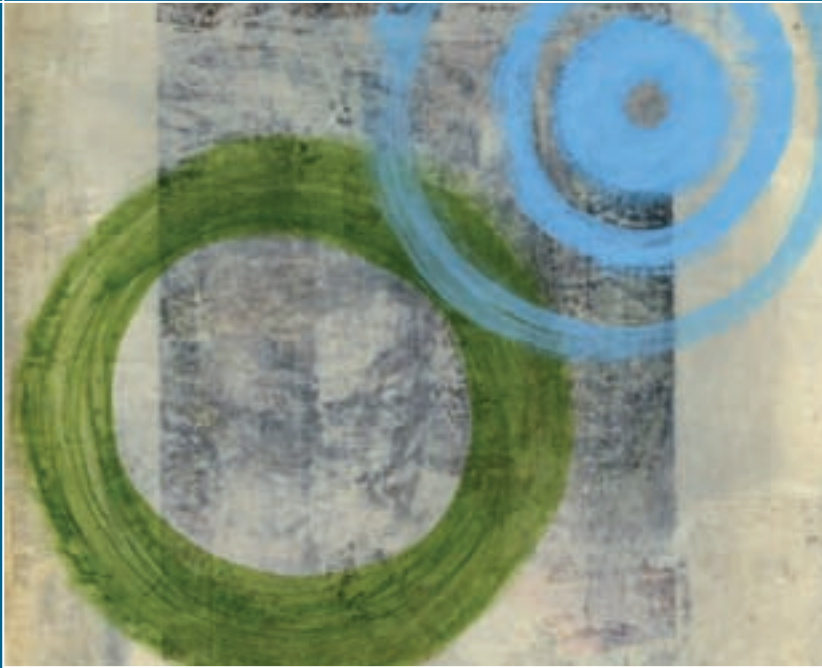


Routledge Education

Educational Psychology

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2008

Highlights in Educational Psychology



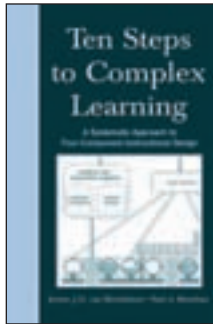
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Complete Catalogue

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NEW

'Whole-Brain' Behaviour Management in the Classroom

Every Piece of the Puzzle

Chris Derrington, University College Northampton, UK and **Hilary Goddard**, Ramridge Primary School, Luton, UK



Representing a brave and insightful shift away from narrow perspectives on behavior management, this book draws practitioners towards a more holistic understanding of ourselves and how we impact on children's learning and behavior. The authors' brilliant new conceptual model of 'whole-brain' behavior management challenges existing theories about the management of children's behavioral issues. Their pioneering 'whole-brain' approach draws upon

a range of influences and concepts that cross discipline boundaries, expanding on the practitioner's understanding of the complexity of children's behavior through their own knowledge of neuroscience, biopsychosocial theory and interpersonal awareness. The book will take the reader through a process of self-evaluation in which their preferred ways of thinking, acting and relating will be explored and interpreted in order to help them understand the impact of their 'personal style' on how the children in their care behave.

Offering new insights and creative solutions, this is a practical guide to coach practitioners in their personal and professional development, helping them to raise the achievement of children exhibiting even the most challenging of behavior.

December 2007: 232pp
eBook: 978-0-203-93437-1
Hb: 978-0-415-41180-6: **£65.00**
Pb: 978-0-415-41181-3: **£22.50**

The Educational Potential of e-Portfolios

Supporting Personal Development and Reflective Learning

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

Series: Connecting with E-learning



The Educational Potential of e-Portfolios provides users and implementers with a comprehensive review of the decision-making that underpins effective implementation – from staff development concerns, through to accessibility and usability issues. Drawing on a variety of international examples and identifying useful online resources, the book explores:

- The issues which affect different styles of e-portfolio implementation, from software options to concerns about curriculum design
- How e-portfolios can complement and change the design and assessment of courses
- The pedagogical, operational and ethical concerns that different implementations raise
- The differences to the paper-based systems in which the e-portfolio is rooted
- Future opportunities and issues arising from the use of e-portfolios.

This accessible book presents the reader with a realistic, research-informed view of a complex and developing area of practice. It will be useful as a staff development and continuing professional development (CPD) resource for teachers and managers in further and higher education and will appeal to both newcomers to teaching and experienced teachers who are developing their practice online.

June 2007: 200pp
eBook: 978-0-203-96129-2
Hb: 978-0-415-41213-1: **£75.00**
Pb: 978-0-415-41214-8: **£17.99**



Video Research in the Learning Sciences



Edited by **Ricki Goldman**, New York University, USA, **Roy Pea** and **Brigid Barron**, both at Stanford University, USA and **Sharon J. Derry**, University of Wisconsin-Madison, USA



Video Research in the Learning Sciences is a comprehensive exploration of key theoretical, methodological, and technological advances concerning uses of digital video-as-data in the learning sciences as a way of knowing about learning, teaching, and educational processes. The aim of the contributors, a community of scholars using video in their own work, is to help usher in video scholarship and supportive

technologies, and to mentor video scholars, so that video research will meet its maximum potential to contribute to the growing knowledge base about teaching and learning.

This volume contributes greatly both to the science of learning through in-depth video studies of human interaction in learning environments – whether classrooms or other contexts – and to the uses of video for creating descriptive, explanatory, or expository accounts of learning and teaching. It is designed around four themes:

- Theoretical frameworks for video research
- Video research on peer, family, and informal learning
- Video research on classroom and teacher learning
- Video collaboratories and technological futures.

This book is intended for researchers, university faculty, teacher educators, and graduate students in education, and for anyone interested in how knowledge is expanded using video-based technologies for inquiries about learning and teaching.

Visit the Web site affiliated with this book:
www.videoresearch.org

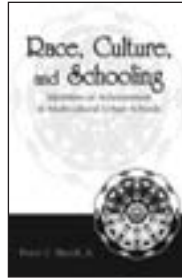
June 2007: 544pp
eBook: 978-1-4106-1619-7
Hb: 978-0-8058-5359-9: **£100.00**
Pb: 978-0-8058-5360-5: **£36.95**

Race, Culture, and Schooling



Identities of Achievement in
Multicultural Urban Schools

Peter C. Murrell, Jr., Northeastern University, USA



'[Murrell's] bold statement on the impact of the community students' learning and development ... along with a more comprehensive presentation of what constitutes cultural competency for working with diverse populations, clearly distinguishes this book from many others addressing the achievement and education of marginalized youth.' – Sandra Tutwiler, Washburn University, USA

Responding to a need for greater cultural competence in the preparation and development of teachers in diverse public school settings, *Race, Culture, and Schooling* investigates the critical developmental and social processes mediating students' academic identities in those settings posing the greatest challenges to their school achievement and personal development. This book provides an accessible, practice-oriented culturally responsive framework for teachers in American schools. Murrell proposes a situated-mediated identity theory that emphasizes examining not just the child, not just the school environment, but also the child in-context as the unit of analysis to understand how both mutually constitute each other in the social and cultural practices of schooling. He then develops this theory into an applied psychology of identity and agency development among children and youth as well as their teachers, striving together for academic achievement in diverse school settings.

For researchers, professionals, and students in multicultural education, educational and developmental psychology, social and cultural foundations of education, and teacher education, Murrell's cultural practices approach builds on current thinking about multicultural teacher preparation and provides the practice component underpinning theories about cultural competence.

June 2007: 224pp
eBook: 978-1-4106-1748-4
Hb: 978-0-8058-5537-1: **£75.00**
Pb: 978-0-8058-5538-8: **£21.99**



Educational Psychology Series

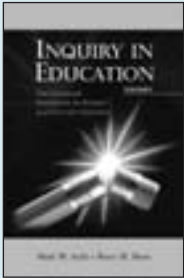
Edited by **Robert J. Sternberg** and
Wendy M. Williams

NEW

Inquiry in Education, Volume I

The Conceptual Foundations for Research
as a Curricular Imperative

Mark W. Aulls and **Bruce M. Shore**, both at
McGill University, Canada



Why should inquiry, the engine for independent curiosity, and interest-driven, life-long learning be a curricular imperative, and its presence a criterion for excellent education? Is it possible to teach inquiry skills systematically and to engage learners in being inquirers across elementary, secondary, and post-secondary schooling? To answer these urgent questions, this book pulls together more than four decades of expert opinion,

quantitative research, and qualitative research on inquiry in different disciplines, school subjects, and levels of education. It presents a dozen different pedagogical, philosophical, and disciplinary traditions within which evidence and rationale are found for building learning and teaching experiences around inquiry-based curricula.

This is the first book to gather all these sources together, to build a cross-disciplinary case for inquiry as the central core of sound curriculum design, and to offer an organized interpretation of this large body of knowledge from a variety of perspectives and for different educational purposes. A companion volume, *Inquiry in Education, Volume II*, focuses on a corollary question: If inquiry is such a good thing, why is it not a universal practice? What barriers stand in the way, and how can teachers overcome them?

Inquiry in Education, Volume I is intended for scholars, faculty, and students of education, and for practitioners at all levels of schooling who support inquiry-oriented reforms in education and who want to learn more about how to use inquiry in their own practice.

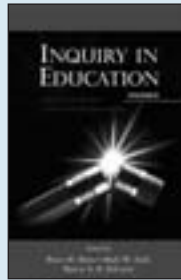
November 2007: 280pp
eBook: 978-1-4106-1594-7
Hb: 978-0-8058-2741-5: **£75.00**
Pb: 978-0-8058-2742-2: **£19.99**

NEW

Inquiry in Education, Volume II

Overcoming Barriers to Successful Implementation

Edited by **Bruce M. Shore** and **Mark W. Aulls**, both at
McGill University, Canada and **Marcia A.B. Delcourt**,
Western Connecticut State University, USA



A companion to Volume I, *Inquiry in Education, Volume II* illustrates how educators in a range of settings have dealt with obstacles to successful implementation of inquiry-based approaches. Each chapter focuses on a particular barrier or barriers, and has a primary focus on learners, teachers, or the curriculum. The stories reflect highly varied learning contexts ranging from infancy to university, from the classroom to a range of out-of-school contexts.

November 2007: 272pp
eBook: 978-1-4106-1596-1
Hb: 978-0-8058-2743-9: **£75.00**
Pb: 978-0-8058-2744-6: **£19.99**

NEW

Extending Intelligence

Enhancement and New Constructs

Edited by **Patrick C. Kyllonen**, **Richard D. Roberts**,
and **Lazar Stankov**, all at the Educational Testing
Service, USA

This volume presents research from a variety of perspectives on the enhancement of human intelligence. It is organized around five themes – enhancement via instruction; enhancement via development (over the life cycle); enhancement over time; enhancement via new constructs; and new directions in enhancement.

This is an essential volume for researchers, students, and professionals in the fields of educational psychology, intelligence, educational measurement and assessment, and critical thinking.

November 2007: 256pp
eBook: 978-1-4106-1788-0
Hb: 978-0-8058-4504-4: **£70.00**



Educational Psychology Series Continued...

The Nature of Intellectual Styles

Li-fang Zhang, University of Hong Kong, China and
Robert J. Sternberg, Tufts University, USA

This book provides an up-to-date, panoramic picture of the field of intellectual styles through describing, analyzing, and integrating the major theoretical and research works on the topic. Readers will gain a broad understanding of the field – its nature, origins, historical development, theories, research, and applications, as well as the interrelationships among major theoretical constructs proposed by different theorists in the past few decades.

Educators will find ideas on how to improve their teaching and assessment of student performance. Student development specialists will be interested in the book because intellectual styles play a critical role in many aspects of student development including cognitive, affective, psychosocial, and career development. Psychologists will gain an understanding of an important facet of the field at the interface between cognition and personality. Managers in business will find the book relevant to such issues as effective supervision and staff training and development. *The Nature of Intellectual Styles* is intended for anyone – particularly researchers and students in the fields of education, psychology, and business management – who is interested in understanding intellectual styles and their effects on daily life.

March 2006: 248pp
Hb: 978-0-8058-5287-5: **£45.00**
Pb: 978-0-8058-5288-2: **£18.95**

Intelligence and Technology

The Impact of Tools on the Nature and Development of Human Abilities

Edited by Robert J. Sternberg, Tufts University, USA
and David D. Preiss, Yale University, USA

This volume brings together different perspectives on understanding the impact of various technologies on human abilities, competencies, and expertise. The inclusive range of historical, comparative, sociocultural, cognitive, educational, industrial and organizational, and human factors approaches will stimulate international multi-disciplinary discussion. *Intelligence and Technology* provides researchers and students in the areas of educational psychology and educational technology with relevant perspectives and information on the subject.

May 2005: 232pp
eBook: 978-1-4106-1375-2
Hb: 978-0-8058-4927-1: **£48.95**

Translating Theory and Research Into Educational Practice

Developments in Content Domains, Large Scale Reform, and Intellectual Capacity

Edited by Mark A. Constas, Cornell University, USA and
Robert J. Sternberg, Tufts University, USA

This book shows how educational theory and research can be translated into practice. Well-known researchers who have worked to establish productive, sustainable connections between the knowledge produced by the research community and the practices employed in school settings provide descriptions of successful strategies that have been used to bridge the gap among theory, research, and practice. Viewed as a collective effort to translate theory and research into educational practice, the interventions and programs described by the contributors to this volume represent nearly 200 years of work. This book will help readers identify ways to make their own research more useful to their practice communities, improve the practical value of educational research, and chart the course for future research.

Translating Theory and Research Into Educational Practice is intended as a text for advanced undergraduate and graduate courses across the discipline of education and should be particularly relevant for classes dealing with educational research, educational policy, and teaching and learning. The book is equally relevant for various communities interested in improving connections between readers and practice, including educational researchers, educational psychologists, psychologists, teachers, and other educational professionals such as state school officials, district officials and policy makers.

March 2006: 312pp
Hb: 978-0-8058-5147-2: **£55.50**
Pb: 978-0-8058-5148-9: **£18.50**



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NEW

Fostering Change in Institutions, Environments, and People

Edited by **David C. Berliner**, Arizona State University, USA and **Haggai Kupermintz**, University of Colorado, USA

Fostering Change in Institutions, Environments, and People

This volume is comprised of contributions from leading scholars in education and psychology. In part one of the book the authors provide insight into the psychology of change, examining:

- what factors work as catalysts for change in environments, institutions and people
- what factors hinder change
- when change is deemed beneficial.

In the second part of this volume the authors turn their attention to the issue of peace education. They examine the types of problems that societies and scholars should identify and try to solve in hopes of building more peaceful environments. The final chapter is a biography honoring Professor Gavriel (Gabi) Salomon, a significant contributor to the vast literature on change. This book is appropriate reading for professors, students and academics who are dedicated to fostering change to benefit institutions, environments and people.

June 2008: 336pp

eBook: 978-1-4106-1845-0

Hb 978-0-8058-6386-4: £40.00

NEW

Western Psychological and Educational Theory in Diverse Contexts

Edited by **Julian Elliott**, Durham University, UK and **Elena Grigorenko**, Yale University, USA

Education departments in universities throughout the Western world are increasingly recruiting international students who are subsequently exposed to educational and psychological theories and practices that, it is assumed, will inform best practice on their return home. Such ethnocentric (and sometimes ideological) understandings may also be reinforced by powerful international agencies which, by means of financial incentives and inducements, can exert a significant influence upon practice. Previously published as a special issue of *Comparative Education*, this book examines aspects of Western psychological and educational theory in relation to educational practice around the world, and considers the extent to which current understandings are truly applicable to a range of diverse settings. In so doing, it also seeks to question, where appropriate, existing orthodoxies within Western educational systems.

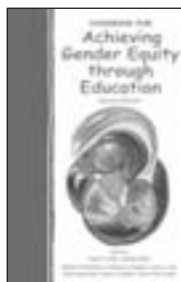
January 2008: 200pp

Hb: 978-0-415-41852-2: £70.00

2ND EDITION

Handbook for Achieving Gender Equity Through Education

Edited by **Susan S. Klein**, Feminist Majority Foundation, USA, **Barbara Richardson**, Eastern Michigan University, USA, **Dolores A. Grayson**, GrayMill Consulting, USA, **Lynn H. Fox**, American University, USA, **Cheris Kramarae**, University of Illinois, Urbana-Champaign, USA, **Diane S. Pollard**, Emerita, University of Wisconsin, Milwaukee, USA and **Carol Anne Dwyer**, Educational Testing Service, USA



First published in 1985, the *Handbook for Achieving Sex Equity Through Education* quickly established itself as the essential reference work concerning gender equity in education. This new, expanded edition provides a 20-year retrospective of the field, one that has the great advantage of documenting US national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX, the

landmark federal law prohibiting sex discrimination in education, equity programs and research. Key features include:

- **Expertise** – Like its predecessor, over 200 expert authors and reviewers provide accurate, consensus, research-based information on the nature of gender equity challenges and what is needed to meet them at all levels of education.
- **Action Oriented** – All chapters contain practical recommendations for making education activities and outcomes more gender equitable. A final chapter consolidates individual chapter recommendations for educators, policymakers, and researchers to achieve gender equity in and through education.
- **New Material** – Expanded from 25 to 31 chapters, this new edition includes: more emphasis on male gender equity and on sexuality issues; special within population gender equity challenges; coeducation and single sex education; increased use of rigorous research strategies such as meta-analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs; communication skills relating to English, bilingual, and foreign language learning; and history and implementation of Title IX and other federal and state policies.

Since there is so much misleading information about gender equity and education, this *Handbook* will be essential for anyone who wants accurate, research-based information on controversial gender equity issues.

May 2007: 754pp

eBook: 978-1-4106-1763-7

Hb: 978-0-8058-5453-4: £180.00

Pb: 978-0-8058-5454-1: £60.00



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Handbook of Research in School Consultation



Edited by **William P. Erchul**, North Carolina State University, USA and **Susan M. Sheridan**, University of Nebraska at Lincoln, USA



The field of school consultation, which is centered principally in school psychology and cuts across related disciplines such as special education and school counseling, has never had a comprehensive volume that examines its research perspectives and methodologies, its models of practice, and its future research directions. That is the mission of this handbook. It provides both producers and consumers of school consultation

with an invaluable snapshot of its current boundaries and rapidly growing content. Key features of this outstanding new book include:

- **Research Orientation** – Whereas many books dealing with school consultation practice have appeared over the last decade, none has attempted to provide a comprehensive review of research findings and methods supporting its growing body of evidence-based practice.
- **Author Expertise** – Chapter authors are well known for their contributions to the school consultation research literature and, collectively, are recognized for their ability to translate scientific findings into implications for practice.
- **Commentary Chapters** – Commentary chapters written by leading scholars provide integrative critiques of the book's three major sections.

This book is intended for researchers, graduate students, and practitioners in school psychology and related human service disciplines, including special education, counselor education, counseling psychology, and school social work.

July 2007: 408pp
eBook: 978-1-4106-1838-2
Hb: 978-0-8058-5335-3: **£100.00**
Pb: 978-0-8058-5336-0: **£45.00**

NEW

Handbook of Moral and Character Education

Edited by **Larry P. Nucci**, University of Illinois at Chicago, USA and **Darcia Narvaez**, Notre Dame University, USA

Series: Educational Psychology Handbook



There is widespread agreement that schools should contribute to students' moral development and character formation. Currently 80% of states have mandates regarding character education. This apparent support for moral education, however, masks a high degree of controversy surrounding the meaning and the methods of moral and character education.

The purpose of this *Handbook* is to replace the ideological rhetoric that

infects this field with a comprehensive, research-oriented volume that includes the extensive changes that have occurred over the last fifteen years. Coverage includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings.

February 2008: 608pp
eBook: 978-0-203-93143-1
Hb: 978-0-8058-5960-7: **£105.00**
Pb: 978-0-8058-5961-4: **£50.00**



Developments in Educational Psychology

How Far Have We Come in Twenty Five Years?

Edited by **Kevin Wheldall**, Macquarie University, Australia

What is the relevance of educational psychology in the twenty-first century? And what have been the most important developments in the field over the past quarter-century? Previously published as a special issue of *Educational Psychology*, in this collection of essays, ten leading psychologists of education reflect on how far we have come in the last twenty-five years. Taking broad and personal approaches, they review and critique a variety of topics, providing provocative and challenging insights into the state of educational psychology today, exploring notions of intelligence, communication intervention, effective teaching, family environments, peer learning, individual differences and teaching and learning in higher education.

September 2006: 144pp
Hb: 978-0-415-40031-2: **£75.00**

2ND EDITION

Handbook of Educational Psychology

Edited by **Patricia A. Alexander**, University of Maryland at College Park, USA and **Philip H. Winne**, Simon Fraser University, Canada

Sponsored by Division 15 of APA, the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far-ranging field. Internationally recognized scholars contribute up-to-date reviews and critical syntheses of the following areas: foundations and the future of educational psychology, learners' development, individual differences, cognition, motivation, content area teaching, sociocultural perspectives on teaching and learning, teachers and teaching, instructional design, teacher assessment, and modern perspectives on research methodologies, data, and data analysis. New chapters cover topics such as adult development, self-regulation, changes in knowledge and beliefs, and writing. Expanded treatment has been given to cognition, motivation, and new methodologies for gathering and analyzing data.

The *Handbook of Educational Psychology* provides an indispensable reference volume for scholars, teacher educators, in-Fore study of educational psychology.

May 2006: 1080pp
Hb: 978-0-8058-4937-0: **£149.95**
Pb: 978-0-8058-5971-3: **£55.50**

3RD EDITION

Handbook of Complementary Methods in Education Research

Edited by **Judith L. Green**, University of California at Santa Barbara, USA, **Gregory Camilli**, Rutgers University, USA and **Patricia B. Elmore**, Southern Illinois University, USA



'The book is an excellent resource for introducing students and faculty to the diversity of research methods that are available for exploring and investigating educational phenomena ... a prize for new researchers and seasoned individuals who are already conducting research in the noted areas of the text because it validates existing tools and methods.' – *PsycCRITIQUES*

The *Handbook of Complementary Methods in Education Research* is a successor volume to AERA's earlier and highly acclaimed editions of *Complementary Methods for Research in Education*. More than any book to date, this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible. Each method is described in detail, including its history, its research design, the questions that it addresses, ways of using the method, and ways of analyzing and reporting outcomes. This handbook is appropriate for faculty teachers and graduate students studying education research, education researchers and other scholars seeking an accessible overview of state-of-the-art knowledge about specific methods, policy analysts and other professionals needing to better understand research methods, and academic and research libraries serving these audiences.

April 2006: 896pp
Hb: 978-0-8058-5932-4: **£119.50**
Pb: 978-0-8058-5933-1: **£55.50**

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Ourselves

Why We Are Who We Are

Frank Smith

'... readers will find this book to be an engaging mix of thoughts and theory pertaining to instruction and learning... [It] invites educators to 'join the club' of readers who tackle controversial ideas about who we are.' – *PsycCRITIQUES*

'This is a great book [that] could easily become a classic... It may be the most coherent book about learning ever published. It has a clear and sensible explanation for the concept of consciousness. It is a series of profound insights, well supported by cognitive science, that once stated seem simple and obvious. It is a profound statement on technology, presenting technology and its development in a completely new and convincing way. These are amazing contributions for such a modest-sized volume.' – *Stephen Krashen, University of California, USA*

This book delves into how we come to terms with ourselves, with other people, and with the world in general. It is about how we come to be what we are, and to think the way we do. It is a book about influences on this process. Ourselves speaks especially to educators. Researchers, professionals, and graduate students across the fields of literacy education, psychology of reading, learning theory, human learning, educational psychology, and psycholinguistics will find this book compelling.

March 2006: 136pp
eBook: 978-0-203-92862-2
Hb: 978-0-8058-5954-6: **£30.95**
Pb: 978-0-8058-5955-3: **£12.50**



2ND EDITION

Handbook of Research on the Education of Young Children

Edited by **Bernard Spodek**, University of Illinois at Urbana-Champaign, USA and **Olivia N. Saracho**, University of Maryland at College Park, USA

The *Handbook of Research on the Education of Young Children* is an essential reference on research in early childhood education not only in the United States but throughout the world. It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues. The field has changed significantly since the publication of the first edition of the Handbook in 1993, creating a need for an update. The Second Edition is thus focused on research conducted over the past decade.

This *Handbook* makes the expanding knowledge base related to early childhood education readily available and accessible. It is a valuable tool for all who work and study in the field.

November 2005: 624pp
Hb: 978-0-8058-4720-8: **£137.95**
Pb: 978-0-8058-4721-5: **£45.95**

Promoting Positive Thinking

Building Children's Self-Esteem, Self-Confidence and Optimism

Glynis Hannell, Psychologist, UK

This book brings practical ideas to teachers, who want to help their students increase emotional intelligence, and develop confidence and optimism. *Promoting Positive Thinking* includes:

- An explanation of the differences between self-esteem, confidence and optimism
- Complete coverage of how low self-esteem can manifest itself
- Workable solutions to meet the everyday difficulties faced by all sorts of pupils.

April 2005: 48pp
eBook: 978-0-203-96325-8
Pb: 978-1-84312-257-9: **£13.99**

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NEW

Vygotsky and Research

Harry Daniels, University of Bath, UK

This book provides readers with an overview of the implications for research of the theoretical work which acknowledges a debt to the writings of L.S. Vygotsky. A concise introduction to Vygotsky's original thesis and discussions on his approach to research methods is followed by an exploration of the research practices which have arisen in fields developed on the basis of his original thesis. These include: Socio-cultural studies with a focus on mediated action; Distributed Cognition, Situated Cognition and Activity Theory. To aid understanding, chapters devoted to each area provide excellent accounts of specific studies which illustrate the underlying methodological principles and the specific methods which are being deployed. In each case assumptions and limitations are discussed. The book concludes with some proposals for future developments at both methodological and conceptual levels.

July 2008: 224pp

Hb: 978-0-415-39592-2: **£75.00**

Pb: 978-0-415-39593-9: **£22.99**

NEW

Thinking Lessons for Thinking Classrooms

Tools for Teachers

Carol McGuinness, Carol Curry, Angela Eakin and Noel Sheehy, all at Queens University, UK

Series: *Improving Practice (TLRP)*

Developing broader learning goals has become a national priority for many countries and great emphasis is being placed on developing the quality of children's thinking and learning. *Thinking Lessons for Thinking Classrooms* will help primary schools looking for ways to promote children's thinking. Focusing on skills such as: information processing, reasoning, enquiry, being creative, evaluating, problem-solving, decision-making and working with others, the book shows teachers how to design and teach thinking lessons across the curriculum. It guides teachers on how to get started and provides plenty of examples of case studies from classroom teachers who have already used the methodology. For those teachers who are ready to advance their practice, it explores issues related to planning schemes of work, progression in developing thinking skills, observing and assessing thinking, as well as those related to how teachers can share their practice.

May 2008: 144pp

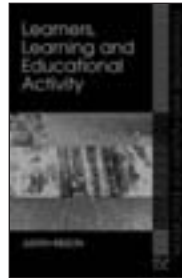
Pb: 978-0-415-45454-4: **£19.99**

NEW

Learners, Learning and Educational Activity

Judith Ireson, Institute of Education, University of London, UK

Series: *Foundations and Futures of Education*



Learners, Learning and Educational Activity offers a new and creative approach to the psychology of learning. The central idea in the book is that learning in schools and other educational settings is best understood by paying attention to both individual learners and the educational contexts in which learning takes place. Providing an accessible introduction to new ideas and recent developments in cognitive and socio-cultural

perspectives on learning, the book reviews advances in selected topics that are especially relevant for teachers and other educators. These include:

- Learners' conceptions of the nature of learning
- The development of advanced levels of learning and thinking
- The role of motivation and self-regulation in learning
- How learning and thinking relate to social and cultural contexts
- The ways in which these contexts influence interactions between teachers and learners.

By illustrating connections between individual and social aspects of learning in educational settings in and out of school, the book encourages teachers, parents and other educators to think about learners and learning in new ways.

March 2008: 176pp

eBook: 978-0-203-92909-4

Hb: 978-0-415-41407-4: **£75.00**

Pb: 978-0-415-41406-7: **£22.99**



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NEW

The Concepts and Practices of Lifelong Learning

Brenda Morgan-Klein and **Michael Osborne**, both at the University of Stirling, UK



It is difficult to overstate the significance of lifelong learning in contemporary society. Governmental, institutional and individual commitments to lifelong learning have brought changes in the meaning and significance of learning across the life course and new teaching and learning practices, as well as significant institutional change. The vision of the learning society that is unfolding is also highly contested.

The Concepts and Practices of Lifelong Learning explores some of these contestations, meanings, practices and institutional changes. It gives a comprehensive, research-informed and multi-disciplinary introduction to issues in lifelong learning across a variety of educational settings and practices. In doing so, the authors present critical discussions within an international context. The book's very accessible approach is multi-disciplinary, drawing on sociology and psychology in particular. Chapters cover:

- The various conceptions of lifelong learning
- The factors that impinge on learning through the life course
- The social and the economic rationale for lifelong learning
- The varied sites of lifelong learning, from the micro to macro (from the home to the region to the virtual)
- Turbulence and continuing transition in personal and work roles, and against the background of future technological development.

This timely overview will be relevant to education and training professionals in all education sectors, education studies students and the general reader.

February 2008: 160pp
eBook: 978-0-203-93276-6
Hb: 978-0-415-42860-6: **£75.00**
Pb: 978-0-415-42861-3: **£19.99**

2ND EDITION

Engaging Minds

Changing Teaching in Complex Times

Brent Davis and **Dennis Sumara**, both at the University of British Columbia, Canada and **Rebecca Luce-Kapler**, Queen's University, Canada



Engaging Minds is an introduction to current interdisciplinary studies of teaching and learning to teach. It offers practical suggestions for teachers in the context of critical examinations of assumptions and norms that frame formal education.

New in this Edition:

- Elaborated discussions of critical and political perspectives on teaching and learning
- Elaborated discussions of issues of technology in education
- Integration of Indigenous, Eastern, and other perspectives on learning and teaching
- Integration of case studies into research-based conceptual discussions.

Written for undergraduate students in teacher education, experienced teachers, and graduate students, this is an ideal text for courses in curriculum and instruction, learning theory, social foundations of education, and human development. It is also an excellent companion volume for any subject-specific teaching methods course.

July 2007: 256pp
eBook: 978-1-4106-1690-6
Pb: 978-0-8058-6287-4: **£24.99**
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2ND EDITION

Learning Journals

A Handbook for Reflective Practice and Professional Development

Jennifer A. Moon, University of Bournemouth, UK



'This book...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

Fully updated with important new theory and practical material, this second edition of *Learning Journals* offers guidance on keeping and using journals and gives step-by-

step advice on integrating journal writing on taught courses, in training and professional development and in supporting personal development planning (PDP) activities. Key topics covered include:

- The nature of learning journals and how we learn from them
- The broad range of uses of learning journals, including portfolios and personal and professional development
- The depth and quality of reflection in learning journals
- The assessment of learning journals and reflective writing
- The use of narrative and story-telling techniques in journals.

With useful exercises and activities that enhance learning journal work in a structured manner, *Learning Journals* is invaluable reading for teachers and students in higher education, for all professionals, particularly those working in the health services and business and training and for all those who want to learn more about keeping a fulfilling personal journal.

September 2006: 208pp
eBook: 978-0-203-96921-2
Hb: 978-0-415-40376-4: **£80.00**
Pb: 978-0-415-40375-7: **£23.99**

A Handbook of Reflective and Experiential Learning

Theory and Practice

Jennifer A. Moon, University of Bournemouth, UK

June 2004: 264pp
eBook: 978-0-203-41615-0
Hb: 978-0-415-33515-7: **£90.00**
Pb: 978-0-415-33516-4: **£26.99**

NEW

Critical Thinking

An Exploration of Theory and Practice

Jennifer A. Moon, University of Bournemouth, UK



'Jenny Moon has skillfully mapped the landscape of critical thinking with academic diligence and practical acuity...Through the reliable voice of the author's own experiences, readers are introduced to a useful array of resources, activities and ideas designed to promote active engagement, augment cultural and contextual knowing and enhance the potential of learners to think and

act critically.' – Maxine Alterio, Ottago Polytechnic University, USA, co-author of *Learning Through Storytelling in Higher Education*

Critical Thinking is an exploration and exposition on the elusive concept of critical thinking that is central to the operation of advanced stages of education and professional development. With a substantial section of resources for direct use with learners, the book provides theory and practical support for the teaching process so that learners can become effective critical thinkers. Topics discussed include:

- A review of the concept of critical thinking, approaches to it, and the activities that it involves
- Issues such as cultural influences, objectivity and subjectivity in critical thinking
- The significance of the relationship between epistemological development and critical thinking
- A new concept of depth and quality in critical thinking
- A new concept of academic assertiveness with wide implications for all aspects of learning
- The pedagogy of academic assertiveness as a support of critical thinking.

This book will be of interest to those who support the process of teaching, the teachers themselves, the learners, and those who work in professional education and professional development. Teachers of all disciplines at higher and further education levels in education will find this approach to defining and improving students' critical thinking skills invaluable.

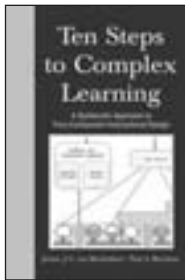
November 2007: 248pp
eBook: 978-0-203-94488-2
Hb: 978-0-415-41178-3: **£75.00**
Pb: 978-0-415-41179-0: **£24.99**



Ten Steps to Complex Learning

A Systematic Approach to Four-Component Instructional Design

Jeroen J.G. van Merriënboer and **Paul A. Kirschner**, both at Open University, the Netherlands



Ten Steps to Complex Learning presents a path from a training problem to a training solution in a way that students, practitioners – both instructional designers and teachers – and researchers can understand and use.

Practitioners in the field of instructional design may use this book as a reference guide to support their design of courses, materials, and environments for complex learning. Students in the

field of instructional design should use this book to broaden their knowledge of the design of training programs for complex learning.

April 2007: 320pp
eBook: 978-1-4106-1805-4
Hb: 978-0-8058-5792-4: **£75.00**
Pb: 978-0-8058-5793-1: **£23.99**

Complexity and Education

Inquiries Into Learning, Teaching, and Research

Brent Davis and **Dennis Sumara**, both at the University of British Columbia, Canada

This book explores the contributions, actual and potential, of complexity thinking to educational research and practice. While its focus is on the theoretical premises and the methodology, not specific applications, the aim is pragmatic – to present complexity thinking as an important and appropriate attitude for educators and educational researchers. Part I is concerned with global issues around complexity thinking, as read through an educational lens. Part II cites a diversity of practices and studies that are either explicitly informed by or that might be aligned with complexity research, and offers focused and practiced advice for structuring projects in ways that are consistent with complexity thinking.

Complexity and Education is the introduction to the emerging field of complexity thinking for the education community. It is specifically relevant for educational researchers, graduate students, and inquiry-oriented teacher practitioners.

March 2006: 216pp
Hb: 978-0-8058-5934-8: **£36.95**
Pb: 978-0-8058-5935-5: **£12.50**

• AVAILABLE AS AN INSPECTION COPY

Learning to Solve Complex Scientific Problems

Edited by **David H. Jonassen**, University of Missouri at Columbia, USA



Problem solving is implicit in the very nature of all science, and virtually all scientists are hired, retained, and rewarded for solving problems. Although the need for skilled problem solvers has never been greater, there is a growing disconnect between the need for problem solvers and the educational capacity to prepare them. *Learning to Solve Complex Scientific Problems* is an immensely useful read offering the insights of

cognitive scientists and engineering and science educators who explain methods for helping students solve the complexities of everyday, scientific problems. Important features of this volume include discussions on:

- How problems are represented by the problem solvers and how perception, attention, memory, and various forms of reasoning impact the management of information and the search for solutions
- How academics have applied lessons from cognitive science to better prepare students to solve complex scientific problems
- Gender issues in science and engineering classrooms
- Questions to guide future problem-solving research

The innovative methods explored in this practical volume will be of significant value to science and engineering educators and researchers, as well as to instructional designers.

June 2007: 416pp
eBook: 978-1-4106-1623-4
Hb: 978-0-8058-5918-8: **£75.00**
Pb: 978-0-8058-5919-5: **£29.99**

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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



'This is a truly excellent book. With a solid theoretical underpinning, it is wide-ranging, accessible, practical and, above all, useful...Whatever your role, if you want to enable groups to function and learn well, read and use this book!' – Bob Rotheram, Leeds Metropolitan University, 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

Learning in groups, rather than in formal lectures or presentations, allows students to have greater scope to negotiate meaning and express themselves and their own ideas. It also helps them to establish far more effective relationships, not only with their tutors and trainers but with each other. Yet many tutors and trainers find the leadership role required when working in groups difficult to perform satisfactorily and revert to their traditional role as subject expert and prime talker.

This *Handbook* is a truly comprehensive guide for anyone involved in groupwork, containing advice and practical exercises to develop group learning skills for both learners and tutors. This new edition has been thoroughly updated, containing valuable new material throughout on group learning and collaborating online, action research and the role of reflection and emotional intelligence.

February 2007: 360pp
eBook: 978-0-203-01645-9
Hb: 978-0-415-36527-7: **£90.00**
Pb: 978-0-415-36526-0: **£24.99**

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Composing Diverse Identities

Narrative Inquiries into the Interwoven Lives of Children and Teachers

D. Jean Clandinin, Marilyn Huber, M. Shaun Murphy and Pam Steeves, all at the University of Alberta, Canada, Janice Huber and Anne Murray Orr, both at St. Francis Xavier University, Canada and Marni Pearce, Senior Education Manager, Canada

Series: Teachers, Teaching and Learning

This book takes issue with the tendency that curricula are designed without including the very people that compose the identities of schools, bringing together a collection of narratives from seven writers who spent a year in an urban school, exploring the experiences and contributions of children, families, teachers and administrators. These stories show us an alternative way of attending to what counts in schools, shifting away from the school as a business model towards an idea of schools as places to engage citizenship and to attend to the wholeness of people's lives. Articulating the complex ethical dilemmas and issues that face people and schools every day, this fascinating study puts school life under the microscope and raises new questions about who and what education is for.

May 2006: 208pp
eBook: 978-0-203-01246-8
Hb: 978-0-415-36218-4: **£75.00**
Pb: 978-0-415-39747-6: **£22.99**

Web-Based Learning



Theory, Research, and Practice

Edited by Harold F. O'Neil, University of Southern California, USA and Ray S. Perez, Office of Naval Research, USA

Web-Based Learning explores research and use of technology in education and training from a learning perspective. It is divided into three major sections:

- **Policy, Practice, and Implementation Issues** – An overview of policy issues, as well as tools and designs to facilitate implementation of Web-based learning.
- **Theory and Research Issues** – A look at theoretical foundations of current and future Web-based learning.
- **Summary and Conclusions** – Highlights key issues in each chapter and outlines a research and development agenda.

This book is designed for professionals and graduate students in the educational technology, human performance, assessment and evaluation, vocational and technical, and educational psychology communities.

May 2006: 448pp
Hb: 978-0-8058-5100-7: **£67.50**

Help Seeking in Academic Settings



Goals, Groups, and Contexts

Edited by **Stuart A. Karabenick**, University of Michigan at Ann Arbor, USA and **Richard S. Newman**, University of California at Riverside, USA

'This thorough, insightful, and voluminous work is valuable for anyone interested in a crash course on help seeking, including understanding old traditions, innovative studies, and new questions.'

— *PsycCRITIQUES*

Building on Karabenick's earlier volume on this topic and maintaining its high standards of scholarship and intellectual rigor, *Help Seeking in Academic Settings* brings together contemporary work that is theoretically as well as practically important. It highlights current trends in the area and gives expanded attention to applications to teaching and learning. The contributors represent an internationally recognized group of scholars and researchers who provide depth of analysis and breadth of coverage.

Help seeking is currently considered an important learning strategy that is linked to students' achievement goals and academic performance. This volume not only provides answers to who, why, and when learners seek help, but raises questions for readers to consider for future research.

This book is intended for researchers, academic support personnel, and graduate students across the field of educational psychology, particularly those interested in student motivation and self-regulation.

March 2006: 344pp

Hb: 978-0-8058-5219-6: **£61.50**

Pb: 978-0-8058-5220-2: **£18.50**

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Ways of Learning

Learning Theories and Learning Styles in the Classroom

Alan Pritchard, University of Warwick, UK

This is a detailed introduction to the major theories that lie behind children's learning styles. The book examines how to develop learning situations and how to plan and create the best opportunities for effective and lasting learning. *Ways of Learning* includes:

- Coverage of areas such as behaviorism, multiple intelligence, constructivism and metacognition
- Advice on how the theoretical ideas of Piaget, Vygotsky and Bruner can be placed into a classroom context
- Outlines on how to embed learning theories into the classroom so that they make a difference immediately!

Practical and thought-provoking, this is a must have text for teachers at all levels wishing to develop a fresh approach to the learning of their pupils.

March 2006: 128pp

Pb: 978-1-84312-323-1: **£16.00**

Computers as Metacognitive Tools for Enhancing Learning



A Special Issue of Educational Psychologist

Edited by **Roger Azevedo**, University of Maryland at College Park, USA

November 2005: 88pp

Pb: 978-0-8058-9402-8: **£18.50**

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3RD EDITION

Psychology and Adult Learning

Mark Tennant, Sydney University of Technology, Australia

The third edition of this popular book examines the role of psychology in informing adult education practice and has been fully updated to reflect the effect of changes in the structure of society, globalization, technology and the impact of postmodernism. It explores the traditions of key psychological theories and discusses issues and problems in applying them to an understanding of adult learning and development. It also examines the formation of identities and places increased emphasis on what it means to be a lifelong learner.

November 2005: 176pp
eBook: 978-0-203-96547-4
Hb: 978-0-415-37334-0: **£85.00**
Pb: 978-0-415-37335-7: **£25.99**

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Using Brainpower in the Classroom

Five Steps to Accelerate Learning

Steve Garnett, Garibaldi School, Nottingham, UK

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

- Making learning multi-sensory
- Ensuring activities match the dominant intelligence of the learner
- Matching types of learning to the gender of students
- Using the lesson structure to fit the natural attention span of the brain
- Managing the classroom environment to make it brain friendly and active in supporting learning.

Illustrated throughout with classroom examples from a wide range of subject areas, the book is highly practical in its focus and the ideas it contains can easily be adapted to work with all age ranges and types of school.

September 2005: 176pp
Hb: 978-0-415-34382-4: **£70.00**
Pb: 978-0-415-34383-1: **£18.99**

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NEW

Applied Cognitive Research in K-3 Classrooms

Edited by **S. Kenneth Thurman** and **Catherine A. Fiorello**, both at Temple University, USA



This volume summarizes research on important topics in cognitive research and discusses what must be done to apply this research in early elementary classrooms. Purposefully, it focuses on areas of cognitive research that have only recently begun to be studied in early elementary classrooms or that, based on educational and psychological theory, appear to have the greatest implications for early classroom learning.

- **Part One: Cognitive Applications in Early Elementary Classrooms** examines topics germane to the cognitive functioning of young children.
- **Part Two: Considerations for Further Research: Methods, Policy, and Issues** looks at practical and methodological issues to which applied cognitive researchers must remain cognizant.

The current emphasis on empirically supported treatments and research-based teaching and intervention in the schools, and legislation such as No Child Left Behind and the Individuals with Disabilities Education Improvement Act, have focused attention on the scientific basis of educational practice. However, applying research to the environment of the schools is not an automatic process. Bridging the gap has several prerequisites. Researchers must attend to the ecological validity of their studies. Universities must incorporate the results of research into their pre-professional training programs. Schools must support their in-service staff in developing new knowledge and skills. *Applied Cognitive Research in K-3 Classrooms* contributes strongly to these goals, not only by providing researchers, professionals, and graduate students in the fields of cognitive psychology, school psychology, educational psychology, educational research, and early elementary-level education with current understanding but also helping to set an agenda for further research that applies cognitive psychology in early elementary classrooms.

January 2008: 308pp
eBook: 978-0-203-93268-1
Hb: 978-0-8058-5821-1: **£75.00**
Pb: 978-0-8058-5822-8: **£27.99**

NEW**Metacognitive Approaches to Developing Oracy**

Developing Speaking and Listening with Young Children

Edited by **Roy Evans** and **Deborah Jones**, both at Brunel University, UK

The acquisition of speech and language represent significant achievements for all children. These aspects of child development have received substantial attention in the research literature and a considerable body of theoretical knowledge exists to chart progress from infancy to maturity. Cross-cultural studies have identified the common purposes served by the acquisition of oral language by children, and the essential similarity in the sequence through which speech develops irrespective of geography and culture.

What is less clear is precisely how children learn to say what they mean and how teachers and parents can support and enhance the development of meaningful speech in their children. Until now, children's speech has been underused as a means of promoting learning in the formal school setting. New requirements within the National Curriculum are trying to address this gap, but there remains a lack of clarity as to what this means for practice, and how it relates to the broad base of curricular objectives.

This book brings together a body of work from different countries. It offers an improved understanding of how strategies for developing speaking and listening may impact metacognitive awareness, and raise standards of literacy and dialogic thinking for all children.

April 2008: 288pp
Hb: 978-0-415-44766-9: **£70.00**

NEW**International Handbook of Research on Conceptual Change**

Edited by **Stella Vosniadou**, University of Athens, Greece

Series: Educational Psychology Handbook

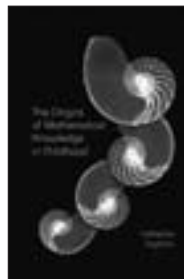
The *International Handbook of Research on Conceptual Change* consists of twenty-seven chapters that clarify the nature of conceptual change research, describes its most important findings and demonstrates its importance for education. It is organized into six sections that include detailed discussions of key theoretical and methodological issues, the roots of conceptual change research in the philosophy and history of science, mechanisms of conceptual change, and learner characteristics. It also contains chapters that describe conceptual change research in the content areas such as physics, astronomy, biology, medicine and health, and history. A particular focus is given to students' difficulties in learning more advanced and counter-intuitive concepts.

April 2008: 608pp
Hb: 978-0-8058-6044-3: **£105.00**
Pb: 978-0-8058-6045-0: **£50.00**

The Origins of Mathematical Knowledge in Childhood

Catherine Sophian, University of Hawai'i at Manoa, USA

Series: Studies in Mathematical Thinking and Learning



This book examines the origins and development of children's mathematical knowledge. It contrasts the widely held view that counting is the starting point for mathematical development with an alternative comparison-of-quantities position. Using research, Sophian examines these alternative accounts of children's developing mathematical knowledge.

The Origins of Mathematical Knowledge in Childhood is intended

for researchers, professionals, and graduate students in developmental psychology, educational psychology, and mathematics education, and as a supplementary text for advanced undergraduate courses in cognitive development, educational psychology, and mathematics education.

June 2007: 216pp
eBook: 978-1-4106-1648-7
Hb: 978-0-8058-5758-0: **£70.00**

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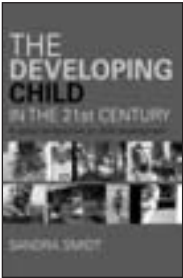


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The Developing Child in the 21st Century

A Global Perspective on Child Development

Sandra Smidt, Independent Education Consultant, UK



Taking a child-centred view of education and learning, this multidisciplinary exploration of childhood shows how children make sense of the world through everything they come into contact with, and all their interactions. The book takes a broad assessment of all children's roles and experiences, covering a diverse range of topics including:

- Global and historical childhoods
- The child as meaning-maker and active learner

- Learning in the context of family, culture, group, society
- Representing and re-representing the world
- The development of symbolic representation
- The child and culture
- Understanding roles, identity, race and gender
- Making sense of science and technology
- Brain functions and development.

Sandra Smidt depicts children as symbol users, role-players, investigators and creative thinkers, and follows children's progress in forming their understanding of their environment, asking questions about it, and expressing it through music, dance, art and constructive play.

September 2006: 160pp
 eBook: 978-0-203-96888-8
 Hb: 978-0-415-38569-5: **£70.00**
 Pb: 978-0-415-38570-1: **£16.99**

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TWO VOLUME SET

In Search of Pedagogy

The Selected Works of Jerome S. Bruner, 1957-1978 & 1979-2006

Jerome S. Bruner, New York University, USA

Jerome Bruner is one of the best-known and most influential psychologists of the twentieth century. He was one of the key figures in the so called "cognitive revolution" that today dominates psychology around the world – but it is in the field of education that his influence has been especially felt. Bruner helped start the educational reform movement in the USA during the early 1960s and served on the President's Science Advisory Committee during the Kennedy and Johnson administrations. He has since been involved in a variety of educational enterprises, including the founding of Head Start, of which he was a major architect.

In this two volume set, Bruner has selected and assembled his most important writings about education. Each volume begins with a specially written Introduction, which sets the context and introduces the selection. These books are the ultimate guide to Jerome Bruner's most important and influential work – ideal for both students and academics who want to be able to follow the development of his thinking over his seventy-year career.

June 2006

Hb: 978-0-415-38682-1: **£130.00**

Pb: 978-0-415-38689-0: **£29.99**

VOLUME I

In Search of Pedagogy

The Selected Works of Jerome Bruner, 1957-1978

Jerome S. Bruner, New York University, USA



Volume I starts with a specially written introduction by Bruner, in which he gives an overview of the 1957-1978 years and contextualizes his selection of papers. The articles and chapters then reveal the thinking, the concepts and the empirical research that have made Bruner one of the most respected and cited educational authorities of our time.

May 2006: 224pp

eBook: 978-0-203-08860-9

Hb: 978-0-415-38668-5: **£75.00**

Pb: 978-0-415-38670-8: **£17.99**

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VOLUME II

In Search of Pedagogy

The Selected Works of Jerome Bruner, 1979-2006

Jerome S. Bruner, New York University, USA



Volume II starts with a specially written introduction by Bruner, in which he gives an overview of the 1979-2006 years and contextualises his selection of papers.

May 2006: 256pp

Hb: 978-0-415-38675-3: **£75.00**

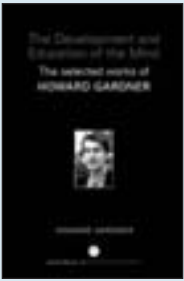
Pb: 978-0-415-38676-0: **£17.99**

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The Development and Education of the Mind

The Selected Works of Howard Gardner
Howard Gardner, Harvard University, USA



'Every so often you encounter a book that excites you so much you can't stop talking about it. You urge others to read it and are tempted to buy multiple copies to make sure they do. Howard Gardner's selection of his own works is one of those books ... It's in the classroom that Gardner's theories have most appeal for they confirm what teachers know from their everyday experience: that students think and learn in many different ways ... I cannot recommend it strongly enough.'

– *Times Educational Supplement, Book of the Week*

Leading American psychologist and educator Howard Gardner has assembled his most important writings about education. Spanning over thirty years, this collection reveals the thinking, the concepts and the empirical research that have made Gardner one of the most respected and cited educational authorities of our time. The book begins with personal sketches and tributes to Gardner's major teachers and mentors. He then presents the work for which he is best-known – the theory of multiple intelligences – including a summary of the original theory and accounts of how it has been updated over the years. Other seminal papers featured include:

- Education in the arts
- The nature of understanding
- Powerful ways in which to assess learning
- Broad statements about the educational enterprise
- How education is likely to evolve in the globalized world of the twenty-first century.

January 2006: 280pp

Hb: 978-0-415-36729-5: **£80.00**

Pb: 978-0-415-36728-8: **£19.99**

3RD EDITION

Behavioral, Social, and Emotional Assessment of Children and Adolescents

Kenneth W. Merrell, University of Oregon, USA



This book provides a comprehensive foundation for conducting clinical assessments of child and adolescent social-emotional behavior in a practical, scientific, and culturally appropriate manner. It is aimed at graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education but will also be of interest to those in related disciplines such as counseling psychology, child

psychiatry, and social work. Key features include:

- **New Material** – Provides expanded coverage of ethnic, cultural, and linguistic diversity within socio-emotional assessment; new material on conducting assessments within the context of ecological theory and public health models; increased information on assessing children with Asperger's disorder or high-function Autism, and discussions of several new assessment tools and systems.
- **Evidence-Based Focus** – Maintains a focus on empirically validated methods that research has shown to have adequate validity and reliability
- **Problem Solving Focus** – Throughout the book, assessment is linked to decision-making within a problem solving framework.
- **Functional Focus** – Maintains a focus on making assessments functional within specific contexts and environments.

August 2007: 560pp

eBook: 978-1-4106-1801-6

Hb: 978-0-8058-5370-4: **£50.00**



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



Assessment is a value-laden activity surrounded by debates about academic standards, preparing students for employment, measuring quality and providing incentives. There is substantial evidence that assessment, rather than teaching, has the major influence on students' learning. It directs attention to what is important and acts as an incentive for study. This book revisits assessment in higher education,

examining it from the point of view of what assessment does and can do and argues that assessment should be seen as an act of informing judgement and proposes a way of integrating teaching, learning and assessment to better prepare students for a lifetime of learning.

April 2007: 224pp

eBook: 978-0-203-96430-9

Hb: 978-0-415-39778-0: **£75.00**

Pb: 978-0-415-39779-7: **£23.99**

Balancing Dilemmas in Assessment and Learning in Contemporary Education

Edited by **Anton Havnes**, Oslo University College, Norway and **Liz McDowell**, Northumbria University, UK

Series: *Routledge Research in Education*

This book focuses on dilemmas inherent in the practice of assessment in the contemporary context. New forms of assessment are being introduced in all sectors of education and training, and the culture of assessment is shifting. The authors in this volume discuss the practice of assessment, reporting empirical research on modes of assessment within a variety of educational contexts, while also addressing conceptual and theoretical aspects of assessment. Though most publications on assessment do not go beyond one sector or phase of education and only consider assessment in one national context, this volume is cross-sectoral and international in scope. This groundbreaking book illustrates the conceptual and practical dilemmas of assessment and raises issues that are relevant and applicable across a variety of modes of assessment and across various contexts where assessment takes place.

July 2007: 312pp

eBook: 978-0-203-94218-5

Hb 978-0-415-95584-3: **£60.00**

NEW

Enhancing Learning through Formative Assessment and Feedback

Alastair Irons, Northumbria University, UK

Series: *Key Guides for Effective Teaching in Higher Education*



This book is based on the argument that detailed and developmental formative feedback is the single most useful thing teachers can do for students. It helps to clarify the expectations of higher education and assist all students to achieve their potential. This book promotes student learning through formative assessment and feedback, which:

- Enables self-assessment and reflection in learning.
- Encourages teacher-student dialogue.
- Helps clarify what is good performance.
- Provides students with quality information to help improve their learning.
- Encourages motivation and self-confidence in students
- Aids the teacher in shaping teaching.

Underpinned by the relevant theory, the practical advice and examples in this book directly address the issues of how to motivate students to engage in formative assessment effectively and shows teachers how they can provide further useful formative feedback.

December 2007: 176pp

eBook: 978-0-203-93433-3

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Handbook of Test Development

Edited by **Steven M. Downing**, University of Illinois at Chicago, US and **Thomas M. Haladyna**, Arizona State University, USA



Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions, there has never been a comprehensive, research-oriented handbook to which everyone – developers and consumers – can turn for guidance. That is the mission of this book. The *Handbook of Test Development* brings together well-known scholars and test-development practitioners to

present chapters on all aspects of test development. Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic, each one has also had hands-on experience in various aspects of test development.

This thirty-two-chapter volume is organised into six sections: foundations, content, item development, test design, test production and administration, and post-test activities. The handbook provides extensive treatment of such important but unrecognised topics as contracting for testing services, item banking, designing tests for small testing programs, and writing technical reports. The handbook is based on the *Standards for Educational and Psychological Testing*, which serves as the foundation for sound test development practice. These chapters also suggest best test development practices and highlight methods to improve test validity evidence.

This book is appropriate for graduate courses and seminars that deal with test development and usage, professional testing services and credentialing agencies, state and local boards of education, and academic libraries serving these groups.

January 2006: 792pp
Hb: 978-0-8058-5264-6: **£159.50**
Pb: 978-0-8058-5265-3: **£55.50**

Measurement and Research in the Accountability Era

Edited by **Carol Anne Dwyer**, Educational Testing Service, USA

This volume stems from an Educational Testing Service Invitational Conference that convened leading scholars and practitioners from education, psychology, economics, statistics, and public policy to discuss the important topic of measurement and accountability. The book begins with a broad look at where measurement and research have been and then moves into an examination of technical and methodological issues in accountability systems, closing learner achievement gaps, teacher quality issues, econometric perspectives, and finally, the all-important matter of aligning curriculum, standards, and assessment. The chapters cover all significant aspects of the current accountability scene, with careful but not exclusive attention to the No Child Left Behind.

Written by nationally recognized scholars with a mandate to write in a non-technical style, this volume appeals to anyone seriously interested in school reform and the educational accountability movement.

March 2005: 496pp
eBook: 978-1-4106-1378-3
Hb: 978-0-8058-5330-8: **£61.50**

High-Stakes Testing

Coping With Collateral Damage

R. Murray Thomas, University of California at Santa Barbara, USA

The federal government's No Child Left Behind Act has thrust high-stakes testing – its goals, methods, and consequences – into the educational limelight. The four-fold purpose of this book is to describe the nature of high-stakes testing; identify types of collateral damage that have attended the testing programs; and analyze methods different groups of people have chosen for coping with the damage and suggest lessons to be learned from the high-stakes-testing experience.

The six groups of people whose coping strategies are inspected include: politicians and their staffs, educational administrators and their staffs, parents and the public, test makers and test administrators, and teachers and students. Importantly, the author avoids aligning himself with the test-bashing rhetoric of those who oppose high-stakes testing, especially the No Child Left Behind Act.

February 2005: 416pp
eBook: 978-1-4106-1280-9
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Motivation and Self-Regulated Learning

Theory, Research, and Applications

Edited by **Dale H. Schunk**, University of North Carolina, USA and **Barry J. Zimmerman**, The Graduate Center, CUNY, USA



This volume focuses on the role of motivational processes – such as goals, attributions, self-efficacy, outcome expectations, self-concept, self-esteem, social comparisons, emotions, values, and self-evaluations – in self-regulated learning. It provides theoretical and empirical evidence demonstrating the role of motivation in self-regulated learning, and discusses detailed applications of the principles of motivation and self-

regulation in educational contexts. Each chapter includes a description of the motivational variables, the theoretical rationale for their importance, research evidence to support their role in self-regulation, suggestions for ways to incorporate motivational variables into learning contexts to foster self-regulatory skill development, and achievement outcomes.

October 2007: 336pp
Hb: 978-0-8058-5897-6: **£75.00**
Pb: 978-0-8058-5898-3: **£24.99**

3RD EDITION

Motivation for Achievement

Possibilities for Teaching and Learning

M. Kay Alderman, University of Akron, USA



Understanding student and teacher motivation and developing strategies to foster motivation for students at all levels of performance are essential to effective teaching. This text is designed to help prospective and practicing teachers achieve these goals. Its premise is that current research and theory about motivation offer hope and possibilities for educators – teachers, parents, coaches, and administrators – to enhance

motivation for achievement. The orientation draws primarily on social-cognitive perspectives that have generated much research relevant to classroom practice.

Ideal for any course that is dedicated to, or includes coverage of, motivation and achievement, the text focuses on two key roles teachers play in supporting and cultivating motivation in the classroom: establishing the classroom structure and instruction that provides the environment for optimal motivation, engagement, and learning and helping students develop the tools that will enable them to be self-regulated learners and develop their potential. Pedagogical features aid the understanding of concepts and the application to practice:

- Strategy boxes present guidelines and strategies for using the various concepts
- Exhibit boxes include forms for different purposes (for example, goal setting), examples of teacher beliefs and practices, and samples of student work
- Reflection boxes stimulate readers' thinking about motivational issues inherent in the topics, their experiences, and their beliefs
- A Motivational Toolbox at the end of each chapter helps readers identify important points to think about, lingering questions, strategies to use now, and strategies to develop in the future.

September 2007: 360pp
eBook: 978-1-4106-1427-8
Pb: 978-0-8058-6048-1: **£24.99**

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Motivation and Learning Strategies for College Success

A Self-Management Approach

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



This popular text combines theory, research, and applications to teach college students how to become more self-directed learners. Students learn about human motivation and learning as they improve their study skills. The focus is on relevant information and features designed to help students to identify the components of academic learning that contribute to high

achievement, to master and practice

effective learning and study strategies, and then to complete self-management studies whereby they are taught a process for improving their academic behavior. A framework organized around six components related to academic success – motivation, methods of learning, time management, control of the physical and social environment, and monitoring performance – makes it easy for students to understand what they need to do to become more successful in the classroom.

Pedagogical Features:

- Exercises help students observe and evaluate their own learning and study skills.
- Follow-Up Activities guide students to apply the content to their own academic learning.
- Chapter-end Reviews provide a quick guide to specific procedures for implementing a given strategy.

New in the Third Edition:

- New material on student identity issues
- Extended discussion of the rational emotive approach to changing one's emotions and using physical relaxation techniques
- Attention to use of time based on categorizing tasks into urgent and important

A separate **Instructor's Manual** provides helpful information for teaching the material, including additional exercises and experiences for students, essay test questions, and guidelines for helping students complete a self-management study of their own behavior.

August 2007: 360pp

eBook: 978-1-4106-1613-5

Pb: 978-0-8058-6229-4: **£21.99**

Instructor's Manual: 978-0-8058-6230-0

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Teaching, Learning and Psychology

Jane Yeomans, University of Birmingham, UK and **Christopher Arnold**, Wolverhampton University, UK



Presenting a range of psychological theories in a non-technical and readable style, this book shows how psychology can be used to effectively deliver educational objectives and enhance children's learning. Linking theory with practical application, the authors consider the wider role that schools can play in the social development of children through:

- Teaching and managing individual pupils
- Teaching and managing groups of pupils
- The teacher as part of an organization and school system
- The teacher as part of the community of the school and area.

Structured to reflect the standards for QTS and relevant for key stages 1-4, this book shows how understanding the psychological theories underpinning pedagogy can help both trainee and practising teachers become reflective and informed practitioners when faced with new and challenging teaching situations.

June 2006: 200pp

Pb: 978-1-84312-401-6: **£16.00**

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Love's Return

Psychoanalytic Essays on Childhood, Teaching, and Learning

Edited by **Gail M. Boldt**, University of Iowa, USA and **Paula M. Salvio**, University of New Hampshire, USA

The idea that teachers love children is often taken for granted in education. Rarely is the idea of love itself examined. Bringing together the work of educators, curriculum theorists and clinical psychoanalysts, and drawing upon autobiographical and narrative case studies, this groundbreaking collection examines the collision of love and learning, including the ways in which such intersections are provoked, repressed and denied. Contributors turn to psychoanalysis to explore questions of love in all of its varying permutations – ambivalence, sexuality, hatred, desire, projection, and loss – in order to demonstrate how the social ramifications of such work is critical to the ways teachers are currently being prepared for life in the classroom.

April 2006: 304pp

Hb: 978-0-415-95205-7: £70.00

Pb: 978-0-415-95206-4: £18.99

Handbook of Classroom Management

Research, Practice, and Contemporary Issues

Edited by **Carolyn M. Evertson**, Vanderbilt University, US Aand **Carol S. Weinstein**, Rutgers, The State University of New Jersey, USA

The *Handbook of Classroom Management* has four primary goals:

- To clarify the term classroom management
- To demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers' managerial tasks
- To bring together disparate lines of research and encourage conversations across different areas of inquiry
- To promote a vigorous agenda for future research in this area.

To this end, 47 chapters have been organized into 10 sections, each chapter written by a recognized expert in that area.

Like other research handbooks, the *Handbook of Classroom Management* provides an indispensable reference volume for scholars, teacher educators, in-service practitioners, and the academic libraries serving these audiences. It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management.

January 2006: 1,368pp

Hb 978-0-8058-4753-6: £180.00

Pb 978-0-8058-4754-3: £55.50

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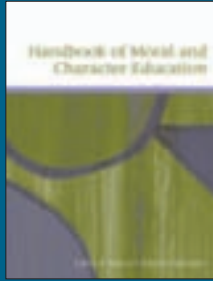
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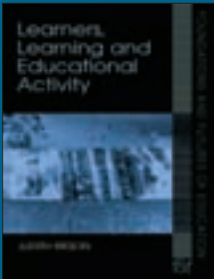
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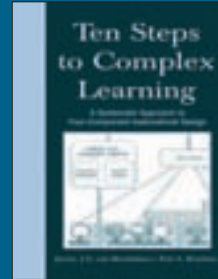
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