

S. Billett, A. Henderson, Griffith University, Australia (Eds.)

## Developing Learning Professionals

Integrating experiences in university and practice settings

Currently, there is a growing world-wide interest in work-integrated learning across higher education institutions. This is arising from the increased emphasis within higher education on courses that prepare people for specific vocational education outcomes, and even for graduates to be job-ready. This edited volume advances understanding and practice associated with how the integration of student experiences across the university and practice settings might best proceed in assisting realise educational purposes associated with preparing graduates who are adept, yet critical practitioners. It does this through drawing on the findings of a series of projects in Australia that investigated diverse aspects of work-integrated learning.

Together, these projects provide a powerful platform to consider and appraise different aspects of this educational initiative within the same national higher education context. Through drawing on a series of investigations that address pedagogic and curriculum practices, institutional arrangements of different kinds and partnerships, a consolidated set of perspectives, instances and findings arise whose coherence resides in the organisation and enactment of work-integrated learning in the same higher education context.

### Field of interest

Professional and Vocational Education

### Target groups

Research

### Type of publication

Contributed volume

 Humanities, Social Sciences and Law

*Due August 2010*

2010. Approx. 200 p. (Professional and Practice-based Learning, Volume 4) Hardcover

► **approx. € 99,95 | £90.00**  
 ► **approx. \* € (D) 106,95 | € (A) 109,95 | sFr 155,50**  
 ISBN 978-90-481-3936-1



9 789048 139361

A. Edwards, University of Oxford, UK

## Being an Expert Professional Practitioner

The Relational Turn

The book will explain and develop the concept of relational agency which, in brief, is the capacity to (a) work with others to interpret a problem of practice and so expand understandings of the problem and (b) work with others to respond to the expanded interpretation. It is presented as a new form of expertise which can be seen as an addition to the kinds of core expertise evidenced in classroom teaching or specialist social work. Importantly, the book will suggest that a capacity to work relationally is not a substitute for specialist expertise. The book will map out a new landscape for professional action and the work to be done in it if professional expertise is to be exercised in changing relationships with clients and other practitioners.

### Features

► Cuts a new path in the literature on expertise, being a professional and professional learning

### Contents

Chapter One The Learning Practitioner.- Chapter Two Expertise: the relational turn.- Chapter Three Relational Agency: working with other practitioners.- Chapter Four Knowledge Work at Practice Boundaries.- Chapter Five Co-configuration: working with clients.- Chapter Six Working Upstream with Strategy and Policy Communities.- Chapter Seven Being a Professional.- Chapter Eight Researching the Relational.

### Field of interest

Professional and Vocational Education

### Target groups

Research

### Type of publication

Monograph

 Humanities, Social Sciences and Law

*Due June 2010*

2010. 160 p. (Professional and Practice-based Learning, Volume 2) Hardcover

► **approx. € 99,95 | £90.00**  
 ► **approx. \* € (D) 106,95 | € (A) 109,95 | sFr 155,50**  
 ISBN 978-90-481-3968-2



9 789048 139682

A. Kempf, University of Toronto, ON, Canada (Ed.)

## Breaching the Colonial Contract

Anti-Colonialism in the US and Canada

Almost a decade in, Empire remains the 21st Century's dominant mode of cultural production, and North America remains at the apex of the colonial imperative. The contributors to this volume argue that, far from being a post-colonial world, the struggle for independence of polity and culture is still alive and relevant. The book brings together relevant examples of anti-colonial discourse and struggle from across the US and Canada, providing unique perspectives on resistance, activism, scholarship and pedagogy. Anti-colonialism is an evolving framework to which this book hopes to make a unique contribution, with the range, depth and analytical approach of the chapters it contains.

### Features

► First comparative study of the US and Canada from an anti-colonial perspective ► Presents an increasingly popular integrative framework which allows for cross-field pollination and collaboration ► Supports an integrative approach to anti-oppression scholarship ► Contributions from leading thinkers such as Henry Giroux, Ward Churchill, Peter McLaren and Joe Kincheloe

### Contents

The Politics of the North American Colonial in 2009.- Chapter One - Arlo Kempf.- Contemporary Anti-Colonialism: A Transhistorical Perspective.- Chapter Two - Ward Churchill.- Self-Determination and the Fourth World: An Introductory Survey.- Chapter Three - Dolores Calderon.- Making Explicit the Jurisprudential Foundations of Multiculturalism: The Continuing Challenges of Colonial Education in U.S. Schooling for Indigenous Education.- Chapter Four - Henri A. Giroux.- Paulo Freire and the Politics of Postcolonialism.- Chapter Five - Antonio Reyes López.

### Field of interest

Sociology of Education

### Target groups

Research

### Type of publication

Contributed volume

 Humanities, Social Sciences and Law

*Due April 2010*

2009. XVIII, 270 p. (Explorations of Educational Purpose, Volume 8) Softcover

► **€ 29,95 | £26.99**  
 ► **\* € (D) 32,05 | € (A) 32,95 | sFr 46,50**  
 ISBN 978-90-481-3888-3



9 789048 138883

D. Corrigan, Monash University, Australia; J. Dillon, King's College London, UK; R. Gunstone, Monash University, Australia (Eds.)

## Conceptualizing the Knowledge Base of Quality Science Teaching

Over the past twenty years much has been written about the knowledge bases claimed to be needed for teaching science. Aspects of this knowledge have changed over the last 20 years because of shifts in curriculum thinking. There is sharply increasing significance for the knowledge bases for science teaching in current trends in school science education. With the development of a standards-based approach to the quality of science teaching becoming increasingly common in the Western world, and phrases such as evidence-based practice becoming the catch-cry of attempts to "measure" such quality, it is timely to look at what constitutes evidence of quality science teaching, on what basis can such evidence be judged and how does such evidence reflect the knowledge basis of the modern day professional science teacher.

### Features

- ▶ Supports the importance of knowledge bases for successful teaching of science
- ▶ Explores what expert classroom knowledge and practices may look like if values once again become central
- ▶ Represents a range of perspectives on this centrally important issue by an international group of well-known researchers

### Fields of interest

Science Education; Teaching and Teacher Education

### Target groups

Research

### Type of publication

Contributed volume

D. Tippins, M. Mueller, University of Georgia, Athens, GA, USA; M. Eijck, Eindhoven University of Technology, The Netherlands; J. Adams, Brooklyn College, New York, NY, USA (Eds.)

## Cultural Studies and Environmentalism

### The Confluence of EcoJustice, Place-based (Science) Education, and Indigenous Knowledge Systems

This edited volume brings together theoretical and empirical ideas around ecojustice, place-based (science) education, and indigenous knowledge systems. The purpose of this book is to create a confluence by dissolving some of the tensions surrounding these ideas. It also enlarges the conversation around ecojustice as it pertains to environmental and science education, and demonstrate how these ideas could lead to greater democratic participation and action. The chapters all reflect a sociocultural lens but work towards the ecosociocultural as a nuanced way of investigating issues in environmental and science education and schooling in general. The ideas in the book represent a way to see sociocultural theory as expanded for serving participatory democracy, cultural literacy, community activism, and environmentalism.

### Features

- ▶ Only book that creates a confluence between ecojustice ethics and decision-making
- ▶ Pertinent to course development for both environmental and science education
- ▶ Clearly lays out the commonalities between ecojustice, place-based, and indigenous knowledge
- ▶ Supports new visions and research directions for 21st century schooling

### Fields of interest

Science Education; Environmental Law/Policy/ Ecojustice; International and Comparative Education

### Target groups

Research

### Type of publication

Contributed volume

 Humanities, Social Sciences and Law

*Due May 2010*

2010. 230 p. Hardcover

▶ **approx. € 99,95 | £90,00**  
 ▶ **approx. \* € (D) 106,95 | € (A) 109,95 | sFr 155,50**  
 ISBN 978-90-481-3926-2



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 Humanities, Social Sciences and Law

*Due May 2010*

2010. 430 p. (Cultural Studies of Science Education, Volume 3) Hardcover

▶ **approx. € 139,00 | £125,00**  
 ▶ **approx. \* € (D) 148,73 | € (A) 152,90 | sFr 216,00**  
 ISBN 978-90-481-3928-6



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