

New Books

Summer - Autumn

JULY – DECEMBER 2004

Education

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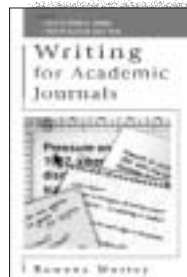
Rowena Murray

University of Strathclyde, UK

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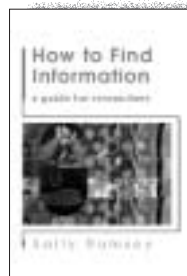
University of Surrey, UK

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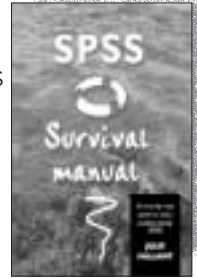
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Malcolm MacLachlan

Trinity College Dublin, Ireland

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Ian Parker

Manchester Metropolitan University, UK

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John McLeod

University of Abertay, Dundee, UK

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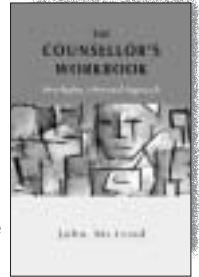
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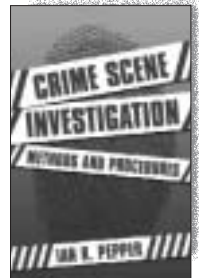
Ian Pepper

University of Teesside, UK

This textbook presents the methods and procedures for the accurate recording and recovery of evidence from the scene of a crime. It features photographs, drawings, self-assessment questions and checklists of roles, equipment and activities required at the crime scene. It provides a broad understanding of the development and context within which a modern CSI must operate effectively as an integral member of investigative teams.

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SOCIOLOGY

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Caroline Gatrell

Lancaster University, UK

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2nd edition

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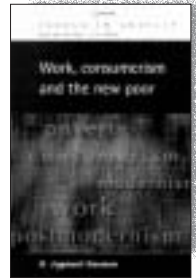
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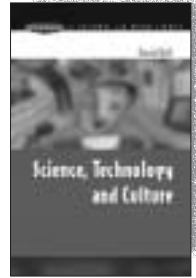
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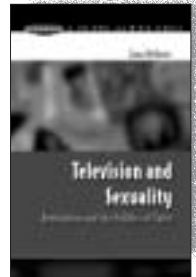
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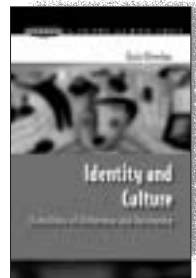
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QUALITY OF LIFE AND OLDER PEOPLE

John Bond and Lynne Corner

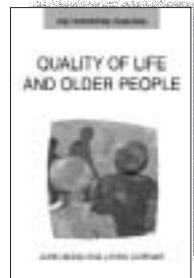
Both at University of Newcastle, UK

This book provides a critical approach to the conceptualization and measurement of quality of life in social gerontology and health and social care research. The authors re-examine what we mean by 'quality of life' in a post-modern world, and assess the impact of personal and social changes on the lives of older people. The book explores ideas about quality of life in social gerontological literature, and describes the experiences of older people through their own self description and discussion of their experiences.

For undergraduate and post-graduate students of social gerontology, social policy, education, health, medicine and social work, as well as policy makers and practitioners working with older people, researchers and professionals.

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Pamela Trevithick

University of Bristol, UK

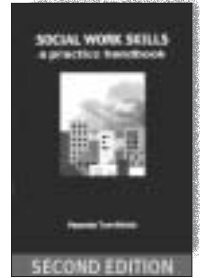
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Simon Woods

University of Newcastle, UK

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Lars Sandman

University College of Borås, Sweden

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The book will appeal to undergraduate and postgraduate students, and professionals with an interest in palliative care and end-of-life issues.

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This book brings together contemporary theoretical thinking on loss and bereavement supported by the experience of experts and clinicians practising in the field. Divided into three sections - historical and socio-economic context; settings, structures and management; interventions - the book covers a comprehensive range of issues associated with loss and bereavement which aim to link theory with practice.

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University College London, UK

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Measuring Health offers a comprehensive guide to measures of health and is an essential reference resource for all health professionals and students. New material includes a new chapter on measuring global quality of life, coverage of popular measures and functioning, anxiety, life satisfaction and well-being, and broader status.

The unique strength of the book lies in Bowling's ability to provide an accessible commentary and guidance on a range of scales. Key reading for advanced undergraduates, postgraduates and professionals in all areas of health, research methods and social sciences.

Contents - *Concepts of functioning, health, well-being and quality of life* - *Theory of measurement* - *Measuring functional ability* - *Measuring broader health status* - *Measuring psychological well-being* - *Measuring social networks and social support* - *Measuring the dimensions of subjective well-being* - *Measuring global quality of life.*

September 2004 216pp 0 335 21527 0 Paperback £22.99
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By the same author:

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MEASURING DISEASE 2/ed

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REFLECTIONS ON RESEARCH

The Realities of Doing Research in the Social Sciences

Nina Hallowell, Julia Lawton and Susan Gregory (eds)

All at University of Edinburgh, UK

This book is concerned with the day-to-day realities of doing social science research. It is based upon the reflections and experiences of a wide range of established health and social researchers. It draws on their accounts of setting up research projects, negotiating access, collecting and analysing data, and disseminating findings, and highlights a multitude of practical and ethical complexities involved in the conduct of empirically based research.

For anyone doing research in health or social sciences.

October 2004 192pp 0 335 21309 X Paperback £19.99
0 335 21310 3 Hardback £50.00



QUALITATIVE RESEARCH IN HEALTH CARE

Immy Holloway (ed)

Bournemouth University, UK

This edited text on qualitative research methods in health is aimed at a multi-professional, multi-disciplinary audience. It explains qualitative methods applied specifically to health care research and draws extensively on European examples.

Contents - *Introduction* - *Part One: Approaches to qualitative research* - *Part Two: Strategies for data collection* - *Part Three: Important Issues and Implications* - *Part Four: Practical Considerations* - *Conclusion* - *Bibliography* - *Glossary* - *Index.*

December 2004 192pp 0 335 21293 X Paperback £19.99
0 335 21294 8 Hardback £60.00

SOCIAL SCIENCE FOR NURSES AND THE CARING PROFESSIONS

SERIES EDITOR: PAMELA ABBOTT

PSYCHOLOGY FOR NURSES AND THE CARING PROFESSIONS

2nd edition

Jan Walker, Sheila Payne, Paula Smith, Nikki Jarrett

University of Southampton; University of Sheffield; University of Sheffield; University of Southampton, UK

This book introduces psychological knowledge and understanding and helps students to apply sound psychological principles in clinical contexts. The authors are all health psychologists with backgrounds in nursing who have drawn upon their clinical, teaching and research interests to inform the content and engage students' interest.

This long awaited new edition includes:

- More attention to the developing evidence base in psychology of health and illness
- Examples of classic and recent psychological research to demonstrate the application of theory to practice
- A "psychsoap" family scenario runs through the book and new case study help students link theory to practice.

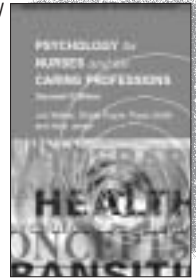
For students in health care, including nurses, midwives, occupational therapists, physiotherapists and radiographers, health professionals undertaking higher level study and those working in social care.

Contents - *What is psychology?* - *The perception of self and others* - *Memory, understanding and information-giving* - *Learning and social learning* - *Development and change across the lifespan* - *Social processes in health care* - *Stress and coping* - *Psychology applied to health and well-being* - *Case study.*

September 2004 240pp 0 335 21462 2 Paperback £20.99

0 335 21501 7 Hardback £60.00

Previous edition 0 335 19410 9



THE ART AND SCIENCE OF MENTAL HEALTH NURSING

Ian Norman and Iain Ryrie (eds)

King's College London; Sainsbury Centre for Mental Health, UK

- What are the foundations of mental health nursing as a practice discipline?
- What interventions are available for mental health nurses?
- What practical steps can mental health nurses take to engage clients in treatment and work with them to promote their recovery?

This new textbook prepares qualified mental health nurses and those in training with the information and grounding necessary to question practice, contribute to decision-making in multi-disciplinary care teams, and draw upon research-based knowledge in the delivery of care and development of mental health services.

Essential reading for pre-registration mental health nursing students, post-qualifying mental health nurses and other health care professionals working in mental health services.

Contents - *Part 1 Foundations* - *Part 2 Interventions* - *Part 3 Applications* - *Part 4 Core Procedures* - *Part 5 Future Directions*

July 2004 496pp 0 335 21242 5 Paperback £24.99

0 335 21588 2 Hardback £80.00

EFFECTIVE PRACTICE IN HEALTH AND SOCIAL CARE

A Partnership Approach

Ros Carnwell and Julian Buchanan (eds)

Both North East Wales Institute, Wrexham, UK

This book looks at partnership in human services between the different professional groups delivering health and social care to a broad range of client groups. Each chapter focuses on how the challenges of partnership work can be overcome, and this is supported by examples from practice and research.

For students and professionals in social care and human services.

December 2004 353pp 0 335 21437 1 Paperback £21.99

0 335 21438 X Hardback £60.00

STATE OF HEALTH
SERIES EDITOR: CHRIS HAM

CULTURES FOR PERFORMANCE IN HEALTH CARE

Russell Mannion, Huw T.O. Davies and Martin N. Marshall

University of York; University of St. Andrews; University of Manchester, UK

NHS reforms and government policy make it clear that cultural change needs to be wrought alongside structural and procedural reform. This book offers evidence-based research on ways in which NHS managers can implement cultural change to improve performance. Detailed case studies of both high and low performing hospital trusts and primary care trusts are used to explore the links between organisational culture and performance.

October 2004 256pp 0 335 21553 X Paperback £22.99

0 335 21554 8 Hardback £69.00

EUROPEAN OBSERVATORY ON HEALTH SYSTEMS & POLICIES
SERIES EDITORS: JOSEP FIGUERAS, MARTIN MCKEE, ELIAS MOSSIALOS & RICHARD B. SALTMAN

REGULATING PHARMACEUTICALS IN EUROPE

Striving for Efficiency, Equity and Quality

Elias Mossialos, Monique Mrazek, Tom Walley (eds)

LSE and EOHSP; World Bank; University of Liverpool, UK

This book examines the approaches used to manage pharmaceutical expenditure across Europe and what impact these strategies have had on efficiency, quality, equity and cost, of pharmaceutical care. Chapters written by leading health policy analysts review recent evidence and experience in Europe, describing, analysing and comparing the successes and failures of specific initiatives to regulate the pharmaceutical market.

June 2004 320pp 0 335 21465 7 Paperback £24.99

0 335 21466 5 Hardback £70.00

SOCIAL HEALTH INSURANCE SYSTEMS IN WESTERN EUROPE

Richard B. Saltman, Reinhard Busse and Josep Figueras (eds)

Emory University; USA and EOHPS; Technische Universität Berlin, Germany and EOHSP; EOHSP and European Centre for Health Policy, Brussels, Belgium

Social health insurance (SHI) systems in Europe are complex and difficult to describe. Using the seven SHI countries in western Europe - Austria, Belgium, France, Germany, Luxembourg, the Netherlands and Switzerland - as well as Israel, this important new book reviews the core structural and organizational dimensions as well as recent/current reforms and innovations using a framework based on typical SHI characteristics.

September 2004 224pp 0 335 21363 4 Paperback £24.99

0 335 21364 2 Hardback £65.00



EFFECTIVE PURCHASING FOR HEALTH GAIN

Josep Figueras, Ray Robinson and Elke Jakubowski

EOHSP and European Centre for Health Policy, Brussels, Belgium; London School of Economics UK; EOHSP, UK

This book focuses on strategic purchasing for improving health systems performance. Part One contains an overview of purchasing arrangements in Europe, together with an assessment of the performance of different purchasing models in terms of health gain, efficiency, equity, responsiveness and accountability. Part Two has detailed chapters on the theories of purchasing; the role of purchaser and provider markets; consumer participation in purchasing decisions; defining public health objectives; the government's stewardship role; purchaser-provider contracts; financial incentives; the role of provider organisations; clinical governance and purchasing for quality of care.

November 2004 224pp 0 335 21367 7 Paperback £22.50

0 335 21368 5 Hardback £65.00

STATE OF HEALTH
SERIES EDITOR: CHRIS HAM

HEALTH POLICY AND ECONOMICS

Opportunities and Challenges

Peter Smith, Mark Sculpher, Laura Ginnelly (eds)

All at University of York, UK

- What are the challenges confronting policy makers in developed health systems?
- How can economics contribute to policy issues in health?
- What are the challenges and opportunities for health economics?

This book identifies the contributions that health economics brings to health and health care. It emphasizes future potential contribution rather than historical successes.

Important reading for managers, researchers, postgraduate students, and policy makers.

*December 2004 288pp 0 335 21574 2 Paperback £22.99
0 335 21575 0 Hardback £65.00*

COMPARATIVE HEALTH POLICY IN THE ASIA-PACIFIC

Robin Gauld (ed)

University of Otago, New Zealand

This book contains a range of information from countries around the Asia-Pacific, and analyses various factors that differ between them.

Key issues the book probes include: the different ways health care is financed and delivered across the region; how and why health status differs between and within countries; what the major impacts on health status are and what is being done about these; the historical and institutional arrangements that have impacted on health policy and health care; how policy is made and implemented; how policymakers and service providers deal with unlimited demand and limited funding and issues such as service coverage and quality; how pharmaceuticals and population health strategies are managed; what the role of the state and various other players (i.e. the private sector and international agencies) is in the making of health policy and delivery of health care; and the challenges that lie ahead for health care in the region.

Contents - Introduction; Australia; China; Hong Kong; Japan; New Zealand; Singapore; South Korea; Taiwan

*December 2004 256pp 0 335 21433 9 Paperback £19.99
0 335 21434 7 Hardback £60.00*

HEALTH CARE COVERAGE DETERMINATIONS

An International Comparative Study

Timothy Stoltzfus Jost (ed)

Washington and Lee University School of Law, USA

Virtually every developed country is facing rapidly rising health care costs. There is a widespread consensus that the primary factor driving health care cost growth in most countries is the continual development and diffusion of new health care technologies. This book analyzes the institutions and procedures that eight developed countries are using to assess health care technologies to determine whether to pay for those technologies through public insurance programs. It contends that the institutions and procedures used for technology assessment play an important role in determining whether technology coverage policy serves the public interest, or whether it is driven by private interests.

Contents: Chapter 1: The Problem of Technology Assessment for Coverage Policy: An Introduction; Chapter 2: Australia; Chapter 3: Canada; Chapter 4: Germany; Chapter 5: Netherlands; Chapter 6: Spain; Chapter 7: Switzerland; Chapter 8: United States; Chapter 9: United Kingdom; Chapter 10: The Same Technologies; Different Results: The Role of Institutions and Procedures in Technology Assessment; Chapter 11: The Way Forward: How Should We Make Coverage Policy?

*December 2004 192pp 0 335 21495 9 Paperback £19.99
0 335 21496 7 Hardback £65.00*

BIRTH TO THREE MATTERS

Supporting the Framework of Effective Practice

Lesley Abbott and Ann Langston (eds)

Both at Manchester Metropolitan University, UK

An essential book for anyone involved in providing care and education for children, students or those involved in policy development. It examines the recent DFES Birth to Three Matters Framework and explores a range of 'matters' including national and international policy and research, practitioners, quality, continuity, anti-discriminatory practice, inclusion, parents, safety and future training.

Contributors include a number of influential early years experts, many of whom were involved in the development of the Birth to Three Framework.

December 2004 175pp 0 335 21540 8 Paperback £15.99

0 335 21541 6 Hardback £55.00

UNDERSTANDING EARLY CHILDHOOD

Issues and Controversies

Helen Penn

University of East London, UK

Understanding Early Childhood offers a broad and wide-ranging perspective on the ways in which we try to understand young children. It summarizes current debates in child development and looks at other forms of understanding and the kinds of methods used to gain understanding. It explores personal memories of childhood; neuro-scientific and genetic interpretations of childhood; and cultural understandings. Drawing on research evidence from across the world, it includes chapters on history, health and child rights. The book concludes with an analysis of everyday practices in working with young children from across the world. This book is key reading for early childhood students and practitioners.

October 2004 192pp 0 335 21134 8 Paperback £16.99

0 335 21135 6 Hardback £55.00

MAKING SENSE OF CHILDREN'S DRAWINGS

Angela Anning and Kathy Ring

University of Leeds; York St. John's College, UK

- What is the role of drawing in young children's learning?
- How can adults tune in to children's drawing, listen to them and support their ability to draw?

This absorbing book uses a socio-cultural framework to explore how young children draw to learn and learn to draw at home and school. Enlivened with children's drawings collected over three years, it argues powerfully for us to re-think the role of drawing in children's meaning making, communication and sense of who they are

For students and professionals in early years settings.

August 2004 160pp 0 335 21265 4 Paperback £16.99

0 335 21266 2 Hardback £50.00

UNDERSTANDING PRACTICE IN PRIMARY SCIENCE

Patricia Murphy, Marian Davidson, Anne Qualter, Shirley Simon and Dorothy Watt

Open University; Open University; University of Liverpool; Institute of Education; Institute of Education, UK

This book informs teachers and other educators of the consequences that different teaching approaches and pedagogic choices have on learning. Readers are presented with evidence from the Nuffield funded research into effective primary practice; video observations; interviews with teachers and children; and probes of children's learning from key stages 1 and 2. This enables readers to explore the relationship between teachers' practices and children's learning.

Essential reading for science teachers in primary schools, policy makers and science advisers.

November 2004 160pp 0 335 21313 8 Paperback £16.99

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DEBATING PLAY

SERIES EDITOR: TINA BRUCE

WAR, CONFLICT AND PLAY

Tina Hyder

Programme Manager, Save the Children, UK

Refugees from many parts of the world are increasingly present in UK early years settings. This book explores the how play can be a healing experience for young children affected by war and conflict:

- Contains useful summaries of research on child development; theories of play; the impact of war and conflict on young children
- Provides a framework for early years practitioners to support refugee children and their families
- Offers practical examples of ways to promote play
- Sets work with refugee children into the context of the UN Convention on the Rights of the Child.

Key reading for practitioners in early childhood settings and students on a range of early childhood courses.

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NEW SERIES

EDUCATION IN AN URBANISED SOCIETY

SERIES EDITORS: GERALD GRACE, MEG MAGUIRE & IAN MENTER

REFUGEE CHILDREN IN THE UK

Jill Rutter

London Metropolitan University, UK

The issue of asylum seekers and refugees causes intense media and political debate. Whilst the political debate centres on entry control, much of the media coverage is negative. However, little attention has been paid to how asylum seekers can be helped to rebuild their lives in the UK or elsewhere. This book analyses the social policies that impact on refugee children's education.

Drawing on the testimonies of refugee children, this timely book brings a much-needed insight into the pressing problems and needs of refugee children. It is valuable reading for students of education, sociology and social policy as well as education, health and social work professionals.

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0 335 21374 X Hardback £60.00*

INCLUSIVE EDUCATION

SERIES EDITORS: GARY THOMAS & CHRISTINE O'HANLON

SPECIAL TEACHING FOR SPECIAL CHILDREN

A Pedagogy for Inclusion?

Ann Lewis and Brahm Norwich (eds)

University of Birmingham; University of Exeter, UK

This book addresses the question of what is special, if anything, about teaching children with special or exceptional learning needs. The answer to this question is often implied or assumed; for example, some special needs groups (e.g. dyslexia) have argued strongly for the need for particular specialist approaches. In contrast, many proponents of inclusion have argued that 'good teaching is good teaching for all' and that all children benefit from similar approaches. Both positions fail to scrutinise this issue rigorously and coherently; it is this aspect which distinguishes this book.

This book is indispensable reading for policy makers, researchers and professionals in the field.

*October 2004 192pp 0 335 21405 3 Paperback £18.99
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PREPARING TO TEACH IN SECONDARY SCHOOLS

A Student Teacher's Guide to Professional Issues in Secondary Education

Valerie Brooks, Ian Abbott and Liz Bills (eds)

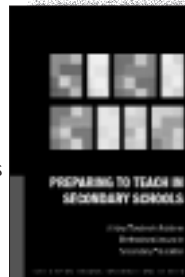
All at Warwick University, UK

This major new textbook for trainee secondary school teachers covers a range of core professional topics. It focuses on recent developments in the teaching profession which have greatly expanded the core curriculum for initial teacher training, and looks at the opportunities and challenges they present to those about to enter the profession.

Preparing to Teach in Secondary Schools complements trainee teachers' subject studies and also discusses government reforms and initiatives with which all teachers need to be familiar irrespective of their subject specialism. It is key reading for all secondary school trainee teachers and NQTs.

September 2004 320pp 0 335 21398 7 Paperback £19.99

0 335 21399 5 Hardback £60.00



TEACHING FOR LEARNING MATHEMATICS

Rosamund Sutherland

University of Bristol, UK

This book explores the factors that influence young people's learning of mathematics. Focusing on the complexity of mathematics teaching and learning, each chapter considers different aspects of this process, taking a holistic approach. Rich examples from classroom practice are used to link theory and practice.

This important, accessible and relevant book is essential reading for student teachers of mathematics as well as all qualified mathematics teachers in secondary schools.

November 2004 192pp 0 335 21390 1 Paperback £17.99

0 335 21391 X Hardback £55.00

LEARNING AND TEACHING WITH INFORMATION AND COMMUNICATIONS TECHNOLOGY

SERIES EDITORS: ANTHONY ADAMS & SUE BRINDLEY

TEACHING SECONDARY MATHEMATICS WITH ICT

Sue Johnston-Wilder and David Pimm (eds)

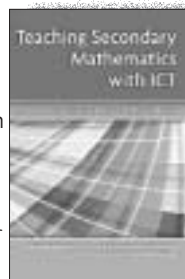
The Open University, UK; University of Alberta, Canada

This book enables readers to develop their own reflective practice and supports them in implementation of ICT for effective learning tasks. Case studies and practical examples enliven discussions of general themes and issues. A supporting website provides access to sample files and demonstration copies of software.

Ideal as a main text for initial teacher education courses for secondary mathematics and professional development courses, it is also an introduction to the topic and a guide to further reading for students on Masters level courses.

August 2004 160pp 0 335 21381 2 Paperback £17.99

0 335 21382 0 Hardback £55.00



TEACHING SECONDARY SCHOOL LITERACIES WITH ICT

Moira Monteith (ed)

Educational Consultant, UK

There is an immensely important conjunction between ICT and literacy, since ICT is the latest form of literacy technology. We can now communicate rapidly and widely and publish on the Internet. Significant changes in our writing, reading and speaking activities will result, comparable with those brought in by the introduction of printing. This book gives teachers a baseline from which to consider the application of ICT in raising and widening literacy achievements within the classroom. Contributors cover examples of practice in the secondary phase of education and consider commentary and research into what students are doing now, both in school and college and socially, with regard to ICT and literacy.

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WHOSE LEARNING?

The Role of the Personal Tutor

Kate Bullock and Felicity Wikeley

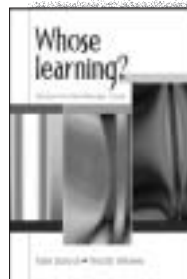
Both at University of Bath, UK

This book explores academic and personal tutoring, a practice of learning that benefits many students in secondary schools and colleges. It brings together observations gleaned from the authors' own research; established theoretical arguments; and current activities in schools and classrooms.

For head teachers, school and college teachers, researchers and policy makers.

August 2004 140pp 0 335 21407 X Paperback £16.99

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LEADERSHIP, GENDER AND CULTURE

Male and Female Perspectives

John Collard and Cecilia Reynolds (eds)

University of Canberra, Australia; University of Saskatchewan, Canada

This edited collection contains chapters by some of the world's leading scholars on gender and educational leadership. The chapters draw on research on men and women leaders in primary, secondary and postsecondary schools in Australia, Canada, New Zealand, Sweden, the United Kingdom and the United States. The authors counter essentialist claims about leaders that are based on biological, psychological and/or sociological theories that stress gender difference. Similarities between men and women and differences within gender groups are highlighted. For students, professionals and policy makers.

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PROFESSIONAL LEARNING

SERIES EDITORS: IVOR GOODSON & ANDY HARGREAVES

IMPROVING SCHOOLS THROUGH TEACHER LEADERSHIP

Alma Harris and Daniel Muijs

Both at University of Warwick, UK

Schools that are improving invest in teacher leadership and build the capacity for improvement by distributing leadership responsibilities to teachers. In primary, secondary and special schools, teachers are uniquely placed to influence the quality of teaching and learning and they are important gatekeepers to development and change.

This book explores how teacher leadership is an intrinsic and important part of school and classroom improvement. It investigates teacher leadership in action and considers the roles, responsibilities and influence of teachers who lead. Crucial reading for all those who are concerned with teacher and school development, school leadership and school improvement.

November 2004 192pp 0 335 20882 7 Paperback £18.99

0 335 20883 5 Hardback £60.00

ANALYSING EXEMPLARY SCIENCE TEACHING

Theoretical Lenses and a Spectrum of Possibilities for Practice

Steve Alsop, Larry Bencze and Erminia Pedretti (eds)

York University; OISE, University of Toronto; OISE, University of Toronto, Canada

This book combines educational theory and practice through analysis of teachers' descriptions of 'exemplary' science lessons. Early chapters (written by classroom teachers and students) describe classroom practice. Later chapters, authored by scholars of international standing, use educational theory to define and analyse practice, concluding with a summary of exemplary science teaching voice and vision.

For advanced students of science teaching and educational theory.

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CONDUCTING EDUCATIONAL RESEARCH

SERIES EDITOR: HARRY TORRANCE

RIGOUR AND COMPLEXITY IN EDUCATIONAL RESEARCH

Conceptualizing the Bricolage

Joe Kincheloe and Kathleen Berry

CUNY Graduate Center and Brooklyn College, USA; University of New Brunswick, Canada

- What does it mean to engage in rigorous research?
- What does a researcher need to know to produce such research?
- What is specifically involved in multiple method bricolage research?

This book presents a new and compelling examination of scientific rigour and evidence-based research in education.

Essential reading for educational researchers and education students.

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COMBINING METHODS IN EDUCATIONAL AND SOCIAL RESEARCH

Stephen Gorard with Chris Taylor*University of York; Cardiff School of Social Sciences, UK*

This new book provides a conceptual and methodological guide to mixing or combining methods in education research (and in social science more widely), by situating, outlining and evaluating methods that are currently used both within and beyond education. The book covers combining different methods across and within studies, complex interventions, Bayesian approaches, new political arithmetic, triangulation, life histories and design studies. The authors develop the idea of the 'new' education researcher, for whom the combination of approaches is a representation of a diverse skills base, and part of the development of a fuller multi-perspective on any research topic.

August 2004 192pp 0 335 21307 3 Paperback £18.99

0 335 21308 1 Hardback £55.00

INTERVIEWING AND REPRESENTATION IN QUALITATIVE RESEARCH PROJECTS

John Schostak*Manchester Metropolitan University, UK*

This book explores the process of interviewing within the contexts of the contemporary debates concerning such issues as 'knowledge', 'freedom', 'power', 'ethics', 'feminism', 'postcolonialism' 'modernism and postmodernism' and 'globalisation'. The book focuses on interviewing not only as a tool to be used within other frameworks, but also as an approach to organise a project as a whole, to provide frameworks for organising perspectives on the multiple 'worlds' of everyday life. The interview, as defined in this book, is both the process of constituting and de-constructing world views - it is the interview, the place between worlds. Ideal for extending the work of final year undergraduates, and for doctoral and postdoctoral researchers who wish to advance the frontiers of their research.

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BECOMING A RESEARCHER

Mairead Dunne, John Pryor and Paul Yates*All at University of Sussex, UK*

Becoming a Researcher moves the beginning researcher logically through the research process and provides insights into methodology through an in-depth discussion of methods. It combines what most books separate: research as practical activity and research as intellectual engagement. It clarifies and makes more explicit the methodological issues that underlie the journey, from initial research idea to the finished report and beyond.

Full of valuable ideas and innovative perspectives, this book successfully combines common sense guidance whilst challenging the reader to consider the problematic nature of a range of methodological issues. It is an ideal companion to the research process for both the beginning researcher and the more experienced researcher.

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SUSTAINING CHANGE IN UNIVERSITIES

Burton R. Clark

University of California, Los Angeles, USA

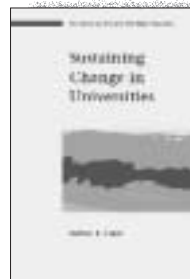
- What can be done to ensure universities are well positioned to meet the challenges of the 21st century?

This is the central question addressed by prominent thinker Burton R. Clark in this significant new volume. Drawing on case studies of innovative institutions, the author proposes a new conceptual framework offering original insights into ways of initiating and sustaining change in universities.

This book advocates a highly proactive approach to university change. Essential reading for educational policy-makers, university administrators, faculty, students and researchers.

Contents: *Introduction - Part 1: Sustaining Entrepreneurialism in European Universities - Introduction - Sustainability at Warwick: A Paradigmatic Case - Strathclyde: Sustaining Change in a Place of Useful Learning - University of Twente: Balancing on Entrepreneurial Seesaws in a Dutch University - University of Joensuu: Balancing Sustainability in a Regional Finnish University - Chalmers University of Technology: Entrepreneurialism Redeemed - From Transformation to Sustainability - Part 2: Amplifying Variations in University Entrepreneurialism: Africa, Latin America, Asia, North America - Introduction - Makerere University: Entrepreneurial Rebound from Academic Pits in Uganda - The Catholic University of Chile: Lessons from South America - Monash University: Seizing the Revolutionary Moment in Australia - Genetic Entrepreneurialism Among American Universities Stanford, MIT, Michigan, UCLA, North Carolina State, Georgia Tech - Part 3: The Self-Reliant University - The Entrepreneurial Road to University Self-Reliance - References - Index.*

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0 335 21591 2 Hardback £60.00*



ENGAGING THE CURRICULUM IN HIGHER EDUCATION

Ronald Barnett and Kelly Coate

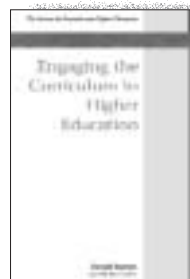
Both at Institute of Education, University of London, UK

There is more interest in higher education, more money is being spent on it, more students are registered and more courses are taught than ever before. And yet the matter that is arguably at the heart of higher education, the curriculum, is noticeable for its absence in public debate and in the literature. This book puts this matter right.

An uncompromising thesis, this is a book for those who care about the future of higher education.

Contents - *The Possibility of Curriculum - Signs of Curriculum Life - Prospect for Engagement.*

*September 2004 160pp 0 335 21289 1 Paperback £19.99
0 335 21290 5 Hardback £60.00*



EDUCATIONAL DEVELOPMENT

Discourse, Identity and Practice

Ray Land

Coventry University, UK

In higher education institutions worldwide, issues relating to quality in teaching and learning have gained prominence. A sizeable community of educational developers has emerged whose work and research focuses on the enhancement of the student experience in higher education. A significant issue for these developers is how change can be effected in organisations with well-established academic cultures and practices, beset by many other priorities and pressures.

This first book-length analysis of developers as a community of practice illustrates in their own words the issues they face, their differing orientations to development (given their differing organisational cultures), and how they see their institutional role. What emerges is the contested notion of 'development' itself, and a tribe of developers who, though fragmented, offer a rich variation in their discourse, identity and practice.

*November 2004 192pp 0 335 21328 6 Paperback £19.99
0 335 21329 4 Hardback £60.00*

VIRTUAL LEARNING COMMUNITIES

A Guide for Practitioners

Barbara Allan and Dina Lewis

Both at University of Hull, UK

e-Learning programmes are rapidly increasing! This book helps anyone participating or facilitating online learning communities. It examines online learning within structured learning programmes, as continuous professional development and as a means of improving performance at work.

The book discusses establishing online learning and being a participant:

- Practical guidance on good practice
- Collaborative approaches to problem solving and using learning technologies to disseminate ideas
- Includes extensive examples, case studies and activities

Relevant to practitioners in a range of professional fields who are interested in collaborating in virtual environments. Particularly appropriate for anyone involved in CPD courses for doctors, social workers, teachers, lecturers, in business and industry and the voluntary sector.

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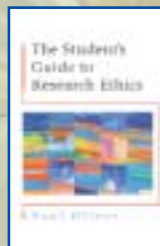
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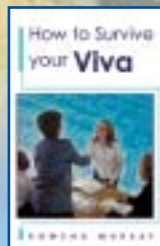
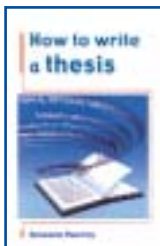
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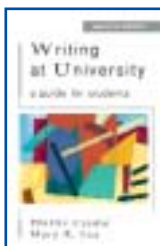


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