarty.- Chapter 2. New Gaelic Speakers, New Gaels? Ideologies and ethnolinguistic continuity in contemporary Scotland; Stuart Dunmore.- Chapter 3.'We're not fully Welsh': Hierarchies of belonging and 'new' speakers of Welsh; Charlotte Selleck.- Chapter 4. ’We don’t say it like that’: Language ownership and (de) legitimising the new speaker; Julia Sallabank and Yan Marquis.

September 2017
XVI, 271 p. 4 illus. Hardcover.
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Examining Text and Authorship in Translation
What Remains of Christa Wolf?
C. Summers, University of Leeds, Leeds, UK

This book, the first in-depth study of authorship in translation, explores how authorial identity is ‘translated’ in the literary text. In a detailed exploration of the writing of East German author Christa Wolf in English translation, it examines how the work of translators, publishers, readers and reviewers reframes the writer's identity for a new reading public.

Contents

May 2017
XVII, 260 p. 5 illus., 4 illus. in color. Hardcover.
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International Perspectives on Teachers Living with Curriculum Change

M. Wedell, University of Leeds, Leeds, UK; L. Grassick, University of Leeds, Leeds, UK (Eds)

“This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes.

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- Chapter 1. Living with curriculum change: an overview; Martin Wedell and Laura Grassick.- Chapter 2. Involving teachers in the change process: one English teacher’s account of implementing curricular change in Philippine basic education; Maria Luz C. Vilches.- Chapter 3. Making the best of continuous change initiatives: a story of a successful Korean English teacher; Hyoshin Lee.-

Series Title
International Perspectives on English Language Teaching

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The Tangwang Language
An Interdisciplinary Case Study in Northwest China
D. Xu, Institut National des Langues et Civilisations Chinoises, Paris, France

This book studies the Tangwang language, providing the first comprehensive grammar in English of this Chinese variety, with detailed analysis of its phonology, morphology, and syntax. This fills a gap in the literature, as previously only a few articles on this language were available. [...] 

Contents

Researching Chinese English: the State of the Art
Z. Xu, Monash University, Clayton, VIC, Australia; D. He, Universiti Brunei Darussalam, Gadong, Brunei Darussalam; D. Deterding, Universiti Brunei Darussalam, Gadong, Brunei Darussalam (Eds)

This volume offers a timely collection of original research papers on the various features and issues surrounding Chinese English, one of the varieties in World Englishes with a large and increasing number of learners and users. [...] 

Contents

Languages and Genes in Northwestern China and Adjacent Regions
D. Xu, INALCO Département Chine, Paris Cedex; H. Li, Fudan University School of Life Sciences, Shanghai (Eds)

This book presents an investigation of language contact, focusing on Northwestern China. [...] 

Contents
Multiliteracies Pedagogy and Language Learning
Teaching Spanish to Heritage Speakers

G. C. Zapata, California State University, Marina, CA; M. Lacorte, University of Maryland, Silver Spring, MD (Eds)

This book is the first volume to be devoted to the examination of the application of the multiliteracies pedagogical framework to the teaching of Spanish to heritage language learners in higher education institutions in the United States. [...] 

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Discourse and Diversionary Justice
An Analysis of Youth Justice Conferencing

M. Zappavigna, UNSW Australia, Sydney, NSW, Australia; J. Martin, University of Sydney, Sydney, NSW, Australia

This book analyses the Youth Justice Conferencing Program in New South Wales, Australia. Exploring this form of diversionary justice from the perspectives of functional linguistics and performance studies, the authors combine close textual analysis with ethnographic research methodologies. [...] 

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