



Sense Publishers

CURRICULUM STUDIES
Winter 2013-14



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CONTACTS:

EUROPE

Peter de Liefde, Publisher and Founder

PO Box 21858, 3001 AW Rotterdam
The Netherlands
peter.deliefde@sensepublishers.com
+31 (0)78 7070630

ASIA-PACIFIC

Michel Lokhorst, Publisher and Director Asia-Pacific

PO Box 3296, Taipei City 10099, Taiwan
michel.lokhorst@sensepublishers.com
+1 212 203 0431

AMERICAS

Paul Chambers, Marketing and Sales Director

PO Box 51907, Boston, MA 02205 USA
paul.chambers@sensepublishers.com
+1 781 985 4411

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Curriculum Innovations in Changing Societies

Chinese Perspectives from Hong Kong, Taiwan and Mainland China
Edmond Hau-Fai Law and Chenzhi Li (Eds.)
Foreword by William Pinar



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Curriculum Innovations in Changing Societies

Chinese Perspectives from Hong Kong, Taiwan and Mainland China

Edmond Hau-Fai Law (The Hong Kong Institute of Education) and Chenzhi Li (Normal College, Shenzhen University, Mainland China) (Eds.)

2013 | 558 pages | Subject: Comparative Education / Curriculum
ISBN Paperback: 9789462093577 (\$ 54.00)

Over the last ten years, in response to social and economic challenges, curriculum reforms have been initiated in major countries and regions in East Asia, such as Hong Kong, Taiwan, and mainland China. The majority of these reforms focused on moving from a teacher-centered curriculum toward a curriculum that engages students actively in intellectually stimulating tasks and activities inside and outside classrooms. *Read more on www.sensepublishers.com*

Portals of Promise

Transforming Beliefs and Practices through a Curriculum of Parents
Debbie Pushor and the Parent Engagement Collaborative



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Portals of Promise

Transforming Beliefs and Practices through a Curriculum of Parents

Debbie Pushor and the Parent Engagement Collaborative

2013 | 266 pages | Subject: Curriculum / Teacher Education / Parent Participation
ISBN Paperback: 9789462093843 (\$ 54.00)

Working with parents is a significant aspect of educators' roles, yet it is rare to find curriculum in teacher education programs designed to prepare individuals to consider, in philosophical, theoretical, and pedagogical ways, who they will be in relationship with parents and why. Schools, therefore, remain hierarchical structures in which parents are marginalized in relation to decisions affecting teaching and learning. *Read more on www.sensepublishers.com*

Curriculum and the Life Erratic

The Geographic Cure
Leslie B. Nissen



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Curriculum and the Life Erratic

The Geographic Cure

Leslie B. Nissen

2013 | 146 pages | Subject: Curriculum / Educational Policy
ISBN Paperback: 9789462093607 (\$ 43.00)

Curriculum and the Life Erratic: The Geographic Cure lays bare the untold damage done to children who are forced to endure the toxic combination of "fermented parenting" (as author Leslie Nissen has termed it) and frequent family moves at the hands of alcoholic parents who perpetually seek the elusive Geographic Cure. While such parents deceive themselves that in the next new place, sobriety will prevail, their children know better. *Read more on www.sensepublishers.com*

Unfolding the Unexpectedness of Uncertainty

Creative Nonfiction and the Lives of Becoming Teachers
Anita Sinner



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Unfolding the Unexpectedness of Uncertainty

Creative Nonfiction and the Lives of Becoming Teachers

Anita Sinner (Concordia University, Montreal, Canada)

2013 | 121 pages | Subject: Teacher Education / Social Fiction / Curriculum / Educational Policy / Women's Studies
ISBN Paperback: 9789462093546 (\$ 25.00)

Unfolding the Unexpectedness of Uncertainty invites readers to share in the stories of Ruth, Ann and Nathalie as they transition from students to teachers. Rendering their experiences as short stories from the field of teacher education brings a dimension of social biography to scholarship. As creative nonfiction, these stories act as catalysts to understand teacher culture from first-person accounts. *Read more on www.sensepublishers.com*



Digital Representations of Student Performance for Assessment

P. John Williams and
C. Paul Newhouse (Eds.)



Digital Representations of Student Performance for Assessment

P. John Williams (University of Waikato, New Zealand) and C. Paul Newhouse (Edith Cowan University, Australia) (Eds.)

2013 | 224 pages | Subject: Assessment / Research Methodology / Classroom Research / Curriculum / Methodology

ISBN Paperback: 9789462093393 (\$ 54.00)

It was the belief that assessment is the driving force of curriculum that motivated the authors of this monograph to embark on a program of research and development into the use of digital technologies to support more authentic forms of assessment. They perceived that in responding to the educational needs of children in the 21st Century, curriculum needed to become more relevant and engaging, but that change was unlikely without commensurate change in methods and forms of assessment. *Read more on www.sensepublishers.com*

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Contemporary Studies in Environmental and Indigenous Pedagogies

A Curricula of Stories and Place

Andrejs Kulnieks (Nipissing University, Ontario, Canada), Dan Roronhiakewen Longboat (Trent University, Ontario, Canada) and Kelly Young (Trent University, Ontario, Canada) (Eds.)

2013 | 322 pages | Subject: Culture and Education / Women's Studies / Curriculum / Comparative Education / Social Education

ISBN Paperback: 9789462092914 (\$ 54.00)

Our book is a compilation of the work of experienced educational researchers and practitioners, all of whom currently work in educational settings across North America. Contributors bring to this discussion, an enriched view of diverse ecological perspectives regarding when and how contemporary environmental and Indigenous curriculum figures into the experiences of curricular theories and practices. *Read more on www.sensepublishers.com*

Contemporary Studies in Environmental and Indigenous Pedagogies

A Curricula of Stories and Place

Andrejs Kulnieks, Dan Roronhiakewen Longboat,
and Kelly Young (Eds.)

Foreword by Wayne Donald



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)

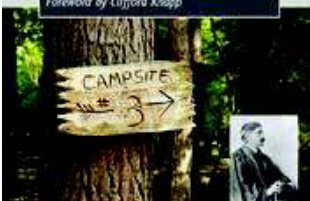
In this book we take the reader on a journey through the various curriculum reforms that have emerged in the USA around the idea of conducting education outdoors – through initiatives such as nature-study, camping education, adventure education, environmental education, experiential education and place 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*

John Dewey and Education Outdoors

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

John Quay and Jayson Seaman

Foreword by Clifford Knapp



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Shifting Strands

Curriculum Theory for a Democratic Age

Bryant Griffith (Texas A&M University-Corpus Christi, USA)

2012 | 94 pages | Subject: Curriculum / Educational Theory

ISBN Paperback: 9789462090873 (\$ 32.00)

In this the sixth book of a series of exploratory and cautionary tales, Griffith revisits the sites of reflective knowledge and practical experiences that have been our historical presuppositions, and which are now in the process of flux and change. As in his previous books, historical discourse, what we know and can know about the past, is used as the baseline for understanding. *Read more on www.sensepublishers.com*

Shifting Strands

Curriculum Theory for a Democratic Age

Bryant Griffith



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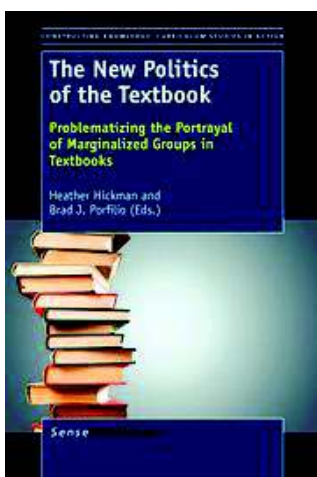
Re-rooting the Learning Space

Minding Where Children's Mathematics Grow

Jennifer S. Thom (University of Victoria, Canada)

2012 | 418 pages | Subject: Mathematics Education / Science Education / Learning / Curriculum
ISBN Paperback: 9789460914287 (\$ 54.00)

To understand a living system, such as a tree, in an ecologically systemic way involves more than simply reducing the tree down to its parts or by analyzing the tree from part to whole. Not only does one need to study the tree's leaves, stems, branches, trunk, root system, and its interaction with the environment but from many vantage points to make sense of how each part exists in dynamic relationship with the others as an integrated system. The same is true about the purpose of this book. *Read more on www.sensepublishers.com*



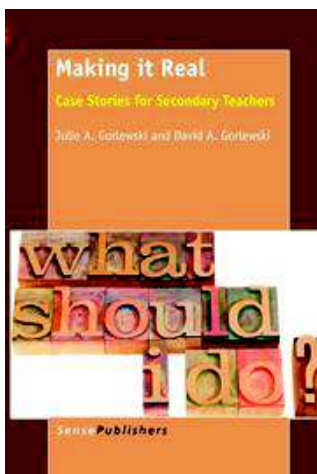
The New Politics of the Textbook

Problematizing the Portrayal of Marginalized Groups in Textbooks

Heather Hickman (Lewis University, Romeoville, IL, USA) and Bradley Porfilio (D'Youville College, West Seneca, USA) (Eds.)

2012 | 348 pages | Subject: Education General / Curriculum / Gender Studies
ISBN Paperback: 9789460919107 (\$ 43.00)

In an age of unprecedented corporate and political control over life inside of educational institutions, this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K-16 schools to perpetuate their interests at the expense of minoritized social groups. *Read more on www.sensepublishers.com*



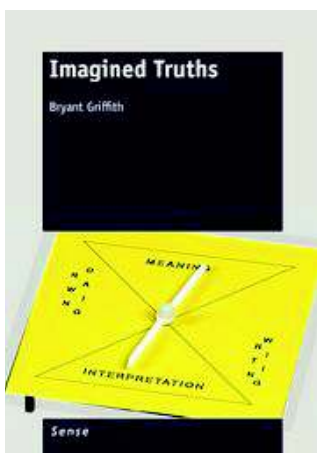
Making it Real

Case Stories for Secondary Teachers

Julie A. Gorlewski (State University of New York at New Paltz, USA) and David A. Gorlewski (D'Youville College, USA)

2012 | 148 pages | Subject: Curriculum / Teacher Education
ISBN Paperback: 9789460918414 (\$ 43.00)

This book provides no answer key. If you are looking for "one right answer," go elsewhere. Implicit in the current educational reform movement towards standards and standardization is the belief that the work of teachers is quantifiable; that the hours and days of contact time between teachers and students can be reduced to a number that has meaning; in short, that there is one right answer. *Read more on www.sensepublishers.com*

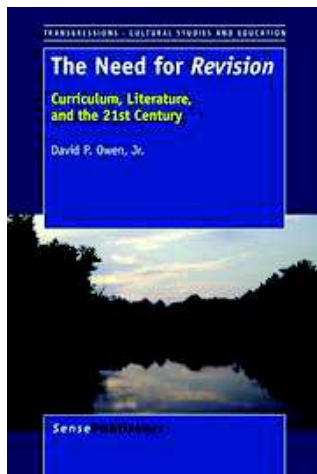


Imagined Truths

Bryant Griffith (Texas A&M University-Corpus Christi, USA)

2011 | 102 pages | Subject: Curriculum
ISBN Paperback: 9789460916618 (\$ 43.00)

Education is often envisioned as a linear, one-way, cause-and-effect process, with teaching as the cause, learning as the effect. But the relationships are less tidy, less passive, and more cyclical than that. There is a continuous cycle of inquiry, discovery, and integration, leading to further inquiry. Technology facilitates the exchange of information, not just teacher to student, but student to teacher, and student to student. *Read more on www.sensepublishers.com*



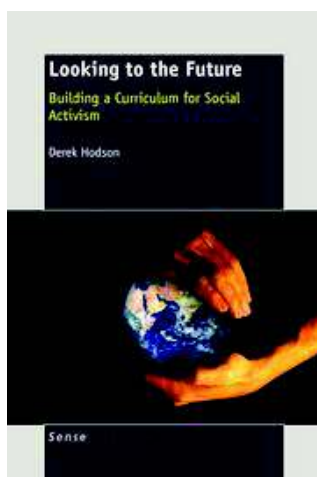
The Need for Revision

Curriculum, Literature, and the 21st Century

David P. Owen, Jr.

2011 | 190 pages | Subject: Curriculum
ISBN Paperback: 9789460916588 (\$ 32.00)

Can we have more teacher/intellectuals in our classrooms? This book demonstrates that we can. But many things have to change before intellectual standards appear again in public schools. David Owen attempts to show, but not in outline form, how we can revise our schools. *Read more on www.sensepublishers.com*



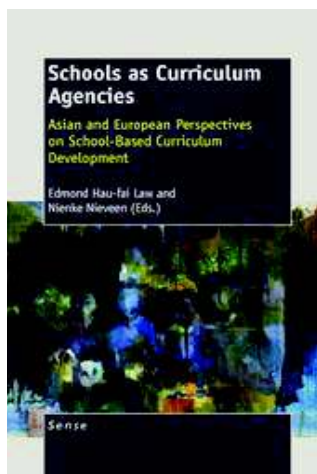
Looking to the Future

Building a Curriculum for Social Activism

Derek Hodson (Ontario Institute for Studies in Education, University of Toronto, Canada)

2011 | 420 pages | Subject: Curriculum
ISBN Paperback: 9789460914706 (\$ 43.00)

In advocating an action-oriented and issues-based curriculum, this book takes the position that a major, but shamefully neglected, goal of science and technology education is to equip students with the knowledge, skills, attitudes and values to confront the complex and often ill-defined socioscientific issues they encounter in daily life as citizens in an increasingly technology-dominated world carefully, critically, confidently and responsibly. *Read more on www.sensepublishers.com*



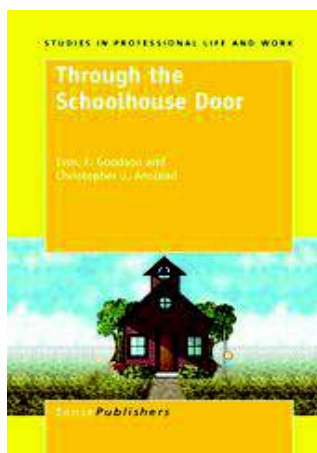
Schools as Curriculum Agencies

Asian and European Perspectives on School-Based Curriculum Development

Edmond Hau-fai Law (Hong Kong Institute of Education) and Nienke Nieveen (SLO Netherlands Institute for Curriculum Development, The Netherlands) (Eds.)

2010 | 306 pages | Subject: Curriculum
ISBN Paperback: 9789460912795 (\$ 54.00)

Over the last decades, school-based curriculum development (SBCD) has been widely applied in many countries to bring about innovations in schools and classrooms. The notion of SBCD and its practice, albeit the diversity in terms of policies and cultures in different countries, stems from the need for a more participatory educational system, responsive to local concerns. *Read more on www.sensepublishers.com*

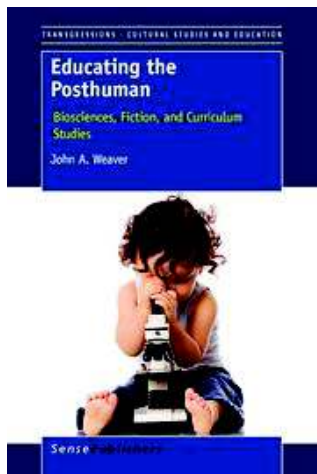


Through the Schoolhouse Door

Ivor F. Goodson (Education Research Centre, University of Brighton, UK) and Christopher J. Anstead (University of Western Ontario, Canada)

2010 | 162 pages | Subject: Curriculum
ISBN Paperback: 9789460912146 (\$ 43.00)

This book presents a multi-faceted approach to a case study of a secondary school, the London Technical and Commercial High School, one of the first vocational secondary schools. The authors make a case for tracing the history of classroom and curriculum, using a variety of ways to examine the history, the institutional structures, and everyday life in the school. *Read more on www.sensepublishers.com*



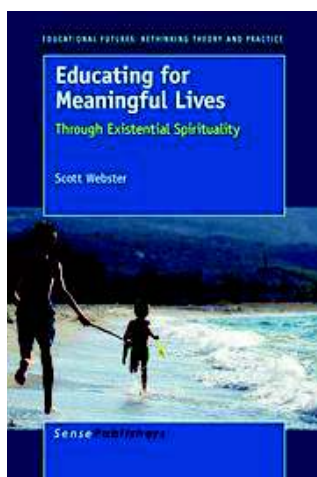
Educating the Posthuman

Biosciences, Fiction, and Curriculum Studies

John A. Weaver (Georgia Southern University, USA)

2010 | 134 pages | Subject: Curriculum / Literacy / Culture and Education
ISBN Paperback: 9789460910937 (\$ 32.00)

"Educating the Posthuman is an exciting and refreshing book. This book is unique and unusual. Weaver explores the intersections between literature, biosciences and curriculum theory. Understanding the posthuman best happens when scholars explore these three interrelated areas of study. "From Frankenstein to Einstein, Weaver creates a fascinating text that all educators, literary scholars and scientists should read. From the problematics of pharmaceuticals to the promise of scholarly debate, this text dazzles. *Read more on www.sensepublishers.com*



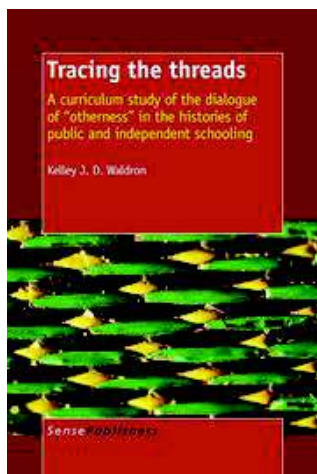
Educating for Meaningful Lives

Through Existential Spirituality

Scott Webster (Monash University, Cyprus)

2009 | 254 pages | Subject: Curriculum
ISBN Paperback: 9789460910029 (\$ 54.00)

Why are students becoming disengaged from schooling? Many teachers, administrators and designers of policy and curriculum are expressing concern over this issue. Current approaches to schooling are dominated by a perceived need to enable learners to particulate in the knowledge economy. Both knowledge and learning how to learn knowledge have become the primary discourses in schooling - rather than education. *Read more on www.sensepublishers.com*



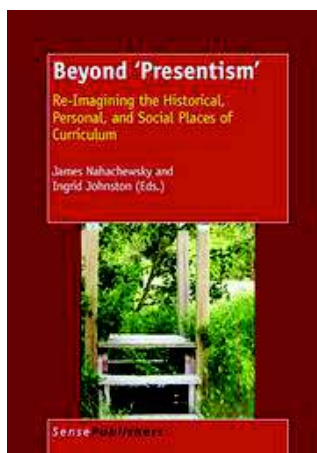
Tracing the threads

A curriculum study of the dialogue of "otherness" in the histories of public and independent schooling

Kelley J. D. Waldron (St. Andrew's School, USA)

2009 | 133 pages | Subject: Curriculum
ISBN Paperback: 9789460910142 (\$ 32.00)

This text is a postmodern, historical analysis that seeks to trouble the distinction between the "private" and the "public" that is traditionally drawn in educational history and theory by examining the histories of public schools and independent schools around the topics of identity politics, accountability, and globalization. This work is unique in its focus on the histories of independent schoolings as being in dialogue with those of public schooling. *Read more on www.sensepublishers.com*



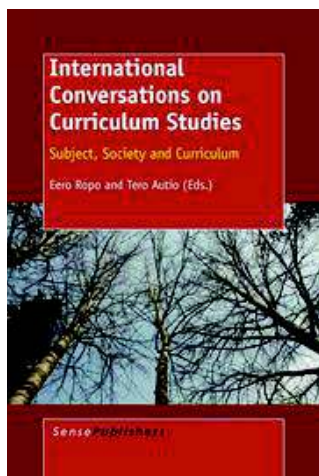
Beyond 'Presentism'

Re-imagining the Historical, Personal, and Social Places of Curriculum

James Nahachewsky (University of Victoria, Canada) and Ingrid Johnston (University of Alberta, Canada) (Eds.)

2009 | 168 pages | Subject: Curriculum
ISBN Paperback: 9789087909987 (\$ 54.00)

Precisely titled, this powerful collection constitutes a "chronotope," an erudite enactment of interstices within and among historical time, spiritual place, and political culture, a recollection focused forward to those "hybrid" generations (in Canadian classrooms) whose frontier is haunted by forts populated by not always their ancestors, inscribed in their national, regional, aboriginal identities. *Read more on www.sensepublishers.com*



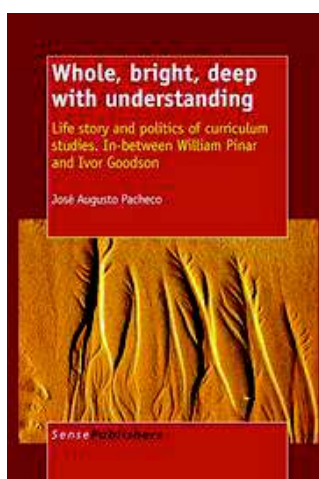
International Conversations on Curriculum Studies

Subject, Society and Curriculum

Eero Ropo (University of Tampere, Finland) and Tero Autio (University of Tampere, Finland) (Eds.)

2009 | 428 pages | Subject: Curriculum
ISBN Paperback: 9789087909468 (\$ 54.00)

This collection of essays from the most prominent scholars in the field of curriculum studies paint an intellectually rich palette of the present state of curriculum research across the countries and continents when the traditionally prevailed national imaginaries give increasingly way to transnational, international, and postnational impulses. *Read more on www.sensepublishers.com*



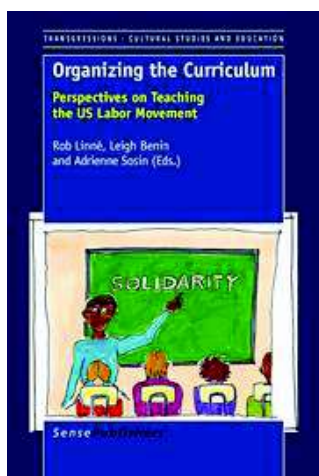
Whole, bright, deep with understanding

Life story and politics of curriculum studies. In-between William Pinar and Ivor Goodson

José Augusto Pacheco (Universidade de Minho, Portugal)

2009 | 182 pages | Subject: Curriculum
ISBN Paperback: 9789087909185 (\$ 43.00)

This book is about William Pinar: one of the best-known authors in the field of curriculum studies. The main contribution of William Pinar is not to determine the curriculum. He is involved in a continuous struggle to help students and teachers reflect about their personal experiences, educational and curricular options. The book has been organized in five chapters. *Read more on www.sensepublishers.com*



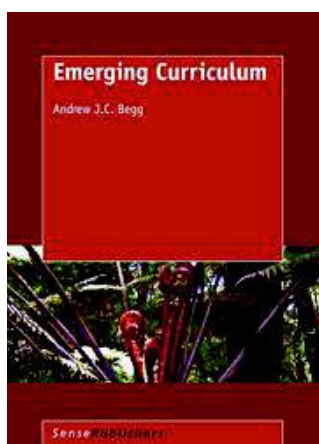
Organizing the Curriculum

Perspectives on Teaching the US Labor Movement

Rob Linné (Adelphi University, USA), Leigh Benin (Adelphi University, USA) and Adrienne Sosin (Adelphi University, USA) (Eds.)

2009 | 290 pages | Subject: Curriculum
ISBN Paperback: 9789087907181 (\$ 32.00)

Contemporary American youth live in a culture that ignores or denigrates labor unions. Mainstream media cover labor issues only sparingly and unions no longer play much of a role in popular culture texts, films, or images. In our schools labor has been limited to a footnote in textbooks instead of being treated seriously as the most effective force for championing the rights of working people—the vast majority of the citizenry. *Read more on www.sensepublishers.com*

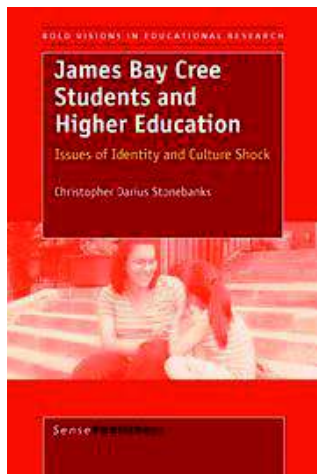


Emerging Curriculum

Andrew J.C. Begg (Auckland University of Technology, New Zealand)

2008 | 248 pages | Subject: Curriculum
ISBN Paperback: 9789087903855 (\$ 54.00)

An important contribution that 'Emerging curriculum' makes is a reconceptualizing of the curriculum development process. This moves development thinking from the traditional research-development-dissemination model to one that acknowledges: the interrelatedness of many influences on curriculum, the multi-layered nature of curriculum, and the complexity of the educational system in which curriculum exists. *Read more on www.sensepublishers.com*



James Bay Cree Students and Higher Education

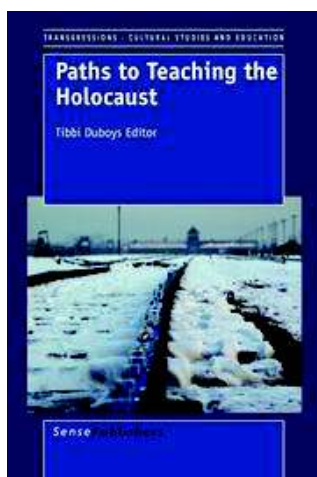
Issues of Identity and Culture Shock

Christopher Darius Stonebanks (*Bishop's University, Sherbrooke, Quebec, Canada*)

2008 | 252 pages | Subject: Curriculum / Multicultural Education

ISBN Paperback: 9789087900304 (\$ 54.00)

This book examines the continuing challenges of lingering colonial cultural imperialism on the James Bay Cree, through an examination of the relationship between Cree students and the current "mainstream higher education" system. Culture shock and identity formation are central themes as the book investigates the uneven relationship between Indigenous and non-Indigenous authority in North America, dispelling notions of living in a "post-colonial" context. *Read more on www.sensepublishers.com*



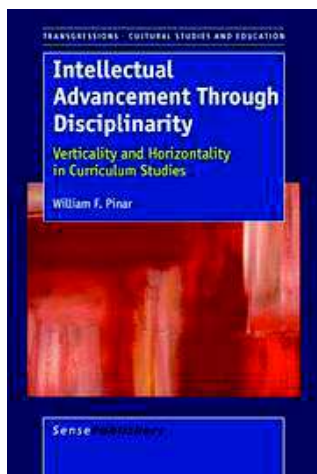
Paths to Teaching the Holocaust

Tibbi Duboys (*School of Education, Brooklyn College of the City University of New York, USA*)

2008 | 190 pages | Subject: Curriculum / Higher Education / Teacher Education

ISBN Paperback: 9789087903824 (\$ 32.00)

Paths to Teaching the Holocaust edited by Tibbi Duboys is an important new book. It offers contributions by childhood, middle and secondary teacher educators from various regions and universities in the continental United States. The array of material is a strength of this unique book. Some contributors write about ways in which they infuse existing courses with Holocaust materials, while others focus on where and when to begin the education of their students with respect to genocide. *Read more on www.sensepublishers.com*



Intellectual Advancement Through Disciplinarity

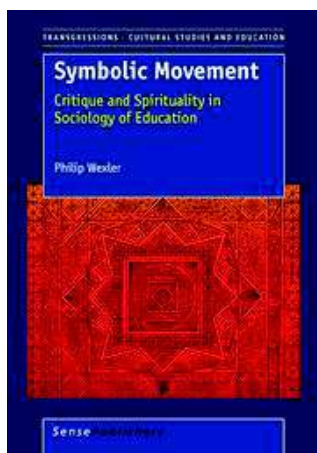
Verticality and Horizontality in Curriculum Studies

William F. Pinar (*University of British Columbia, Canada*)

2007 | 264 pages | Subject: Curriculum

ISBN Paperback: 9789087902360 (\$ 43.00)

Skepticism toward disciplinarity, William F. Pinar points out, is etched deeply in the U. S. field, drawn by progressive education's efforts to reconfigure the school curriculum as child-centered and/or as focused on social reconstruction. Skepticism toward disciplinarity had also been affirmed by Bobbitt and Charters' positioning of adult activity as the organizer of the school curriculum. *Read more on www.sensepublishers.com*



Symbolic Movement

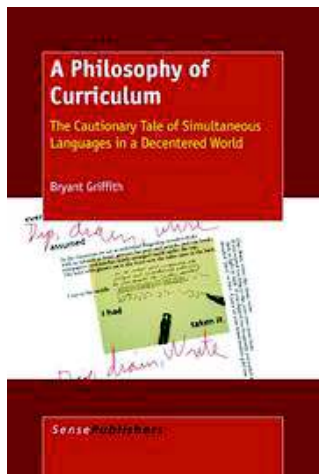
Critique and Spirituality in Sociology of Education

Philip Wexler (*The Hebrew University of Jerusalem, Israel*)

2008 | 264 pages | Subject: Curriculum / Sociology of Education

ISBN Paperback: 9789087902735 (\$ 43.00)

This is a book about sociology of education – past, present and future. In the first section the author chronicles and specifies the changes in the field, in a reflexive sociology of education, tracing the path out of liberalism, through radicalism and postmodernism, to an emergent new age stance in understanding education in society. Section two looks in more detail how these movements have actually worked in education and society. *Read more on www.sensepublishers.com*



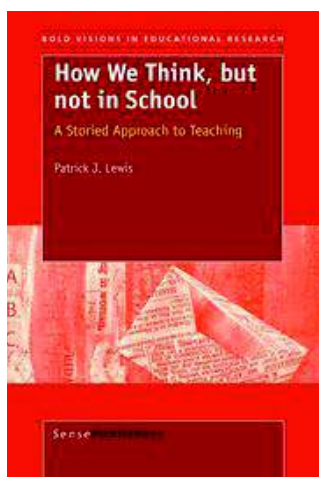
A Philosophy of Curriculum

The Cautionary Tale of Simultaneous Languages in a Decentered World

Bryant Griffith (Texas A&M University-Corpus Christi, USA)

2007 | 130 pages | Subject: Curriculum
ISBN Paperback: 9789087900878 (\$ 36.00)

Curriculum has become the new wonder word for our times. Even more, curriculum has become a concept, and an idea. This book provides a speculum mentis, a map of the mind, of modern curriculum theory to help trace the interactions between various forms of thought as they play out in contemporary schooling. This book is also about how the weaving of various forms of thought provides an umbrella of understanding about the nature of curriculum and perhaps a glimpse of human understanding. *Read more on www.sensepublishers.com*

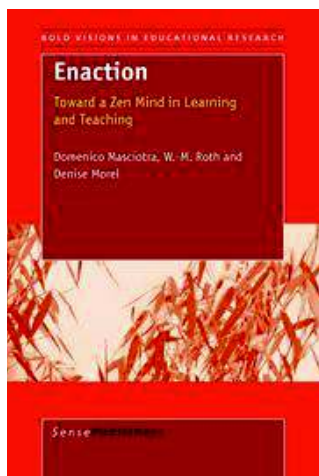


How We Think, but not in School

Patrick J. Lewis (University of Regina, Saskatchewan, Canada)

2007 | 152 pages | Subject: Curriculum / Teacher Education / Literacy
ISBN Paperback: 9789087900557 (\$ 54.00)

If story is the basic principle of mind—then what are we doing in elementary schools? In this provocative exploration of narrative, the author writes from the idea that story is integral to the generation of meaning in human experience. Indeed, story plays a significant role in the formation of identity and the development of greater empathic understanding. *Read more on www.sensepublishers.com*



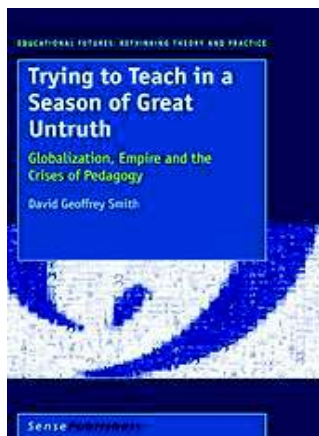
Enaction

Toward a Zen Mind in Learning and Teaching

Domenico Masciotra (ORE, Université du Québec à Montréal, Canada), Wolff-Michael Roth (University of Victoria, Canada) and Denise Morel (English Montreal School Board, Canada)

2007 | 210 pages | Subject: Curriculum / Teacher Education
ISBN Paperback: 9789087900335 (\$ 54.00)

This book is addressed to all those in the field of education or related fields, including teachers, teacher-trainers, consultants, and researchers, who are interested in exploring the question, “What does it mean to know, to learn and to teach?” Contrary to popular conceptions, an enactive perspective assumes that knowing and learning are not disembodied operations that take place solely in a person’s head. *Read more on www.sensepublishers.com*



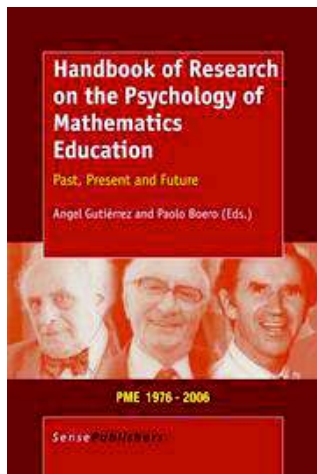
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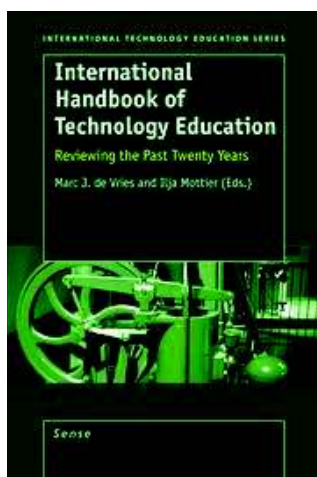
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