

ROUTLEDGE EDUCATION

Education Handbooks



New Titles and Key Backlist 2010

Welcome to Routledge Education Handbooks

New Titles and Key Backlist 2010



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CONTACTS

Editorial Inquiries

For USA, Canada and Latin America:

Lane Akers – Senior Editor
Email: lane.akers@taylorandfrancis.com

Naomi Silverman – Senior Editor
Email: naomi.silverman@taylorandfrancis.com

For all territories excluding the Americas:

Philip Mudd – Publisher
Email: philip.mudd@tandf.co.uk

Marketing Inquiries

For USA, Canada and Latin America:

Lori Kelly – Marketing Manager
Email: lori.kelly@taylorandfrancis.com

For all territories excluding the Americas:

Cara Trevor – Marketing Executive
Email: cara.trevor@tandf.co.uk

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The Routledge International Handbooks Series

NEW

The Routledge International Handbook of Creative Learning

Edited by **Julian Sefton-Green**, Independent Education Consultant, UK, **Pat Thomson**, University of Nottingham, UK, **Liora Bresler**, University of Illinois at Urbana-Champaign, USA and **Ken Jones**, University of Keele, UK

The concept of creative learning extends far beyond Arts-based learning or the development of individual creativity. It covers a range of processes and initiatives throughout the world that share common values, systems and practices aimed at making learning more creative. This applies at individual, classroom, or whole school level, always with the aim of fully realising young people's potential.

Until now there has been no single text bringing together the significant literature that explores the dimensions of creative learning, despite the work of artists in schools and the development of a cadre of creative teaching and learning specialists. Containing a mixture of newly commissioned chapters, reprints and updated versions of previous publications, this book brings together major theorists and current research.

Comprising of key readings in creative education, it will stand as a uniquely authoritative text that will appeal to those involved in initial and continuing teacher education, as well as research academics and policy specialists.

Sections consists of:

- a general introduction to the field of creative learning
- arts learning traditions, with sub sections on discrete art forms such as drama and visual art
- accounts of practice from artist-teacher partnerships
- whole school change and reforms
- curriculum change
- assessment
- evaluative case studies of impact and effect
- global studies of policy change around creative learning.

November 2010: 6-3/4 x 9-3/4: 512pp
Hb: 978-0-415-54889-2: **\$199.00**

For more information, visit:
www.routledge.com/9780415548892

The Routledge International Handbook of the Sociology of Education

Edited by **Michael W. Apple**, University of Wisconsin-Madison, USA, **Stephen J. Ball**, University of London, UK and **Luis Armando Gandin**, Federal University of Rio Grande do Sul, Brazil



This collection brings together many of the world's leading sociologists of education to explore and address key issues and concerns within the discipline. The thirty-seven newly commissioned chapters draw upon theory and research to provide new accounts of contemporary educational processes, global trends, and changing and enduring forms of social conflict and social inequality.

The research, conducted by leading international scholars in the field, indicates that two complexly interrelated agendas are discernible in the heat and noise of educational change over the past twenty-five years. The first rests on a clear articulation by the state of its requirements of education. The second promotes at least the appearance of greater autonomy on the part of educational institutions in the delivery of those requirements. *The Routledge International Handbook of the Sociology of Education* examines the ways in which the sociology of education has responded to these two political agendas, addressing a range of issues which cover three key areas:

- perspectives and theories
- social processes and practices
- inequalities and resistances.

The book strongly communicates the vibrancy and diversity of the sociology of education and the nature of 'sociological work' in this field. It will be a primary resource for teachers, as well as a title of major interest to practising sociologists of education.

2009: 6-3/4 x 9-3/4: 441pp
Hb: 978-0-415-48663-7: **\$199.00**
eBook: 978-0-203-86370-1

For more information, visit:
www.routledge.com/9780415486637

NEW IN PAPERBACK

The Routledge International Companion to Multicultural Education

Edited by **James A. Banks**, University of Washington, Seattle, USA



'Even for a writer and academic of such caliber as James Banks, this book is a tour de force...'

– *Race Equality Teaching*

'Collectively the chapters present an invaluable foundation to monitor multicultural policy situations and practices globally...'

– *Teachers College Record*

This volume is the first authoritative reference work to

provide a truly comprehensive international description and analysis of multicultural education around the world. It is organised around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts. This book is divided into ten sections, covering theory and research pertaining to curriculum reform, immigration and citizenship, language, religion, and the education of ethnic and cultural minority groups among other topics.

2009: 6-3/4 x 9-3/4: 592pp
Hb: 978-0-415-96230-8: **\$199.00**
Pb: 978-0-415-88078-7: **\$69.95**

For more information, visit:

www.routledge.com/9780415880787

NEW

The Routledge International Handbook of English, Language and Literacy Teaching

Edited by **Dominic Wyse**, University of Cambridge, UK, **Richard Andrews**, Institute of Education, UK and **James Hoffman**, University of Texas at Austin, USA



Edited by three authorities in the field, this *Handbook* presents contributions from experts across the world who report the cutting-edge of international research. It is ground-breaking in its holistic, evidence-informed approach that aims to synthesize key messages for policy and practice in English, Language and Literacy Teaching.

A comprehensive collection, the *Handbook* focuses on the three key areas of reading, writing, and language, and issues that cut across them. The international emphasis of all the chapters is extended by a final section that looks directly at different countries and continents.

This definitive guide concludes by discussing the need for better policy cycles that genuinely build on research evidence and teachers' working knowledge in order to engage young people and transform their life chances.

February 2010: 6-3/4 x 9-3/4: 584pp
Hb: 978-0-415-46903-6: **\$199.00**
eBook: 978-0-203-86309-1

For more information, visit:

www.routledge.com/9780415469036

The Routledge International Handbook of Critical Education

Edited by **Michael W. Apple**, University of Wisconsin-Madison, USA, **Wayne Au**, California State University, Fullerton, USA and **Luis Armando Gandin**, Federal University of Rio Grande do Sul, Brazil



The Routledge International Handbook of Critical Education is the first authoritative reference work to provide an international analysis of the relationship between power, knowledge, education, and schooling. Rather than focusing solely on questions of how we teach efficiently and effectively, contributors to this volume push further to also think critically about education's relationship to economic, political, and cultural power. The various sections of this book integrate into their analyses the conceptual, political, pedagogic, and practical histories, tensions, and resources that have established critical education as one of the most vital and growing movements within the field of education.

With a comprehensive introduction by Michael W. Apple, Wayne Au, and Luis Armando Gandin, along with thirty-five newly-commissioned pieces by some of the most prestigious education scholars in the world, this *Handbook* provides the definitive statement on the state of critical education and on its possibilities for the future.

2009: 7 x 10: 512pp | Hb: 978-0-415-95861-5: **\$199.00** | eBook: 978-0-203-88299-3

For more information, visit: www.routledge.com/9780415958615

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NEW IN 2011

3rd Edition



Handbook of Research on Teaching the English Language Arts

Co-Sponsored by the International Reading Association and the National Council of Teachers of English

Edited by **Diane Lapp** and **Douglas Fisher**, both at San Diego State University, USA

Now in its third edition, the *Handbook of Research on Teaching the English Language Arts* offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders:

- provide historical and theoretical perspectives about teaching the language arts
- focus on bodies of research that influence decision making within the teaching of the language arts
- explore the environments for language arts teaching
- reflect on the methods and materials for instruction.

Reflecting important development in the field since the publication of the second edition in 2003, the third edition is restructured, updated, and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning, and sharing one's knowledge. A value-added Companion Website, new for this edition, includes among other features interactive tools, PowerPoint's, and several videos.

The *Handbook of Research on Teaching the English Language Arts* is an essential resource for all professional educators, researchers, curriculum designers, students, and prospective and practicing teachers across the field of the English language arts.

April 2011: 8-1/2 x 11: 800pp
Hb: 978-0-415-87735-0: **\$325.00**
Pb: 978-0-415-87736-7: **\$114.95**

For more information, visit:
www.routledge.com/9780415877367

NEW IN 2011

Volume 2

Handbook of Research in Second Language Teaching and Learning

Edited by **Eli Hinkel**, Seattle University, USA

Series: *ESL & Applied Linguistics Professional*

This landmark volume provides a broad-based, comprehensive, state-of-the-art overview of current knowledge and research into second language teaching and learning. All authors are leading authorities in their areas of expertise. Fifty-seven chapters, all completely new for *Volume Two*, are organised in eight thematic sections:

- social contexts in research on second language teaching and learning
- second language research methods
- contributions of applied linguistics to second language research
- research in second language processes and development
- methods and instruction in second language teaching
- second language assessment
- ideology, identity, culture, and critical pedagogy in second language teaching and learning
- language planning and policies.

Changes in *Volume Two*:

- capture new and ongoing developments, research, and trends that have evolved in the key areas of second language teaching and learning
- survey prominent areas of research that were not covered in *Volume One*
- include new authors from Canada, Australia, and Asia, to broaden the *Handbook's* international scope
- omit chapters on research domains that have seen few developments or have become of less significance.

The *Handbook of Research in Second Language Teaching and Learning* is primarily oriented toward ESL and EFL teachers, teacher trainers, teacher trainees, graduate students and faculty in MA-TESL and applied linguistics programs, as well as curriculum and material developers.

March 2011: 6 x 9: 1184pp
Hb: 978-0-415-99871-0: **\$325.00**
Pb: 978-0-415-99872-7: **\$114.95**
eBook: 978-1-4106-1270-0

For more information, visit:
www.routledge.com/9780415998727

NEW**Handbook of Research on Children's and Young Adult Literature**

Edited by **Shelby Wolf**, University of Colorado at Boulder, USA, **Karen Coats**, Illinois State University, USA, **Patricia A. Encisco**, Ohio State University, USA and **Christine Jenkins**, University of Illinois at Urbana-Champaign, USA

This multidisciplinary *Handbook* is the first attempt to pull together in one volume the research on children's and young adult literature which is currently scattered across three intersecting disciplines: education, English, and library and information science. The book's organization reflects the special interests of each of these disciplines. Section one focuses on readers, the province of education; section two on the analysis of text, the province of English and literature; and section three looks at the social contexts surrounding and influencing the intersections of readers and texts.

October 2010: 6 x 9: 640pp
Hb: 978-0-415-96505-7: **\$195.00**
Pb: 978-0-415-96506-4: **\$89.95**
eBook: 978-0-203-84354-3

For more information, visit:
www.routledge.com/9780415965064

NEW**Volume 4****Handbook of Reading Research**

Edited by **Michael L. Kamil**, Stanford University, USA, **P. David Pearson**, University of California at Berkeley, USA, **Elizabeth Birr Moje**, University of Michigan, USA and **Peter Afflerbach**, University of Maryland, USA

The *Handbook of Reading Research* is the research handbook for the field. Each volume has come to define the field for the period of time it covers. *Volume Four* follows in this tradition. The editors extensively reviewed the reading research literature since the publication of *Volume Three* in 2000, as portrayed in a wide array of research and practitioner-based journals and books, to identify the themes and topics covered. *Volume Four* brings the field authoritatively and comprehensively up-to-date.

October 2010: 7 x 10: 1040pp
Hb: 978-0-8058-5342-1: **\$260.00**
Pb: 978-0-8058-5343-8: **\$114.95**
eBook: 978-0-203-84354-3

For more information, visit:
www.routledge.com/9780805853438

NEW**Handbook of Reading Disability Research**

Edited by **Anne McGill-Franzen** and **Richard L. Allington**, both at University of Tennessee, USA

Bringing together a wide range of research on reading disabilities, this comprehensive *Handbook* extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but from multiple or alternative perspectives.

Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, this volume is on the front line in exploring the relation of reading disability to learning and language, to poverty and prejudice, and to instruction and schooling.

The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honours and awards from professional organizations representing the range of disciplines in the field of reading disabilities. Throughout, their contributions, are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers.

July 2010: 8-1/2 x 11: 576pp
Hb: 978-0-8058-5333-9: **\$250.00**
Pb: 978-0-8058-5334-6: **\$114.95**
eBook: 978-0-203-85301-6

For more information, visit:
www.routledge.com/9780805853346

See Also:

Key Backlist Titles

See page 12 for more details

NEW IN 2011

Handbook of Research on Learning and Instruction

Edited by **Patricia Alexander**, University of Maryland, College Park, USA and **Richard E. Mayer**, University of California, Santa Barbara, USA

Series: Educational Psychology Handbook

This *Handbook* examines learning and instruction in a variety of classroom and non-classroom environments and with a variety of learners, both K-16 students and adult learners. Written by leading researchers from around the world, the book is divided into two sections: learning and instruction. The learning section consists of chapters on how people learn in subject matter areas as well as how they acquire the knowledge and processes required for thinking, self-regulation, and beliefs. The instruction section consists of chapters on effective instructional methods – feedback, inquiry, examples, modelling, tutoring, discussion, collaboration, questioning, games, simulations, and visualisations. Key features include the following:

- **Comprehensive** – although topical coverage is wide-ranging and represents a broad array of academic domains, learning constructs, and instructional methods, each chapter is organized around a few major advances in its field.
- **Empirical and Theoretical** – the heart of each chapter is a review of empirical research central to the domain or topic, but each one also includes a description of a testable model or theory related to the topic.
- **Educational Focus** – each chapter addresses issues that have practical implications for education, are research-based, and are grounded in a theory of how people learn.
- **Expertise** – all chapters are written by leading researchers from around the world who are highly regarded experts on their particular topics and are active contributors to the field.

March 2011: 7 x 10: 600pp
Hb: 978-0-415-80460-8: **\$295.00**
Pb: 978-0-415-80461-5: **\$114.95**

For more information, visit:
www.routledge.com/9780415804615

NEW

Handbook of Research on Schools, Schooling and Human Development

Edited by **Judith L. Meece**, University of North Carolina at Chapel Hill, USA and **Jacquelynne S. Eccles**, University of Michigan, USA



Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on children's development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence children's development and to

describe various models and methods for studying schooling effects. Key features include:

- **Comprehensive Coverage** – this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical coverage ranges from theoretical foundations to investigative methodologies and from classroom-level influences such as teacher-student relations to broader influences such as school organization and educational policies.
- **Cross-Disciplinary** – this volume brings together the divergent perspectives, methods and findings of scholars from a variety of disciplines, among them educational psychology, developmental psychology, school psychology, social psychology, psychiatry, sociology, and educational policy.
- **Chapter Structure** – to ensure continuity, chapter authors describe how schooling influences are conceptualised, identify their theoretical and methodological approaches, discuss the strengths and weaknesses of existing research and highlight implications for future research, practice, and policy.
- **Methodologies** – chapters included in the text feature various methodologies including longitudinal studies, hierarchical linear models, experimental and quasi-experimental designs, and mixed methods.

June 2010: 8-1/2 x 11: 560pp
Hb: 978-0-8058-5948-5: **\$295.00**
Pb: 978-0-8058-5949-2: **\$119.95**
eBook: 978-0-203-87484-4

For more information, visit:
www.routledge.com/9780805859492

NEW IN 2011

**Handbook of Self-Regulation
of Learning and Performance**

Edited by **Barry J. Zimmerman**, City University of New York, USA and **Dale H. Schunk**, University of North Carolina, USA

Series: Educational Psychology Handbook

Self-regulated learning (or self-regulation) refers to the process whereby learners personally activate and sustain cognitions, affects, and behaviours that are systematically oriented toward the attainment of learning goals. Part of the impetus for studying academic self-regulation came from research showing that learners' skills and abilities did not fully explain differences in student achievement. Research indicated that other factors such as self-regulation and motivation are also quite important. This is the first volume to integrate into a single volume all aspects of the field of self regulation of learning and performance.

February 2011: 7 x 10: 600pp
Hb: 978-0-415-87111-2: **\$295.00**
Pb: 978-0-415-87112-9: **\$114.95**

For more information, visit:
www.routledge.com/9780415871129

NEW

**Handbook of Youth
Prevention Science**

Edited by **Beth Doll**, University of Nebraska at Lincoln, USA, **William Pfohl**, Western Kentucky University, USA and **Jina S. Yoon**, Wayne State University, USA

This *Handbook* describes current research and practice in mental health preventive interventions for youth. Traditional prevention research focused on preventing specific disorders, e.g. substance abuse, conduct disorders, or criminality. This produced 'silos' of isolated knowledge about the prevention of individual disorders without acknowledging the overlapping goals, strategies, and impacts of prevention programs. This *Handbook* reflects current research and practice by organizing prevention science around comprehensive systems that reach across all disorders and all institutions within a community. Throughout, preventive interventions are seen as complementary components of effective mental health programs, not as replacements for therapeutic interventions.

April 2010: 6-3/4 x 9-3/4: 496pp
Hb: 978-0-8058-6331-4: **\$250.00**
Pb: 978-0-8058-6332-1: **\$114.95**
eBook: 978-0-203-86641-2

For more information, visit:
www.routledge.com/9780805863321

NEW

**The Reviewer's Guide to
Quantitative Methods in the
Social Sciences**

Edited by **Gregory R. Hancock**, University of Maryland, College Park, USA and **Ralph O. Mueller**, University of Hartford, USA



The Reviewer's Guide to Quantitative Methods in the Social Sciences is designed for evaluators of research manuscripts and proposals in the social and behavioural sciences, and beyond. Its thirty-one uniquely structured chapters cover both traditional and emerging methods of quantitative data analysis, which neither junior nor veteran reviewers can be expected to know in detail. The book updates

readers on each technique's key principles, appropriate usage, underlying assumptions, and limitations. It thereby assists reviewers to offer constructive commentary on works they evaluate, and also serves as an indispensable author's reference for preparing sound research manuscripts and proposals.

Thirty-one chapters cover virtually all of the popular classic and emerging quantitative techniques, thus helping reviewers to evaluate a manuscript's methodological approach and its data analysis. In addition, the volume serves as an indispensable reference tool for those designing their own research.

For ease of use, all chapters follow the same structure:

- the opening page of each chapter defines and explains the purpose of that statistical method
- the next one or two pages provide a table listing various criteria that should be considered when evaluating and applying that methodological approach to data analysis
- the remainder of each chapter contains numbered sections corresponding to the numbered criteria listed in the opening table. Each section explains the role and importance of that particular criterion.

Chapters are written by methodological and applied scholars who are expert in the particular quantitative method being reviewed.

February 2010: 7 x 10: 448pp
Hb: 978-0-415-96507-1: **\$199.00**
Pb: 978-0-415-96508-8: **\$69.95**
eBook: 978-0-203-86155-4

For more information, visit:
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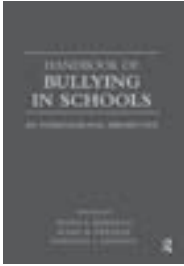
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Handbook of Bullying in Schools

An International Perspective

Edited by **Shane R. Jimerson**, University of California, Santa Barbara, USA, **Susan M. Swearer**, University of Nebraska, Lincoln, USA and **Dorothy L. Espelage**, University of Illinois at Urbana-Champaign, USA



The *Handbook of Bullying in Schools* provides a comprehensive review and analysis of what is known about the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behaviour and its prevention.

2009: 7 x 10: 624pp
Hb: 978-0-8058-6392-5: **\$295.00**
Pb: 978-0-8058-6393-2: **\$114.95**
eBook: 978-0-203-86496-8

For more information, visit:
www.routledge.com/9780805863932

Handbook of Formative Assessment

Edited by **Heidi Andrade**, University at Albany, SUNY, USA and **Gregory J. Cizek**, University of North Carolina at Chapel Hill, USA



Formative assessment has recently become a focus of renewed research as state and federal policy-makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement. Consequently, supporters of large-scale testing programs are now beginning to consider the potential of formative assessments

to improve student achievement. The mission of this *Handbook* is to comprehensively profile this burgeoning field of study.

2009: 7 x 10: 392pp
Hb: 978-0-415-99319-7: **\$195.00**
Pb: 978-0-415-99320-3: **\$89.95**
eBook: 978-0-203-87485-1

For more information, visit:
www.routledge.com/9780415993203

Handbook of Public Pedagogy

Education and Learning Beyond Schooling

Edited by **Jennifer A. Sandlin**, Arizona State University, USA, **Brian D. Schultz**, Northeastern Illinois University, USA and **Jake Burdick**, Arizona State University, USA

Series: *Studies in Curriculum Theory*



Bringing together scholars, public intellectuals, and activists from across the field of education, the *Handbook of Public Pedagogy* explores and maps the terrain of this burgeoning field. For the first time in one comprehensive volume, readers will be able to learn about the history and scope of the concept and practices of public pedagogy.

2009: 7 x 10: 712pp
Hb: 978-0-415-80126-3: **\$260.00**
Pb: 978-0-415-80127-0: **\$114.95**
eBook: 978-0-203-86368-8

For more information, visit:
www.routledge.com/9780415801270

The Cambridge Primary Review Research Surveys

Edited by **Robin Alexander**, University of Cambridge, UK



This book brings together the twenty-eight research surveys, specially commissioned from sixty-five leading academics in the areas under scrutiny and now revised and updated, to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives.

The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy-makers working in the fields of early years, primary and secondary education.

2009: 6-3/4 x 9-3/4: 880pp
Hb: 978-0-415-54869-4: **\$330.00**

For more information, visit:
www.routledge.com/9780415548694

NEW

**The Routledge Encyclopedia
of UK Education, Training and
Employment**

From the Earliest Statutes to the Present Day

John P. Wilson, University of Sheffield, UK



This *Encyclopedia* will be a comprehensive description of all the main labour market initiatives which combine education and employment in the UK. It is also an historical source tracking initiatives that began with the Guilds and the Statute of Artificers in 1563, all the way through to the present day. The cross-referencing and use of bibliographic and internet sources will make this a widely used

reference for all those involved in education, training, learning, employment etc.

The *Encyclopedia* includes:

- descriptions in detail of all the major government initiatives connecting education, training and employment
- documentation covering England, Northern Ireland, Scotland and Wales; and also initiatives in Ireland up to Irish independence
- all major public agencies and qualifications
- a detailed bibliography
- an extensive glossary of acronyms
- related items that are cross referenced to facilitate research
- historical compilation and referencing of the items, enabling the tracing back of organisations and initiatives which have occupied similar responsibilities and niches.

Many items that have been rarely recorded or are only to be found in documents relatively inaccessible to the public and those involved with education and training.

Although current governmental documents are now to be found online many historical records are not available. This *Encyclopaedia* crosses these knowledge boundaries, and will appeal to all involved in UK education, training and employment.

August 2010: 6-3/4 x 9-3/4: 320pp
Hb: 978-0-415-55822-8: **£199.00**

For more information, visit:

www.routledge.com/9780415558228

NEW

Handbook of Asian Education

Edited by **Yong Zhao**, Michigan State University, USA

This comprehensive and authoritative *Handbook* describes educational practices in Asia and explains and interprets these practices from cultural, historical, and economic perspectives. It documents the accomplishments and achievements of Asian education and also discusses the challenges it faces. Using a clearly explained civilization-based framework, the volume is structured in five sections, each devoted to educational practices in a particular Asian civilization (Sinic, Japanese, Hindu, Islamic, Buddhist). Topics addressed include both the formal schooling system and out-of-school educational practices, education governance and management, curriculum and assessment, teachers and teaching; learners and learning; home and community.

The *Handbook of Asian Education*:

- offers a novel and sensible approach to capture the essence of the diverse educational systems and practices in Asia
- is written from an angle to inform readers in the US and other Western cultures about Asian education and the education of Asian immigrants
- uniquely combines description and interpretation of educational practices in Asia.

This volume is directed to education researchers and graduate students in international and comparative education, globalization and education, multicultural education, sociocultural foundations of education, Asian studies; educational administrators and education policy-makers.

December 2010: 8-1/2 x 11: 912pp
Hb: 978-0-8058-6445-8: **\$260.00**
Pb: 978-0-8058-6444-1: **\$94.95**
eBook: 978-1-4106-1874-0

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NEW**Handbook of Research in the Social Foundations of Education**

Edited by **Steven Tozer**, University of Illinois, Chicago, USA, **Bernardo P. Gallegos**, National University, Los Angeles Campus, USA, **Annette Henry**, University of Washington, Tacoma, USA, **Mary Bushnell Greiner**, Queens College, CUNY, USA and **Paula Groves-Price**, Washington State University, USA

Since the 1930s, scholars in the SFE have influenced the field of education in two major ways: first, through professional preparation and development of teachers and school leaders, and second, through research into the social contexts of education, teaching and learning. Whether in professional preparation programs or research, social foundations scholarship has historically demonstrated three distinguishing characteristics:

- it seeks to critically analyze the social contexts within which educational institutions, processes, and ideals operate
- it applies evolving multidisciplinary perspectives
- it uses democratic ideals as a framework for interpreting and evaluating educational institutions.

Key Features include:

- **Comprehensive** – no other volume offers such a wide range of cross-disciplinary and theoretical approaches to inquiry and then demonstrates those approaches in applied research.
- **Leading-Edge Scholarship** – chapter authors range from some of the most established and recognized names in the field to dynamic young scholars who are shaping the next generation of social foundations research.
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