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3U2NMR - RAFAEL LARSEN

International Perspectives on Intercultural Education offers a comprehensive analysis of intercultural education activity as it is practiced in the countries of Australia, New Zealand, Malaysia, the Netherlands, Romania, Spain, England, South Africa, Ghana, Nigeria, the United States, Canada, and Mexico. Chapters by key scholars and practitioners from these nations inform the reader of current educational practice related to diversity. Each author, responding to a common series of guiding questions, presents: *a brief description of the national educational system in her or his

country; *descriptive data on demographics in these countries, including data on various subgroups and subcultures and their experiences with the mainstream educational system; * a discussion of the perceived obstacles to addressing intercultural issues in schools and solutions to overcoming these obstacles; and *a comprehensive analysis of intercultural information on how teacher preparation institutions address intercultural education at the present time. An overall concern of each chapter author is how intercultural approaches can be employed to solve the difficulties faced by both individuals and schools while maintaining the cultural in-

tegrity of the child.

This book brings together different perspectives on ELT materials from a range of international contexts and a variety of educational settings. All the chapters are underpinned by sound theoretical principles while addressing practical concerns and debates in materials design and use.

As technological innovation continues to affect language pedagogy, there is an increasing demand for information, exemplars, analysis and guidance. This edited volume focuses on international perspectives in Computer-Assisted Language Learning (CALL) in all of its forms, including Technology Enhanced Lan-

guage Learning, Network-Based Language Learning, Information and Communication Technologies for Language Learning.

In 'Global Perspectives on Income Taxation Law', Avi-Yonah covers basic, corporate and international tax law from a comparative perspective. The book both supplements readings in U.S. tax law courses and serves as a textbook for a comparative tax law class.

First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

This edited collection brings to the forefront attempts to connect critical pedagogy and ELT (English Language Teaching) in different parts of the world. The authors in this collection write from their own experiences, giving the chapters nuanced understanding of the everyday struggles that teachers, teacher educators and researchers face within different contexts. Throughout the book, contributors connect micro-contexts (classrooms) with macro-contexts (world migration, politics and social issues) to demonstrate the impact and influences of pedagogy. In problematizing ELT and fo-

ocusing on so-called 'peripheral' countries where educators have created their own critical pedagogies to respond to their own local realities, the contributors construct ELT in a way that goes beyond the typical ESL/EFL distinction. This unique edited collection will appeal to teacher educators, in-service teachers working in the field as well as students and scholars of English language teaching, second language acquisition and language education policy.

There has been an explosion of interest in teaching excellence in higher education. Once labelled the 'poor relation' of the research/teaching divide, teaching is now firmly on the policy agenda; pressure on institutions to improve the quality of teaching has never been greater and significant funding seeks to promote teaching excellence in higher education institutions. This book constitutes the first serious scrutiny of how and why it should be achieved. International perspectives from educational researchers, award winning teachers, practitioners and educational developers consider key topics, including: policy initiatives research-led teaching teach-

ing excellence and scholarship the significance of academic disciplines research into teaching excellence rewarding through promotion inclusive learning and ICT. Teaching Excellence in Higher Education provides a guide for all those supporting, promoting and trying to achieve teaching excellence in higher education and sets the scene for teaching excellence as a field for serious investigation and critical enquiry. This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on

the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

Educational Accountability: International perspectives on challenges and possibilities for school leadership provides an opportunity to assess, reflect on, and discuss current issues surrounding accountability policies in education from around the globe and the implications they hold for school leadership. It addresses the global trend of accountability policies expanding in scope to include the education profession as well as the increasing incidence of international policy borrowing, brought on chiefly by globalisation. Specific case studies offer

a contextual examination of the theory, policy and practice of accountability and an inspection of their influence on school leadership. Cases are intentionally juxtaposed to provide a broad perspective of regional and cultural similarities and departures, and are arranged to reflect the diasporic Chinese, Anglo, European, and Hispanic societies. Bringing together a number of highly regarded experts within the field, the book cultivates a global perspective on the challenges and possibilities for school leaders to foster school effectiveness and improvement. *Educational Accountability* should be key reading for researchers, policy makers, and current and future school leaders.

This book explores terminology, frameworks, and research being conducted worldwide on virtual manipulatives. It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching. By defining terminology, explaining conceptual and theoretical frameworks, and reporting research, the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learn-

ing. This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic. By discussing these big ideas, the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand-held, touch-screen, and augmented platforms.

With large-scale scholarly projects dedicated to digitizing print-based magazines and a concurrent turn towards digital mapping and data visualization, periodicals that were once accessible only in the archive now have the capacity to reach a wider audience, and make visible previously overlooked networks and connections enacted within and across the magazines. *International Perspectives on Publishing Platforms: Image, Object, Text* offers a unique contribution to the field of periodical studies, while also broadening the scope of purview to consider related content with regards to other relevant printed matter and cultural products, as well as digital archiving strategies. Including interdisciplinary contributions from aca-

demics around the world, the volume presents a wide range of approaches to periodicals and printed matter from Africa, Asia, Europe, the Middle East, Latin America, and the Caribbean. Questions of material print culture and the digital realm are considered both via theoretical and more empirical approaches. As a whole, the book considers the pluralism of perspectives that the study of periodicals and printed matter contribute to our historical understanding of various political and social issues, and also devotes attention to the ways in which digital archiving projects can be instrumentalized as a strategy for filling in gaps in the historical record. *International Perspectives on Publishing Platforms* should be of great interest to researchers, academics and post-graduates engaged in the study of periodicals, publishing, book history, world literature, digital humanities, media, visual and material culture.

International Perspectives of Festivals and Events addresses contemporary issues concerning the potential of festivals and events to produce economic, social, cultural and community benefits. Incorporating

a range of international perspectives, the book provides the reader with a global look at current trends and topics, which have until now, been underrepresented by current literature. *International Perspectives of Festivals and Events* includes a broad range of research, case studies and examples from well-known scholars in the field to form a unified volume that informs the reader of the current status of festivals and events around the world. In a fast-moving industry where new theory and practice is implemented rapidly, this is essential reading for any advanced student or researcher in festivals and events.

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translan-

guaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

Discussing international perspectives on teaching about hazards and disasters, this volume features examples from Germany, France, South Africa, New Zealand, Hong Kong and Nigeria.

In recent years, the use of technology for the purposes of improving and enriching traditional instructional practices has received a great deal of attention. However, few works have explicitly examined cognitive, psychological, and educational principles on which technology-supported learning environments are based. This volume attempts to cover the need for a thorough theoretical analysis and discussion of the principles of system design that underlie the construction of technology-enhanced learning environments. It presents examples of technology-supported learning environments that cover a broad range of content domains,

from the physical sciences and mathematics to the teaching of language and literacy. The emphasis in this book is not on the design of educational software but on the design of learning environments. A great deal of research on learning and instruction has recently moved out of the laboratory into the design of applications in instructional settings. By designing technology-supported learning environments instructional scientists attempt to better understand the theories and principles that are explicit in their theories of learning. The contributors to this volume examine how factors such as social interaction, the creation of meaningful activities, the use of multiple perspectives, and the construction of concrete representations influence the acquisition of new information and transfer.

Drawing on recent academic studies in North America, Europe, Australia and New Zealand, this book is the first international text on homelessness in rural areas. Consisting of fifteen specially commissioned chapters, *International Perspectives on Rural Homelessness* provides comparative material on the cultural, politi-

cal and policy contexts of rural homelessness, examining the nature and scale of the issue and the complex local geographies of rural homelessness.

In the spirit of encouraging international dialogue between researchers and practitioners, often working within isolated traditions, this book discusses perspectives on science education for the gifted informed by up-to-date research findings from a number of related fields. The book reviews philosophy, culture and programmes in science education for the gifted in diverse national contexts, and includes scholarly reviews of significant perspectives and up-to-date research methods and findings. The book is written in a straightforward style for students studying international perspective modules on undergraduate, but especially masters and doctoral degrees in Science Education and Gifted Education. Gifted education has come to be regarded as a key national programme in many countries, and gifted education in science disciplines is now of major importance to economic and technological development. Despite these national initiatives and develop-

ments, there are very few discussions on gifted education in science from international perspectives. This will be a valued addition to the scholarship in this emergent field.

Interest in the quality of higher education provision has been steadily increasing over the last twenty years. This has been driven largely by the international creation of explicit policies and reporting requirements to review, audit and evaluate provision. The interest is associated in many countries with the granting by governments of greater autonomy to higher education institutions. This, crucially, comes bound with increased requirements for accountability in the exercise of such power. Enhancing provision, promoting innovation, cultivating exploration and adopting information-led approaches to practice are at the very heart of higher education. As such quality enhancement comes in many guises and is under constant scrutiny. *Enhancing Quality in Higher Education* looks critically at recent developments in higher education, taking snapshots of changing practices around the world and analysing the varied theoretical perspectives of quality enhance-

ment that are emerging. The opening section draws upon this theoretical base, whilst the second section contextualises it through the analysis of a diverse range of international case studies. The concluding section considers future prospects for the enhancement agenda in the light of the international pressures facing all systems of higher education in the future. Policy will inevitably be shaped by the historical contexts within which national systems are located. The book draws on a wide range of international case studies, examined by a host of contributing experts. The movement towards quality enhancement can be seen as stimulating action at the grassroots of the academy to self-generate improvement. It is a counter to the prevalent view that change in higher education is essentially about the institutional response to increasing societal pressure and state control and, as such, is a welcome contribution to the literature. This comprehensive volume is essential reading for anyone involved in higher education and educational policy. Learning to Learn provides a much needed overview and international

guide to the field of learning to learn from a multidisciplinary lifelong and lifewide perspective. A wealth of research has been flourishing on this key educational goal in recent years. Internationally, it is considered to be one of the key competencies needed to compete in the global economy, but also a crucial factor for individual and social well-being. This book draws on leading international contributors to provide a cutting-edge overview of current thinking on learning to learn research, policy, and implementation in both formal and informal learning environments. But what learning to learn is exactly, and what its constituting elements are, are much debated issues. These seem to be the crucial questions if assessment and development of this 'malleable side of intelligence' are to be accomplished. The approach of this volume is to consider a broad conception of learning to learn, not confined to only study strategies or metacognition, yet acknowledging the importance of such elements. The book sets out to answer five main questions: What is learning to learn? What are its functions and how do we assess it? What does it

promise to the individual and society at large? How is it conceived in national curricula internationally? How can it be developed in a variety of contexts? The text is organized into two parts: the first addresses the core question of the nature of learning to learn from a theoretical and policy viewpoint, and the second presents recent research carried out in several educational systems, with special attention to assessment and curriculum. It gives an account of pedagogical practices of learning to learn and its role in individual empowerment from childhood to adulthood. Contributors also highlight the potential use of learning to learn as an organizing concept for lifelong learning, school improvement, and teacher training along with potential conflicts with existing incentive practices and policies. This book is a vital starting point and guide for any advanced student or researcher looking to understand this important area of research.

Providing a broad portrayal of how child participation is implemented in practice today, this volume brings together prominent authors from the US, Canada, the UK,

Ireland, New Zealand, Australia and Israel, to present descriptions of innovative programmes that engage children and youth in decision-making processes, as well as insightful findings regarding what children, their families and professionals think about these programmes. Beyond its contribution to the empirical evidence on the ways in which children engage in decision-making processes, it also contributes to the theoretical development of the meaning of 'participation', 'citizenship', 'inclusiveness' and 'relational rights' in regards to children and youth.

The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly, and incorporate wide-ranging topics including: • The impact of high stakes testing on teaching and learn-

ing; • Addressing the needs of minority groups; • The digitization of literature and new conceptions of text; • Rewriting the canon; • Dealing with curriculum change; • "Best practices" in the teaching of English; • The tension between 'literacy' and 'English'; • English and bilingual education; • The impact of digital technologies on teaching and learning; • Conceptions of English as a subject [secondary and tertiary]; • Bringing the critical into the English/Literacy classroom; • The future of subject English; • Empowering voices on the margins; • Pre-service teacher education; • The social networking English classroom. This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of

this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

Mathematics teacher education includes the mathematics content teachers need to understand, ways that pedagogical approaches are developed, messages about the nature of mathematics teaching and learning, and interfaces between tertiary preparation and school contexts. Scholars from Sweden, France, Malawi, Singapore, New Zealand, Brazil, the USA, and Canada provide insights for the mathematics education community's understanding of how teacher educators structure, develop, and implement their respective mathematics teacher education programs. Several themes emerged across the chapters, including: varied approaches to developing culturally responsive pedagogies and/or Indigenous perspectives; issues and challenges in fostering partnerships and collaborations; strategies for developing mathematics knowledge for teaching; and preparing flexible and resourceful teachers. Praise for *International Perspectives on Mathematics Teacher Education*: "In-

ternational Perspectives on Mathematics Teacher Education explores different facets of mathematics teacher education in eight countries across five continents. The authors and editors answer important questions and open the door to critical conversations about policies and practices related to mathematics teacher recruitment, preparation, and professional development, among other topics. Every reader will develop new perspectives as they learn how one institution is engaging with Indigenous perspectives while other countries struggle with an insufficient supply of certified teachers. This book clearly demonstrates challenges, constraints, nuances and complexities to initiating and maintaining improvement across systems to enhance the work and spaces of mathematics teachers within different historical, cultural, social, and political contexts. This volume also generates ideas and opportunities for leaders, policymakers, and teacher educators to consider and learn from international colleagues about different approaches to mathematics teacher education practice and policy. Undoubtedly, debates about standards, content and experi-

ences in programs, and accountability structures such as accreditation will continue. It is clear from the insights in this volume that strengthening mathematics teacher education will require stronger collaborations, frameworks, policies, infrastructure, and investments on a global scale and it will be critical to collaborate with and learn from colleagues in international settings. These conversations will require reciprocity, interdependence, and resilience as we pursue the ultimate goal of equipping the field of mathematics teacher education." Kathryn Chval Dean, College of Education Professor of Mathematics Education University of Illinois Chicago
 In *TEACHING THE MEDIA: INTERNATIONAL PERSPECTIVES* Andrew Hart initiates a challenging dialogue about approaches to Media teaching in the major English-speaking nations of the world, including the United States, Canada, the United Kingdom, Australia, and South Africa. By animating actual lessons and the considered views of classroom practitioners, *TEACHING THE MEDIA* encourages readers to develop new perspectives on Media teaching, to examine approaches that differ from

their own, and to reflect critically on their own practices with a view to understanding them more fully and enhancing their effectiveness in the classroom. Based on original research that began in England in the early 1990s, this is the first international comparative study to focus on Media Education in English-speaking countries. It systematically examines classroom strategies for Media teaching in the light of the major theoretical paradigms which have emerged globally over the last 50 years. It analyses the rich diversity of different educational concerns, goals, and classroom practices through a series of national studies of teachers and lessons. As a result, not only do we see how Media is actually taught in range of classroom contexts, but existing models of Media teaching can now be more precisely critiqued and made more accessible for further research and development.

This open access book offers essential information on values-based practice (VBP): the clinical skills involved, teamwork and person-centered care, links between values and evidence, and the importance of partnerships in

shared decision-making. Different cultures have different values; for example, partnership in decision-making looks very different, from the highly individualized perspective of European and North American cultures to the collective and family-oriented perspectives common in South East Asia. In turn, African cultures offer yet another perspective, one that falls between these two extremes (called *batho pele*). The book will benefit everyone concerned with the practical challenges of delivering mental health services. Accordingly, all contributions are developed on the basis of case vignettes, and cover a range of situations in which values underlie tensions or uncertainties regarding how to proceed in clinical practice. Examples include the patient's autonomy and best interest, the physician's commitment to establishing high standards of clinical governance, clinical versus community best interest, institutional versus clinical interests, patients insisting on medically unsound but legal treatments etc. Thus far, VBP publications have mainly dealt with clinical scenarios involving individual values (of clinicians and patients). Our objec-

tive with this book is to develop a model of VBP that is culturally much broader in scope. As such, it offers a vital resource for mental health stakeholders in an increasingly inter-connected world. It also offers opportunities for cross-learning in values-based practice between cultures with very different clinical care traditions.

In the continuing global call for educational reforms and change, the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives. They define "teacher learning that matters" as it shapes and directs pedagogical practices with the goal of improving student learning. Student achievement is broadly and inclusively defined, beyond the test scores so often identified as the mark of "success" in the research literature. This book weaves together major studies, research findings and theoretical orientations to represent a globalized network of inquiries into the what, how and why of teacher learning that shapes teacher skill and knowledge. Teacher learning matters on an international scale because teachers are the portals through which any initia-

tive for change and reform is realized. Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe.

The authors look at soccer disasters across the globe from air crashes to overcrowding. The causes, consequences and legacies are explored in this book which reveals frightening parallels and important lessons.

Efforts to reduce discrimination and increase diversity on campuses, coupled with shrinking budgets causing administrators to devote more resources toward recruiting and retaining students with disabilities, are fuelling an explosion of research in the area of inclusive education. An important focus that has been largely neglected is the place of teachers with disabilities in academe. *International Perspectives on Teaching with Disability* brings together 25 multi-disciplinary scholars with disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share their struggles and successes in teaching with disability. The 18 chapters are written large-

ly from autoethnographic perspectives grounded in solid academic research but full of anecdotes and self-reflexive narratives that provide insights into the lived experiences of the authors. Woven into the narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and often problematic—ways disability is experienced, perceived and discussed in society and in the classroom; the challenges of navigating academe with disability, the value of disability pedagogy, the positive student outcomes achieved by teaching through disability, as well as practical applications and lessons learned that will benefit educators, administrators and students preparing to become teachers. This book is written to champion the integral place and role of disabled educators in academe. Current educators with disability will be affirmed. Those with disability aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and educators will be challenged. Everyone will be informed. This book will be a welcome addition to reading lists in a wide array of academic fields including: Education, Pedag-

ogy, Disability Studies, Human Resources Management, and Sociology.

Training and education constitutes the backbone of a significant amount of police activity and expenditure in developing the most important resources involved in policing work. It also involves an array of actors and agencies, such as educational institutions which have a long and important relationship with police organizations. This book examines the role of education and training in the development of police in the contemporary world. Bringing together specialist scholars and practitioners from around the world, the book examines training methods in the UK, the USA, Australia, Canada, China, France, Hungary, India, the Netherlands, St Lucia and Sweden. The book throws light on important aspects of public service policing, and new areas of public and private provision, through the lens of training and development. It will be of interest to policing scholars and those involved in professional and organizational development worldwide.

This book provides an analysis of children's play across many different cultural communities around

the globe. Each chapter discusses children's play as an activity important for formal and informal education, mental health and childhood well-being, and children's hobbies and past-times. Traditional, modern and postmodern play forms are discussed and probed for their meaning within a contemporary global community. Authors address the functions that this phenomenon serves for indigenous cultures and the problems that arise due to the globalization of educational and social resources. Issues that are covered include the importance of conceptualizing the relationship between play and culture, how play varies both within and between cultures, children's non-play activities in relation to play activities, how play is learned and how adults, parents and teachers, as well as older peers and siblings, are all important influences on the play of children. Questions that are raised include: Is it fair to emphasize the importance of certain kinds of play, such as social pretense play? Is this ethnocentric? Is the mastery of certain forms of play (e.g. socio-dramatic play) during the early years critical in the acculturation process? How are

different cultures incorporating literacy props in play, or otherwise developing early educational programmes that use play educationally to foster literacy acquisition? These and many other questions or issues are taken up in this volume. At the heart of the book is a focus on human rights, in particular the Child's Right to Play as stated in the UN Convention on the Rights of the Child. The book is committed to the principle of all children reaching their full potential and the enhancement of their families, communities, and cultures through play.

Sport Education: International Perspectives presents a series of studies of the innovative pedagogical model that has taken the physical education world by storm. Since the emergence of the Sport Education model in the mid-1990s, it has been adopted and adapted in physical education programs around the world and a new research literature has followed in its wake. This book offers a review of international Sport Education schemes and projects, and documents what it takes to run a successful Sport Education program. Exploring Sport Education across all levels of education, from

the elementary school to the university, the book provides answers to key question such as: what models have been developed to teach Sport Education? what do successful SE programs look like? what do teachers think about SE and how to make it work? what are the implications for professional development across the range of human movement studies? With contributions from leading international scholars and practitioners from the US, Europe and Asia, this book offers a more thoughtful and critical set of perspectives on sport education than any other. It is essential reading for any student, pre-service teacher, classroom teacher or university instructor working in SE, PE, youth sport, sports coaching or related disciplines.

Representations of gender in learning materials convey an implicit message to students about attitudes towards culturally appropriate gender roles for women and men. This collection takes a linguistic approach to exploring theories about gender representation within the sphere of education and textbooks, and their effects on readers and students within an international context. In the open-

ing section, contributors discuss theories of representation and effect, challenging the conventional Althusserian model of interpellation, and acknowledging the challenges of applying Western feminist models within an international context. Following chapters provide detailed analyses focusing on a number of different countries: Australia, Japan, Brazil, Finland, Russia, Hong Kong, Nigeria, Germany, Qatar, Tanzania, and Poland. Through linguistic analysis of vocabulary associated with women and men, content analysis of what women and men say in textbooks, and discourse analysis of the types of linguistic moves associated with women and men, contributors evaluate the extent to which gendered representations in textbooks perpetuate stereotypical gender roles, what the impact may be on learners, and the ways that both teachers and learners interact and engage with these texts.

This volume provides an original and powerful contribution to debates about the civic purpose of higher education. It suggests that universities can best realize their civic mission by making it central to

their policy and practice. Bringing together researchers from three continents, the book offers an international perspective based primarily upon first-hand pedagogical experience. A transatlantic overview of the purpose, place and practice of one such pedagogy (service learning) is provided and its potential as a foundation for civic engagement assessed. In its last section the book moves from the theory of citizenship to practical considerations. In doing so, the book offers advice on establishing civic engagement to all those involved in teaching and learning within higher education.

The chapters in this volume outline and discuss examples of teacher educators in diverse global contexts who have provided successful self-initiated innovations for their teacher learners. The collection suggests that a way forward for second language teacher preparation programs is through 'reflective practice as innovation'.

Diversity among university students plays a significant role in raising awareness of numerous issues surrounding cultural heritage, language differences, cross-cultural collaboration, and international

education. The integration of technological tools can assist students in cooperating nationally and internationally both in their current educational and future professional settings. Multicultural Awareness and Technology in Higher Education: Global Perspectives encompasses the latest research on the impact and integration of technology into international education and culturally diverse learning environments. Providing the latest teaching and learning methods, technologies, and approaches at the university level, this publication is a useful reference for academics, educational administrators in public and private institutions, and information society researchers.

The third volume of the International Perspectives on Business Innovation and Disruption book series focuses on the role of design innovation in transforming industry practice. An international cast of scholars and practitioners examine how design innovation is impacting the creation of new business models, innovative forms of service delivery, multinational innovation practices, the role of aesthetics and psycho-spatial dynamics in fostering innova-

tion, and the types of design capabilities found in the most innovative businesses worldwide. Theoretically, many of the chapters focus upon design thinking and conceptualize design as a user centered, empathic and participative practice that allows diverse stakeholders to creatively contribute to business innovation.

This edited book provides professionals in the field of English Language Teaching (ELT) with a situated and culturally-responsive account of diversity and inclusion in English language education, from primary to higher education and in a wide range of settings. The volume focuses on three overlapping areas: interculturality, special education needs, and gender. The chapters in each section seek to help readers reflect on the opportunities and challenges of diversity as a step towards inclusive practices, and raise awareness of critical topics across the curriculum and beyond by engaging in wider social issues. This book will be of interest to language teachers and teacher trainers, as well as scholars working in applied linguistics, higher education, intercultural

studies, and related fields. This book contributes to the innovation of writing education and research globally by providing crucial insights into how the structures and aims of literacy curricula vary internationally. It examines how nine education systems across five continents represent 'good writing' in curricula that shape students' experiences learning to write in school. The book presents curricular analyses aimed at providing insight into how writing development can be better supported through innovative policy and research. The findings regarding international

variation are presented under three broad dimensions: social and contextual factors that shape writing curricula; the discourses of writing reflected in curricula and official documents; and hallmarks of classroom practice, including the relationship with official discourse. Case study chapters present integrated inductive and deductive document analyses, findings of which are compared in a concluding, cross-case analysis chapter. Offering a detailed comparative analysis of writing research, *International Perspectives on Writing Curricula and Development* will be of great interest to aca-

demics, researchers and students in the fields of education, literacy and curriculum studies. It will also be relevant reading for policymakers and curriculum designers.

This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. A must-read for practitioners, policy-makers, scholars and students in the field of education.