Education Studies Textbooks

SPRING 2010

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The Routledge Education Studies Textbook

Edited by James Arthur, University of Birmingham, UK and Ian Davies, University of York, UK

The Routledge Education Studies Textbook is an academically wide-ranging and appropriately challenging resource for students beyond the introductory stages of a degree programme in Education Studies. Written in a clear and engaging style, the chapters are divided into three sections that examine fundamental ideas and issues, explore educational contexts, and offer study and research guidance respectively.

To support the development of critical thinking, debates between contributors are interspersed within sections and address the following questions:

- Do private schools legitimise privilege?
- Should the liberal state support religious schooling?
- Are developments in post-14 education reducing the divide between the academic and the vocational?
- Do schools contribute to social and community cohesion?
- Do traditional and progressive teaching methods exist or are there only effective and ineffective methods?
- Educational Research: a foundation for teacher professionalism?

Each chapter opens with an overview of the rationale behind it and closes with a summary of the main points. At the end of every chapter key questions are posed, encouraging the student to critically reflect on the content, and suggestions for further reading are made.

The Routledge Education Studies Textbook is essential reading for students of Education Studies, especially during second and third years of the undergraduate degree. It will be of interest to trainee teachers, including those working towards Masters Level.

A companion volume, The Routledge Education Studies Reader by the same editors (see page 3), contains key classic and contemporary academic articles and has been designed to be used alongside this Textbook.

For more information, visit: www.routledge.com/9780415479554
The Routledge Education Studies Reader

Edited by James Arthur, University of Birmingham, UK and Ian Davies, University of York, UK

The Routledge Education Studies Reader provides an authoritative overview of the key aspects of education for students beyond the introductory stages of a degree programme in Education Studies, enabling students to deepen their understanding.

A blend of modern-classic and contemporary readings, based on a combination of empirical research and established theory, provide coverage of the following:

• globalisation and the impact of new technologies
• educational policies and society
• curriculum and pedagogy
• assessment
• professional learning
• learning beyond schools.

In order to encourage engagement with the literature, each reading is introduced by the editors. Key questions accompany every reading, enabling the student to reflect on the piece. Suggestions for further reading are made and explained throughout.

The Routledge Education Studies Reader is an essential resource for students of Education Studies, especially during years two and three of the undergraduate degree. It will prove useful to other students and professionals interested in the study of education.

The Routledge Education Studies Textbook is an academically comprehensive and appropriately challenging textbook that can be used alongside this Reader (see page 2).

For more information, visit: www.routledge.com/9780415482363
2ND EDITION

A Student’s Guide to Education Studies

Edited by Stephen Ward, Bath Spa University, UK

Written specifically for students on Education Studies courses, yet also relevant for students on teacher training courses, A Student’s Guide to Education Studies (originally published as Education Studies: A Student’s Guide) covers a diverse range of topics and issues. With a revised structure, new chapters, and fully updated content, this second edition continues to introduce alternative visions of education theory and practice. The chapters are divided between three sections: Education Policy and Politics; Global and Environmental Education; and Learning, Knowledge and the Curriculum. Coverage includes:

• Every Child Matters
• gender and educational achievement
• religious and cultural plurality in education
• education for democracy and citizenship
• the global dimension in education
• education for sustainability
• the ecology of learning
• young children learning
• the effective teacher
• educational research.

Each chapter contains introductions, summary points, questions for discussion, and annotated suggestions for further reading.

With a distinctive international and global focus, A Student’s Guide to Education Studies continues to be a valuable resource for all students of Education Studies as well as students on initial teacher training courses.

3RD EDITION

An Introduction to the Study of Education

Edited by David Matheson, University of Nottingham, UK

What is education? This core textbook will help students in pursuit of this question by providing a comprehensive, gentle and reflective introduction to the initial study of education. Updated in line with the latest policies, reforms and issues within education, this third edition includes:

• full exploration of the historical, sociological, philosophical and psychological roots of education
• a focus on all levels of education – pre-school, primary, secondary, post-16 and lifelong learning
• the latest controversies and debates within education
• new material on compulsory education, special educational needs and post-16 developments
• clear insights into the role and background of research within education.

2008: 246 x 189: 380pp
For more information, visit: www.routledge.com/9780415453653

2008: 246 x 174: 216pp
For more information, visit: www.routledge.com/9780415465373
2ND EDITION

Ways of Learning
Learning Theories and Learning Styles in the Classroom

Alan Pritchard, University of Warwick, UK

Teachers are very good at providing excellent opportunities for children’s learning to progress. Often, without fully understanding the reasons why, teachers encourage learning in their charges which works very well, and is a very good approach at a particular time with a particular child or group of children. With greater insight into what is currently known about the processes of learning and about individual learning preferences, teachers are able to provide even better learning situations which are even more likely to lead to effective learning. This book seeks to provide the detail which teachers can make use of in their planning and teaching in order to provide even better opportunities for effective and lasting learning.

The first edition of this book has been used widely and has now been revised to include updated information in the existing chapters as well as a new chapter which covers the area of learning difficulties and special educational needs.

For more information, visit: www.routledge.com/9780415466080
Contemporary Theories of Learning
Learning Theorists … In Their Own Words
Edited by Knud Illeris, Danish University of Education, Denmark

In this definitive collection of today’s most influential learning theorists, sixteen world-renowned experts present their understanding of what learning is and how human learning takes place.

Professor Knud Illeris has collected chapters that explain both the complex frameworks in which learning takes place and the specific facets of learning, such as the acquisition of learning content, personal development, and the cultural and social nature of learning processes. Each international expert provides either a seminal text or an entirely new précis of the conceptual framework they have developed over a lifetime of study.

Elucidating the key concepts of learning, Contemporary Theories of Learning provides both the perfect desk reference and an ideal introduction for students. It will prove an authoritative guide for researchers and academics involved in the study of learning, and an invaluable resource for all those dealing with learning in daily life and work. It provides a detailed synthesis of current learning theories… all in the words of the theorists themselves.

2008: 234 x 156: 256pp
For more information, visit:
www.routledge.com/9780415473446

How We Learn
Learning and Non-Learning in School and Beyond
By Knud Illeris, Danish University of Education, Denmark

‘How We Learn is quite excellent – very well designed and very readable’ – British Journal of Educational Technology

How We Learn deals with the fundamental issues of the processes of learning, critically assessing different types of learning and obstacles to learning. It also considers a broad range of other important questions in relation to learning such as:
• modern research into learning and brain functions
• self-perception, motivation and competence development
• teaching, intelligence and learning style
• learning in relation to gender and life age.

The book provides a comprehensive introduction to both traditional learning theory and the newest international research into learning processes, while at the same time being an innovative contribution to a new and more holistic understanding of learning including discussion on school-based learning, net-based learning, workplace learning and educational politics.

How We Learn examines all the key factors that help to create a holistic understanding of what learning actually is and why and how learning and non-learning take place. It is also however a refreshing and thought-provoking piece of scholarly work as it adds new research material, new understandings and new points of view.

2007: 304pp
For more information:
www.routledge.com/9780415438476
Essays on Pedagogy

Robin Alexander, Faculty of Education, University of Cambridge, UK

In Essays on Pedagogy, Robin Alexander brings together some of his most powerful recent writing, drawing on research undertaken in Britain and other countries, to illustrate his view that to engage properly with pedagogy we need to apply cultural, historical and international perspectives, as well as evidence on how children most effectively learn and teachers most productively teach.

The book includes chapters on a number of themes, expertly woven together:

- the politicisation of school and classroom life and the trend towards a pedagogy of compliance
- the benefits and hazards of international comparison
- pedagogical dictatories old and new, and how to avoid them
- how education and pedagogy might respond to a world in peril
- the rare and special chemistry of the personal and the professional which produces outstanding teaching
- the scope and character of pedagogy itself, as a field of enquiry and action.

For those who see teachers as thinking professionals, rather than as technicians who merely comply with received views of ‘best practice’, this book will open minds while maintaining a practical focus. For student teachers it will provide a framework for their development. Its strong and consistent international perspective will be of interest to educational comparativists, but is also an essential response to globalisation and the predicaments now facing humanity as a whole.

2008: 234 x 156: 224pp

For more information, visit:
www.routledge.com/9780415454834

Human Learning

An Holistic Approach

Edited by Peter Jarvis and Stella Parker

Learning is among the most basic of human activities. The study of, and research into, learning forms a central part of educational studies. The well-respected and established authors, Jarvis and Parker, not only focus on the psychological processes of human learning, but they also examine the importance of the relationship between the body and the mind. For the first time, this book considers how our neurological, biological, emotional and spiritual faculties all impact on human learning.

Topics covered include:

- the biology of learning
- personality and human learning
- thinking and learning styles
- gender and human learning
- life cycle development and human learning
- emotional intelligence and learning
- morality and human learning
- learning in the social context.

Drawing on material from the worlds of science and social science, and with contributions from international authors, this book will be of interest to academics in a wide range of disciplines.

2007: 234 x 156: 240pp

For more information, visit:
www.routledge.com/9780415432184

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7TH EDITION

An Introduction to Moral Philosophy and Moral Education
Robin Barrow

This book presents and argues for a moral theory which draws on most of the major theoretical positions to some degree, but it also spells out the limits and boundaries of a moral theory. In doing so, it exposes a number of common confusions and misunderstandings about morality, and presents a strong argument for some indisputable truths in relation to the moral sphere.

Divided into four parts, the book covers the key issues within moral philosophy:

• part one provides a lucid and powerful account of the nature and limits of moral theory, sharply distinguishing it from religion
• part two outlines a positive moral theory by exploring the defining principles of morality and the reasons for being moral
• part three distinguishes moral values from others such as ecological, health and safety and sexual values
• part four is concerned with the implications of our moral understanding for moral education.

While this book concentrates on argument and ideas, a commentary to each chapter provides historical context and contemporary reference points. It will prove an invaluable resource for students of both Education and Philosophy.

2007: 216 x 138: 216pp
For more information, visit: www.routledge.com/9780415421034

4TH EDITION

An Introduction to Philosophy of Education
Ronald Woods and Robin Barrow

‘Well written, accessible to students with no previous background in philosophy ... An excellent introduction.’ – The Times Higher Education Supplement

This introductory text, now in its fourth edition, is a classic in its field. It shows, first and foremost, the importance of philosophy in educational debate and as a background to any practical activity such as teaching. What is involved in the idea of educating a person or the idea of educational success? What are the criteria for establishing the optimum balance between formal and informal teaching techniques? How trustworthy is educational research? In addition to these questions, which strike to the heart of the rationale for the educative process as a whole, the authors explore such concepts as culture, creativity, autonomy, indoctrination, needs, interests and learning by discovery.

In this new updated edition, the authors draw on the latest research in genetics to argue that education is uniquely human and is essentially what develops us as humans. Resisting modern tendencies to equate knowledge with opinion, and value judgements with taste, this book leads the reader into the business of philosophising and champions the cause of reason in education.

2006: 216 x 138: 224pp
For more information, visit: www.routledge.com/9780415381260
NEW

2ND EDITION

Readings for Diversity and Social Justice
Edited by Maurianne Adams, University of Massachusetts, USA, Warren Blumenfeld, Iowa State University, USA, Carmelita Castaneda, University of Wyoming in Laramie, USA, Heather W. Hackman, St. Cloud State University, USA, Madeline L. Peters, University of Massachusetts, USA, and Ximena Zuniga, University of Massachusetts, USA

Offering over 130 selections from some of the foremost scholars from a wide range of fields, Readings for Diversity and Social Justice is the indispensable volume for every student, teacher, and social justice advocate.

Added new features to this edition include:

- over 130 readings, many new and updated, including three entirely new sections
- a table of Intersections that enables readers to identify all selections that treat issues of race, religion, gender, sexuality, disability, class, and age, beyond those in designated topical chapters
- an all new Companion Website with additional resources, further suggested readings, and teaching materials is also available.

January 2010: 254 x 178: 688pp
Pb: 978-0-415-99140-7: £34.99
For more information, visit: www.routledge.com/9780415991407

3RD EDITION

The Curriculum Studies Reader
Edited by David J. Flinders, Indiana University, Bloomington, USA and Stephen J. Thornton, University of South Florida, USA

‘[The Curriculum Studies Reader] will be of interest to all who want to know why we teach what we teach in schools.’ – Harvard Educational Review

Carefully balanced to engage with the history of curriculum studies while simultaneously looking ahead to its future, The Curriculum Studies Reader continues to be the most authoritative collection in the field.

2009: 254 x 178: 464pp
Pb: 978-0-415-96322-0: £27.99
For more information, visit: www.routledge.com/9780415963220

Sociology of Education
A Critical Reader
Edited by Alan R. Sadovnik

This Reader provides students with examples of both the best theory and research in the field. Through full, rather than excerpted primary source readings, the text presents the powerful insights of sociology in providing an understanding of the effects of schooling in contemporary society.

2007: 254 x 178: 552pp
For more information, visit: www.routledge.com/9780415954976
The Routledge Reader in Early Childhood Education
Edited by Elizabeth Wood
2007: 234 x 156: 352pp
For more information, visit: www.routledge.com/9780415451529

The RoutledgeFalmer Reader in Education Policy and Politics
Edited by Bob Lingard and Jenny Ozga
2006: 234 x 156: 288pp
For more information, visit: www.routledge.com/9780415345743

The RoutledgeFalmer Reader in Sociology of Education
Edited by Stephen J. Ball
2003: 234 x 156: 312pp
For more information, visit: www.routledge.com/9780415327763

The RoutledgeFalmer Reader in Multicultural Education
Critical Perspectives on Race, Racism and Education
Edited by David Gillborn and Gloria Ladson-Billings
2004: 234 x 156: 280pp
For more information, visit: www.routledge.com/9780415336635

The RoutledgeFalmer Reader in the Philosophy of Education
Edited by Wilfred Carr
2005: 234 x 156: 272pp
For more information, visit: www.routledge.com/9780415345729
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