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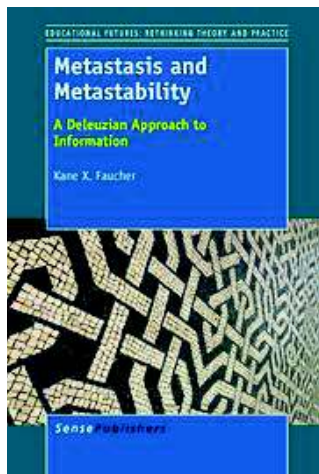
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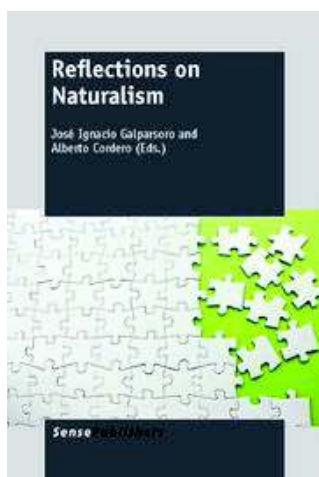
Metastasis and Metastability

A Deleuzian Approach to Information

Kane X. Faucher (*The University of Western Ontario, Canada*)

2013 | 340 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789462094260 (\$ 54.00)

The word "information" carries a number of connotations depending on context, and can be said to be one of the most problematic words to define despite many efforts by statistical theorists, mathematicians, physicists, cyberneticians, communication theorists, computer scientists, and philosophers. *Read more on www.sensepublishers.com*

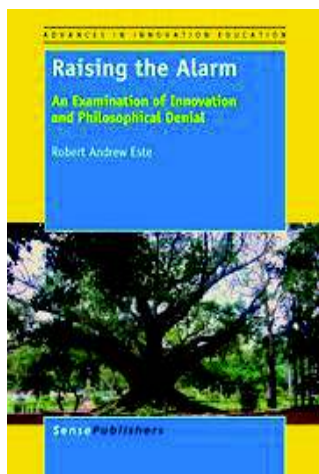


Reflections on Naturalism

José Ignacio Galparsoro (*University of the Basque Country, Spain*) and **Alberto Cordero** (*City University of New York, USA*) (Eds.)

2013 | 178 pages | Subject: Science Education / Philosophy of Education
ISBN Paperback: 9789462092945 (\$ 54.00)

To naturalists, there is no such thing as complete justification for any claim, and so requiring complete warrant for naturalist proposals is an unreasonable request. The proper guideline for naturalist proposals seems thus clear: develop it using the methods of science; if this leads to a fruitful stance, then explicate and reassess. The resulting offer will exhibit virtuous circularity if its explanatory feedback loop involves critical reassessment as the explanations it encompasses play out. *Read more on www.sensepublishers.com*



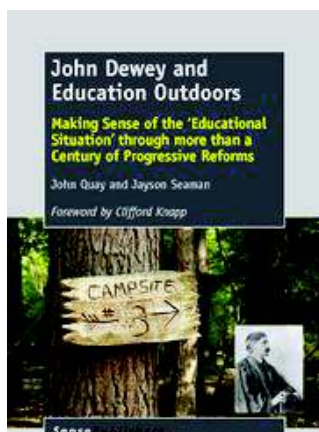
Raising the Alarm

An Examination of Innovation and Philosophical Denial

Robert Andrew Este (*University of Calgary, Canada*)

2013 | 166 pages | Subject: Education General / Philosophy of Education
ISBN Paperback: 9789462092822 (\$ 54.00)

As the foundation of our modern world, innovation has generated a seemingly endless ocean of new products, new processes, new thoughts, and new ways of doing things. Every day, we enhance our innovation and its effects – and we advance, accomplish and constantly seek even more! Generally, we tend to live well based on our innovation outputs. This suggests that we think we know what we are doing, and that we know where we are headed. *Read more on www.sensepublishers.com*



John Dewey and Education Outdoors

Making Sense of the 'Educational Situation' through more than a Century of Progressive Reforms

John Quay (*The University of Melbourne, Australia*) and **Jayson Seaman** (*University of New Hampshire, USA*)

2013 | 120 pages | Subject: Experiential Education / Curriculum / Educational Theory / Philosophy of Education / Environmental Education
ISBN Paperback: 9789462092136 (\$ 43.00)

In this book we take the reader on a journey through the various curriculum reforms that have emerged in the USA around the idea of conducting education outdoors – through initiatives such as nature-study, camping education, adventure education, environmental education, experiential education and place based education. This is a historical journey with an underlying message for educators, one we are able to illuminate through the educational theories of John Dewey. *Read more on www.sensepublishers.com*



Being and Learning

A Poetic Phenomenology of Education

Eduardo M. Duarte



Being and Learning

A Poetic Phenomenology of Education

Eduardo M. Duarte (Hofstra University, New York, USA)

2012 | 422 pages | Subject: Philosophy of Education

ISBN Paperback: 9789460919466 (\$ 54.00)

Winner! 2013 Critics Choice Award from the American Educational Studies Association (AESAs). "Education is not an art of putting sight into the eye that can already see, but one of turning the eye towards the proper gaze of Being. That's what must be managed!" Plato insists. This claim is the take-off point for Eduardo Duarte's meditations on the metaphysics and ontology of teaching and learning. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

Financial Literacy Education

Neoliberalism, the Consumer and the Citizen

Chris Arthur



Financial Literacy Education

Neoliberalism, the Consumer and the Citizen

Chris Arthur

2012 | 158 pages | Subject: Philosophy of Education

ISBN Paperback: 9789460919169 (\$ 43.00)

Consumer financial literacy education often appears as a helpful, commonsense solution to neoliberalism and the individualization of responsibility for economic risk. However, in Financial Literacy Education: Neoliberalism, the Consumer and the Citizen this particular literacy is argued to be both ineffective and unjust. Socially created poverty, unemployment and economic insecurity require more than individual consumer solutions; they require collective responses by engaged, critical citizens. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

Obama and The End of the American Dream

Essays in Political and Economic Philosophy

Michael A. Peters

Postscript by Tina Besley



Obama and The End of the American Dream

Essays in Political and Economic Philosophy

Michael A. Peters (The University of Waikato, New Zealand)

2012 | 128 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460917691 (\$ 21.00)

The American Dream that crystallized around James Truslow Adams' The Epic of America originally formulated in the early 1930s and was conditioned by a decade of complexity and contradiction, of big government projects, intensely fierce nationalism, the definition of the American way, and a distinctive collection of American iconic narratives has had the power and force to successively reshape America for every new generation. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

Policy, Discourse and Rhetoric

How New Labour Challenged Social Justice and Democracy

Marie Lall (Ed.)



Policy, Discourse and Rhetoric

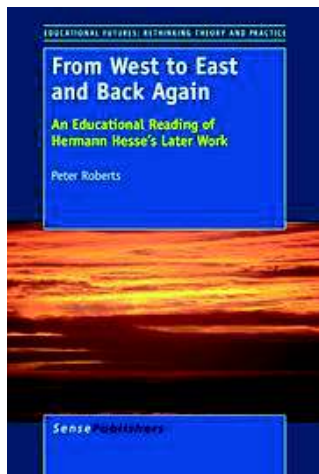
How New Labour Challenged Social Justice and Democracy

Marie Lall (Ed.)

2012 | 164 pages | Subject: Philosophy of Education

ISBN Paperback: 9789460918155 (\$ 54.00)

This is not yet another book on New Labour and neoliberalism - but the only book which uses policy case study evidence to show the rhetorical nature of the commitment New Labour appeared to have been making to education. Unlike other books on that era, this one aims to review New Labour's time in government through specific policy texts. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



From West to East and Back Again

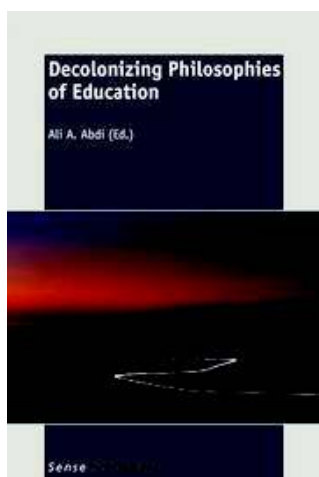
An Educational Reading of Hermann Hesse's Later Work

Peter Roberts (University of Canterbury, Christchurch, New Zealand)

2012 | 108 pages | Subject: Philosophy of Education

ISBN Paperback: 9789460915871 (\$ 54.00)

Of all the great Western novelists of the twentieth century, the German writer Hermann Hesse is arguably one of the most important for educationists. Paying particular attention to Hesse's last novel, *The Glass Bead Game*, and its immediate predecessor, *The Journey to the East*, this book suggests that Hesse was a man of the West who turned to the idea of 'the East' in seeking to understand himself and his society. From these later texts a rich, complex theory of educational transformation emerges. *Read more on www.sensepublishers.com*



Decolonizing Philosophies of Education

Ali A. Abdi (University of Alberta, Canada) (Ed.)

2012 | 208 pages | Subject: Comparative Education / Philosophy of Education

ISBN Paperback: 9789460916854 (\$ 54.00)

Philosophy of education basically deals with learning issues that attempt to explain or answer what we describe as the major questions of its domains, i. e. , what education is needed, why such education, and how would societies undertake and achieve such learning possibilities. *Read more on www.sensepublishers.com*



Moral Education and Development

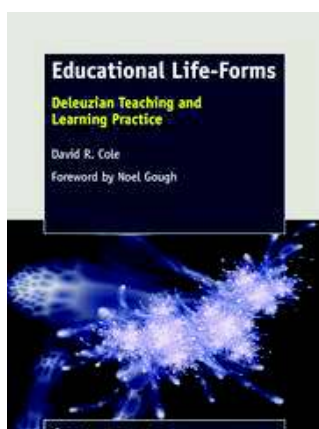
A Lifetime Commitment

Doret J. de Ruyter (VU University Amsterdam, The Netherlands) and Siebren Miedema (VU University Amsterdam, The Netherlands) (Eds.)

2011 | 264 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460917141 (\$ 54.00)

Worries about the moral standard of younger generations are of all ages. The older generation tends to believe that the moral education of young people deserves special attention, because their moral development does not reach the level adults hope for. This observation does not mean that the older generation is necessarily wrong, but what it indisputably does show is that they attach high importance to morality and moral education. *Read more on www.sensepublishers.com*



Educational Life-Forms

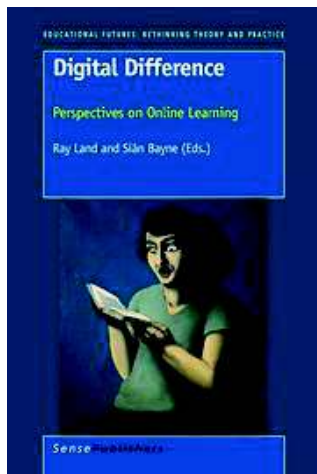
Deleuzian Teaching and Learning Practice

David R. Cole (University of Technology, Sydney, Australia)

2011 | 152 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460916106 (\$ 54.00)

This book takes the philosophy of Gilles Deleuze and applies it to educational practice. To understand how and why to do this, David R Cole puts forward the notion of educational life-forms in this writing, which are moving concepts based on Deleuzian principles. This book turns on and through the construction of the philosophy of life in education. The life-forms that will come about due to the philosophy of life in education rest on epiphanies, the virtual and affect. *Read more on www.sensepublishers.com*



Digital Difference

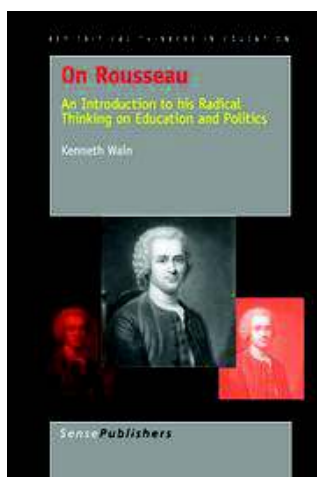
Perspectives on Online Learning

Ray Land (University of Strathclyde, UK) and Siân Bayne (University of Edinburgh, UK) (Eds.)

2011 | 200 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460915789 (\$ 54.00)

A sense of disquietude seems ever present when discussing new digital practices. The transformations incurred through these can be profound, troublesome in nature and far-reaching. Moral panics remain readily available. *Read more on www.sensepublishers.com*



On Rousseau

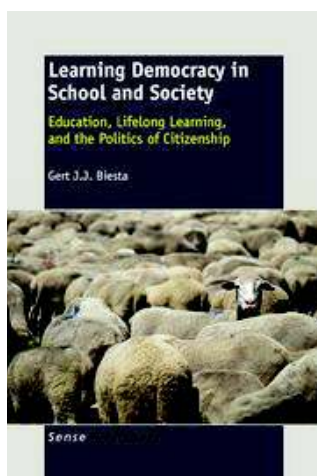
An Introduction to his Radical Thinking on Education and Politics

Kenneth Wain (University of Malta)

2011 | 90 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460913839 (\$ 21.00)

Few would want to dispute that Jean-Jacques Rousseau was one of the most fascinating figures of the Enlightenment; a man whose interests ranged over a variety of subjects, from politics, to education, to music, to botany. He was also one of the most contradictory and controversial thinkers and exciting writers of his time; the writer of the first modern autobiography and author of the best-selling novel of his day. Emile was among his most celebrated works, a book he regarded as his crowning achievement. *Read more on www.sensepublishers.com*



Learning Democracy in School and Society

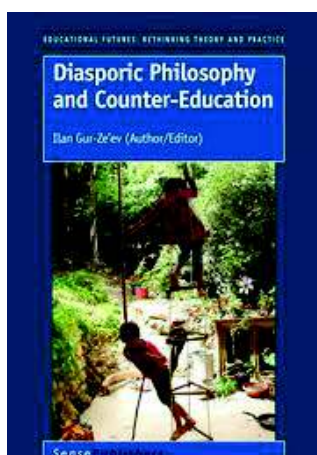
Education, Lifelong Learning, and the Politics of Citizenship

Gert Biesta (University of Stirling, UK)

2011 | 112 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460915109 (\$ 32.00)

This book explores the relationships between education, lifelong learning and democratic citizenship. It emphasises the importance of the democratic quality of the processes and practices that make up the everyday lives of children, young people and adults for their ongoing formation as democratic citizens. The book combines theoretical and historical work with critical analysis of policies and wider developments in the field of citizenship education and civic learning. *Read more on www.sensepublishers.com*



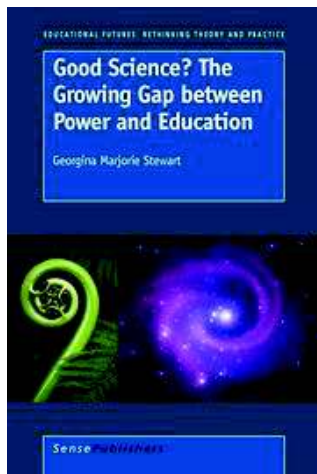
Diasporic Philosophy and Counter-Education

Ilan Gur-Ze'ev (The University of Haifa, Israel)

2010 | 322 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789460913624 (\$ 54.00)

Diasporic Philosophy and Counter-Education addresses the challenges inflicted by the celebrated "new progressivism". It confronts the current omnipotent progressive anti-humanistic fire and its triumphant anti-Western redemptive crusade at all levels and dimensions of life under the post-metaphysical sky. In this book Diasporic counter-education does not surrender to the celebrated temptations of new-age nomadism as an alternative to the postmodern pleasure-machine's promise. *Read more on www.sensepublishers.com*

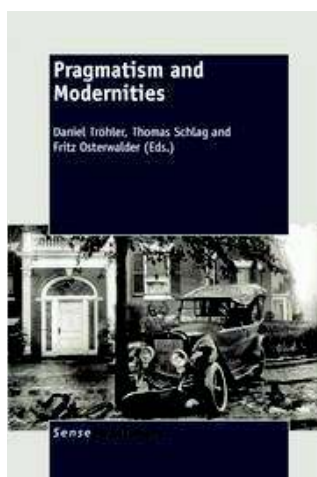


Good Science? The Growing Gap between Power and Education

Georgina Marjorie Stewart (*University of Auckland, New Zealand*)

2010 | 164 pages | Subject: Educational Theory / Philosophy of Education / Research Methodology
ISBN Paperback: 9789460913655 (\$ 54.00)

This work uses narrative research, including accounts of personal experiences, to explore the margins of science and ethics. Boundaries between science and other cultural and disciplinary forms of knowledge are illuminated through studying the inter-relationships between identity, knowledge and power, using narratives both in and as a form of philosophical reflection on educational practice. *Read more on www.sensepublishers.com*

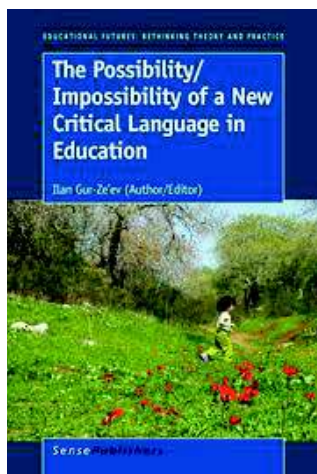


Pragmatism and Modernities

Daniel Tröhler (*University of Luxembourg, Walferdange, Luxembourg*), **Thomas Schlag** (*University of Zurich, Switzerland*) and **Fritz Osterwalder** (*University of Berne, Switzerland*) (Eds.)

2010 | 260 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789460913433 (\$ 54.00)

Pragmatism belongs – at least to a certain degree – to the Protestant-based reaction towards the economic, social, and political developments of the time in the US, and it is no coincidence that the pragmatists all came from religious families if not even theologian families. But these life conditions have changed over the course of the last century as much as the Protestant self-assurance has been questioned more and more. *Read more on www.sensepublishers.com*

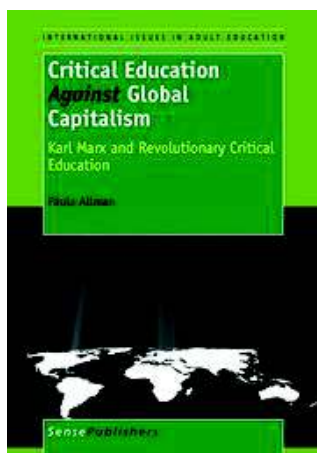


The Possibility/Impossibility of a New Critical Language in Education

Ilan Gur-Ze'ev (*The University of Haifa, Israel*) (Ed.)

2010 | 434 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789460912702 (\$ 54.00)

The critique of Critical Pedagogy—in its current various trends and paths teaches me not only the shortcomings of various versions of Critical Pedagogy. No less important, it offers an invitation to a reflection on the limitations, costs, and open horizons of “critique” itself. It is an invitation to transcend “critique” as such. *Read more on www.sensepublishers.com*



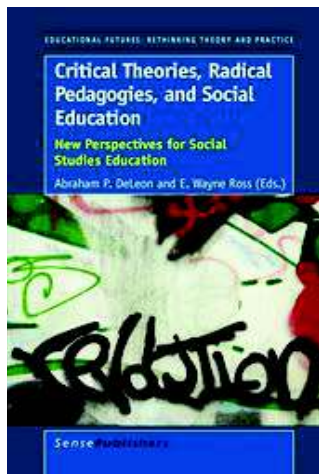
Critical Education Against Global Capitalism

Karl Marx and Revolutionary Critical Education

Paula Allman

2010 | 304 pages | Subject: Educational Theory / Philosophy of Education / Adult Education
ISBN Paperback: 9789460912634 (\$ 54.00)

In today's vernacular, Marx 'outed' capitalism well over a century ago; however, his explanation has been both ignored and misinterpreted by not only his detractors but also by many socialists and even a considerable number of Marxists as well. *Read more on www.sensepublishers.com*



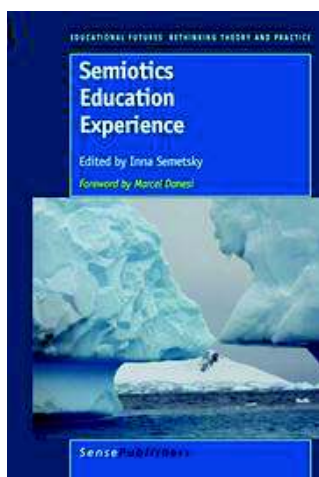
Critical Theories, Radical Pedagogies, and Social Education

New Perspectives for Social Studies Education

Abraham DeLeon (*University of Texas, San Antonio, USA*) and **E. Wayne Ross** (*University of British Columbia, Canada*) (Eds.)

2010 | 206 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789460912764 (\$ 54.00)

Critical Theories, Radical Pedagogies, and Social Education: New Perspectives for Social Studies Education begins with the assertion that there are emergent and provocative theories and practices that should be part of the discourse on social studies education in the 21st century. *Read more on www.sensepublishers.com*



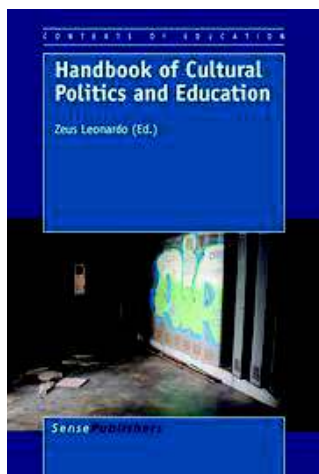
Semiotics Education Experience

Foreword by Marcel Danesi

Inna Semetsky (*The University of Newcastle, Australia*) (Ed.)

2010 | 300 pages | Subject: Philosophy of Education
ISBN Paperback: 9789460912238 (\$ 54.00)

"Semiotics Education Experience" is a collection of fifteen essays edited by Inna Semetsky that explores semiotic approaches to education: semiotics of teaching, learning, and curriculum; educational theory and philosophies of Dewey, Peirce, and Deleuze; education as political semiosis; logic and mathematics; visual signs; semiotics and complexity; semiotics and ethics of the self. *Read more on www.sensepublishers.com*

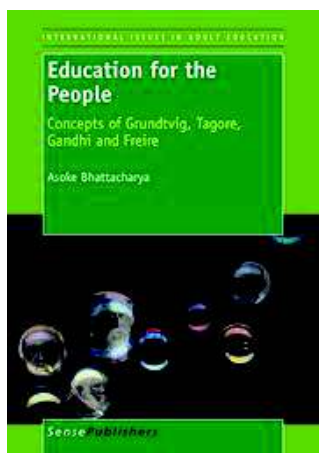


Handbook of Cultural Politics and Education

Zeus Leonardo (*University of California, Berkeley, USA*) (Ed.)

2010 | 588 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789460911750 (\$ 54.00)

In academia, the effects of the "cultural turn" have been felt deeply. In everyday life, tenets from cultural politics have influenced how people behave or regard their options for action, such as the reconfiguration of social movements, protests, and praxis in general. Many authors writing in this field are known for their scholarship and social activism, both of which are arguably guided by principles of cultural politics about the nature of representation and the deployment of power in political discourses. *Read more on www.sensepublishers.com*



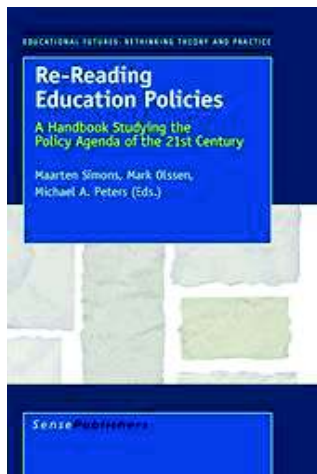
Education for the People

Concepts of Grundtvig, Tagore, Gandhi and Freire

Asoke Bhattacharya (*Jadavpur University, Kalkuta, India*)

2010 | 176 pages | Subject: Educational Theory / Philosophy of Education / Adult Education
ISBN Paperback: 9789460912641 (\$ 54.00)

Yeats, the celebrated Irish poet said in his introduction to the book *Gitanjali* or *Song Offering* (1912) ". these prose translations from Rabindranath Tagore have stirred my blood as nothing has for years". The book received Nobel Prize in 1913. Ezra Pound said of the same work, "We have found our new Greece, suddenly. I am not saying this hastily, nor in an emotional flurry, nor from a love of brandishing statement". *Read more on www.sensepublishers.com*



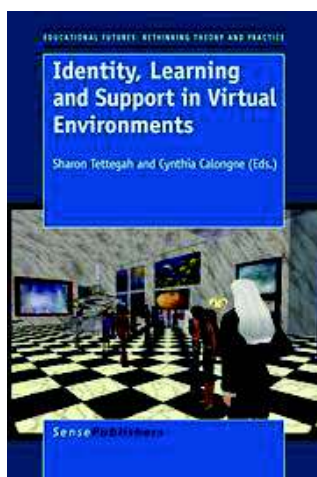
Re-Reading Education Policies

A Handbook Studying the Policy Agenda of the 21st Century

Maarten Simons (*Katholieke Universiteit Leuven, Belgium*), **Mark Olssen** (*University of Surrey, UK*) and **Michael A. Peters** (*University of Illinois at Urbana-Champaign, USA*) (Eds.)

2009 | 826 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087908294 (\$ 54.00)

This book collects studies with a 'critical education policy orientation', and presents itself as a handbook of matters of public concern. The term 'critical' does not refer to the adoption of a particular theoretical framework or methodology, but rather it refers to a very specific ethos or way of relating to the present and the belief that the future should not be the repetition of the past. This implies a concern about what is happening in our societies today and what could or should be happening in the future. *Read more on www.sensepublishers.com*

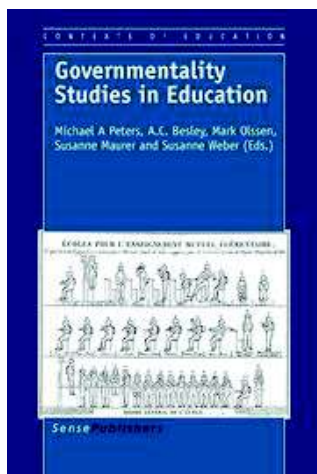


Identity, Learning and Support in Virtual Environments

Sharon Tettegah (*University of Illinois at Urbana-Champaign, USA*) and **Cynthia Calongne** (*Colorado Technical University, USA*) (Eds.)

2009 | 168 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087909925 (\$ 54.00)

Virtual worlds and other virtual environments offer an adaptable context for applied and situated learning experiences. In this book, educators, instructional designers, librarians, administrators and scholars reflect on how to leverage constructivist, authentic, collaborative and complex interactive educational experiences through the use of these multisensory environments. *Read more on www.sensepublishers.com*



Governmentality Studies in Education

Michael A. Peters (*University of Illinois at Urbana-Champaign, USA*), **Tina (A.C.) Besley** (*University of Illinois at Urbana-Champaign, USA*), **Mark Olssen** (*University of Surrey, UK*), **Susanne Maurer** (*Philips University of Marburg, Germany*) and **Susanne Weber** (*University of Applied Sciences Fulda, Germany*) (Eds.)

2009 | 608 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087909833 (\$ 54.00)

Michel Foucault's concept of governmentality originated in a lecture series in the late 1970s at the Collège de France and soon became the basis for a range of historical and contemporary studies across the social sciences and humanities. The concept in part rests on a simple but powerful idea that links government to the freedom of the subject in a novel understanding of liberal politics. It also provides an analytics of power based on the examination of actual practices. *Read more on www.sensepublishers.com*



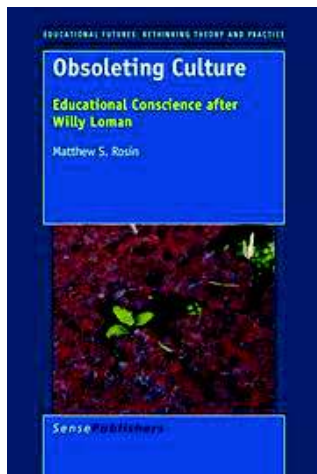
Multiple Literacies Theory

A Deleuzian Perspective

Diana Masny (*University of Ottawa, Canada*) and **David R. Cole** (*University of Technology, Sydney, Australia*) (Eds.)

2009 | 208 pages | Subject: Educational Theory / Philosophy of Education / Literacy
ISBN Paperback: 9789087909093 (\$ 43.00)

"The essays in this book think through and with Deleuzian concepts in the educational field. The resultant encounters between concepts such as multiplicity, becoming, habit and affect and Multiple Literacies Theory exemplify philosophically inspired and productive thinking. *Read more on www.sensepublishers.com*



Obsoleting Culture

Educational Conscience after Willy Loman

Matthew S. Rosin

2009 | 140 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087907693 (\$ 54.00)

As we rush headlong into the technological and disruptive world of global capitalism, the American Dream has become increasingly a story about education and learning. This contemporary myth tells that the individual can succeed if she acquires the proper dispositions, knowledge and technical know-how throughout her life. Those who fall into obsolescence do so as a consequence of educational failure. *Read more on www.sensepublishers.com*



New Curriculum History

Bernadette Baker (University of Wisconsin, Madison, USA) (Ed.)

2009 | 336 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087907631 (\$ 54.00)

Rereading the historical record indicates that it is no longer so easy to argue that history is simply prior to its forms. Since the mid-1990s a new wave of research has formed around wider debates in the humanities and social sciences, such as decentering the subject, new analytics of power, reconsideration of one-dimensional time and three-dimensional space, attention to beyond-archival sources, alterity, Otherness, the invisible, and more. *Read more on www.sensepublishers.com*



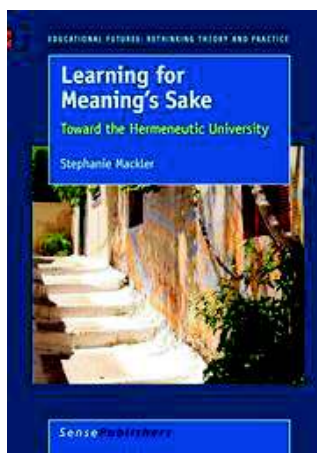
Leaders in Curriculum Studies

Intellectual Self-Portraits

Edmund C. Short (University of Central Florida, Orlando, USA) and Leonard J. Waks (Temple University, Philadelphia, USA)

2009 | 276 pages | Subject: Educational Theory / Philosophy of Education / Educational Leadership
ISBN Paperback: 9789087908508 (\$ 43.00)

In the 1950s and 1960s school teaching became a university-based profession, and scholars and policy leaders looked to the humanities and social sciences in building an appropriate knowledge base. By the mid-1960s there was talk about a "new" philosophy, history, and sociology of education. Curriculum thinkers such as Joseph Schwab, Dwayne Heubner and Paul Hirst initiated new intellectual projects to supplement applied work in curriculum. *Read more on www.sensepublishers.com*



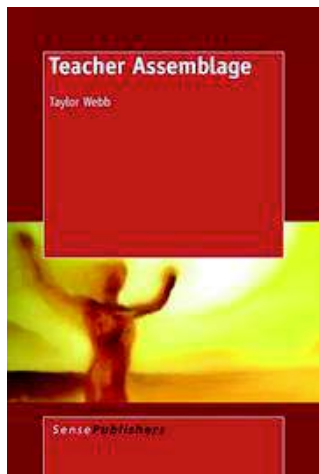
Learning for Meaning's Sake

Toward the Hermeneutic University

Stephanie Mackler

2009 | 148 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087908232 (\$ 54.00)

Universities, and the societies they serve, suffer from a crisis of meaning: We have fanatically developed our ability to produce knowledge, leaving our ability to craft meaning by the wayside. University graduates often have an abundance of knowledge but lack the wisdom to use it meaningfully. Meanwhile, people inside and outside academia are searching for meaning but are imprisoned in a lexicon of clichés and sound bites that stunts their quest. *Read more on www.sensepublishers.com*



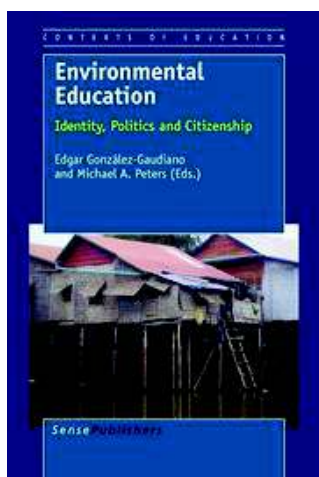
Teacher Assemblage

International Perspectives

Taylor Webb (University of British Columbia, Canada)

2009 | 164 pages | Subject: Educational Theory / Philosophy of Education / Teacher Education
ISBN Paperback: 9789087907785 (\$ 54.00)

Teacher Assemblage is a groundbreaking report in the tradition of fieldwork in philosophy, using Michel Foucault's and Gilles Deleuze's ideas to better understand how accountability policy affected teachers. The case study examines different vectors of power and demonstrates how teachers interacted with each other, and interacted with their immediate policy environments. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



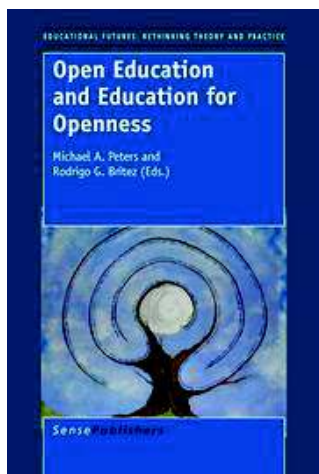
Environmental Education

Identity, Politics and Citizenship

Edgar González-Gaudiano (Secretariat of Public Education, Mexico) and Michael A. Peters (University of Illinois at Urbana-Champaign, USA) (Eds.)

2008 | 276 pages | Subject: Educational Theory / Environmental Education / Philosophy of Education
ISBN Paperback: 9789087906139 (\$ 54.00)

In Environmental Education: Identity, Politics and Citizenship the editors endeavor to present views of environmental educators that focus on issues of identity and subjectivity, and how 'narrated lives' relate to questions of learning, education, politics, justice, and citizenship. What is distinctive about this collection is that it highlights the views of Latin American scholars alongside those of scholars from Spain, Canada, New Zealand, Taiwan, South Africa, Australia, and U. S. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)

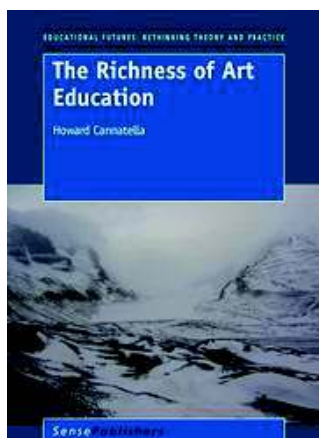


Open Education and Education for Openness

Michael A. Peters (University of Illinois at Urbana-Champaign, USA) and Rodrigo G. Britez (University of Illinois at Urbana-Champaign, USA) (Eds.)

2008 | 148 pages | Subject: Educational Policy / Educational Theory / Mathematics Education / Philosophy of Education
ISBN Paperback: 9789087906795 (\$ 54.00)

The essays in this edited collection reflect on the nature of open education resources, where the question on openness for education emerges. What is remarkable today are the ways that teachers and institutions now begin to form part of the processes of global exchange and production of a network of global educational commons. The question about the significance of this development, their limits and the consequences for practitioners and institutions from the perspective of teachers is extremely complex. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



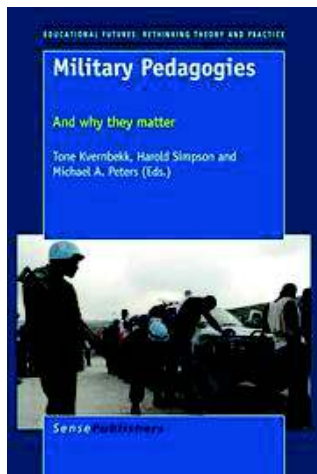
The Richness of Art Education

Reflective Thinking Through Collaborative Inquiry

Howard Cannatella

2008 | 136 pages | Subject: Art Education / Educational Theory / Philosophy of Education
ISBN Paperback: 9789087906078 (\$ 54.00)

This book is intended for anyone interested in knowing more about arts education. It makes a daring contribution to the subject in a clear, pragmatic, committed and ambitious way. The book discusses thoroughly the theory and practice of arts education and what it means to be a teacher of art. It is a powerful and inspiring account of the challenges of teaching in the arts that will appeal to anyone in the teaching profession. [Read more on www.sensepublishers.com](http://www.sensepublishers.com)



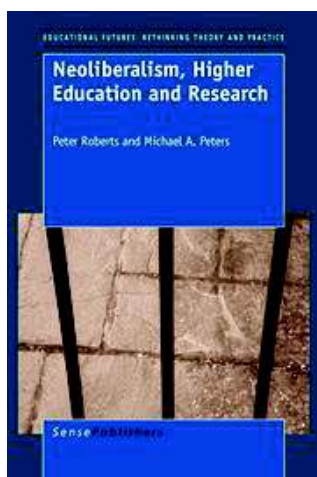
Military Pedagogies

And why they matter

Tone Kvernbekk (University of Oslo, Norway), Harold Simpson (Joint Services Command and Staff College, Shrivenham, UK) and Michael A. Peters (University of Illinois at Urbana-Champaign, USA) (Eds.)

2008 | 200 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087906252 (\$ 54.00)

Armed conflict is an inescapable reality in the world today. Military institutions and their activities both in peacetime and in wartime are a fact of life in western democracies and will remain so for the foreseeable future. Preparation of the men and women who are sent by their governments to fight or keep the peace is a life and death matter for those charged with the education and training of the Armed Forces. *Read more on www.sensepublishers.com*

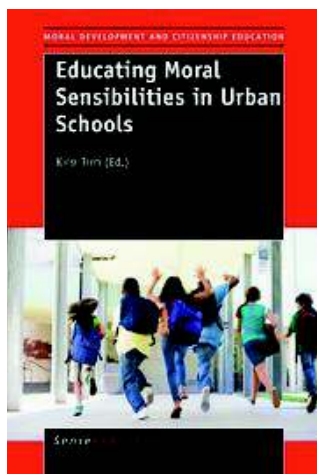


Neoliberalism, Higher Education and Research

Peter Roberts (University of Canterbury, Christchurch, New Zealand) and Michael A. Peters (University of Illinois at Urbana-Champaign, USA)

2008 | 152 pages | Subject: Educational Theory / Higher Education / Philosophy of Education
ISBN Paperback: 9789087906283 (\$ 54.00)

This book addresses key developments in higher education and research policy over the past decade. The authors pay particular attention to policy changes in New Zealand following the formation of a Labour-Alliance coalition government in 1999. From 1999 to 2008, a version of 'Third Way' politics has been applied in the New Zealand context. A key government goal has been to advance New Zealand as a 'knowledge society and economy', and education at the tertiary level has been seen as crucial in achieving this. *Read more on www.sensepublishers.com*

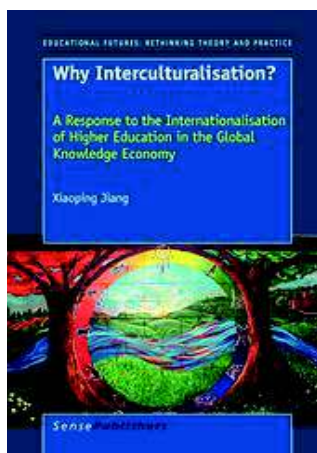


Educating Moral Sensibilities in Urban Schools

Kirsi Tirri (Department of Practical Theology, University of Helsinki, Finland & Center on Adolescence, Stanford University, USA) (Ed.)

2008 | 208 pages | Subject: Educational Theory / Moral Education / Philosophy of Education
ISBN Paperback: 9789087906856 (\$ 43.00)

Nowadays, schools face the challenge of creating pedagogical environments that are sensitive to numerous individual backgrounds in order to support students' social and academic success. Urban schools are communities with rich possibilities to learn how to think, feel and act morally. In this task, principals, teachers, parents and students of the schools each have their own voice. All these voices have to be heard in order to build communities with moral sensibilities. *Read more on www.sensepublishers.com*



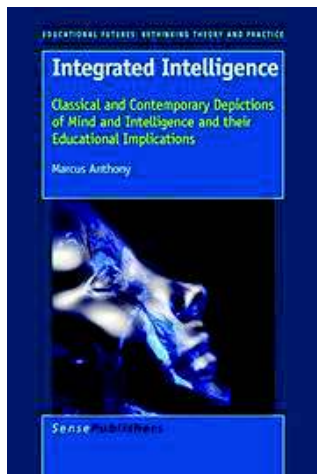
Why Interculturalisation?

A Response to the Internationalisation of Higher Education in the Global Knowledge Economy

Xiaoping Jiang (Guangzhou University, China)

2008 | 176 pages | Subject: Educational Theory / Multicultural Education / Philosophy of Education
ISBN Paperback: 9789087906641 (\$ 54.00)

This amazing, highly readable book breaks a new ground in revealing the dominant theories and policies that have had profound effects on the strategies to accommodate cultural diversity on university campus. Few have researched intercultural communication from macro to micro perspectives and applied a multidisciplinary approach by drawing on research from disciplines such as sociology, economics, politics, social psychology, management, communication, culture and language. *Read more on www.sensepublishers.com*



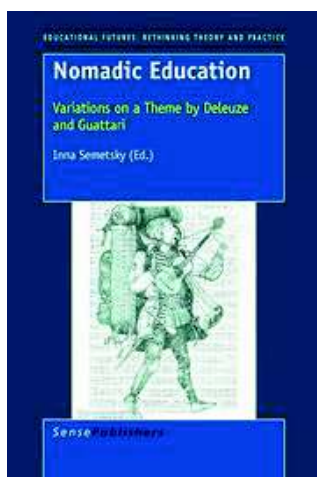
Integrated Intelligence

Classical and Contemporary Depictions of Mind and Intelligence and their Educational Implications

Marcus Anthony (University of Newcastle, Australia)

2008 | 284 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087905088 (\$ 54.00)

Marcus Anthony examines theories of intelligence and consciousness, and the way in which they represent (or exclude) intuitive, spiritual and mystical experience. His argument identifies the way narrowly defined "rational" definitions of mind have come to dominate and restrict contemporary discourses in science and education. He develops the theory of integrated intelligence, an expanded model which incorporates the non-rational elements of human intelligence long missing in mainstream western discourses. *Read more on www.sensepublishers.com*



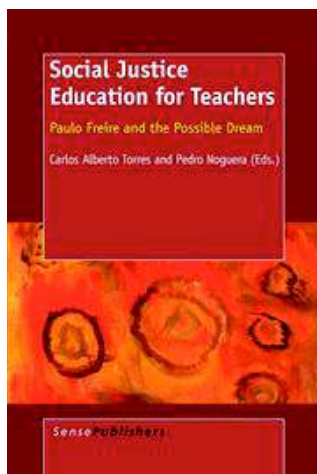
Nomadic Education

Variations on a Theme by Deleuze and Guattari

Inna Semetsky (The University of Newcastle, Australia) (Ed.)

2008 | 224 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087904111 (\$ 54.00)

This comprehensive and thoughtful volume is the first book to investigate, assess and apply a philosophy of education drawn from the great French philosopher Gilles Deleuze. It contains powerful and beautiful essays by some of the most influential Deleuze and Guattari commentators (the chapters by Bogue, Colebrook, May and Semetsky, and Genosko are particularly rewarding). *Read more on www.sensepublishers.com*



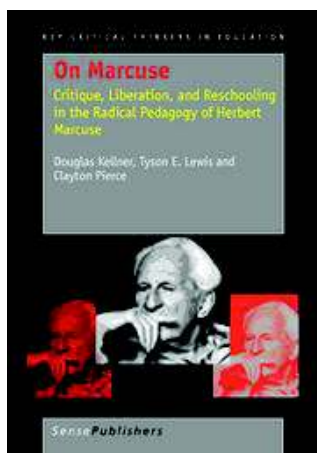
Social Justice Education for Teachers

Paulo Freire and the Possible Dream

Carlos Alberto Torres (Paulo Freire Institute, University of California, Los Angeles, USA) and Pedro Noguera (New York University, USA) (Eds.)

2008 | 244 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087902698 (\$ 43.00)

Social Justice Education for Teachers: Paulo Freire and the Possible Dream is a book that will help teachers in their commitment to and praxis of an education for social justice. The book traces the reception of Freire's ideas in the USA, Canada, Latin America, Europe, Asia, Africa, and Australia and provides some glimpses of topical yet seminal interventions in the philosophy of education, including studies of the relationships between Freire and Rousseau, Freire and Dewey, or Freire and Gramsci. *Read more on www.sensepublishers.com*



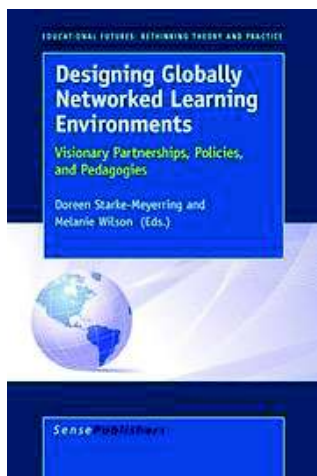
On Marcuse

Critique, Liberation, and Reschooling in the Radical Pedagogy of Herbert Marcuse

Douglas Kellner (University of California at Los Angeles, USA), Tyson E. Lewis (Montclair State University, USA) and Clayton Pierce (University of Utah)

2008 | 48 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087905170 (\$ 21.00)

Herbert Marcuse was one of the most important and renowned philosophers of the 20th century. His thought and his involvement in global student movements played a decisive role in transforming the political landscape of the 60's and 70's in the United States. For many he is remembered as the father of the so-called New Left, a figure who represented theoretical clarity through the fog of war, counterrevolution, and the repression of freedom in advanced industrial society. *Read more on www.sensepublishers.com*



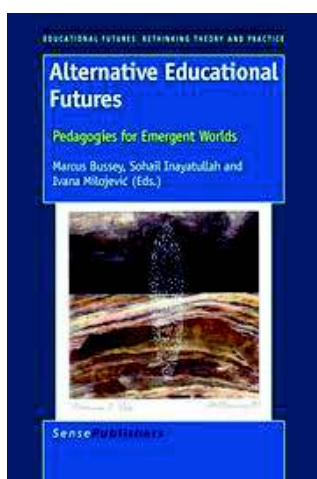
Designing Globally Networked Learning Environments

Visionary Partnerships, Policies, and Pedagogies

Doreen Starke-Meyerring (McGill University, Canada) and Melanie Wilson (McGill University, Canada) (Eds.)

2008 | 252 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087904739 (\$ 54.00)

Faculty, administrators, and others in higher education face growing pressures to position their institutions, programs, and courses in "global markets" and to prepare students for global work and citizenship. *Read more on www.sensepublishers.com*



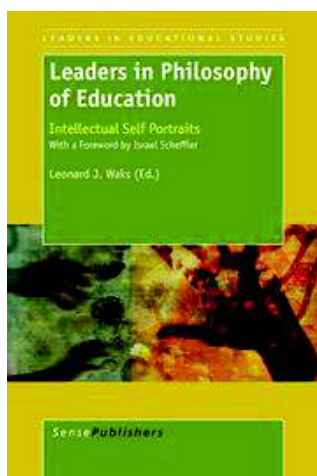
Alternative Educational Futures

Pedagogies for Emergent Worlds

Marcus Bussey (University of the Sunshine Coast, Australia), Sohail Inayatullah (Tamkang University, Taiwan) and Ivana Milojević (University of the Sunshine Coast, Australia) (Eds.)

2008 | 324 pages | Subject: Educational Theory / Philosophy of Education
ISBN Paperback: 9789087905118 (\$ 54.00)

PRAISE for Alternative Educational Futures: "We desperately need the dynamic revolution in education that this book offers us, reflecting the new ways of thinking and being on this planet that will permit us to live in peace as a global family even through massive climate changes. *Read more on www.sensepublishers.com*



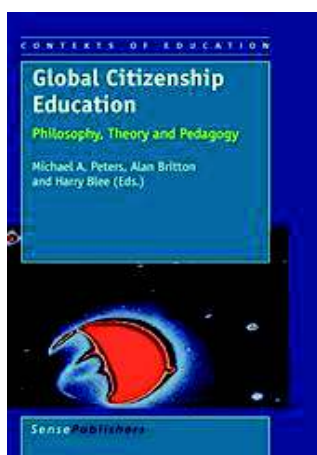
Leaders in Philosophy of Education

Intellectual Self-Portraits

Leonard J. Waks (Temple University, Philadelphia, USA) (Ed.)

2008 | 328 pages | Subject: Educational Theory / Philosophy of Education / Educational Leadership
ISBN Paperback: 9789087902865 (\$ 43.00)

Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field. Beginning with the work of Israel Scheffler at Harvard, and spreading rapidly to the United Kingdom under the influence of R. S. Peters and Paul Hirst at the London Institute of Education, analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching, learning, explanation, curriculum, aims and objectives, freedom and authority, equality and liberal education. *Read more on www.sensepublishers.com*



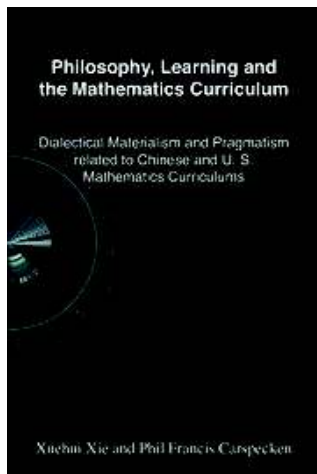
Global Citizenship Education

Philosophy, Theory and Pedagogy

Michael A. Peters (University of Illinois at Urbana-Champaign, USA), Alan Britton (University of Glasgow, UK) and Harry Blee (University of Glasgow, UK) (Eds.)

2008 | 556 pages | Subject: Citizenship / Educational Theory / Multicultural Education / Philosophy of Education
ISBN Paperback: 9789087903732 (\$ 54.00)

The essays in this edited collection argue that global citizenship education realistically must be set against the imperfections of our contemporary political realities. As a form of education it must actively engage in a critically informed way with a set of complex inherited historical issues that emerge out of a colonial past and the savage globalization which often perpetuates unequal power relations or cause new inequalities. *Read more on www.sensepublishers.com*



Philosophy, Learning and the Mathematics Curriculum

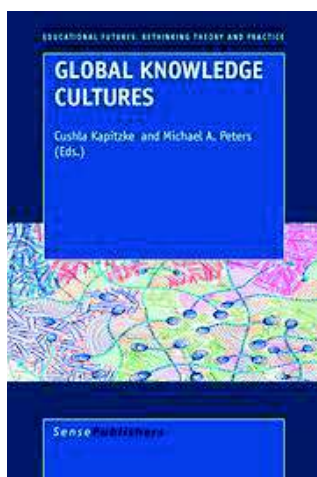
Dialectical Materialism and Pragmatism related to Chinese and U.S. Mathematics Curriculum

Xuehui Xie (Zhejiang Normal University, China) and Phil Francis Carspecken (Indiana University, USA)

2008 | 412 pages | Subject: Mathematics Education / Philosophy of Education

ISBN Paperback: 9789087902551 (\$ 54.00)

Mathematics curriculums used in progressive classrooms of the United States and in classrooms of the People's Republic of China presuppose markedly different philosophies. Xie and Carspecken reconstruct different assumptions operating implicitly within mathematics curriculums developed by the Ministry of Education in China and NCTM in the United States. *Read more on www.sensepublishers.com*



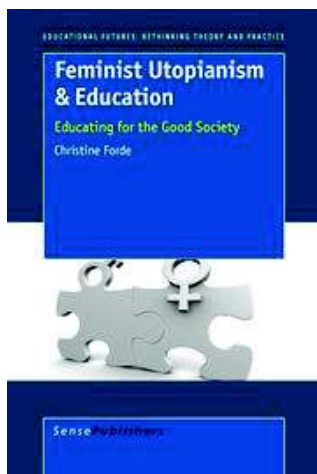
Global Knowledge Cultures

Cushla Kapitzke (Queensland University of Technology, Australia) and Michael A. Peters (University of Illinois at Urbana-Champaign, USA) (Eds.)

2007 | 240 pages | Subject: Cultural Studies / Educational Policy / Educational Theory / Philosophy of Education

ISBN Paperback: 9789087902186 (\$ 54.00)

Knowledge is about cultural power. Considering that it is both resource and product within the brave new world of fast capitalism, this collection argues for knowledge cultures that are mutually engaged and hence more culturally inclusive and socially productive. *Read more on www.sensepublishers.com*



Feminist Utopianism & Education

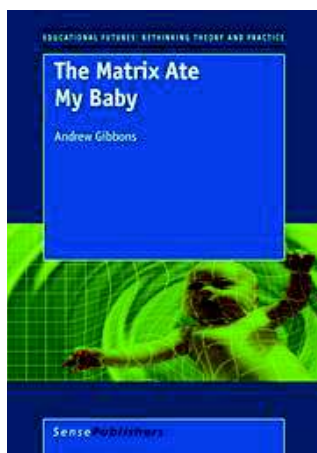
Educating for the Good Society

Christine Forde (University of Glasgow, United Kingdom)

2007 | 166 pages | Subject: Educational Theory / Philosophy of Education / Women's Studies

ISBN Paperback: 9789087900571 (\$ 54.00)

This book looks to feminist utopian thinking to seek alternative conceptualisations of the issue of gender and education. We are currently faced with a situation where the issue of gender has become one of competing needs. Debates on gender have swung from a concern for the progress of girls and women to a 'moral panic' about the lack of engagement of boys in education. *Read more on www.sensepublishers.com*



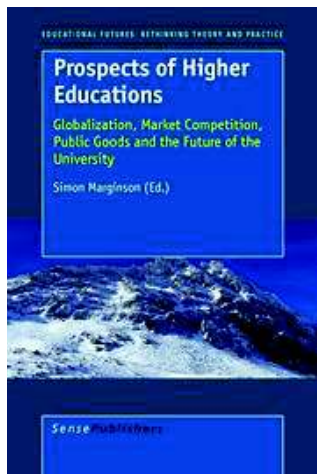
The Matrix Ate My Baby

Andrew Gibbons (New Zealand Tertiary College)

2007 | 200 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789087902346 (\$ 54.00)

Parents and teachers are under increasing pressure to make decisions about the technologies that children can and should play with during their early years. The media, governments, toy companies, child advocacy organizations, and child development experts disseminate many, often contradictory, claims that influence practices of caring for and educating young children. The Matrix Ate My Baby explores these messages that adults receive regarding the values and dangers of new technologies, and of the importance of play. *Read more on www.sensepublishers.com*



Prospects of Higher Education

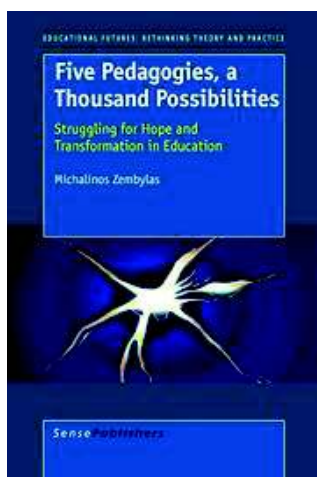
Globalization, Market Competition, Public Goods and the Future of the University

Simon Marginson (Centre for the Study of Higher Education, University of Melbourne, Australia) (Ed.)

2007 | 252 pages | Subject: Educational Theory / Higher Education / Philosophy of Education

ISBN Paperback: 9789087901967 (\$ 54.00)

As common global problems accumulate, research and higher education become ever more vital. At the same time global convergence is transforming the prospects of higher education institutions. Local and national affairs are no longer the ultimate horizon, creating much scope for cross-border initiative and invention in both knowledge and university strategy. Yet the new freedoms are not experienced equally in all localities. Differences between nations are still determining. *Read more on www.sensepublishers.com*



Five Pedagogies, a Thousand Possibilities

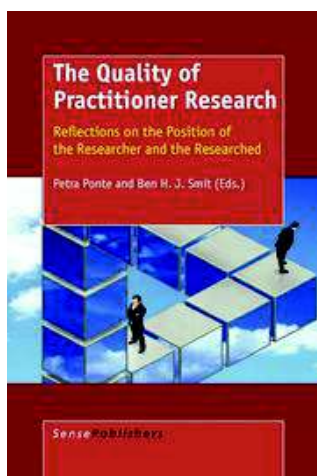
Struggling for Hope and Transformation in Education

Michalinos Zembylas (Open University of Cyprus and CARDET, Cyprus)

2007 | 172 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789087900311 (\$ 54.00)

Five Pedagogies, A Thousand Possibilities aims at providing the groundwork for articulating sites of enriching pedagogies so that critical hope and the possibility of transformation may stay alive. The emotional experiences of unknowing, silence, passion, desire, forgiveness and reconciliation play an important political role in constituting critical resistance. The implications of these ideas are discussed in the context of contemporary concerns about social justice, conflict, hope and despair. *Read more on www.sensepublishers.com*



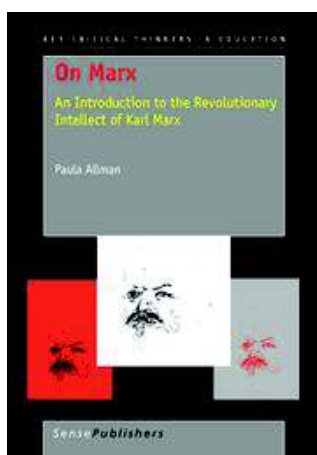
The Quality of Practitioner Research

Petra Ponte (Leiden University and Utrecht University of Applied Sciences) and Ben H.J. Smit (Fontys University of Applied Sciences & Leiden University Graduate School of Teaching, ICLON, The Netherlands) (Eds.)

2007 | 140 pages | Subject: Educational Theory / Philosophy of Education / Research Methodology / Teacher Education

ISBN Paperback: 9789087902452 (\$ 54.00)

This book contains different perspectives on the quality of practitioner research or action research, and focuses specifically on questions of the relation between the researcher and (the field of) the researched. The collaborative characteristic of research by practitioners is seen by many as crucial for the better understanding and transformation of practices. Those who are included in these practices are expected to be part of the research. *Read more on www.sensepublishers.com*



On Marx

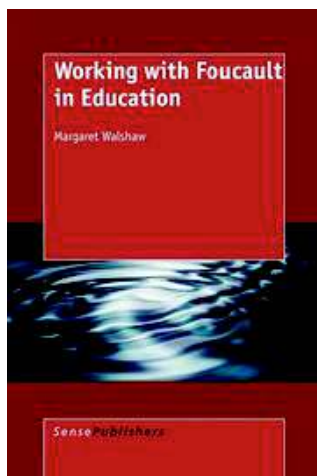
An Introduction to the Revolutionary Intellect of Karl Marx

Paula Allman

2007 | 100 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789087901929 (\$ 21.00)

On Marx introduces readers to the greatest intellect of the last millennium. Anyone who finds the 21st Century daunting, bewildering even frightening, or conversely, who has been too comfortable with the easy answers proffered by governments and the media, will discover that Marx provides unparalleled understanding and clarity as well as inspiration for engaging collectively in a type of praxis that holds the promise of both self and socio-economic transformation. *Read more on www.sensepublishers.com*

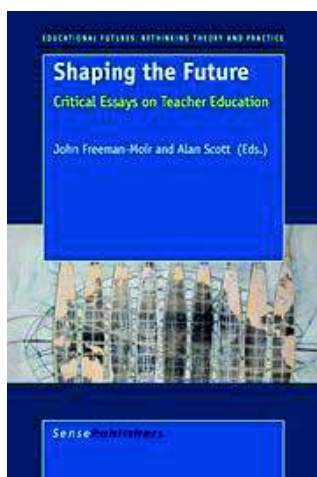


Working with Foucault in Education

Margaret Walshaw (*Massey University, New Zealand*)

2007 | 198 pages | Subject: Educational Theory / Mathematics Education / Philosophy of Education
ISBN Paperback: 9789087901882 (\$ 54.00)

Education has a long tradition of opening itself up to new ideas and new ideas are what Working with Foucault in Education is all about. The book introduces readers to the scholarly work of Michel Foucault at a level that is neither too demanding nor too superficial. It demonstrates to students, educators, scholars and policy makers, alike, how those ideas might be useful in understanding people and processes in education. *Read more on www.sensepublishers.com*



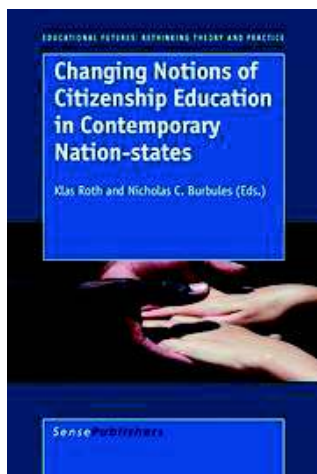
Shaping the Future

Critical Essays on Teacher Education

John Freeman-Moir (*University of Canterbury, New Zealand*) and **Alan Scott** (*University of Canterbury, New Zealand*) (Eds.)

2007 | 268 pages | Subject: Educational Theory / Philosophy of Education / Teacher Education
ISBN Paperback: 9789087901578 (\$ 54.00)

World wide the production of teachers has become a sharp political issue during the early years of the twenty first century. Current systems for ensuring a supply of capable and knowledgeable teachers have come sustained under attack from politicians, economists, parents' organisations and social critics alike. There is less agreement now about teacher education than in any time over the pass fifty years. *Read more on www.sensepublishers.com*

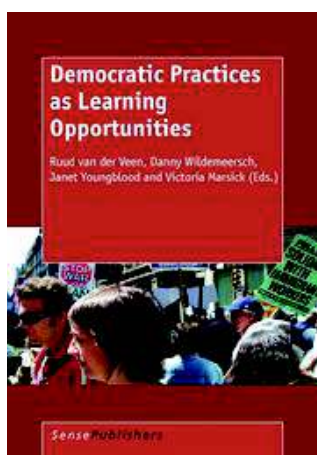


Changing Notions of Citizenship Education in Contemporary Nation-states

Klas Roth (*Stockholm Institute of Education, Sweden*) and **Nicholas C. Burbules** (*University of Illinois at Urbana-Champaign, USA*) (Eds.)

2007 | 156 pages | Subject: Educational Policy / Educational Theory / Inclusive Education / Philosophy of Education
ISBN Paperback: 9789087900434 (\$ 54.00)

This book offers an examination into the meanings of citizenship in the contemporary world, and trends that are forcing a rethinking of the concept in today's nation-states. These changing meanings, in turn, give rise to new understandings of, and approaches to, citizenship education. *Read more on www.sensepublishers.com*

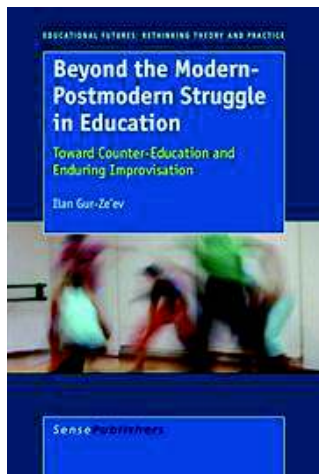


Democratic Practices as Learning Opportunities

Ruud van der Veen (*Teachers College, Columbia University, USA*), **Danny Wildemeersch** (*University of Leuven, Belgium*), **Janet Youngblood** (*Teachers College, Columbia University, USA*) and **Victoria Marsick** (*Teachers College, Columbia University, USA*) (Eds.)

2007 | 204 pages | Subject: Educational Policy / Educational Theory / Philosophy of Education
ISBN Paperback: 9789087901295 (\$ 54.00)

Education and learning for democracy take place in a wide variety of contexts worldwide. Traditionally, children are prepared to become responsible citizens in families and schools. In non-formal settings and in their lived experience, adults engage in democratic practices. Some people are active members of political parties or trade unions; others take responsibilities in associations of civil society. Still others engage in participatory practices in labor organizations. *Read more on www.sensepublishers.com*



Beyond the Modern-Postmodern Struggle in Education

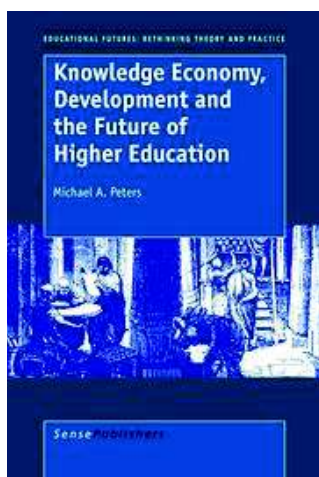
Toward Counter-Education and Enduring Improvisation

Ilan Gur-Ze'ev (*The University of Haifa, Israel*)

2007 | 348 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789087900717 (\$ 54.00)

This book is an attempt to historically and conceptually address the present human condition and the current specific role of education as a distinctively creative symbolic violence. In doing so, the book reevaluates the various manifestations and conflicting alternatives to normalizing education. *Read more on www.sensepublishers.com*



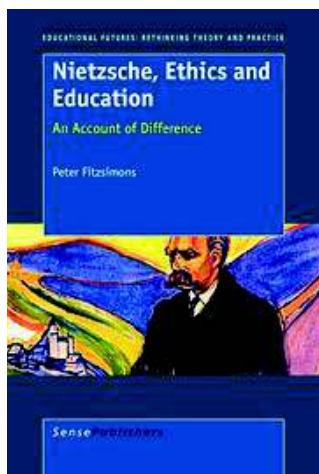
Knowledge Economy, Development and the Future of Higher Education

Michael A. Peters (*University of Illinois at Urbana-Champaign, USA*)

2007 | 288 pages | Subject: Educational Theory / Higher Education / Philosophy of Education

ISBN Paperback: 9789087900694 (\$ 43.00)

Prophetically, almost thirty years ago Jean-François Lyotard forecast the end of the modern research university based on Enlightenment principles. He envisaged the emergence of technical institutes in the service of the information-rich global multinationals. This book reflects on the post-war Western university and its discourses charting the crisis of the concept of the modern university. *Read more on www.sensepublishers.com*



Nietzsche, Ethics and Education

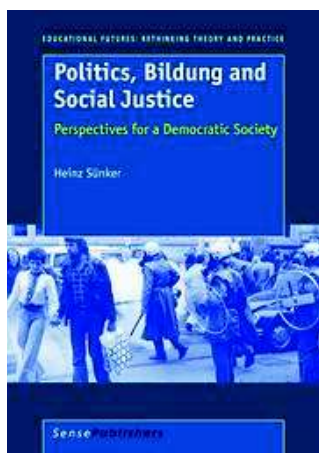
An Account of Difference

Peter Fitzsimons (*University of Auckland, New Zealand*)

2007 | 192 pages | Subject: Educational Theory / Philosophy of Education

ISBN Paperback: 9789087900458 (\$ 54.00)

Undermining the fundamental place of freedom, equality and universal reason, Nietzsche's philosophy recognises that we occupy multiple and contradictory subject positions within social life. With no metaphysical realm of reason, no divine inspiration for morality, and no transcendental basis for human essence, we are left with the embodied, reflective and creative self as a source of ethics. *Read more on www.sensepublishers.com*



Politics, Bildung and Social Justice

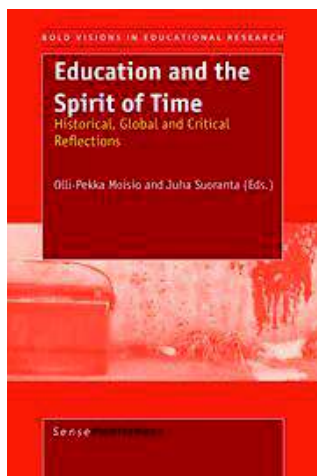
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Heinz Sünker (*Wuppertal University, Germany*)

2006 | 156 pages | Subject: Educational Policy / Educational Theory / Philosophy of Education / Politics / Science Education

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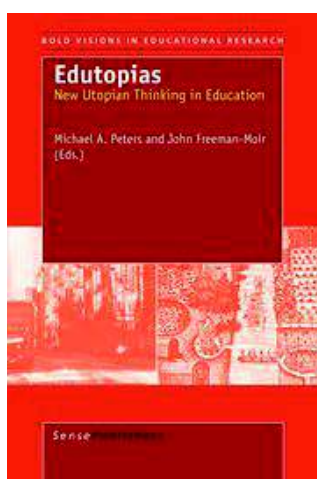
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Olli-Pekka Moiso (University of Jyväskylä, Finland) and Juha Suoranta (University of Minnesota, USA) (Eds.)

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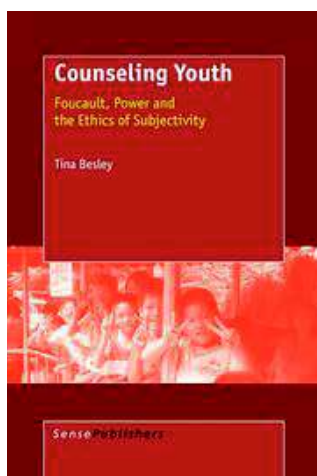
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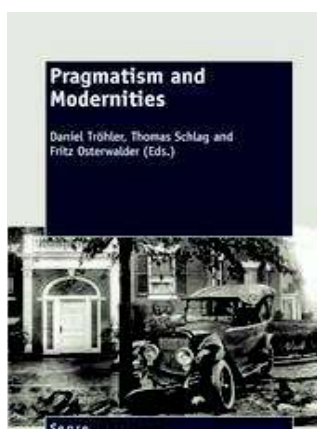
Counseling Youth

Foucault, Power and the Ethics of Subjectivity

Tina (A.C.) Besley (University of Illinois at Urbana-Champaign, USA)

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