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Higher Education

New Titles and Key Backlist



2009

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Welcome to the Routledge Higher Education Catalogue New Titles & Key Backlist 2009



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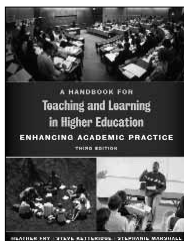
NEW

3RD EDITION

A Handbook for Teaching and Learning in Higher Education

Enhancing Academic Practice

Edited by **Heather Fry**, Imperial College, University of London, UK, **Steve Ketteridge** and **Stephanie Marshall**, Leadership Foundation for Higher Education, UK



'It is wide-ranging and up-to-the-minute; it remains perhaps the most relevant text for those taking postgraduate certificates in learning and teaching in higher education.'
— *ESCalate*

The *Handbook* is sensitive to the competing demands of teaching, research and scholarship, academic management. Against the contexts, the book focuses on developing professional academic skills for teaching. Dealing with the rapid expansion of the use of technology in higher education and widening student diversity, the fully updated and expanded edition includes new material on for example, e-learning, lecturing to large groups, formative and summative assessment, and supervising research students.

Part 1 examines teaching and supervising in higher education, focusing on a range of approaches and contexts

Part 2 examines teaching in discipline-specific areas and includes new chapters on engineering, economics, law and the creative and performing arts

Part 3 considers approaches to demonstrating and enhancing practice.

Written to support the excellence in teaching required to bring about learning of the highest quality, this will be essential reading for all new lecturers, particularly anyone taking an accredited course in teaching and learning in higher education, as well as all those experienced lecturers who wish to improve their teaching. Those working in adult learning and education development will find it a particularly useful resource.

October 2008: 246 x 189: 544pp

Hb: 978-0-415-43463-8: **£95.00**

Pb: 978-0-415-43464-5: **£27.99**

eBook: 978-0-203-89141-4

• AVAILABLE AS AN INSPECTION COPY

NEW**A Practical Guide to Authentic e-Learning**

Jan Herrington, University of Wollongong, Australia

Series: *Connecting with E-Learning*



As technology continues to open up possibilities for innovative and effective teaching and learning opportunities, students and teachers are no longer content to accept familiar classroom or lecture-based pedagogies that rely on information delivery and little else. Situated and constructivist theories advocate that learning is best achieved in circumstances resembling the real life application

of knowledge. While there are multiple learning design models that share similar foundations, authentic e-learning tasks are unique in their focus that goes beyond just a process they are complex, sustained activities that result in realistic outcomes.

A Practical Guide to Authentic e-Learning is the latest title to publish in the ground breaking *Connecting with e-learning series*. Written for teaching professionals in Higher Education who are teaching in an online setting, this text offers concrete guidelines and examples to develop and implement the authentic e-learning tasks model in ways that challenge learners to maximize their learning. This essential book provides effective, working examples to engages learners with authentic learning tasks in online learning settings.

December 2009: 216 x 140: 224pp

Hb: 978-0-415-99799-7: **£75.00**

Pb: 978-0-415-99800-0: **£20.99**

A Practical Guide to Problem-Based Learning Online

Maggi Savin-Baden, Coventry University, UK

2007: 234 x 156: 168pp

Hb: 978-0-415-43787-5: **£75.00**

Pb: 978-0-415-43788-2: **£20.99**

eBook: 978-0-203-93814-0

NEW**Argumentation in Higher Education**

Improving Professional Practice through Theory and Research

Richard Andrews, Institute of Education, UK



A professional guide written to support teaching excellence in Higher Education, *Argumentation in Higher Education* offers Professors, lecturers and researchers informative and practical guidance for implementing effective argumentation skills into their teaching practices. This book is written in a highly accessible style and aims to make the complex

topic of argumentation much more open and transparent. Grounded in empirical research and theory, this text explores the generic aspects of argumentation that are relevant to lecturers across higher education disciplines.

Written to enlighten even the most experienced professor, this text contributes to a better understanding of the demands of speaking, writing, and visual argumentation in higher education; and will undoubtedly inform and enhance course design. Each chapter includes practical exercises for class use and concludes with a discussion of practical applications.

Professors (new and experienced), lecturers and researchers worldwide will find this accessible text to be an extremely valuable resource to hone their argumentation skills via a research based approach. It is also appropriate for graduate students, professional developers and writing center programs.

August 2009: 229 x 152: 224pp
Hb: 978-0-415-99500-9: **£70.00**
Pb: 978-0-415-99501-6: **£21.99**

NEW**Digital Discourse**

New Directions for Technology-Enhanced Learning

Denise Whitlock, Open University, UK



Written to promote e-learning excellence, *Digital Discourse* outlines and illustrates the effectiveness of computer mediated discourse in teaching and technology-enhanced learning courses. It offers a coherent and effective teaching approach through the use of digital discourses.

This approach has proven to be successful in raising student

participation and reflection in the learning process. This book focuses on the practical and theoretical aspects of digital discourses, including Aesopic Dialogue or the sharing and telling of stories. It further examines a number of recent developments that exhibit innovation in electronic communication that encourage the learning process; the most recent developments in pedagogical communication tools, such as 'BuddySpace' and 'BuddyFinder' are discussed together with the role of mobile technologies in support of learning dialogues.

Practicing lecturers, course leaders, designers, staff developers and students will find this book an invaluable resource. It presents new opportunities for the use of technology enhanced discourse learning and sheds light on the true power of discourse thinking in Higher Education.

September 2009: 229 x 152: 176pp
Hb: 978-0-415-99021-9: **£75.00**
Pb: 978-0-415-99022-6: **£24.99**

Improving Learning Cultures in Further Education

David James, University of the West of England, UK
and **Gert Biesta**, University of Exeter, UK

Series: Improving Learning

2007: 216 x 138: 224pp
Hb: 978-0-415-42735-7: **£80.00**
Pb: 978-0-415-42736-4: **£24.99**
eBook: 978-0-203-94009-9



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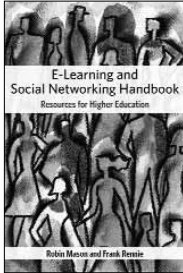


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e-Learning and Social Networking Handbook

Resources for Higher Education

Robin Mason, The Open University, UK and
Frank Rennie, The University of Highlands and Islands
Millennium Institute, UK



Student engagement with digital learning resources and online social networking are strong forces in education today. How can these resources best be utilized by educators and course designers in higher education? This book aims to provide the reader with enough background information to appreciate the value of social networking, especially for distributed

education. Through highlighting the most relevant, interesting, and challenging aspects of e-Learning the book provides practical advice for using social networking tools in course design. This volume covers the following issues of course design using social networking.

Illustrated by short descriptive case studies, it also highlights contact addresses, websites, and further reading to help readers find resources and enhance their design. This practical guide will help all those involved in the design and delivery of online learning in higher education make the best choices when preparing courses for distributed learning.

Please visit the authors' wiki at:
www.socialnetworking.wetpaint.com

2008: 229 x 152: 208pp
Hb: 978-0-415-42606-0: **£80.00**
Pb: 978-0-415-42607-7: **£24.99**
eBook: 978-0-203-92776-2

Enhancing University Teaching

Lessons from Research into Award-Winning Teachers

David Kember and **Carmel McNaught**, both at The Chinese University of Hong Kong

2007: 234 x 156: 176pp
Hb: 978-0-415-41716-7: **£80.00**
Pb: 978-0-415-42025-9: **£24.99**
eBook: 978-0-203-96294-7

NEW

Engaging with Feedback in Higher Education

The Complete Guide

Phil Race and **Ruth Pickford**, Leeds Metropolitan University, UK



Written for College and University teaching staff and professionals, *Engaging with Feedback in Higher Education* is a practical guide that clearly explains how to improve the timeliness, relevance and quality of academic feedback to students and how to benefit from student feedback. Feedback is an essential component to successful learning. Best-selling authors, Race and Pickford, effectively

propose that to optimise learning, feedback needs to be a two-way process - to students and from students.

Busy academics will find this book is loaded with best practice advice and bite-size, solution focused tips. The main overarching themes centre around how best to promote student achievement and retention, how best to ensure student success through giving feedback and how best to gather, analyze and use feedback from students to better improve teaching and assessment design.

December 2009: 254 x 178
Hb: 978-0-415-80062-4: **£70.00**
Pb: 978-0-415-80063-1: **£22.99**

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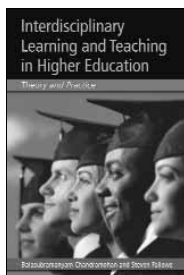
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NEW**Interdisciplinary Learning and Teaching in Higher Education**

Theory and Practice

Edited by **Balasubramanyam Chandramohan** and **Stephen Fallows**, University of Chester, UK

As universities increasingly offer courses that break the confines of a single subject area, more students are enrolling on interdisciplinary programmes within multidisciplinary departments. Teaching and learning within interdisciplinary study requires new approaches, including an understanding of the critical perspectives and frameworks and the rearranging of intellectual and professional boundaries.

Interdisciplinary Learning and Teaching in Higher Education explores the issues and tensions provoked by interdisciplinary learning. Grounded in thorough research, this collection is the first of its kind to provide practical advice and guidance from around the world, improving the quality of teaching and learning in interdisciplinary programmes.

2008: 229 x 152: 184pp
 Hb: 978-0-415-34131-8: **£85.00**
 Pb: 978-0-415-34130-1: **£24.99**
 eBook: 978-0-203-92870-7

Rethinking Assessment in Higher Education

Learning for the Longer Term

Edited by **David Boud**, University of Technology, Sydney, Australia and **Nancy Falchikov**, University of Edinburgh, UK

2007: 234 x 156: 224pp
 Hb: 978-0-415-39778-0: **£80.00**
 Pb: 978-0-415-39779-7: **£24.99**
 eBook: 978-0-203-96430-9

NEW**Learning Theory, Design and Educational Technology**Edited by **Linda Harasim**, Simon Fraser University, Canada

Written for Instructional and Educational Technology Masters Programs, *Learning Theory, Design and Educational Technology* makes clear how teaching and learning online can provide a powerful new learning environment when built upon the success of traditional classroom and distance learning. This break-through text is based on extensive experience, theory and research, and reflects the growing recognition that online learning empowers many students with improved access to opportunities in Higher Education.

Learning Theory, Design and Educational Technology offers a powerful overview of the current state of e-learning, a foundation of its historical roots and growth, and a framework for discriminating among the major types of e-learning. Readers will learn the most successful approaches to e-learning. It further reviews the key issues relevant to the field and focuses on empirical-based theoretical approaches to online teaching. It effectively addresses pedagogy (How to design an effective online environment for learning?), evaluation (How to know that students are learning?), and history (How can the past twenty-five years of research help to guide successful online teaching and learning outcomes?).

July 2009: 254 x 178: 288pp
 Hb: 978-0-415-99975-5: **£70.00**
 Pb: 978-0-415-99976-2: **£22.99**

Rethinking Pedagogy for a Digital Age

Designing and Delivering E-Learning

Edited by **Helen Beetham**, JISC E-learning Team, University of Bristol, UK and **Rhona Sharpe**, Oxford Brookes University, UK

2007: 234 x 156: 288pp
 Hb: 978-0-415-40873-8: **£70.00**
 Pb: 978-0-415-40874-5: **£24.99**
 eBook: 978-0-203-96168-1



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NEW**Learning with Digital Games**

A Practical Guide to Engage Students in Higher Education

Nicola Whitton

Series: The Open and Flexible Learning Series



Written for Higher Education teaching and learning professionals, this book provides a straightforward introduction to the field of computer game-based learning. Keeping up to date with current trends and the changing learning needs to engage today's students, this text offers straightforward guidance on how to effectively implement computer game-based learning activities at the HE level.

Learning with Digital Games enables readers to quickly grasp the practical and technological concepts, with examples that can easily be applied to their own practice. It also offers:

- a toolkit of guidelines and checklists
- concrete examples of different types of game-based learning using twelve case studies
- games that link active and experiential learning
- activities such as role play, simulation and puzzles.

Higher Education academics, e-learning practitioners, developers and training professionals at all technical skill levels and experience will find this text is the perfect resource for explaining 'how to' integrate computer games into their teaching practice.

A companion website is available and provides up-to-date technological information, additional resources and further examples.

June 2009: 229 x 152: 192pp
Hb: 978-0-415-99774-4: **£70.00**
Pb: 978-0-415-99775-1: **£22.99**

**Personal, Academic and Career Development in Higher Education**

SOARing to Success

Arti Kumar, University of Bedfordshire, UK



This book is the first to show how to integrate Personal Development Planning (PDP) activities into teaching in Higher Education. It is packed with activities, exercises, lesson plans, resources, reflective questionnaires, skills audits and case studies, and with suggestions for how these may be customized to suit different groups of students in different subject areas.

Personal Development Planning will help all staff and educational development professionals, teachers in HE, and advisers and support staff in careers services enable students to build up a personal development record to improve their ability to relate their learning and achievements to employers' interests and needs and, ultimately, gain employment.

2008: 234 x 156: 296pp
Hb: 978-0-415-42359-5: **£80.00**
Pb: 978-0-415-42360-1: **£23.99**

preparing for blended e-learning

Allison Littlejohn, Glasgow Caledonian University, UK and **Chris Pegler**, Institute of Technology, Open University, UK

Series: Connecting with E-learning

2007: 216 x 138: 272pp
Hb: 978-0-415-40360-3: **£80.00**
Pb: 978-0-415-40361-0: **£22.99**
eBook: 978-0-203-96132-2

The Educational Potential of e-Portfolios

Supporting Personal Development and Reflective Learning

Lorraine Stefani, University of Auckland, New Zealand, **Robin Mason**, The Open University, UK and **Chris Pegler**, Institute of Technology, Open University, UK

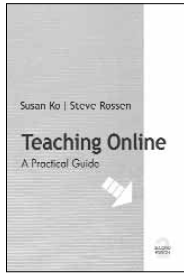
Series: Connecting with E-learning

2007: 216 x 138: 200pp
Hb: 978-0-415-41213-1: **£80.00**
Pb: 978-0-415-41214-8: **£17.99**
eBook: 978-0-203-96129-2

2ND EDITION**Teaching Online**

A Practical Guide

Susan Ko, University of Maryland, USA and
Steve Rossen



Now available from Routledge, this classic text is written by authors who have taught online themselves and have trained thousands of other faculty to teach online, this best selling and practical guide answers the most commonly asked questions and concerns.

New to the Second Edition:

- Increased Coverage of 'Hybrid' Courses
- Sample Assessment Rubrics.

Teaching Online: A Practical Guide is a must-have resource for anyone teaching online or for instructors supplementing a traditional classroom with online elements. It is also appropriate for students enrolled in Distance Learning and Ed Technology Masters Programs and librarians working within the context of online education.

2008: 210 x 140: 352pp

Pb: 978-0-415-99690-7: **£22.99**

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NEW**Teaching, Learning, and Research in Higher Education**

Enhancing Practice through Critique

Mark Tennant, Sydney University of Technology, Australia, **Cathi McMullen** and **Dan Kaczynski**



Written to enhance the practice of teaching, learning, and research in higher education, this text offers a combination of critical perspective and practical advice. Ideally suited for individuals who are interested in learning how to enhance their practice through the analysis of critique. The aim is to promote a critical understanding of one's own developing practices, and offers advice on how to best

position oneself as a worker in contemporary academic life. At a practical level this means to continuously think about how to adjust practice rather than following a formulaic approach derived from any particular educational theory.

This text fills a gap between those books that provide a high level analysis of contemporary higher education, the more practical texts on how to be a good teacher in higher education, and those texts which aim to improve teaching through better understanding of the learning process.

June 2009: 229 x 152: 192pp

Hb: 978-0-415-96272-8: **£70.00**

Pb: 978-0-415-96263-6: **£22.99**

Undergraduates in a Second Language

Challenges and Complexities of Academic Literacy Development

Ilona Leki, University of Tennessee at Knoxville, USA

2007: 229 x 152: 352pp

Pb: 978-0-8058-5638-5: **£20.99**

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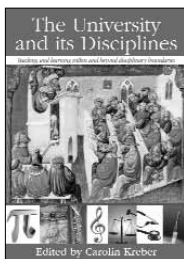


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NEW**The University and its Disciplines**

Teaching and Learning Within and Beyond
Disciplinary Boundaries

Carolyn Kreber, University of Edinburgh, UK



University teaching and learning take place within ever more specialised disciplinary settings, each characterised by its unique traditions, concepts, practices and procedures. It is now widely recognised that support for teaching and learning needs to take this discipline-specificity into account. However, in a world characterized by rapid change, complexity and uncertainty, problems do not present themselves as distinct subjects but increasingly within trans-disciplinary contexts calling for graduate outcomes that go beyond specialized knowledge and skills. This ground-breaking book highlights the important interplay between context-specific and context-transcendent aspects of teaching, learning and assessment. It explores critical questions.

Written for university teachers, educational developers as well as new and experienced researchers of Higher Education, this highly-anticipated first edition offers innovative perspectives from leading Canadian, US and UK scholars on how academic learning within particular disciplines can help students acquire the skills, abilities and dispositions they need to succeed academically and also post graduation.

2008: 254 x 178: 272pp
Hb: 978-0-415-96520-0: **£70.00**
Pb: 978-0-415-96521-7: **£22.99**
eBook: 978-0-203-89259-6

3RD EDITION**Motivation and Learning Strategies for College Success**

A Self-Management Approach

Myron H. Dembo and **Helena Seligson**, both at University of Southern California, USA

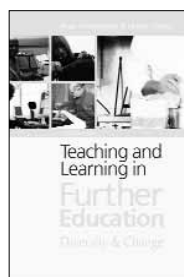
2007: 254 x 178: 360pp
Pb: 978-0-8058-6229-4: **£22.99**

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3RD EDITION**Teaching and Learning in Further Education**

Diversity and Change

Prue Huddleston, University of Warwick, UK and
Lorna Unwin, Institute of Education, University of London, UK



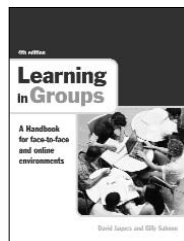
'...its principal virtue is that it reproduces concisely some of the best and ... most up-to-date information likely to be needed by anyone contemplating a job in FE, or having recently commenced one ... I warmly recommend it.'
– *Journal of Further and Higher Education*

2007: 234 x 156: 264pp
Hb: 978-0-415-41350-3: **£80.00**
Pb: 978-0-415-41349-7: **£25.99**

4TH EDITION**Learning in Groups**

A Handbook for Face-to-Face and Online Environments

David Jaques, Independent Education Consultant, UK and
Gilly Salmon, University of Leicester, UK



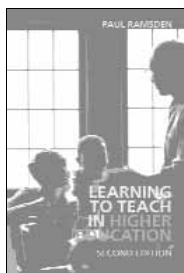
'What a great book! One of the all-time great writers on small group work joins forces with the queen of online learning. This book is readable, theoretically rigorous, practical, and excellently presented.'
– *Trish Greenhalgh, University College London, UK*

This *Handbook* is a comprehensive guide for anyone involved in groupwork, with advice and practical exercises to develop group learning skills for learners and tutors. Thoroughly updated with valuable new material throughout on group learning and collaborating online.

2007: 246 x 189: 360pp
Hb: 978-0-415-36527-7: **£95.00**
Pb: 978-0-415-36526-0: **£26.99**

2ND EDITION**Learning to Teach in Higher Education**

Paul Ramsden, Higher Education Academy, UK

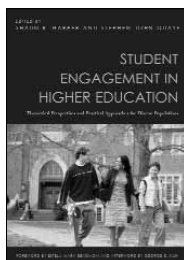


2003: 216 x 138: 304pp
 Hb: 978-0-415-30344-6: **£90.00**
 Pb: 978-0-415-30345-3: **£29.99**

Student Engagement in Higher Education

Theoretical Perspectives and Practical Approaches for Diverse Populations

Edited by **Shaun R. Harper**, University of Pennsylvania, USA and **Stephen John Quayle**, University of Maryland, USA



Student Engagement in Higher Education is an important volume that fills a longstanding void in the higher education and student affairs literature. The editors and authors make clear that diverse populations of students experience college differently and encounter group-specific barriers to success. Informed by relevant theories, each chapter focuses on a different population for whom research confirms that engagement and connectivity to the college experience are problematic, including: low-income students, racial/ethnic minorities, students with disabilities, LGBT students, and several others. The forward-thinking practical ideas offered throughout the book are based on the 41 contributors' more than 540 cumulative years of full-time work experience in various capacities at two-year and four-year institutions of higher education. Faculty and administrators will undoubtedly find this book complete with fresh strategies to reverse problematic engagement trends among various college student populations.

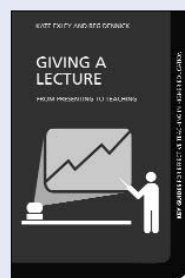
2008: 254 x 178: 368pp
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 Pb: 978-0-415-98851-3: **£21.99**
 eBook: 978-0-203-89412-5

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Key Guides for Effective Teaching in Higher Education SeriesSeries Editor: **Kate Exley**, University of Leeds, UK**NEW****2ND EDITION****Giving a Lecture**

From Presenting to Teaching

Kate Exley, Nottingham University, UK and
Reg Dennick



The second edition of *Giving a Lecture* is an excellent resource for those new to teaching at the University and College level and for those who just want to reflect upon and refresh their lecturing practice. The best selling first edition has been fully revised, and this edition continues to cover all the basics on how to go about lecturing while maintaining its jargon-free and accessible style.

New lecturers will find the second edition equips them with the essential tools and guidance for delivering a successful lecture, and explains exciting new developments along with the fundamentals of lecturing.

With a new chapter on podcasting and e-lecturing and the effective use of PowerPoint, this handy guide uses a multi-disciplinary approach based on sound educational theory to provide clear guidance and engaging ideas on giving a memorable and motivational lecture. Readers will find its straightforward approach is both readable and very practical, and new University and College Teachers, Graduate Teaching Assistants, Part-time Tutors, Teaching Clinicians and Practitioners, together with those interested in educational and staff development, will find this book provides them with all the guidance they need to lecture with confidence and skill.

April 2009: 229 x 152: 216pp
 Hb: 978-0-415-47139-8: **£75.00**
 Pb: 978-0-415-47140-4: **£17.99**
 eBook: 978-0-203-87992-4

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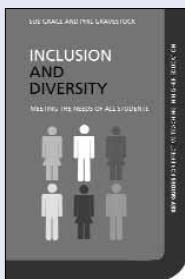
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NEW**Inclusion and Diversity**

Meeting the Needs of All Students

Sue Grace, University of York, UK and
Phil Gravestock, University of Gloucestershire, UK

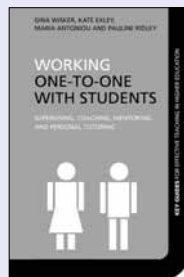
Increasingly, universities are drawing from a less traditional group of students – international students, disabled students, part time students, and mature students. This book offers specific, practical advice on the issues that teachers encounter when teaching in a diverse classroom. *Inclusion and Diversity* highlights good practice for all students, and provides a helpful structure

around the day-to-day experiences of staff and students as they make contact with each other. With reference to the international literature, and discussing some of the educational principles that underpin an inclusive curriculum, this book addresses a range of themes, including student age, ethnicity, disability, sexuality and gender, this book aids all practitioners in higher education today to develop a better understanding of the issues involved in teaching a diverse range of students.

October 2008: 216 x 140: 264pp
Hb: 978-0-415-43044-9: **£70.00**
Pb: 978-0-415-43045-6: **£19.99**
eBook: 978-0-203-89038-7

Working One-to-One with Students

Supervising, Coaching, Mentoring, and Personal Tutoring

Gina Wisker, University of Brighton, UK,
Kate Exley, Nottingham University, UK,
Maria Antoniou and **Pauline Ridley**, both at University of Brighton, UK

Working One-to-One with Students is written for Higher Education academics, adjuncts, teaching assistants and research students who are looking for guidance inside and outside the classroom. This book is a jargon-free, practical guide to improving one-to-one teaching, covering a wide range of teaching contexts, including mentoring students and staff, supervising dissertations and how to approach informal meetings outside of lectures.

2007: 216 x 138: 224pp
Hb: 978-0-415-36530-7: **£75.00**
Pb: 978-0-415-36531-4: **£18.99**
eBook: 978-0-203-01649-7

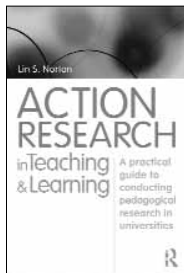
Enhancing Learning through Formative Assessment and Feedback**Alastair Irons**, Northumbria University, UK

2007: 216 x 138
Hb: 978-0-415-39780-3: **£70.00**
Pb: 978-0-415-39781-0: **£17.99**
eBook: 978-0-203-93433-3

NEW**Action Research in Teaching and Learning**

A Practical Guide to Conducting Pedagogical Research in Universities

Lin S. Norton, Liverpool Hope University, UK



A practical, down-to-earth guide for those who work in teaching and learning in universities, this book will be indispensable reading for those who would like to carry out action research on their own practice. Lin S. Norton's concept of pedagogical action research has come from over twenty years' experience of carrying out such research, and more than six years of encouraging colleagues to carry

out small scale studies at an institutional, national and international level.

Action Research for Teaching and Learning has been written specifically to take the reader through each stage of the action research process with the ultimate goal of producing a research study which is publishable. Cognisant of the sector's view on what is perceived to be 'mainstream research', the author has also written a substantial theoretical section which justifies the place of pedagogical action research in relation to reflective practice and the scholarship of teaching and learning.

2008: 234 x 156: 224pp
Hb: 978-0-415-46846-6: **£75.00**
Pb: 978-0-415-43794-3: **£22.99**

Guide to Publishing a Scientific Paper

Ann M. Körner, Professional Editor and Writer, USA



Guide to Publishing a Scientific Paper provides researchers in every field of the biological, physical and medical sciences with all the information necessary to prepare, submit for publication, and revise a scientific paper.

The advice provided conforms to the most up-to-date specifications and even the seasoned writer will learn how procedures have changed in recent years, in

particular with regard to the electronic submission of manuscripts.

Every scientist who is preparing to write a paper should read this book before embarking on the preparation of a manuscript. This useful book also includes samples of letters to the Editor and responses to the Editor's comments and referees' criticism. In addition, as an Appendix, the book includes succinct advice on how to prepare an application for funding.

The author has edited more than 7,500 manuscripts over the past twenty years and is, consequently, very familiar with all of the most common mistakes. Her book provides invaluable and straightforward advice on how to avoid these mistakes.

2008: 216 x 138: 120pp
Hb: 978-0-415-45265-6: **£70.00**
Pb: 978-0-415-45266-3: **£9.99**
eBook: 978-0-203-93875-1

Academic Writing and Publishing

A Practical Handbook

James Hartley, University of Keele, UK



Academic Writing and Publishing shows academics (mainly in the social sciences) how to write and publish research articles. Its aim is to supply examples and brief discussions of recent work in all aspects of the area in short, sharp chapters. It should serve as a handbook for postgraduates and lecturers new to publishing. The book is written in a readable and lively personal style. The advice given is direct and based on up to date research that goes beyond that given in current textbooks.

2008: 234 x 156: 208pp
Hb: 978-0-415-45321-9: **£80.00**
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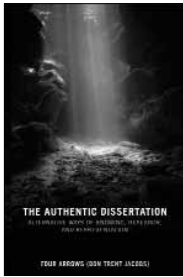


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The Authentic Dissertation

Alternative Ways of Knowing, Research and Representation

Four Arrows AKA **Don Trent Jacobs**, Northern Arizona University, USA



The Authentic Dissertation is a road map for students who want to make their dissertation more than a series of hoop-jumping machinations that cause them to lose the vitality and meaningfulness of their research.

Students and tutors are presented with practical guidance for the kind of alternative dissertations that many educators believe are needed to move Doctoral and

Master's level work beyond the limitations that currently stifle authentic contributions for a better world.

Drawing on his Cherokee/Creek ancestry and the Raramuri shamans of Mexico, the author explores how research can regain its humanist core and find its true place in the natural order once more. Four Arrows provides a degree of 'credibility' that will help graduate students legitimize their ideas in the eyes of more conservative university committees.

2008: 234 x 156: 272pp

Pb: 978-0-415-44223-7: **£22.99**

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2ND EDITION

Learning to Teach Adults

An Introduction

Nicholas Corder, Former trainer of FE tutors at Buckinghamshire LEA, and latterly Warwick and Oxford Brookes Universities, UK

2007: 234 x 156: 176pp

Hb: 978-0-415-42362-5: **£80.00**

Pb: 978-0-415-42363-2: **£21.99**

Thesis and Dissertation Writing in a Second Language

A Handbook for Supervisors

Brian Paltridge, University of Sydney, Australia and **Sue Starfield**, University of New South Wales, Australia

2007: 234 x 156: 200pp

Hb: 978-0-415-37170-4: **£85.00**

Pb: 978-0-415-37173-5: **£21.99**

Voice in Qualitative Inquiry

Challenging Conventional, Interpretive, and Critical Conceptions in Qualitative Research

Edited by **Alecia Y. Jackson**, Appalachian State University, USA and **Lisa A. Mazzei**, Manchester Metropolitan University, UK



Voice in Qualitative Inquiry is a critical response to conventional, interpretive, and critical conceptions of voice in qualitative inquiry. A select group of contributors focus collectively on the question, 'What does it mean to work the limits of voice?' from theoretical, methodological, and interpretive positions, and the result is an innovative challenge to traditional notions of voice.

This book will shift qualitative inquiry away from upproblematically engaging in practices and interpretations that limit what 'counts' as voice and therefore data.

It will challenge those who conduct qualitative inquiry to think differently about how they collect, analyse, and represent meaning using the voices of others, as well as their own.

2008: 234 x 156: 264pp

Hb: 978-0-415-44220-6: **£85.00**

Pb: 978-0-415-44221-3: **£23.99**

Helping Doctoral Students Write

Pedagogies for Supervision

Barbara Kamler, Deakin University, Australia and **Pat Thomson**, University of Nottingham, UK



'In *Helping Doctoral Students Write*, Barbara Kamler and Pat Thomson have produced a powerful and useful book that achieves a delicate balance between providing rigorous and challenging theoretical insights into the complexities of doctoral writing and simultaneously outlining many practical writing strategies supervisors can implement with their doctoral students.'

– *Teaching in Higher Education*

2006: 234 x 156: 192pp

Hb: 978-0-415-34683-2: **£85.00**

Pb: 978-0-415-34684-9: **£23.99**

NEW**Activity Theory in Practice**

Promoting Learning across Boundaries and Agencies

Harry Daniels, University of Bath, UK,
Anne Edwards, University of Oxford, UK,
Yrjo Engestrom, University of Helsinki, Finland
Tony Gallagher and **Sten Ludvigsen**



This ground-breaking book brings together cutting-edge researchers who study the transformation of practice through the enhancement and transformation of expertise.

The theoretical framework that has shaped these studies is Cultural Historical Activity Theory (CHAT). CHAT analyses are able to show how people and organisations learn to do something new; and how both

individuals and organisations change.

Working as part of an integrated international team, the authors have identified a number of specific findings which are of direct interest to the academic community and whose implications are of proven interest to the policy field. Examples are:

- approaches to the analysis of vertical learning between operational and strategic levels within complex organizations
- the refinement of notions of identity and subject position within CHAT
- the introduction of the concept of 'labour power' into CHAT
- the development of a method of analyzing discourse which theoretically coheres with CHAT and the design of projects.

While essential reading for the growing international CHAT research community, the book will also prove highly useful to all researchers and research students who are interested in conceptual and empirical issues in all aspects of 'activity-based' research.

September 2009: 234 x 156: 224pp
 Hb: 978-0-415-47724-6: **£80.00**
 Pb: 978-0-415-47725-3: **£22.99**

NEW**Achieving Success through Academic Assertiveness**

Real Life Strategies for Today's Higher Education Students

Jennifer A. Moon, Bournemouth University, UK



Academic assertiveness is an essential capability that is required of students who wish to achieve academic and professional success. Written for students who are aiming to achieve college success, *Achieving Success through Academic Assertiveness* focuses on the challenges that learners face and encourages positive actions that support triumphs in learning situations.

Jenny Moon creatively explores the importance of this emerging topic and how assertiveness is linked to the process of learning and overall student development, critical thinking and academic achievement.

2008: 229 x 152: 216pp
 Hb: 978-0-415-99142-1: **£70.00**
 Pb: 978-0-415-99143-8: **£13.99**
 eBook: 978-0-203-88720-2

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Critical Thinking

An Exploration of Theory and Practice

Jennifer A. Moon, Bournemouth University, UK

2007: 234 x 156: 248pp
 Hb: 978-0-415-41178-3: **£80.00**
 Pb: 978-0-415-41179-0: **£24.99**
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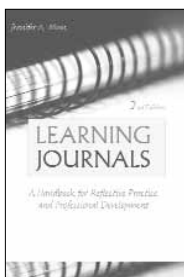


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2ND EDITION**Learning Journals**

A Handbook for Reflective Practice and Professional Development

Jennifer A. Moon, Bournemouth University, UK



'This book is described in the title as a 'handbook' and that is exactly what is provided. It is not heavily laden with theory on reflection and learning, but there is enough there for those who are new to the topic to find some pointers for follow up. It is invaluable for teachers who wish to find ways of making the journal process come alive

for students and I shall certainly be trying out some of her suggested approaches.' – *Barbara Maiden, University of Wolverhampton, UK*

2006: 234 x 156: 208pp

Hb: 978-0-415-40376-4: **£85.00**

Pb: 978-0-415-40375-7: **£25.99**

A Handbook of Reflective and Experiential Learning

Theory and Practice

Jennifer A. Moon, Bournemouth University, UK

2004: 234 x 156: 264pp

Hb: 978-0-415-33515-7: **£95.00**

Pb: 978-0-415-33516-4: **£28.99**

NEW**A Practical Guide for College and University Management**

Beyond the Bureaucracy

Sally Brown and Steve Denton, both at Leeds Metropolitan University, UK



Written for the Higher Education manager, this highly accessible text gives practical guidance on managing the day-to-day life of colleges and universities throughout the academic year. It takes a proactive approach and offers a range of best practice examples and solutions for resolving dilemmas that arise in a rapidly changing environment.

Each chapter includes theoretical perspectives that support the invaluable hands-on advice on how to manage HEIs effectively, efficiently and to the highest standard.

July 2009: 229 x 152: 304pp

Hb: 978-0-415-99717-1: **£75.00**

Pb: 978-0-415-99718-8: **£24.99**

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NEW**How to Recruit and Retain Higher Education Students**

A Handbook of Good Practice

Edited by **Tony Cook** and **Brian S. Rushton**, both at University of Ulster, UK

This is an invaluable resource for academic staff, administrators and policy makers involved in student recruitment and improving student retention in HE. It offers practical advice on how universities can reach out into the community and influence the expectations of prospective students.

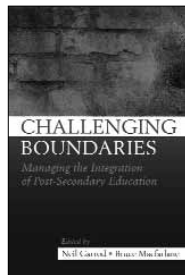
The first three chapters discuss the research into the causes of

student non-continuance and the importance of student preparedness from an international perspective. The chapters that follow describe a series of case studies that are applicable to a variety of types of Institutions. Each study is described in sufficient detail to allow replication elsewhere and has been extensively evaluated both by staff and by the students who benefited from the changed practice. These initiatives have been shown to impact the attitudes and expectations of new students before they arrive on campus and thus help to minimize the magnitude of the transition they have to undergo.

June 2009: 229 x 152

Hb: 978-0-415-99088-2: **£85.00**Pb: 978-0-415-99089-9: **£22.99****NEW****Challenging Boundaries**

Managing the Integration of Post-Secondary Education

Edited by **Neil Garrod**, University of Ljubljana, Slovenia and **Bruce Macfarlane**, University of Portsmouth, UK

This edited volume will be an important and key resource for managers, researchers, and policy makers in the field of Higher Education and Further Education. It offers insights into a radical new way of organising post-compulsory education on an international basis that directly promotes a social justice agenda (i.e., widening of student participation). Around the world

post-compulsory education is divided between Universities and Community-based Colleges. Universities are typically concerned with 'higher' education, while community based colleges focus on 'further' and technical education. In response to a range of social and economic forces there has been a growth in the number of dual sector institutions (or 'duals') that span this divide. *Challenging Boundaries* brings together leading international thinkers, policy analysts, academic managers, and researchers who question whether duals can provide relevant education to students and appropriate graduates for the economy, while also offering greater opportunities to disadvantaged students.

2008: 229 x 152: 224pp

Hb: 978-0-415-98931-2: **£75.00**Pb: 978-0-415-98932-9: **£22.99**

eBook: 978-0-203-88514-7

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NEW**Collaborative Working in Higher Education**

The Social Academy

Lorraine Walsh and **Peter Kahn**, both at University of Liverpool, UK

Collaborative working is increasingly becoming a key feature of academic life in Higher Education. Traditionally, university culture supported individual research and scholarship. Today, the academic role has shifted from a focus on the individual to a focus on the group or team. *Collaborative Working in Higher Education* takes the reader on a journey of examination,

discussion, reflection and suggestions for developing practice via a broad overview of the key aspects of collaboration and collaborative working, informed by focused case studies and an international perspective provided by contributing authors.

This book offers a comprehensive analysis of how collaboration is reforming academic life. It examines the shift in working practices and reflects on the ways in which that shift can be supported and developed in order to improve practice. Higher Education faculty, administrators, researchers, managers and anyone involved in collaborative working across their institution will find this book a highly useful guide as they embark on their own journey for collaborative working.

August 2009: 229 x 152: 176pp
Hb: 978-0-415-99166-7: **£75.00**
Pb: 978-0-415-99167-4: **£22.99**

NEW**College Organization and Professional Development**

Integrating Moral Reasoning and Reflective Practice

Edward St. John, University of Michigan, USA

A thought-provoking textbook written for students enrolled in graduate Higher Education and Student Affairs Masters and PhD programs, *College Organization and Professional Development* focuses on the framing of critical issues in organization practice, the gaps between moral beliefs and actions, and improving equity within organizations.

This breakthrough text seeks to revolutionise how we understand ethical practice and provides a new theory that informs practice within organizations. Unlike the majority of organization textbooks currently available which lack social contextual understanding of moral issues and social justice, this text encourages the use of action research to inform and support change in professional practice.

Students will find the pedagogical exercises useful for reflecting on their own goals, examining their own practices, and testing new intervention methods within their organizations and communities of practice. Reflective assignments are suggested for readers to help them engage in a process of reflective analysis of professional practice.

Practicing professionals and those academics at different stages in their careers who wish to reflect on the gaps between their moral values and their actions in work situations will also find this text informative and useful. The chapters include fundamental and insightful guidance for reflection on the topics raised and discussed.

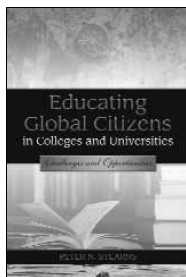
March 2009: 254 x 178: 304pp
Hb: 978-0-415-99211-4: **£70.00**
Pb: 978-0-415-99212-1: **£22.99**
eBook: 978-0-203-88166-8

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NEW**Educating Global Citizens in Colleges and Universities**

Challenges and Opportunities

Peter N. Stearns, George Mason University, USA



This book provides distinctive analysis of the full range of expressions in global education at a crucial time, when international competition rises, tensions with American foreign policy both complicate and motivate new activity, and a variety of innovations are taking shape.

Citing best practices at a variety of institutions, the book provides practical coverage and guidance in

the major aspects of global education, including curriculum, study abroad, international students, collaborations and branch campuses, while dealing as well with management issues and options. The book is intended to guide academic administrators and students in higher education, at a point when international education issues increasingly impinge on all aspects of college or university operation. The book deals as well with core principles that must guide global educational endeavors, and with problems and issues in the field in general as well as in specific functional areas. Higher Education professionals will find that this book serves as a manageable and provocative guide, in one of the most challenging and exciting areas of American Higher Education today.

2008: 229 x 152: 240pp

Hb: 978-0-415-99023-3: £90.00

Pb: 978-0-415-99024-0: £22.99

eBook: 978-0-203-88518-5

NEW**Handbook of Practice and Research in Study Abroad**

Higher Education and the Quest for Global Citizenship

Edited by Ross Lewin, University of Connecticut, USA



If we are all becoming global citizens, what then are our civic responsibilities? This question lies at the centre of reform in U.S. Higher Education. Colleges and Universities across the United States have responded by making the development of global citizens part of their core mission. A key strategy for realizing this goal is study abroad. After all, there may be no better way for students to

acquire the knowledge, skills, and attitudes required to become effective change-agents in international contexts.

This *Handbook* is a comprehensive survey of the field. Each chapter eloquently conveys an enthusiasm for study abroad along side a critical assessment of the most up-to-date research, theory and practice. This contributed volume brings together expert academics, senior administrators, practitioners of study abroad, and policy makers from across the United States and Canada.

Handbook of Practice and Research in Study Abroad, provides an indispensable reference volume for scholars, Higher Education faculty, Study Abroad professionals, policy makers and academic libraries servicing these audiences. It is also appropriate for a wide range of courses in Higher Education Masters Programs.

June 2009: 254 x 178: 400pp

Hb: 978-0-415-99160-5: £90.00

Pb: 978-0-415-99161-2: £37.50

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NEW**Higher Education Marketing**

A Professional's Guide to Strategic Theory and Practice

Edited by **David Roberts**, The Knowledge Partnership, UK



Effective marketing, recruitment and retention of students is imperative for university funding. This is the first book to provide practical strategic guidance for those implementing and managing higher education marketing.

Built upon original research this informative book provides practical guidance to marketers and senior managers who have

responsibility for developing and then executing marketing strategies. *Higher Education Marketing* challenges the uncritical adoption of mainstream marketing theories and tools, questioning their ready application in the education and introduces a range of new tools, models and concepts that have been specifically developed for education; some are adaptations of mainstream approaches, others based on original research of both an academic and professional nature.

Illustrated by useful case studies this book covers all aspects of design, implementation and management of HE marketing.

May 2009: 229 x 152: 272pp
Hb: 978-0-415-42051-8: **£75.00**
Pb: 978-0-415-42052-5: **£22.99**

Improving Student Retention in Higher Education

The Role of Teaching and Learning

Glenda Crosling, Monash University, Australia,
Liz Thomas, Edge Hill University, Widening Participation Research Centre, UK and **Margaret Heagney**, Monash University, Australia

2007: 234 x 156: 208pp
Hb: 978-0-415-39920-3: **£80.00**
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Internationalising Higher Education

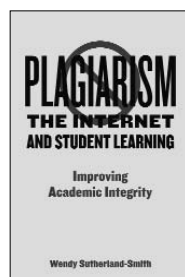
Edited by **Elsbeth Jones** and **Sally Brown**, both at Leeds Metropolitan University, UK

2007: 234 x 156: 264pp
Hb: 978-0-415-41989-5: **£75.00**
Pb: 978-0-415-41990-1: **£22.99**
eBook: 978-0-203-94596-4

Plagiarism, the Internet, and Student Learning

Improving Academic Integrity

Wendy Sutherland-Smith, Monash University, Australia



Written for Higher Education educators, managers and policy-makers, *Plagiarism, the Internet and Student Learning* combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed.

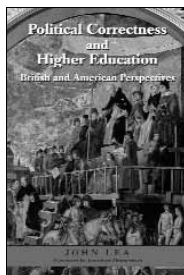
This book challenges Higher Education educators, managers and policy-makers to examine

their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

2008: 229 x 152: 240pp
Hb: 978-0-415-43292-4: **£75.00**
Pb: 978-0-415-43293-1: **£21.99**
eBook: 978-0-203-92837-0

NEW**Political Correctness and Higher Education**

British and American Perspectives

John Lea, Canterbury Christ Church University, UK

This book is the first major study of political correctness in post compulsory education to be published in the UK. For readers in the UK unfamiliar with the nature of the controversies in US college campuses, this book offers a comprehensive assessment of the key themes, including who and what was behind key campaigns. For readers in the US unfamiliar with how this cultural export has

faired in the UK this book looks at the significant similarities and differences in the ways that the phrase has been used in both societies.

Apart from addressing the roots of political correctness the book seeks to show how the phrase has helped to complicate the traditional boundaries between those on the political Left and those on the political Right. The book also demonstrates in clear terms how the phrase is integral to understanding key themes in cultural theory, such as postmodernism and identity politics.

Finally, the book will seek to capture the reflections of prominent academics and educationalists on both sides of the Atlantic, who have worked in environments where the phrase has impinged on aspects of their work over the last twenty-five years.

If you think that 'political correctness' simply amounts to what jokes you are allowed to tell in a classroom, hopefully this book will challenge you to think again.

2008: 229 x 152: 296pp
Hb: 978-0-415-96258-2: **£80.00**
Pb: 978-0-415-96259-9: **£24.99**
eBook: 978-0-203-88862-9

NEW**Reconstructing Policy in Higher Education**

Feminist Perspectives and Policy Analysis

Elizabeth J. Allan, University of Maine, Orono, USA, **Susan Iverson**, Kent State University, USA and **Rebecca Ropers-Huilman**, University of Minnesota, USA



Written for Higher Education Masters and PhD programs, this landmark textbook joins the theory of feminist post-structuralism with research methods for the purpose of policy analysis in Higher Education. It showcases the different methods that can be applied to a range of topics in Higher Education policy and policy development. *Reconstructing*

Policy in Higher Education highlights the work of accomplished and award-winning scholars and provides an in-depth examination of theoretical frameworks and concrete examples of how feminist post-structuralism effectively informs research methods and can serve as a vital tool for policy makers and analysts.

Students enrolled in Higher Education Masters programs will find this book offers them a tool to think differently about policy analysis and informs their future practice. Higher Education faculty, managers, Deans, Presidents and policy makers will find this book contributes significantly to their own policy analysis, practice and discourse.

August 2009: 229 x 152: 270pp
Hb: 978-0-415-99776-8: **£75.00**
Pb: 978-0-415-99777-5: **£24.99**

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Strategic Leadership of Change in Higher Education

What's New?

Edited by **Stephanie Marshall**, Leadership Foundation for Higher Education, UK

2007: 234 x 156: 224pp
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NEW**Researching with Integrity**

The Ethics of Academic Enquiry

Bruce Macfarlane, University of Portsmouth, UK



There is increased emphasis internationally on ethically sound research, and on good training for research supervisors. *Researching with Integrity* aims to identify what and how research can be undertaken ethically and with 'virtue' from initial conception of ideas through to dissemination. It outlines the context in which academics engage in research, considering the impact of

discipline and institutional culture, the influence of government audit of research 'quality', the role of government and quangos, professional organisations and business sponsors, and examines the effects of the increasing power and influence of funding bodies, university ethics committees and codes of practice.

Based on the notion of 'virtue' ethics, this book proposes an alternative approach to research, which focuses not only on ethical rules and protocol to avoid unethical research, but encourages academic, professional and character development and allows for the exercise of personal judgement.

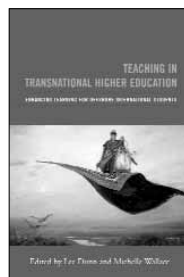
Illustrated throughout with short narratives detailing ethical issues and dilemmas from international academic researchers representing different disciplines, research cultures and national contexts, this book proposes an alternative approach to research which provides all research professionals with the intellectual tools they need to cope with complex research.

2008: 229 x 152: 208pp
 Hb: 978-0-415-42903-0: **£75.00**
 Pb: 978-0-415-4904-7: **£22.99**
 eBook: 978-0-203-88696-0

Teaching in Transnational Higher Education

Enhancing Learning for Offshore International Students

Edited by Michelle Wallace and Lee Dunn, both at Southern Cross University, Australia



Teaching in Transnational Higher Education examines current trends and challenges that face students, teachers and institutions of higher education around the globe. This book comes at a pivotal moment where many universities are offering their courses in offshore locations. Students who could once not access an international qualification can now do so without leaving their home country.

The book clearly defines and takes an in-depth look at the various types of transnational education, including: institutions that have campuses abroad, teach specific courses abroad, and form partnerships with diverse schools to teach jointly.

2008: 229 x 152: 296pp
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 eBook: 978-0-203-93062-5

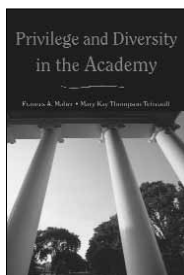
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Privilege and Diversity in the Academy

Edited by **Francis A. Maher**, Wheaton College, USA and **Mary Kay Thompson Tetreault**, Portland State University, USA



Over the past several decades, Higher Education has been transformed by the diverse intake into the university system. Through detailed institutional ethnographies of three very different universities, this book explores how this diversification has dismantled and reconfigured relationships of privilege and diversity in higher education.

Authors Maher and Tetreault use examples from a top-ranked private university, a comprehensive urban university, and a major public university to illustrate how privilege is enacted, resisted, and transformed as changes occur in the student bodies and faculties of these schools. In their analyses, they identify the institutional structures that facilitate the success of a diverse faculty and make valuable observations about patterns of institutional change and resistance.

2006: 229 x 152: 240pp
Hb: 978-0-415-94664-3: **£80.00**
Pb: 978-0-415-94665-0: **£21.99**

The Higher Education Manager's Handbook

Effective Leadership and Management in Universities and Colleges

Peter McCaffery, London South Bank University, UK

2004: 235 x 156: 336pp
Hb: 978-0-415-34120-2: **£125.00**
Pb: 978-0-415-33507-2: **£29.99**

Faculty Diversity

Problems and Solutions

Jo Ann Moody

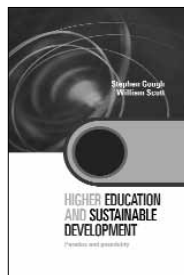
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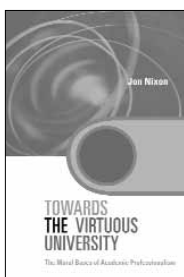
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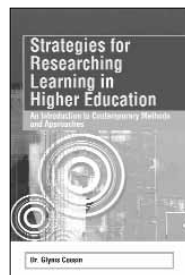
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A perfect resource for new lecturers, professional developers, researchers and graduate students; this book provides useful and effective guidance for conducting teaching and learning research in Higher Education. Filling a clear gap in the market, this book covers all the essential methodological and theoretical bases needed to engage in Higher Education research.

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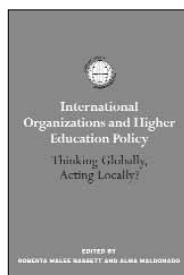
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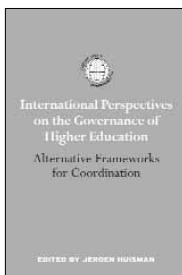
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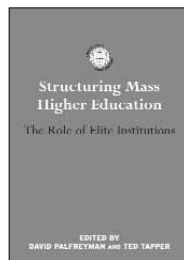
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Structuring Mass Higher Education

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Undoubtedly the most important development in Higher Education in recent years has been the seemingly inexorable expansion of national systems. In a comparatively short time period many countries have moved from an elite to a mass model. Furthermore, expansion has invariably changed the whole experience of Higher Education

for all the interested parties from, presidents, rectors and vice-chancellors to first-term undergraduates.

Structuring Mass Higher Education examines the impact of this change upon the existing national structures of higher education. It also defines and highlights what makes an 'elite' university – something which institutions must strive for in order to gain their position as global players.

These are critical issues with which both policy-makers and institutional leaders will have to grapple over the next ten years, making *Structuring Mass Higher Education* a timely, relevant, and much needed text. It will appeal to policy makers and practitioners within Higher Education as well as student and scholars worldwide.

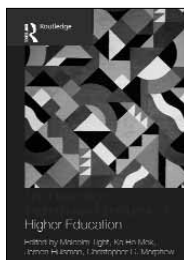
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NEW**The Routledge International Handbook of Higher Education**

Edited by **Malcolm Tight**, Lancaster University, UK, **Ka Ho Mok**, University of Hong Kong, **Jeroen Huisman**, University of Bath, UK and **Christopher Morpew**, University of Georgia, UK



This volume is a detailed and up-to-date reference work providing an authoritative overview of the main issues in Higher Education around the world today. Consisting of newly commissioned chapters and impressive journal articles, it surveys the state of the discipline and includes the examination and discussion of emerging, controversial and cutting edge areas.

International contributions include chapters from 'Big Name' authors, rising stars and more junior academics, incorporating an appropriate mix of sex, ethnicity, age, experience and national location, showing the best of cutting edge research. Each section includes an introduction by the volume editors to set the scene and provide an overview of key themes and differences between territories.

Structured around an eightfold thematic categorisation the volume covers:

- Teaching and learning
- Course design
- The student experience
- System policy
- Institutional management
- Academic work
- Knowledge.

This structure is derived from an extensive empirical analysis of contemporary published research focusing on Higher Education. The analysis focused on the themes or issues considered, the methods or methodologies applied, the use of theory, and the characteristics of the authors.

Considering the relevant methodology and theory as well as practice and policy, the *International Handbook of Higher Education* is a detailed and up-to-date reference work providing a comprehensive and critical account of the state of play in higher education internationally.

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Today every business and organisation needs to impress stakeholders with its ethics policy. *Universities, Ethics and Professions* examines how this emphasis on ethics by the professional world is impacting universities, institutions that have long been key contributors to ethical reflection and debate, and shapers of ethical discourse. Changing objectives, globalization, and public concerns

continue to bring professionalism, and commercialization, into the dialogue about what ethics mean on campus.

As professionalism becomes an integral part of university teaching, training, and research, this book considers the impact on the ethical practices of academics, and explores the importance of universities remaining sites of open discourse on ethics in the future.

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NEW**Transitions and Learning Through the Lifecourse**

Kathryn Ecclestone, Oxford Brookes University, UK,
Gert Biesta, University of Exeter, UK and
Martin Hughes, University of Bristol, UK



Like many ideas that inform policy, practice and research, 'transition' has numerous everyday and conceptual meanings. Children make a transition to adulthood, pupils move from primary to secondary school, from school to work, training or further education. Such transitions can lead to profound change or be an impetus for new learning, or they can be unsettling, difficult and

unproductive. Yet, while certain transitions are unsettling and difficult for some people, risk, challenge and even difficulty might also be important factors in successful transitions for others.

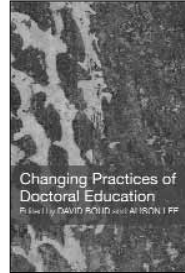
Rapid social and economic changes in work and education, life patterns and support systems are leading to growing political interest in transitions in many countries. Reports by the British government's Social Exclusion Unit and the Organisation for Economic Cooperation and Development present successful transitions as essential for educational and social achievement and for economic prosperity. Policy makers regard successful transitions through the education system and labour market as essential for social inclusion and educational achievement, and are therefore increasingly concerned that some groups and individuals experience particular difficulty in managing transitions.

Aimed primarily at academic researchers and students at all levels of study across a range of disciplines, including education, careers, sociology, feminist and cultural studies, this is the first systematic attempt to bring together and evaluate insights about educational, life and work transitions from different fields of research.

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Postgraduate research has undergone unprecedented change in the past ten years, in response to major shifts in the role of the university and the disciplines in knowledge production and the management of intellectual work.

New kinds of doctorates have been established that have expanded the scope and direction of doctoral education. A new audience of supervisors, academic managers and graduate school personnel is

engaging in debates about the nature, purpose and future of doctoral education and how institutions and departments can best respond to the increasing demands that are being made.

Including contributions from both those who have conducted formal research on research education and those whose own practice is breaking new ground within their universities, this thought-provoking book draws on the expertise of those currently making a stimulating contribution to the literature on doctoral education.

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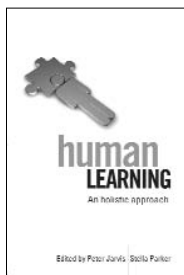
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non-disabled students and reach their potential. The research on which the book is based focuses on a small number of students with a variety of impairments as they move through their degree courses. On the way they encounter many different styles of teaching and approaches to learning and assessment.

The book provides practitioners who teach and support disabled students and those who campaign for an end to discrimination and exclusion insights into the working of universities as seen by the central participants. Crucially, it foregrounds the views of disabled students themselves, giving rise to a complex, contradictory and always fascinating picture of university life from students whose views and voice are not often heard.

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The book presents a strong and coherent rationale for improving learning for diverse students from a range of socio-economic, ethnic/racial and gender backgrounds within higher education, and for adults across the life course.

Written by the Associate Director of the ESRC's highly successful Teaching and Learning Research Project (TLRP), the book provides

clear and comprehensive research evidence on the policies, processes, pedagogies and practices of widening or increasing participation in higher education. This evidence is situated within the contexts of changing individual and institutional circumstances across the life course and wider international transformations of higher education in relation to the global knowledge economy. Also considered are: the changing UK policy contexts of post-compulsory education; how socio-economically disadvantaged (raced and gendered) students fare through schools and into post-compulsory education; the kinds of academic or vocational courses undertaken (including the criticality of maths education for some subjects and forms of higher education); changing forms of institutional and pedagogic practices within higher education; how adults think about higher education in their lives.

The findings are based upon both qualitative studies and quantitative datasets. The book will appeal to policy-makers and practitioners as well as students within higher education.

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An Exploration of the Social and Organisational Diversity of University Education

John Brennan and **Rob Edmunds**, both at the Open University, UK, **Muir Houston**, University of Stirling, UK, **David Jary**, **Yann Lebeau**, University of East Anglia, **Michael Osborne**, University of Glasgow, UK and **John Richardson**, The Open University, UK

Series: Improving Learning



What is learned in universities today? Is it what students expect to learn? Is it what universities say they learn? How far do the answers to questions such as these differ according to what, where and how one studies?

As Higher Education has expanded, it has diversified both in terms of its institutional forms and in the characteristics of its students. A key question posed by this book is the extent to which it had also diversified in terms of 'what is learned'. The question is answered predominantly through the voices of Higher Education students. Students from fifteen different courses across three subject areas – bioscience, business studies, sociology – were asked over a two year period about their experiences, their lives, their hopes and aspirations through a series of interviews and questionnaires. The perspectives of their teachers and the official views of their universities were also collected.

This book challenges notions of 'best' or 'top' universities and demonstrates both diversities and commonalities in the experience of being a student today. It poses important questions for Higher Education Institutions about the kind of institution they are and want to be, about the kinds of experiences they seek to provide for their students and the kinds of consequences for their graduates and society. With new empirical data and some novel conceptualisations of higher education, the book provides answers to these questions in ways which do not always follow conventional lines of thought about diversity and difference in UK higher education.

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Doctoral programs across the world are increasingly tying assessments of research quality and productivity to the outcomes of doctoral research. Doctoral students are being encouraged to publish not only after completion of their doctorates, but during, and increasingly as part of, doctoral programs.

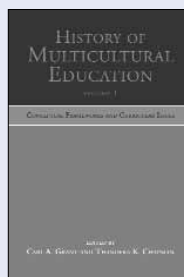
Even so, there continues to be a lack of scholarly attention given to the full gamut of issues pertaining to writing within doctoral education. In particular, little systematic pedagogical attention is paid to relationships between doctoral work and publication from the doctorate, and low publication rates in the UK, the US, Australia and elsewhere continue to be a problem requiring serious pedagogical attention. This lack of widespread and systematic publishing creates problems with the quality and effectiveness of doctoral education when preparing students to participate in research cultures.

Publishing Pedagogies for the Doctorate and Beyond is a vital text for both supervisors and their doctoral students. It will guide them through these mounting pressures, and provide ways to increase research publication outputs in a consistent and systematic way.

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6-VOLUME SET**History of Multicultural Education,**

Edited by **Carl A. Grant**, University of Wisconsin, Madison, USA and **Thandeka K. Chapman**, University of Wisconsin, Milwaukee, USA



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These volumes do not promote any one scholar's or group's vision of multicultural education, but include conflicting ideals that inform multiple interpretations. Each volume contains archival documents organised around a specific theme:

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- Volume 3: Instruction and Assessment
- Volume 4: Policy and Policy Initiatives
- Volume 5: Students and Student Learning
- Volume 6: Teachers and Teacher Education

The historical time line within each volume illustrates the progression of research and theory on each theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area. Readers will also see how language, pedagogical issues, and policy reforms have been constructed, assimilated, and mutated over the highlighted period of time.

Exploring the tenets of the field and examining the individuals whose work has contributed significantly to equity and social justice for all citizens, this landmark set illuminates the historical importance, current relevance, and future implications of multicultural education.

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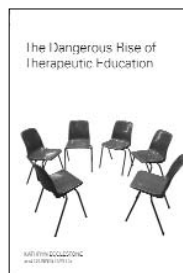
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The silent ascendancy of a therapeutic ethos across the education system and into the workplace demands a book that serves as a wake up call to everyone. Kathryn Ecclestone and Dennis Hayes' controversial and compelling book uses a wealth of examples across the education system, from primary schools to university and the workplace to show how therapeutic education

is turning children, young people and adults into anxious and self-preoccupied individuals rather than aspiring, optimistic and resilient learners who want to know everything about the world.

The Dangerous Rise of Therapeutic Education is eye-opening reading for every teacher, student teacher and parent who retains any belief in the power of knowledge to transform people's lives. Its insistent call for a serious public debate about the emotional state of education should also be at the forefront of the minds of every agent of change in society... from parent to policy maker.

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The Impact of Policy on Post-Compulsory Education

Frank Coffield, University of Newcastle Upon Tyne, UK, **Sheila Edward, Ian Finlay**, University of Strathclyde, UK, **Ann Hodgson** and **Ken Spours**, both at University of London, UK and **Richard Steer**, Institute of Education, UK

Series: Improving Learning



Post compulsory education in the UK has been constantly restructured by the New Labour government and has been subject to considerable policy turbulence over the last few years. This book attempts to understand this important but poorly understood sector by both talking to students and front-line staff and by interviewing the officials responsible for managing post-compulsory education and lifelong learning.

By examining the sector simultaneously from the 'bottom up' and from 'top down', the authors show how recent policy is affecting three disadvantaged groups - 16-19 year olds who have fared poorly in official tests at school; unemployed adults learning basic skills; and employees at work learning basic skills. The authors conclude that there are serious failings and suggest principles and features of a more equitable and effective learning system.

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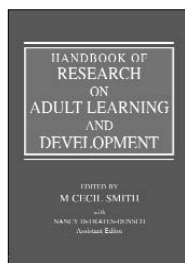
Based on the first major study of literacy practices in colleges in the UK, this book explores the reading and writing associated with learning subjects across the college curriculum. It investigates literacy practices in which students engage outside of college, and teaching and learning strategies through which these can help support the curriculum. With insightful analyses of innovative practices, it considers ways of changing teaching practices to enable students to draw upon their full potential.

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NEW

Handbook of Research on Adult Learning and Development

Edited by **M. Cecil Smith** and **Nancy DeFrates-Densch**, both at Northern Illinois University, USA



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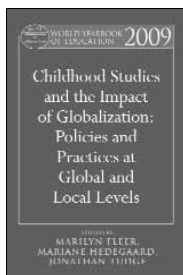
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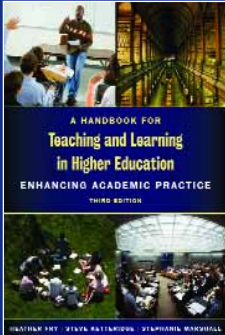
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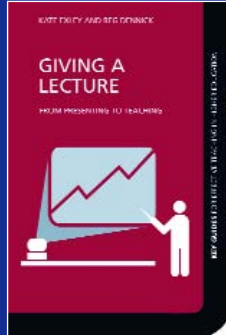


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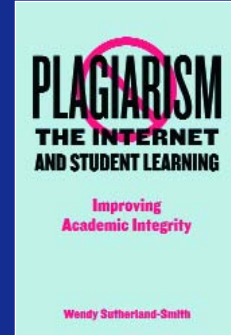
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