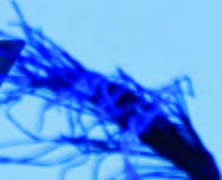


A low-angle shot looking up at a clear blue sky filled with numerous black graduation caps with blue tassels. In the foreground, the arms and hands of graduates in blue gowns are visible, some reaching up and one holding a rolled-up diploma.

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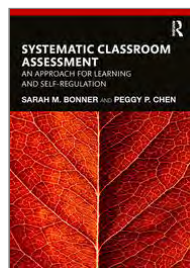
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Systematic Classroom Assessment

An Approach for Learning and Self-Regulation



Sarah Bonner City University of New York, USA, **Peggy Chen** City University of New York, USA.

Systematic Classroom Assessment promotes a fresh vision of assessment for student learning and achievement. Using a framework that positions assessment as both an iterative, purposeful cycle of inquiry for teachers as well as a coherent system of activities through which students engage in their own learning, this framework for classroom assessment is unique in incorporating self-regulated learning, motivation, and noncognitive processes. Key components such as assessment for learning, feedback, emerging technologies, and specific content areas are treated in depth, and fundamental principles like reliability, validity, and fairness are approached from the classroom perspective.

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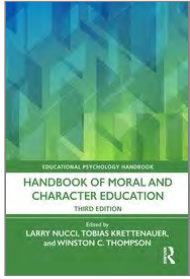
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The Handbook of Moral and Character Education offers a definitive, state-of-the-art synthesis of leading scholarship in moral and character education. This comprehensive volume explores the philosophical, psychological, and educational issues that define the field; links robust theoretical and empirical foundations to effective classroom practice; highlights implications for civic engagement and social justice; and follows the lessons learned from moral and character education into contexts outside of schools.

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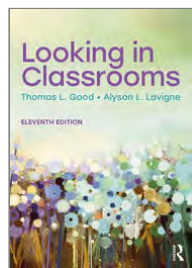
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**Thomas L. Good , Alyson L. Lavigne**

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Julie S. Vargas B.F. Skinner Foundation, USA

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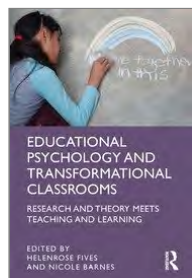
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Research and Theory Meets Teaching and Learning



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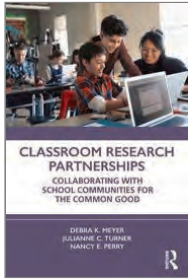
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Collaborating with School Communities for the Common Good



Debra K. Meyer, Julianne C. Turner, Nancy E. Perry

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A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement



John Hattie University of Melbourne

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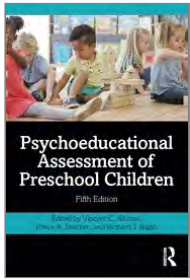
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Vincent C. Alfonso , Bruce A. Bracken , Richard J. Nagle Appalachian State University

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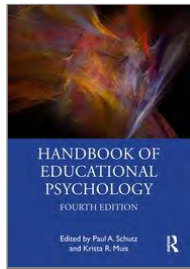
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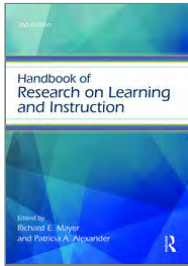
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Edited by **Richard E. Mayer** University of California, Santa Barbara, USA, **Patricia A. Alexander** University of Maryland, College Park, USA

Series: Educational Psychology Handbook

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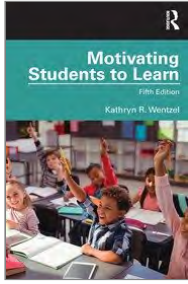
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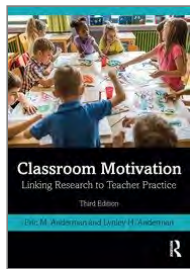
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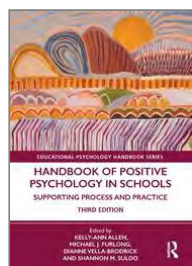
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Supporting Process and Practice



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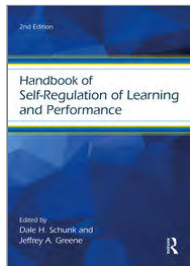
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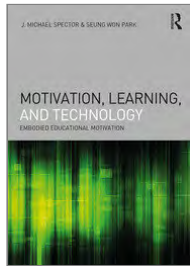
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Motivation, Learning, and Technology

Embodied Educational Motivation



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Seung Won Park Sungkyunkwan University, South Korea

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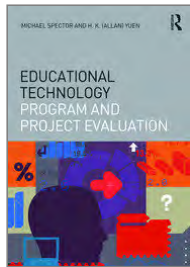
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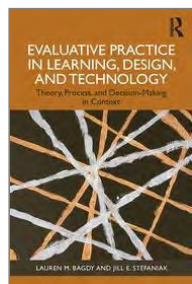
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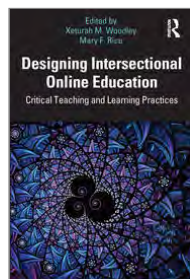
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Critical Teaching and Learning Practices



Edited by **Xeturah Woodley , Mary Rice** University of New Mexico, USA

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Routledge

February 2022 : 268pp

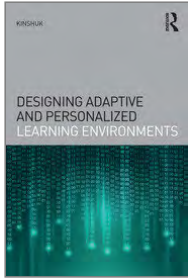
Pb: 978-0-367-43901-9 : **£34.99**

Hb: 978-0-367-43456-4 : **£135**

eBook: 978-1-003-00635-0

* For full contents and more information, visit: www.routledge.com/9780367439019

Designing Adaptive and Personalized Learning Environments



Kinshuk Athabasca University, Canada

Series: Interdisciplinary Approaches to Educational Technology

Designing Adaptive and Personalized Learning Environments provides a theoretically-based yet practical guide to systematic design processes for learning environments that provide automatic customization of learning and instruction. Based on cutting-edge research, Designing Adaptive and Personalized Learning Environments is appropriate as a primary textbook for both undergraduate and graduate courses focused on the design of learning systems, and as a secondary textbook for a variety of courses in programs such as educational technology, instructional design, learning sciences, digital literacy, computer based systems, and STEM content fields.

Routledge

April 2016 : 190pp

Pb: 978-1-138-01306-3 : £44

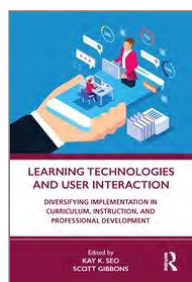
Hb: 978-1-138-01305-6 : £150

eBook: 978-1-315-79549-2

* For full contents and more information, visit: www.routledge.com/9781138013063

Learning Technologies and User Interaction

Diversifying Implementation in Curriculum, Instruction, and Professional Development



Edited by **Kay K. Seo, Scott Gibbons**

Learning Technologies and User Interaction explores the complex interplay between educational technologies and those who rely on them to construct knowledge and develop skills. As learning and training continue to move onto digital platforms, tools such as artificial intelligence, predictive analytics, video games, virtual reality, and more hold considerable potential to foster advanced forms of synergy across contexts. Showcasing a variety of contributors who are attuned to today's networked technologies, environments, and learning dynamics, this book is ideal for students and scholars of educational technology, instructional design, professional development, and research methods.

Routledge

September 2021 : 224pp

Pb: 978-0-367-54563-5 : **£38.99**

Hb: 978-0-367-53633-6 : **£135**

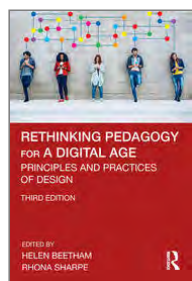
eBook: 978-1-003-08970-4

* For full contents and more information, visit: www.routledge.com/9780367545635

3RD EDITION

Rethinking Pedagogy for a Digital Age

Principles and Practices of Design



Edited by **Helen Beetham** University of Bristol, UK, **Rhona Sharpe** Oxford Brookes University, UK

Rethinking Pedagogy for a Digital Age examines contemporary issues in the design and delivery of effective learning through a critical discussion of the theoretical and professional perspectives informing current digital education practice. This third edition has been thoroughly revised to address socio-cultural approaches, learning analytics, curriculum change, and key theoretical developments from education sciences. Illustrated by case studies across disciplines and continents for a diversity of researchers, practitioners, and lecturers, the book is an essential guide to learning technologies that is pedagogically sound, learner-focused, and accessible.

Routledge

July 2019 : 316pp

Pb: 978-0-815-36926-4 : **£36.99**

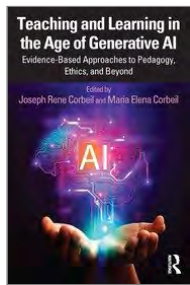
Hb: 978-0-815-36925-7 : **£135**

eBook: 978-1-351-25280-5

* For full contents and more information, visit: www.routledge.com/9780815369264

Teaching and Learning in the Age of Generative AI

Evidence-Based Approaches to Pedagogy, Ethics, and Beyond



Edited by **Joseph Rene Corbeil , Maria Elena Corbeil**

Teaching and Learning in the Age of Generative AI explores how educators can effectively harness the potential of artificial intelligence technologies while skillfully navigating its pedagogical, technical, ethical, institutional, and societal implications. This book is an ideal text for undergraduate and graduate students of teacher education and curriculum and instruction as well as for higher education teaching faculty, school technology coordinators, and talent development personnel in training and in service.

Routledge

April 2025 : 420pp

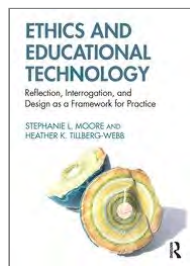
Pb: 978-1-032-68365-2 : **£42.99**

Hb: 978-1-032-68859-6 : **£145**

* For full contents and more information, visit: www.routledge.com/9781032683652

Ethics and Educational Technology

Reflection, Interrogation, and Design as a Framework for Practice



Stephanie L. Moore , Heather K. Tillberg-Webb

Ethics and Educational Technology explores the creation and implementation of learning technologies through an applied ethical lens. This first-of-its-kind book provides an evidence-based, process-oriented model for ethics in technology-driven instructional design and development, one that necessitates intentional reflective practice, a critical and theoretically informed interrogation of technology, and a participatory, emancipatory approach to technology design and applications.

Routledge

May 2023 : 328pp

Pb: 978-0-415-89508-8 : **£46.99**

Hb: 978-0-415-89507-1 : **£125**

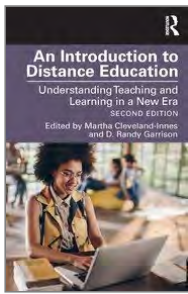
eBook: 978-0-203-07524-1

* For full contents and more information, visit: www.routledge.com/9780415895088

2ND EDITION

An Introduction to Distance Education

Understanding Teaching and Learning in a New Era



Edited by **Martha F. Cleveland-Innes, D. Randy Garrison**

An Introduction to Distance Education is a comprehensive look at the field of distance education, outlining current theories, practices, and goals that are essential to effective design, delivery, and navigation. As an alternative pedagogical approach, distance education is posited to meet the evolving demands for access, affordability, and quality in higher education. This fully revised and updated second edition reviews the history of distance education while addressing its current influence on the education sector. The book offers a solid foundation from which to explore and develop new approaches to designing and implementing online courses.

Routledge

September 2020 : 228pp

Pb: 978-1-138-05441-7 : **£52.99**

Hb: 978-1-138-05440-0 : **£135**

eBook: 978-1-315-16689-6

* For full contents and more information, visit: www.routledge.com/9781138054417

3RD EDITION

Foundations of Educational Technology

Integrative Approaches and Interdisciplinary Perspectives



Gwendolyn M. Morel, J. Michael Spector University of North Texas, USA

Series: Interdisciplinary Approaches to Educational Technology

Foundations of Educational Technology offers a fresh, interdisciplinary, problem-centered approach to educational technology, learning design, and instructional systems development. This book provides faculty and graduate students with a conceptual, empirical, and practical basis for the effective use of these systems across contexts. Key additions to this revised and expanded third edition include coverage of the latest learning technologies, research from educational neuroscience, discussions about security and privacy, new attention to diversity, equity, and inclusion, updated activities, support materials, and references, and more.

Routledge

October 2022 : 278pp

Pb: 978-1-032-20853-4 : **£46.99**

Hb: 978-1-032-21432-0 : **£125**

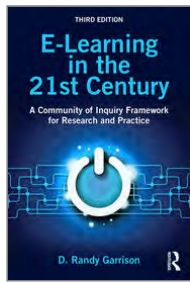
eBook: 978-1-003-26840-6

* For full contents and more information, visit: www.routledge.com/9781032208534

3RD EDITION

E-Learning in the 21st Century

A Community of Inquiry Framework for Research and Practice



D. Randy Garrison University of Calgary, Canada

The third edition of *E-Learning in the 21st Century* provides a coherent, comprehensive, and empirically-based framework for understanding e-learning in higher education. Garrison draws on his decades of experience and extensive research in the field to explore technological, pedagogical, and organizational implications. The third edition has been fully updated throughout and includes new material on learning technologies, MOOCs, blended learning, leadership, and the importance and role of social connections in thinking and learning, highlighting the transformative and disruptive impact that e-learning has recently had on education.

Routledge

October 2016 : 220pp

Pb: 978-1-138-95356-7 : **£37**

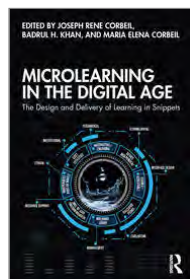
Hb: 978-1-138-95355-0 : **£160**

eBook: 978-1-315-66726-3

* For full contents and more information, visit: www.routledge.com/9781138953567

Microlearning in the Digital Age

The Design and Delivery of Learning in Snippets



Edited by **Joseph Rene Corbeil**, **Badrul H. Khan**
McWendon Education, USA, **Maria Elena Corbeil**

Microlearning in the Digital Age explores the design and implementation of bite-sized learning and training in technology-enabled environments. Grounded in research-based best practices and a robust, eight-dimensional framework, this book applies the latest developments in mobile learning, social media, and instructional/multimedia design to one of today's most innovative and accessible content delivery systems.

Routledge

May 2021 : 294pp

Pb: 978-0-367-41051-3 : **£38.99**

Hb: 978-0-367-42080-2 : **£135**

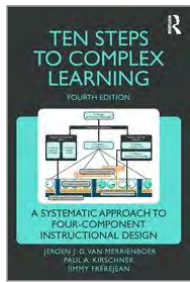
eBook: 978-0-367-82162-3

* For full contents and more information, visit: www.routledge.com/9780367410513

4TH EDITION

Ten Steps to Complex Learning

A Systematic Approach to Four-Component Instructional Design



Jeroen J. G. van Merriënboer Maastricht University, The Netherlands, **Paul A. Kirschner** Open University of the Netherlands, **Jimmy Frèrejean**

Ten Steps to Complex Learning presents a path from an educational problem to a solution in a way that students, design practitioners, and researchers can understand and easily use. Students in the fields of instructional design and the learning sciences can use this book to broaden their knowledge of the design of training programs for complex learning. Practitioners can use this book as a reference guide to support their design of courses, curricula, or environments for complex learning.

Routledge

August 2024 : 462pp

Pb: 978-1-032-33311-3 : **£36.99**

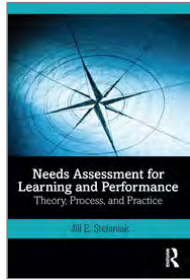
Hb: 978-1-032-34508-6 : **£145**

eBook: 978-1-003-32248-1

* For full contents and more information, visit: www.routledge.com/9781032333113

Needs Assessment for Learning and Performance

Theory, Process, and Practice



Jill E. Stefaniak

This book offers comprehensive coverage of the knowledge and skills needed to develop and conduct needs assessments and to analyze, interpret, and communicate results to clients and organizations. This first-of-its-kind textbook uses a variety of real-world examples to connect major theories and models to effective principles for practice. Each chapter offers guiding questions, key terms and concepts, recommended readings, and case studies. Graduate students and researchers of instructional design, human resources, performance improvement, program evaluation, and other programs will find this volume relevant to a range of academic and organizational contexts.

Routledge

August 2020 : 210pp

Pb: 978-0-367-25387-5 : **£39.99**

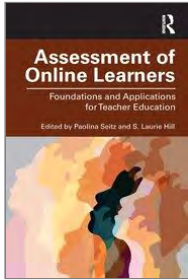
Hb: 978-0-367-25386-8 : **£135**

eBook: 978-0-429-28751-0

* For full contents and more information, visit: www.routledge.com/9780367253875

Assessment of Online Learners

Foundations and Applications for Teacher Education



Edited by **Paolina Seitz, S. Laurie Hill**

Assessment of Online Learners offers essential foundations, insights, and real-world examples for pre-service teachers preparing to assess students in today's digitized classrooms. Drawing from experienced Canadian instructors who overcame the inherent technological obstacles, these chapters showcase how unprecedented changes in schooling can lead to pedagogical renewal, program reevaluation, and a broader understanding of instruction and assessment practices.

Routledge

December 2023 : 376pp

Pb: 978-1-032-39012-3 : **£41.99**

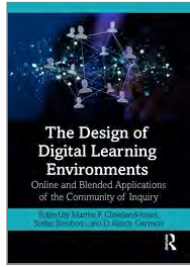
Hb: 978-1-032-37691-2 : **£145**

eBook: 978-1-003-34797-2

* For full contents and more information, visit: www.routledge.com/9781032390123

The Design of Digital Learning Environments

Online and Blended Applications of the Community of Inquiry



Edited by **Martha F. Cleveland-Innes , Stefan Stenbom , D. Randy Garrison**

The Design of Digital Learning Environments provides comprehensive guidelines for creating and delivering high-quality online and blended learning experiences in higher education. This textbook uses the Community of Inquiry framework, an influential and invaluable pedagogical model focused on deep learning, to aid educators in forging meaningful, collaborative connections with students engaged in digitally supported multi-modal learning in colleges and universities, MOOCs, and lifelong learning initiatives.

Routledge

January 2024 : 334pp

Pb: 978-1-032-15312-4 : **£41.99**

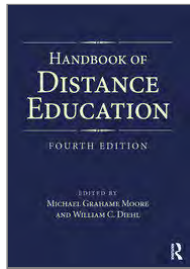
Hb: 978-1-032-15901-0 : **£145**

eBook: 978-1-003-24620-6

* For full contents and more information, visit: www.routledge.com/9781032153124

4TH EDITION

Handbook of Distance Education



Edited by **Michael Grahame Moore** Pennsylvania State University, USA, **William C. Diehl**

The Handbook of Distance Education, 4th Edition is a comprehensive compendium of research in the field of distance education. The volume is divided into four sections covering the historical and theoretical foundations of distance education, attributes of teaching and learning using technology, management and administration, and different audiences and providers. Throughout, leading scholars address future research needs and directions based on current research, established practices, and recent changes to implementation, pedagogy, and policy across contexts.

Routledge

December 2018 : 606pp

Pb: 978-1-138-23900-5 : **£94.99**

Hb: 978-1-138-23899-2 : **£280**

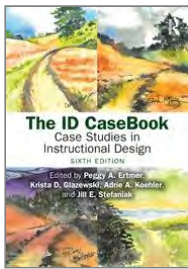
eBook: 978-1-315-29613-5

* For **full contents** and more information, visit: www.routledge.com/9781138239005

6TH EDITION

The ID CaseBook

Case Studies in Instructional Design



Edited by **Peggy A. Ertmer , Krista D. Glazewski , Adrienne A. Koehler , Jill E. Stefaniak**

The ID CaseBook provides instructional design students with twenty-five realistic, open-ended case studies that encourage adept problem-solving across a variety of client types and through all stages of the process. This revised and updated sixth edition attends to the profound impacts that public health crises; urgent access, equity, and inclusion needs among diverse learners; and a rapidly expanded reliance on digital learning formats have had on the design of learning today.

Routledge

June 2024 : 382pp

Pb: 978-1-032-37930-2 : **£52.99**

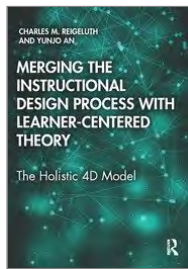
Hb: 978-1-032-40723-4 : **£145**

eBook: 978-1-003-35446-8

* For full contents and more information, visit: www.routledge.com/9781032379302

Merging the Instructional Design Process with Learner-Centered Theory

The Holistic 4D Model



Charles M. Reigeluth Indiana University, USA, **Yunjo An**

Merging the Instructional Design Process with Learner-Centered Theory brings together the innovations of two previously divided processes—learning design strategies/theories and instructional systems development—into a new introductory textbook. Using a holistic rather than fragmented approach that includes top-level, mid-level, and lower-level design, this volume provides guidance for major topics such as non-instructional interventions, just-in-time analysis, rapid-prototype approaches, and learner-centered, project-based, anytime-anywhere instruction.

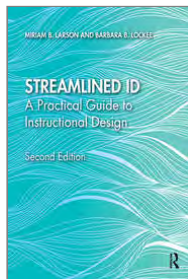
Routledge
October 2020 : 242pp
Pb: 978-0-815-36079-7 : **£46.99**
Hb: 978-0-815-36078-0 : **£135**
eBook: 978-1-351-11754-8

* For full contents and more information, visit: www.routledge.com/9780815360797

2ND EDITION

Streamlined ID

A Practical Guide to Instructional Design



Miriam B. Larson Virginia Polytechnic and State University, USA, **Barbara B. Locke** Virginia Polytechnic Institute and State University, USA

Streamlined ID presents a focused and generalizable approach to instructional design and development—one that addresses the needs of ID novices as well as practitioners in a variety of career environments. Highlighting essentials and "big ideas," this guide advocates a streamlined approach to instructional design: producing instruction that is sustainable, optimized, appropriately redundant, and targeted at continuous improvement.

Routledge
December 2019 : 442pp
Pb: 978-0-815-36670-6 : **£66.99**
Hb: 978-0-815-36669-0 : **£120**
eBook: 978-1-351-25872-2

* For full contents and more information, visit: www.routledge.com/9780815366706

5TH EDITION

Trends and Issues in Instructional Design and Technology



Edited by **Robert A. Reiser**, **Alison A. Carr-Chellman**
University of Idaho, USA, **John V. Dempsey**

Trends and Issues in Instructional Design and Technology provides current and future IDT professionals with a clear picture of current and future developments in the field that are likely to impact their careers and the organizations they work for. The fifth edition of this acclaimed, award-winning book has been designed to help instructional design and educational technology students, scholars, and practitioners to acquire the skills and knowledge essential to attaining their professional goals.

Routledge

August 2024 : 656pp

Pb: 978-1-032-81975-4 : **£58.99**

Hb: 978-1-032-81976-1 : **£145**

eBook: 978-1-003-50230-2

* For full contents and more information, visit: www.routledge.com/9781032819754

Instructional Design for Organizational Justice

A Guide to Equitable Learning, Training, and Performance in Professional Education and Workforce Settings



Lisa A. Giacumo , Steven W. Villachica , Donald A. Stepich

This textbook prepares instructional designers to use culturally relevant, performance-based learning materials and environments that improve organizational and workplace learning experiences for today's diverse, globalized contexts. With socially just leadership growing across sectors, today's instructional design programs must prepare graduate students to be more equity-minded and inclusive in their professional practice. Relevant to business, government, military, nonprofit, nongovernmental, and higher education settings, this unique volume lends itself to uncovering values and motives essential to successful agile project management as well as to DEI initiatives and social change.

Routledge

July 2024 : 284pp

Pb: 978-1-032-41966-4 : **£52.99**

Hb: 978-1-032-41763-9 : **£135**

eBook: 978-1-003-36061-2

* For **full contents** and more information, visit: www.routledge.com/9781032419664

Research Methods in Learning Design and Technology



Edited by **Enilda Romero-Hall**

Research Methods in Learning Design and Technology explores the many forms, both new and established, that research takes within the field of instructional design and technology (IDT). This comprehensive, up-to-date volume familiarizes graduate students, faculty, and instructional design practitioners with the full spectrum of approaches available for investigating the new and changing educational landscapes.

Routledge

October 2020 : 246pp

Pb: 978-0-367-20328-3 : **£39.99**

Hb: 978-0-367-20326-9 : **£135**

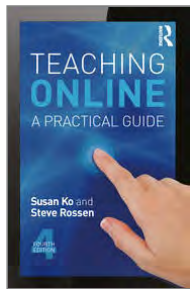
eBook: 978-0-429-26091-9

* For full contents and more information, visit: www.routledge.com/9780367203283

4TH EDITION

Teaching Online

A Practical Guide

**Susan Ko** New York University, USA, **Steve Rossen**

Teaching Online: A Practical Guide is an accessible, introductory, and comprehensive guide for anyone who teaches online. A leader in the online field, the fourth edition of this bestselling resource has been fully revised, maintains its reader friendly tone, and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section. Focusing on the "hows" and "whys" of implementation rather than theory, the fourth edition of Teaching Online is a must-have resource for anyone teaching online or thinking of teaching online.

Routledge

March 2017 : 510pp

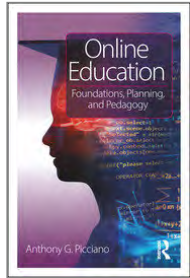
Pb: 978-0-415-83243-4 : **£42.99**Hb: 978-0-415-83242-7 : **£145**

eBook: 978-0-203-42735-4

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Online Education

Foundations, Planning, and Pedagogy



Anthony G. Picciano Hunter College and the Graduate Center of the City University of New York, USA

Online Education is a comprehensive exploration of blended and fully online teaching platforms, addressing history, theory, research, planning, and practice. As colleges and universities around the world adopt large-scale technologies and traditional class models shift into seamless, digitally interactive environments, critical insights are needed into the implications for administration and pedagogy. Written by a major contributor to the field, this book contextualizes online education in the past and present before analyzing its fundamental changes to instruction, program integration, social interaction, content construction, networked media, policy, and more.

Routledge

August 2018 : 214pp

Pb: 978-0-415-78413-9 : **£39.99**

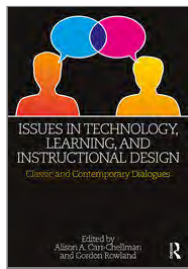
Hb: 978-0-415-78411-5 : **£130**

eBook: 978-1-315-22675-0

* For full contents and more information, visit: www.routledge.com/9780415784139

Issues in Technology, Learning, and Instructional Design

Classic and Contemporary Dialogues



Edited by **Alison A. Carr-Chellman** University of Idaho, USA, **Gordon Rowland**

In *Issues in Technology, Learning, and Instructional Design*, some of the best known scholars in the field produce powerful dialogues that clarify current issues, provide context and theoretical grounding, and illuminate a framework for future thought. Position statements are introduced and then responded to, covering a remarkably broad series of topics across educational technology, learning and instructional design, from tool use to design education to how people learn. Reminiscent of the well-known Clark/Kozma debates of the 1990s, this dialogue-based textbook is ideal for graduate or advanced undergraduate courses.

Routledge

December 2016 : 231 pp

Pb: 978-1-138-89789-2 : **£46.99**

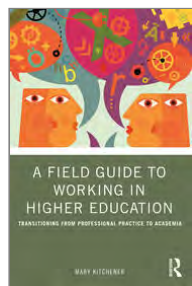
Hb: 978-1-138-89788-5 : **£145**

eBook: 978-1-315-70891-1

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A Field Guide to Working in Higher Education

Transitioning from Professional Practice to Academia



Mary Kitchener

Higher education has had a long and growing association with professional practice. Yet the need to unpack and demystify the day-to-day workings has never been greater, especially for new pracademics - academics entering from professional practice. Packed full of practical guidance, this go-to guide will act as the perfect companion to help you navigate through your new pracademic career. It is essential reading for anyone taking part in an accredited academic initial professional development programme, as well as those more experienced academics who want to refresh their knowledge and understanding.

Routledge

March 2025 : 306pp

Pb: 978-1-032-48231-6 : **£32.99**

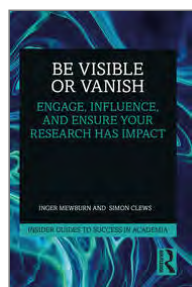
Hb: 978-1-032-48232-3 : **£140**

eBook: 978-1-003-38801-2

* For full contents and more information, visit: www.routledge.com/9781032482316

Be Visible Or Vanish

Engage, Influence and Ensure Your Research Has Impact



Inger Mewburn ANU, Australia, Simon Clews

Series: Insider Guides to Success in Academia

In this insightful book, the authors look at some of the most common presentation scenarios that researchers will face when talking about their work. Starting in academia with the deceptively simple art of writing a good email and working through lectures, conference presentations and lightning talks, the book then moves 'off campus' and explores talking to the media, making elevator pitches, and creating an effective digital presence on social media. This text will be invaluable for students, academics and researchers hoping to effectively communicate complex information in a way that can be understood and appreciated by their peers, colleagues and the wider world.

Routledge

May 2023 : 226pp

Pb: 978-1-032-05480-3 : **£19.99**

Hb: 978-1-032-04994-6 : **£135**

eBook: 978-1-003-19771-3

* For full contents and more information, visit: www.routledge.com/9781032054803

Being Well in Academia

Ways to Feel Stronger, Safer and More Connected



Petra Boynton University College London, UK

Series: Insider Guides to Success in Academia

Addressing the topic of wellbeing in academia, this book provides a wealth of diverse, practical and workable solutions to assist people who want to support themselves in an increasingly competitive and stressful environment. It is realistic about genuine issues and provides the reader the opportunity to build their self-confidence, celebrate their achievements, enjoy their subject area, and feel better able to cope with their work and studies. This book is a must-read for anyone who wants to address the need to stay well in academia and will be particularly useful to those in diverse or disadvantaged positions.

Routledge

August 2020 : 278pp

Pb: 978-0-367-18670-8 : **£19.99**

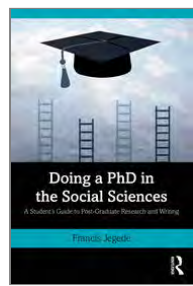
Hb: 978-0-367-18669-2 : **£135**

eBook: 978-0-429-19751-2

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Doing a PhD in the Social Sciences

A Student's Guide to Post-Graduate Research and Writing



Francis Jegede

Covering the academic and operational aspects of PhD research degree programmes, this accessible yet comprehensive book is an essential guide to navigating through the PhD research journey. Using a mixture of useful information, practical strategies and valuable advice, this is a crucial resource for anyone wanting to know about approaches to research, substantive theories, data analytical techniques, essential research tools and a range of other issues that affect the chances of PhD success and completion. With global case studies and examples, this invaluable guide is a must read for anyone undertaking a PhD in the social sciences.

Routledge

July 2021 : 284pp

Pb: 978-0-367-51941-4 : **£27.99**

Hb: 978-0-367-51940-7 : **£135**

eBook: 978-1-003-05576-1

* For full contents and more information, visit: www.routledge.com/9780367519414

Getting Research Funded

Five Essential Rules for Early Career Researchers



Tseen Khoo , Phil Ward , Jonathan O'Donnell

Series: Insider Guides to Success in Academia

This engaging, researcher-centred guide offers early career researchers foundational grants literacy that will serve them throughout their careers. It provides an insight into the culture of grantseeking, as well as tactics for grant-writing. Getting Research Funded provides clear strategies on how to stage your research and understand project development, find aligned funding bodies and schemes, build strong research teams and partnerships, get the project right, and effectively plan your grantseeking. This book is ideal reading for anyone looking for a succinct and supportive guide to ensure they have all the tools to get their research funded.

Routledge

June 2023 : 212pp

Pb: 978-0-367-65103-9 : **£18.99**

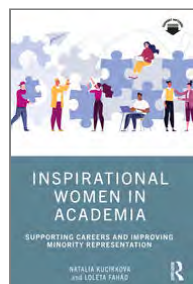
Hb: 978-0-367-64191-7 : **£135**

eBook: 978-1-003-12784-0

* For full contents and more information, visit: www.routledge.com/9780367651039

Inspirational Women in Academia

Supporting Careers and Improving Minority Representation



Natalia Kucirkova , Loleta Fahad

Expert-led, interdisciplinary and international in scope, this book aims to increase the representation and leadership potential of women working in academia. A response to educational inequalities, the volume posits an invitation for dialogue around what it means to have success in higher education. The book is ideal reading for a minority working in HE interested in promotion processes, equality and diversity in the workplace. It will be of interest to providers of academic leadership courses, organisations and institutions promoting gender equality in HE and supporting women's careers and improving the representation, progression and success of BAME staff and students.

Routledge

December 2022 : 194pp

Pb: 978-1-032-02645-9 : **£24.99**

Hb: 978-1-032-01500-2 : **£125**

eBook: 978-1-003-18442-3

* For full contents and more information, visit: www.routledge.com/9781032026459

Making Inclusive Higher Education a Reality

Creating a University for All



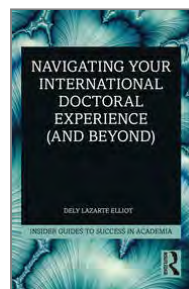
Edited by **Anna M. Kelly**, **Lisa Padden**, **Bairbre Fleming**

Revealing higher education inclusive practice in action, this key title showcases a range of international case studies from a number of universities in order to highlight approaches to developing a culture of access and inclusion. It provides detailed information on how to transform institutional commitment to access and diversity into systemic change and the creation of a university for all. Providing a whole-institution perspective of student access and inclusion, citing case studies and sharing real world experience, this book appeals to academic leaders, faculty and professionals in higher education, as well as policy makers.

Routledge
April 2023 : 258pp
Pb: 978-1-032-18259-9 : **£31.99**
Hb: 978-1-032-15477-0 : **£135**
eBook: 978-1-003-25363-1

* For full contents and more information, visit: www.routledge.com/9781032182599

Navigating Your International Doctoral Experience (and Beyond)



Dely Lazarte Elliot

Series: *Insider Guides to Success in Academia*

Focused on understanding the journey of international doctoral and early career scholars, this key book provides insight and guidance for those whose country of origin differs from where they have chosen to pursue a doctorate. Drawing on the experiences of PhD students, it harnesses invaluable insights to support a deepening appreciation of a chosen subject of study, manage research and make the most of what intercultural interactions can offer within a doctoral experience. Filled with evidence-informed suggestions and advice, this book offers support to doctoral scholars and early career researchers as they navigate their international doctoral journey.

Routledge
July 2023 : 236pp
Pb: 978-1-032-22050-5 : **£19.99**
Hb: 978-1-032-19953-5 : **£135**
eBook: 978-1-003-27100-0

* For full contents and more information, visit: www.routledge.com/9781032220505

'Making It' as a Contract Researcher

A Pragmatic Look at Precarious Work



Nerida Spina Queensland University of Technology, Australia, **Jess Harris** University of Newcastle, Australia, **Simon Bailey** University of Kent, UK, **Mhorag Goff** University of Manchester, UK

Series: *Insider Guides to Success in Academia*

A critical, pragmatic and international account of the contemporary research career, this book explores the question of what it means to 'make it' and examines the manner in which contract researchers operate across a range of contexts, both within and outside academia. Using a combination of current research and primary qualitative data generated through interviews and narratives from current and past contract researchers and educators. This book will provide the reader with practical and realistic strategies for improving the experience of being a contract researcher and the tools to better support and sustain a satisfying and secure contract research career.

Routledge
April 2020 : 216pp
Pb: 978-1-138-36259-8 : **£19.99**
Hb: 978-1-138-36258-1 : **£135**
eBook: 978-0-429-43199-9

* For full contents and more information, visit: www.routledge.com/9781138362598

Pathways to Professorship

A Toolkit for Success



Marilyn Leask

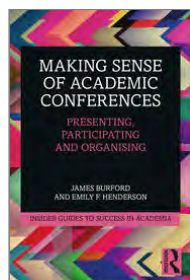
People who become professors are experts in their field. But how does a new academic, aspiring to become a professor, choose a field of study and plan a career that leads to professorship? This practical book answers this question, guiding aspiring academics step-by-step through the areas in which they need to demonstrate excellence if they are to gain the international recognition and professional profile which leads to a professorial post. This must-have book is filled with tips and practical advice for building an academic career and is an essential read for anyone looking to better understand routes into professorship.

Routledge
June 2023 : 220pp
Pb: 978-1-032-10891-9 : **£31.99**
Hb: 978-1-032-07643-0 : **£135**
eBook: 978-1-003-21759-6

* For full contents and more information, visit: www.routledge.com/9781032108919

Making Sense of Academic Conferences

Presenting, Participating and Organising



James Burford, **Emily F. Henderson**

Series: *Insider Guides to Success in Academia*

Based on practical experiences and empirical research, this book offers an introduction to the world of academic conferences. Offering guidance about presenting at, participating in and planning a conference, it uncovers: the purpose of conferences; their role in supporting researcher development; steps involved in selecting and travelling to a conference; routine practices and terminology; strategies for making the most out of conferences. The book is ideally suited for graduate researchers and early career researchers, particularly those who may be going to their first conference or travelling to their first international conference.

Routledge
December 2022 : 196pp
Pb: 978-0-367-70169-7 : **£18.99**
Hb: 978-0-367-69339-8 : **£125**
eBook: 978-1-003-14488-5

* For full contents and more information, visit: www.routledge.com/9780367701697

2ND EDITION

Personal, Social, Academic and Career Development in Higher Education

SOARing to Success



Arti Kumar

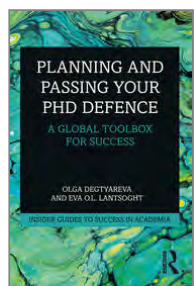
This book is about SOARing to Success: a pedagogy that engages individuals in a structured and supported process of personalised learning, leading to the development of transferable career management and employability skills. Packed full of useful practical features, this text and its e-resources will help all staff and education development professionals, teachers in HE and advisers to motivate and enable students to relate their learning and achievements to the demands of life and work in our times.

Routledge
April 2022 : 348pp
Pb: 978-0-367-64805-3 : **£31.99**
Hb: 978-0-367-64462-8 : **£135**
eBook: 978-1-003-12636-2

* For full contents and more information, visit: www.routledge.com/9780367648053

Planning and Passing Your PhD Defence

A Global Toolbox for Success



Olga Degtyareva , Eva O.L. Lantsoght

Series: Insider Guides to Success in Academia

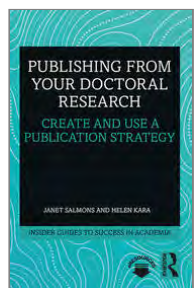
This book is a toolbox for PhD students to plan and prepare for the PhD defence regardless of their scientific discipline or location. The authors discuss various defence formats that are used internationally and identify the main differences and similarities. With international examples, practical strategies, and tips from former PhD students and supervisors, this book unpacks the principles and unwritten rules underpinning the defence. This book is crucial reading for students across the world looking to defend their PhD thesis, and also for their supervisors and examiners.

Routledge
November 2021 : 212pp
Pb: 978-0-367-36666-7 : **£19.99**
Hb: 978-0-367-36665-0 : **£135**
eBook: 978-0-429-34790-0

* For full contents and more information, visit: www.routledge.com/9780367366667

Publishing from your Doctoral Research

Create and Use a Publication Strategy



Janet Salmons Independent Researcher, USA, **Helen Kara** Independent Researcher, UK

Series: Insider Guides to Success in Academia

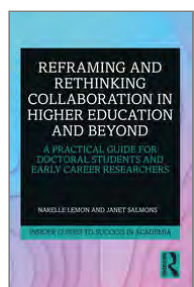
Today's researchers have many opportunities for disseminating their work, including traditional and digital publications, written articles, podcasts, and other media. But how do they decide which is right, and where to start? Publishing from your Doctoral Research provides the reader with the tools necessary to adapt their academic writing for publication in order to support their chosen career path. It discusses what publications can achieve in career terms and covers journal articles, case studies, books, self-publishing, online and social media options, and alternative methods of publishing. This is the ideal guide for anyone looking to publish from their doctoral research.

Routledge
December 2019 : 324pp
Pb: 978-1-138-33914-9 : **£19.99**
Hb: 978-1-138-33913-2 : **£135**
eBook: 978-0-429-44125-7

* For full contents and more information, visit: www.routledge.com/9781138339149

Reframing and Rethinking Collaboration in Higher Education and Beyond

A Practical Guide for Doctoral Students and Early Career Researchers



Narelle Lemon Edith Cowan University, Australia, **Janet Salmons**

Series: Insider Guides to Success in Academia

Reframing and Rethinking Collaboration in Higher Education and Beyond delves into a taxonomy of collaboration underpinned by mindful choices and considering your and others' strengths. Looking at how higher degree research students and early career researchers can approach collaboration, this book unpacks what collaboration is and points to the specific knowledge, skills, and abilities associated with achieving collaborative advantage. Full of practical tips, case studies, real situations and experiences, this book offers strategies that can be used in online or hybrid collaborations and is ideal reading for anyone interested in how to make collaborative practice work.

Routledge
October 2020 : 224pp
Pb: 978-0-367-22616-9 : **£19.99**
Hb: 978-0-367-22614-5 : **£135**
eBook: 978-0-429-27599-9

* For full contents and more information, visit: www.routledge.com/9780367226169

2ND EDITION

Social Theory and Education Research

Understanding Foucault, Habermas, Bourdieu and Derrida



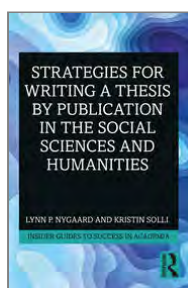
Edited by Mark Murphy University of Glasgow, UK

Social Theory and Education Research is an advanced and accessible text that illustrates the diverse ways in which social theories can be applied to educational research methodologies. It provides in-depth overviews of the various theories by well-known and much-debated thinkers – Michel Foucault, Jürgen Habermas, Pierre Bourdieu and Jacques Derrida, and their applications in educational research.

Routledge
March 2022 : 290pp
Pb: 978-0-367-74202-7 : **£27.99**
Hb: 978-0-367-74201-0 : **£135**
eBook: 978-1-003-15655-0

* For full contents and more information, visit: www.routledge.com/9780367742027

Strategies for Writing a Thesis by Publication in the Social Sciences and Humanities



Lynn P. Nygaard Peace Research Institute Oslo, Norway, **Kristin Solli** Oslo Metropolitan University, Norway

Series: Insider Guides to Success in Academia

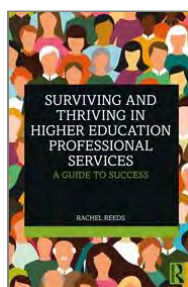
Drawing on current research and informed by extensive experience of working with and running workshops for PhD candidates who write article-based dissertations, this book gives readers an idea of what writing a thesis by publication entails – what its purpose is, what the various expectations might be for this emerging genre, and what the challenges might be in writing one. This book is a must-read for PhD candidates, supervisors new to the genre, as well as those involved in directing PhD programmes who are interested in the pedagogical implications of the move towards article-based dissertations.

Routledge
October 2020 : 194pp
Pb: 978-0-367-20469-3 : **£19.99**
Hb: 978-0-367-20407-5 : **£135**
eBook: 978-0-429-26167-1

* For full contents and more information, visit: www.routledge.com/9780367204693

Surviving and Thriving in Higher Education Professional Services

A Guide to Success



Rachel Reeds

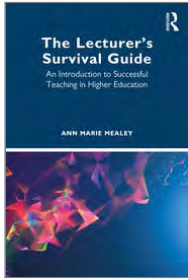
Diving into the vibrant, challenging world of professional services in higher education, this empowering book provides tools to navigate complex structures, optimise mentorship, and thrive in a fulfilling career. Whether you're a newcomer, a seasoned professional seeking advancement, or someone caught between academic and professional worlds, this book offers practical advice for success in UK higher education professional services. Diverse stories from real-life professionals will guide you through a dynamic and unique career journey. Embrace challenges, build resilience, and unlock your full potential in the ever-evolving world of UK higher education professional services.

Routledge
December 2024 : 144pp
Pb: 978-1-032-86269-9 : **£22.99**
Hb: 978-1-032-86272-9 : **£130**
eBook: 978-1-003-52212-6

* For full contents and more information, visit: www.routledge.com/9781032862699

The Lecturer's Survival Guide

An Introduction to Successful Teaching in Higher Education



Ann Marie Mealey Global Banking School

Serving as a comprehensive introduction to those new to teaching in higher education, this essential guide discusses pedagogical approaches that are current in higher education and the wider responsibilities of teaching within higher education. This book outlines the key aspects of navigating the role, including becoming a personal tutor and supporting the needs of a diverse student body. Written for those who are new to higher education or to teaching in this setting, *The Lecturer's Survival Guide* is an essential read for any higher education teacher who wishes to ensure successful teaching whilst maintaining a healthy work-life balance.

Routledge

September 2023 : 114pp

Pb: 978-0-367-76758-7 : **£26.99**

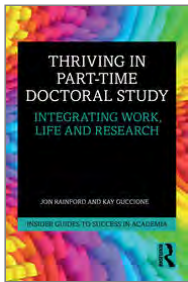
Hb: 978-0-367-76056-4 : **£135**

eBook: 978-1-003-16843-0

* For full contents and more information, visit: www.routledge.com/9780367767587

Thriving in Part-Time Doctoral Study

Integrating Work, Life and Research



Jon Rainford , Kay Guccione

Series: Insider Guides to Success in Academia

This book is a practical guide, designed to support part-time doctoral researchers in navigating their learning experience and providing them with the tools they need to succeed in academia. It covers every aspect of the part-time doctoral journey from initial planning right through to completion. This key resource will support the reader in considering how best to access and draw on the communities of support available, get the most from a supervisory team, and build professional networks. It recognises that each student's learning pathway is different and offers support to allow each individual to take control and make it their part time doctorate.

Routledge

July 2023 : 208pp

Pb: 978-1-032-12288-5 : **£19.99**

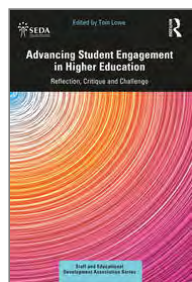
Hb: 978-1-032-10965-7 : **£145**

eBook: 978-1-003-22393-1

* For full contents and more information, visit: www.routledge.com/9781032122885

Advancing Student Engagement in Higher Education

Reflection, Critique and Challenge



Edited by **Tom Lowe** University of Winchester

Series: *SEDA Series*

Providing a selection of critical pieces on the key challenges and debates in student engagement in higher education, this edited collection of sector-leading, scholarly-informed critical reflections is designed to consider and build upon what can be done to advance student engagement. Moving beyond endorsing student engagement and offering best practice to critically reflect and challenge on our engagements with students in contemporary higher education, this book is ideal reading for all those developing education, course leaders and heads of academic departments, as well as anyone interested in advancing student engagement in their higher education setting.

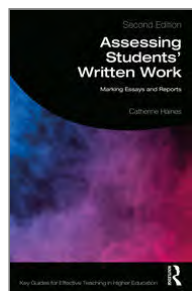
Routledge
May 2023 : 312pp
Pb: 978-1-032-22250-9 : **£31.99**
Hb: 978-1-032-19868-2 : **£135**
eBook: 978-1-003-27178-9

* For full contents and more information, visit: www.routledge.com/9781032222509

2ND EDITION

Assessing Students' Written Work

Marking Essays and Reports



Catherine Haines Oxford University, United Kingdom

Series: *Key Guides for Effective Teaching in Higher Education*

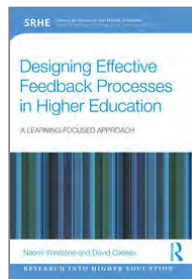
This practical and realistic book is designed to help practitioners who wish to improve their impact in assessing a large and diverse range of students. This second edition has been fully updated to include the views of students and recent developments in remote assessment, plagiarism, grading and feedback tools. Both newly appointed and more experienced lecturers in further and higher education, post-graduate students, part time staff and graduate teaching assistants will find this an invaluable guide and reference tool.

Routledge
June 2021 : 218pp
Pb: 978-0-367-35083-3 : **£24.99**
Hb: 978-0-367-35081-9 : **£135**
eBook: 978-0-429-32959-3

* For full contents and more information, visit: www.routledge.com/9780367350833

Designing Effective Feedback Processes in Higher Education

A Learning-Focused Approach



Naomi Winstone University of Surrey, UK, **David Carless** University of Hong Kong

Series: *Research into Higher Education*

Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach addresses the challenge of developing effective feedback processes, combining theory and practice to equip and empower educators. Including discussions on promoting student engagement with feedback, technology-enabled feedback, and effective peer feedback, it analyses examples of feedback practice and illustrates them through practical examples and up-to-date syntheses of relevant literature. It is a must-read for educators, researchers and academic developers in higher education, addressing well-recognized challenges in relation to assessment and feedback.

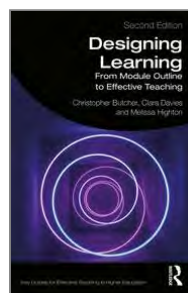
Routledge
July 2019 : 224pp
Pb: 978-0-815-36163-3 : **£34.99**
Hb: 978-0-815-36161-9 : **£125**
eBook: 978-1-351-11594-0

* For full contents and more information, visit: www.routledge.com/9780815361633

2ND EDITION

Designing Learning

From Module Outline to Effective Teaching



Christopher Butcher Leeds University, UK, **Clara Davies** Leeds University, UK, **Melissa Highton** Leeds University, UK

Series: *Key Guides for Effective Teaching in Higher Education*

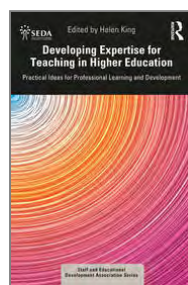
Aimed at helping those new to teaching in higher education to design and develop a course, this fully updated new edition is written in a practical and informative way. It includes advice, illustrative examples and case studies and focuses on the promotion of student learning, the diversity of the student body, and the need to create an inclusive learning environment. With new considerations to the higher education context including brand, competition, money, technology and professionalism, this book uses current educational research to support staff in their endeavour to design and develop modules and degree courses of the highest quality.

Routledge
October 2019 : 298pp
Pb: 978-1-138-61490-1 : **£26.99**
Hb: 978-1-138-61489-5 : **£125**
eBook: 978-0-429-46382-2

* For full contents and more information, visit: www.routledge.com/9781138614901

Developing Expertise for Teaching in Higher Education

Practical Ideas for Professional Learning and Development



Edited by **Helen King** University of the West of England, Bristol, UK

Series: *SEDA Series*

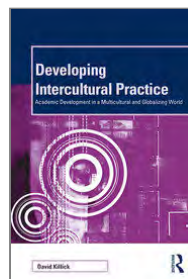
Taking key themes related to the characteristics of expertise, this edited collection delivers practical ideas for supporting and enabling professional learning and development in higher education as well as theoretical constructs for the basis of personal reflection on practice. Providing an accessible, evidence-informed theoretical framework designed to support individuals wishing to improve their teaching, *Developing Teaching Expertise in Higher Education* considers teaching excellence from an expertise perspective, and discusses how it might be supported and available to all.

Routledge
March 2022 : 272pp
Pb: 978-1-032-05700-2 : **£31.99**
Hb: 978-1-032-05699-9 : **£135**
eBook: 978-1-003-19877-2

* For full contents and more information, visit: www.routledge.com/9781032057002

Developing Intercultural Practice

Academic Development in a Multicultural and Globalizing World



David Killick Leeds Metropolitan University

Series: *SEDA Series*

Developing Intercultural Practice presents internationalisation as a process to ensure new learning environments are both inclusive and focused for students who live out their lives in a multicultural and globalising world. The rapidly emerging complexities of transnational education mean that there is now an urgency for international educators to offer support to faculty in providing curricula, learning and assessment experiences, and learning environments which are globally relevant and inclusive for their diverse students. Written from an academic development perspective, this book sets out to support that challenging task.

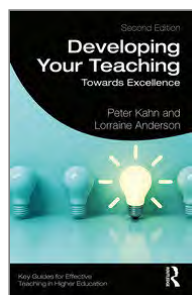
Routledge
August 2017 : 248pp
Pb: 978-1-138-28989-5 : **£36.99**
Hb: 978-1-138-28988-8 : **£120**
eBook: 978-1-315-26684-8

* For full contents and more information, visit: www.routledge.com/9781138289895

2ND EDITION

Developing Your Teaching

Towards Excellence


Peter Kahn, **Lorraine Anderson** University of Dundee

Series: Key Guides for Effective Teaching in Higher Education

This fully updated new edition is the ideal toolkit to support the development of teaching practice. With a new focus on what teaching excellence looks like, the challenges and rewards of teaching, developing the teacher portfolio and choosing effective teaching practices, this accessible and engaging book is packed with advice, vignettes and case studies, as well as useful tips and checklists for improving teaching. A must read for all those new to teaching in higher education as well as more experienced lecturers looking to refresh and advance the quality of their teaching.

Routledge

March 2019 : 218pp

Pb: 978-1-138-59119-6 : £27.99

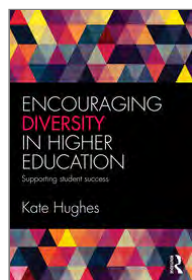
Hb: 978-1-138-59118-9 : £120

eBook: 978-0-429-49058-3

* For full contents and more information, visit: www.routledge.com/9781138591196

Encouraging Diversity in Higher Education

Supporting student success


Kate Hughes Victoria University, Melbourne, Australia

Diversity in Higher Education: Supporting Student Success provides a robust approach to teaching diverse and disadvantaged students, whilst assisting readers with the development of their own pedagogical skills. Approachable in execution, the book will provide an evidence-based set of classroom practices, which readers will readily be able to relate to and use successfully. This book will be a useful companion for both early career academics and those with experience but dealing with a new student cohort. It will also be of great interest to those teaching or studying the many professional qualifications in tertiary education.

Routledge

August 2016 : 152pp

Pb: 978-1-138-89973-5 : £25.99

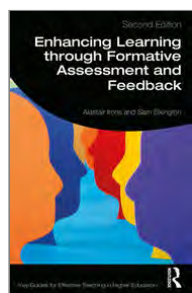
Hb: 978-1-138-89972-8 : £82.99

eBook: 978-1-315-70767-9

* For full contents and more information, visit: www.routledge.com/9781138899735

2ND EDITION

Enhancing Learning through Formative Assessment and Feedback


Alastair Irons University of Sunderland, UK, **Sam Elkington**
Series: Key Guides for Effective Teaching in Higher Education

Presented through the lens of contemporary perspectives, empirical evidence, and case studies across a broad range of subject disciplines, this new edition aims to encourage teaching and support staff to focus on the promotion of student learning through designing and embedding high impact formative assessment processes and activities. Aimed at both experienced and early career practitioners in higher education, this text is ideal reading for educators who wish to see a more holistic approach to education positions learning standards rather than measurement and grades as central to effective assessment and a return to a focus on student learners.

Routledge

August 2021 : 248pp

Pb: 978-1-138-61055-2 : £27.99

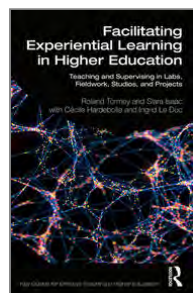
Hb: 978-1-138-61052-1 : £135

eBook: 978-1-138-61051-4

* For full contents and more information, visit: www.routledge.com/9781138610552

Facilitating Experiential Learning in Higher Education

Teaching and Supervising in Labs, Fieldwork, Studios, and Projects


Roland Tormey EPFL, Switzerland, **Siara Isaac**, **Cécile Hardebolle**, **Ingrid Le Duc**
Series: Key Guides for Effective Teaching in Higher Education

This book provides evidence-informed and practical advice on how to design, teach, and facilitate hands-on, experiential learning in practical higher education settings. With rich case studies and carefully considered analysis tasks, all underpinned by research evidence, it explores the functional aspects of teaching outside of regular classroom environments. Designed to enable university teachers to adapt strategies for teaching confidently and effectively, this must-read text focusses on enhancing learning and avoiding pitfalls whilst allowing students to develop and recognize the skills needed to excel in their chosen discipline.

Routledge

September 2021 : 288pp

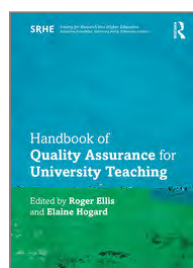
Pb: 978-0-367-62032-5 : £27.99

Hb: 978-0-367-56297-7 : £135

eBook: 978-1-003-10760-6

* For full contents and more information, visit: www.routledge.com/9780367620325

Handbook of Quality Assurance for University Teaching


Edited by Roger Ellis University of Chester, UK, **Elaine Hogard** University of Chester, UK

Assuring quality for teaching and learning is now a major challenge for universities and a major determinant of their funding. This practical and authoritative handbook provides a comprehensive overview of issues and approaches to assuring quality in university teaching. It contains a wealth of ideas and practical advice and has contributions from major international figures including the outgoing chief executives of the Quality Assurance Agency and the Higher Education Academy. This book is international in reference, research based, and full of practical advice and will be an invaluable and unique resource for lecturers, subject leaders, university managers, and quality assessors

Routledge

June 2018 : 528pp

Pb: 978-1-138-73380-0 : £35.99

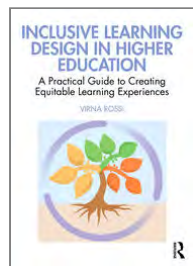
Hb: 978-1-138-73378-7 : £120

eBook: 978-1-315-18751-8

* For full contents and more information, visit: www.routledge.com/9781138733800

Inclusive Learning Design in Higher Education

A Practical Guide to Creating Equitable Learning Experiences


Virna Rossi

How can you design more inclusive learning experiences and environments? How can you overcome some of the challenges of designing and implementing more inclusive learning? Readers will find the answers to these questions and much more in this dynamic new text. Asserting that good teaching is inclusive teaching, it demonstrates how university modules and courses can be designed so that each student, regardless of their complex diversity, is valued equally. An accessible and practical guide for higher education course design, this book is a must read for higher education educators looking to be more inclusive in the way they design and offer learning experiences.

Routledge

May 2023 : 344pp

Pb: 978-1-032-13618-9 : £29.99

Hb: 978-1-032-12229-8 : £135

eBook: 978-1-003-23014-4

* For full contents and more information, visit: www.routledge.com/9781032136189

Leading Innovation and Creativity in University Teaching

Implementing Change at the Programme Level



Edited by **Sam Nolan , Steve Hutchinson**

Focusing on creating learning environments, this book explores what it means to be an innovative leader of learning and teaching in higher education. With insights and case studies from international contributors, this book highlights key approaches and solutions to leading change in learning and teaching that are implementable. It will be key reading for all those teaching in higher education, but particularly for academics who are interested in programme leadership roles.

Routledge

December 2022 : 200pp

Pb: 978-1-032-04148-3 : **£29.99**

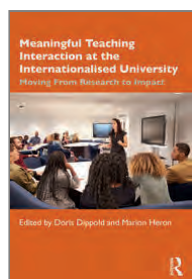
Hb: 978-1-032-02636-7 : **£125**

eBook: 978-1-003-19074-5

* For full contents and more information, visit: www.routledge.com/9781032041483

Meaningful Teaching Interaction at the Internationalised University

Moving From Research to Impact



Edited by **Doris Dippold , Marion Heron**

This edited collection draws together the latest thinking, research and practical case studies related to classroom interaction at internationalised universities. Covering topics such as classroom interactional competence, 'silent' students, interaction and integration in multicultural classes, social factors in classroom talk, group interaction, oracy development and anti-bullying interventions, this title is ideal reading for postgraduate students, teacher trainers in higher education, scholars and researchers and anyone interested in higher education pedagogy and its development.

Routledge

May 2021 : 234pp

Pb: 978-0-367-35088-8 : **£27.99**

Hb: 978-0-367-35086-4 : **£135**

eBook: 978-0-429-32969-2

* For full contents and more information, visit: www.routledge.com/9780367350888

Supporting Disabled Students in Higher Education

The Reasonable Adjustments Handbook



Stephen Campbell Leeds Trinity University, UK

This practical and inclusive handbook is designed to ensure disabled students are supported in their journey through mainstream higher education. Backed by recommendations for best practice across higher education, this book outlines barriers to inclusion and provides detailed guidance for adopting inclusive practices and reasonable adjustments. This book lays out the step-by-step process to enable effective communication between disability staff, academic staff and students and is a crucial guide for anyone with an interest in promoting and facilitating accessibility, inclusion and widening participation in higher education.

Routledge

June 2023 : 144pp

Pb: 978-1-032-12292-2 : **£26.99**

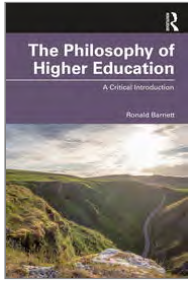
Hb: 978-1-032-10970-1 : **£135**

eBook: 978-1-003-22396-2

* For full contents and more information, visit: www.routledge.com/9781032122922

The Philosophy of Higher Education

A Critical Introduction



Ronald Barnett Institute of Education, University of London, UK

Providing a comprehensive introduction to the philosophy of higher education, through the lens of ecological realism, this text presents an imaginative way through the field and leads it into new areas. Each chapter takes the form of a short essay, tackling a particular topic such as values, knowledge, teaching, critical thinking, and social justice. It also examines key issues including academic freedom, the digital university and the Anthropocene, and draws on classic as well as contemporary texts in the field.

Routledge

November 2021 : 300pp

Pb: 978-0-367-61028-9 : **£27.99**

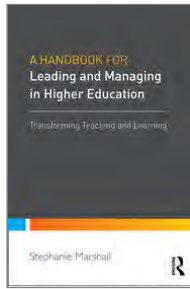
Hb: 978-0-367-56393-6 : **£135**

eBook: 978-1-003-10293-9

* For full contents and more information, visit: www.routledge.com/9780367610289

A Handbook for Leaders in Higher Education

Transforming teaching and learning



Stephanie Marshall Higher Education Academy (HEA) and the University of Manchester, UK

Written to assist those looking for an overview of key issues facing senior leaders and managers, this book focuses on the complex and highly politicised area of teaching and learning in Higher Education. Providing tried and tested tips and techniques for addressing issues in this area, A Handbook for Leaders in Higher Education: Transforming teaching and learning can be dipped into to support understanding through theory, best practice examples and case studies. Rooted in practical examples and case studies the book is informed by those with expertise in delivering leadership development at the international, national and institutional level.

Routledge
March 2016 : 204pp
Pb: 978-1-138-90980-9 : **£39.99**
Hb: 978-1-138-90979-3 : **£125**
eBook: 978-1-315-69379-8

* For full contents and more information, visit: www.routledge.com/9781138909809

Delivering Educational Change in Higher Education

A Transformative Approach for Leaders and Practitioners



Edited by Jackie Potter Oxford Brookes University, UK,
Cristina Devecchi University of Northampton, UK.

Series: SEDA Series

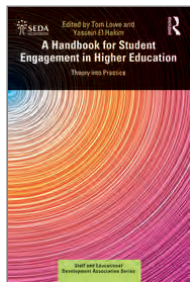
Presenting leadership of educational change in higher education as a dynamic, collaborative and evolving area, this book provides rich examples of how new ways of working are being adopted and adapted. Linking case studies to a range of practical models and theories, this book includes examples of ambitious whole institutional examples showcasing diverse role holders working together to make substantial changes to the delivery and organisation of educational provision. This book will be of interest and relevance to educators, programme leaders, educational developers who are all working in collaborative ways to enact positive change for student learning and experience.

Routledge
February 2020 : 226pp
Pb: 978-0-367-14784-6 : **£32.99**
Hb: 978-0-367-14783-9 : **£135**
eBook: 978-0-429-05340-5

* For full contents and more information, visit: www.routledge.com/9780367147846

A Handbook for Student Engagement in Higher Education

Theory into Practice



Edited by Tom Lowe University of Winchester, **Youssef El Hakim**

Series: SEDA Series

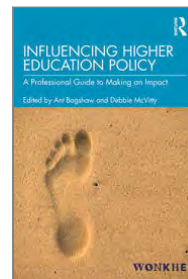
A sector-leading handbook, this text unpacks how students and staff can work together to genuinely transform the higher education learning experience. Using case studies and practical, workable examples from a variety of international institutions it uses theory-inspired practice and offers contemporary evidence of good practice from across the higher education sector. Crucial reading for educational developers, teachers, institutional leaders and anyone concerned with student engagement in higher education, the book draws on scholarship and established practice, disseminating experienced practice in a single volume to inspire student engaged educational development across the globe.

Routledge
April 2020 : 324pp
Pb: 978-0-367-08549-0 : **£32.99**
Hb: 978-0-367-08543-8 : **£135**
eBook: 978-0-429-02303-3

* For full contents and more information, visit: www.routledge.com/9780367085490

Influencing Higher Education Policy

A Professional Guide to Making an Impact



Edited by Ant Bagshaw, **Debbie McVitty**

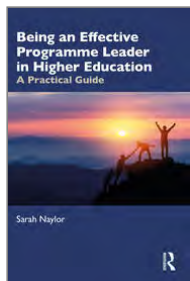
Drawing together a team of expert contributors from across the sector to offer contemporary descriptions and critical reflection of practice in higher education, this book uncovers the nature of policy making and interpretation. With practical examples and explanations, it draws on experience within the sector as well as literature and elements from outside of the field, to explore what it means to work in policy and public affairs in higher education. Offering a contemporary representation, this is an indispensable guide for all those who work in Higher Education, particularly those who work in communications, strategy, planning and leadership roles.

Routledge
August 2019 : 200pp
Pb: 978-1-138-34707-6 : **£34.99**
Hb: 978-1-138-34705-2 : **£125**
eBook: 978-0-429-43712-0

* For full contents and more information, visit: www.routledge.com/9781138347076

Being an Effective Programme Leader in Higher Education

A Practical Guide



Sarah Naylor Senior Lecturer, University of Derby

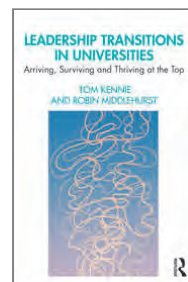
This book looks at topics such as leadership, personal tutoring, academic and student support mechanisms from the unique perspective of the programme leader. It gives suggestions for effective ways to lead a programme, incorporates practical advice on some key leadership skills, and offers proven strategies from across various contexts within the role. Vignettes, which include descriptions of authentic situations provided by programme leaders, sit alongside probing questions to prompt reflection for professional development. This practical text provides the guidance necessary to help programme leaders create an environment that is inclusive, caring, compassionate, and supportive.

Routledge
August 2022 : 166pp
Pb: 978-0-367-64804-6 : **£31.99**
Hb: 978-0-367-64186-3 : **£135**
eBook: 978-1-003-12635-5

* For full contents and more information, visit: www.routledge.com/9780367648046

Leadership Transitions in Universities

Arriving, Surviving and Thriving at the Top



Tom Kenne, **Robin Middlehurst**

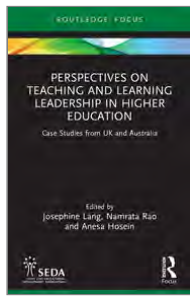
This key text is an informed insider's guide to leadership transitions that will assist talented individuals in considering whether to apply for, how to prepare for, and how to take on the task of leading a university. The collection of leadership experiences provided will help universities to be more successful, students to have great educational experiences and staff at all levels to have more fulfilling working environments. It will also consider how to avoid the emotional pain and suffering that can arise when leaders find themselves poorly equipped, unprepared, unable, or unwilling to provide the sound and competent leadership that universities deserve.

Routledge
May 2021 : 358pp
Pb: 978-0-367-35385-8 : **£31.99**
Hb: 978-0-367-35382-7 : **£135**
eBook: 978-0-429-33111-4

* For full contents and more information, visit: www.routledge.com/9780367353858

Perspectives on Teaching and Learning Leadership in Higher Education

Case Studies from UK and Australia



Edited by **Josephine Lang**, **Namrata Rao**, **Anesa Hosein**

Series: *SEDA Focus*

Perspectives on Teaching and Learning Leadership in Higher Education has been designed to bring together case studies to facilitate the development of effective and well-equipped leaders within the higher education sector. This resource will be invaluable in enhancing and enriching the learning experience of students as this book demonstrates that academic leadership is intricately related to student learning. It will help leaders negotiate their own conflicts and challenges, and will be essential reading for present and budding learning and teaching leaders in the educational sector.

Routledge
January 2025 : 100pp
Pb: 978-1-032-41843-8 : **£18.99**
Hb: 978-1-032-41842-1 : **£53.99**
eBook: 978-1-003-36001-8

* For full contents and more information, visit: www.routledge.com/9781032418438

3RD EDITION

Strategic Leadership of Change in Higher Education

What's New?



Stephanie Marshall Higher Education Academy (HEA) and the University of Manchester, UK

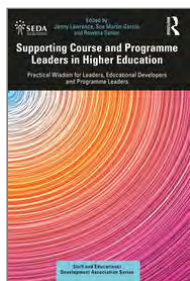
This fully updated third edition provides a clear overview of the basic principles of effective leadership and management of change, and assists strategic leaders to better contextualise – both globally and more locally – the external environment in which they are operating. This key title is crucial reading for all those involved in leadership and management positions in higher education. With an emphasis on principles of strategic and contextual thinking and problem-solving, alongside a strong commitment to shared values as key ingredients to the success of strategic leaders, this book provides expert commentary and global insights.

Routledge
June 2025 : 208pp
Pb: 978-1-032-68986-9 : **£29.99**
Hb: 978-1-032-68974-6 : **£135**
eBook: 978-0-429-46876-6

* For full contents and more information, visit: www.routledge.com/9781032689869

Supporting Course and Programme Leaders in Higher Education

Practical Wisdom for Leaders, Educational Developers and Programme Leaders



Edited by **Jenny Lawrence** University of Hull, UK, **Sue Morón-García**, **Rowena Senior** University of Hertfordshire, UK

Series: *SEDA Series*

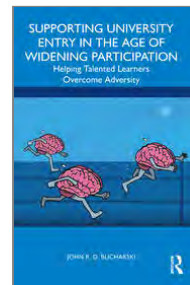
Offering research- and evidence-based approaches that explore the essential components of programme leadership in higher education, this book is designed to define, develop and support the programme leadership role and all those who undertake it. Crucial reading for programme leaders, as well as academic and educational developers and leaders working across faculties and whole institutions, this text includes contributions from teaching- and research-focused higher education institutions, as well as established and modern college- and university-based providers in both the northern and southern hemispheres.

Routledge
March 2022 : 236pp
Pb: 978-0-367-65015-5 : **£31.99**
Hb: 978-0-367-61038-8 : **£135**
eBook: 978-1-003-12741-3

* For full contents and more information, visit: www.routledge.com/9780367650155

Supporting University Entry in the Age of Widening Participation

Helping Talented Learners Overcome Adversity



John R. D. Blicharski

This guide provides all of the information needed to support learners from widening participation backgrounds and ensure fair admission to university can be effectively delivered. Each chapter offers a fresh and engaging insight into widening participation and explores the range of factors that determine whether students from non-traditional backgrounds successfully access university and benefit from it. Ideal reading for all those committed to expanding the diversity of their student populations, this book offers the insights, advice and considerations needed when deciding how best to help often highly vulnerable and unsupported students transform their lives through learning.

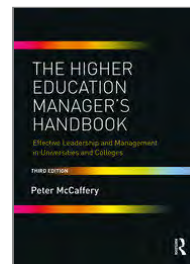
Routledge
September 2022 : 160pp
Pb: 978-1-032-10959-6 : **£32**
Hb: 978-1-032-07646-1 : **£145**
eBook: 978-1-003-21791-6

* For full contents and more information, visit: www.routledge.com/9781032109596

3RD EDITION

The Higher Education Manager's Handbook

Effective Leadership and Management in Universities and Colleges



Peter McCaffery London South Bank University, UK

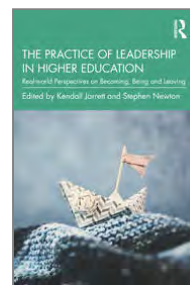
Drawing on professional experience from university innovators and a wealth of international case studies, The Higher Education Manager's Handbook offers practical advice and guidance on all aspects of university management. An engaging, comprehensive and accessible practitioner's guide, the book tackles all the key areas central to the job of managing in higher education, from understanding the culture of your university and the role it plays, to providing effective leadership and managing change. Now in a thoroughly updated third edition, the book is written from the unique perspective of the Higher Education manager, offering advice that can be implemented by leaders at all levels.

Routledge
August 2018 : 524pp
Pb: 978-0-815-37028-4 : **£38.99**
Hb: 978-0-815-37027-7 : **£135**
eBook: 978-1-351-24974-4

* For full contents and more information, visit: www.routledge.com/9780815370284

The Practice of Leadership in Higher Education

Real-world Perspectives on Becoming, Being and Leaving



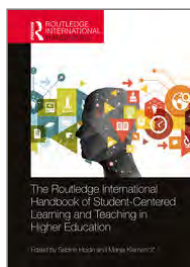
Edited by **Kendall Jarrett**, **Stephen Newton**

This practice-orientated book explores the nature of leadership in higher education during three key stages of the leadership cycle: becoming, being and leaving leadership. Providing perspectives on leadership from a range of professional sectors this book presents considered views on contemporary and future leadership practices in higher education from a global network of contributors. Full of practical examples of personal leadership experiences which can be used to help inform readers' leadership aspirations, development and legacy planning, this is the ideal read for anyone interested in understanding their identity and practice as a leader in higher education.

Routledge
September 2020 : 282pp
Pb: 978-0-367-42367-4 : **£33**
Hb: 978-0-367-42365-0 : **£145**
eBook: 978-0-367-82384-9

* For full contents and more information, visit: www.routledge.com/9780367423674

The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education



Edited by **Sabine Hoidn**, **Manja Klemenčič**

Series: *Routledge International Handbooks of Education*

This volume offers a comprehensive and up-to-date overview of the fundamentals of student-centered learning and instruction (SCLI) and its applications in policy and practice. Bringing together scholars from around the world, it theoretically advances the concept of SCLI, presents major analytical lenses to investigate the concept and critically discusses new directions and developments in pedagogy, program design, assessment and institutional policy. An essential resource with international appeal, it offers researchers, educators and students in higher education new insights into the roots, latest thinking, practices and evidence surrounding SCLI in higher education.

Routledge

August 2022 : 694pp

Pb: 978-0-367-49796-5 : **£42.99**

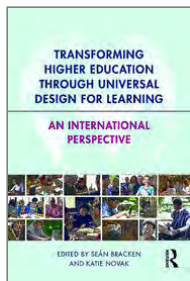
Hb: 978-0-367-20052-7 : **£215**

eBook: 978-0-429-25937-1

* For full contents and more information, visit: www.routledge.com/9780367497965

Transforming Higher Education Through Universal Design for Learning

An International Perspective



Edited by **Seán Bracken** Worcester University, UK, **Katie Novak**

Providing insight into the background, theory and practical applications of Universal Design for Learning (UDL) in the Higher Education sector; this book examines and shares best practice in UDL implementation worldwide to provide institutions with strategies to increase accessibility and engagement. Every chapter provides a different perspective of how UDL has helped meet the needs of all students to ensure that education is accessible, culturally responsive, and socially just. Educational leaders and researchers across the globe assist in making this publication a crucial read for those who want to make a positive difference in Higher Education provision and outcomes.

Routledge

March 2019 : 390pp

Pb: 978-0-815-35473-4 : **£29.99**

Hb: 978-0-815-35472-7 : **£120**

eBook: 978-1-351-13207-7

* For full contents and more information, visit: www.routledge.com/9780815354734

Understanding and Improving the Student Experience in Higher Education

Navigating the Third Space



Jan Bamford, Elena Moschini, Cécile Tschirhart

This key text studies a variety of approaches by drawing on higher education policy, interviews with academics working in third space roles in higher education in the UK, France, Germany, Holland, North America and Italy as well as auto-ethnographic narratives. This work offers further insights into the way in which the 'third space' roles are so important to the functioning of higher education institutions and the ways in which the improvement of the student experience is inexorably intertwined with those in such roles.

Routledge

May 2022 : 190pp

Pb: 978-0-367-44113-5 : **£29.99**

Hb: 978-0-367-44112-8 : **£135**

eBook: 978-1-003-00768-5

* For full contents and more information, visit: www.routledge.com/9780367441135

5TH EDITION

A Handbook for Teaching and Learning in Higher Education

Enhancing Academic Practice



Edited by **Stephanie Marshall** Higher Education Academy (HEA) and the University of Manchester, UK

With an increased focus on student voice and teaching excellence, this new edition will support all involved in facilitating a world-class inclusive education. Including case studies and examples from nine nations, this fifth edition takes the reader through the key drivers of change at the national, institutional and departmental level through to the skills any higher education teacher needs. Updated with new chapters including 'the inclusive curriculum', 'student well-being' and 'the scholarship of teaching and learning' and providing a guide to support universities working towards gold in the TEF, it is crucial reading for anyone teaching in higher education worldwide.

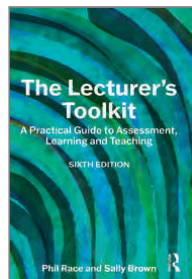
Routledge
December 2019 : 404pp
Pb: 978-0-367-20082-4 : **£43.99**
Hb: 978-0-367-20081-7 : **£120**
eBook: 978-0-429-25950-0

* For full contents and more information, visit: www.routledge.com/9780367200824

6TH EDITION

The Lecturer's Toolkit

A Practical Guide to Assessment, Learning and Teaching



Phil Race, Sally Brown

With a focus on practical, implementable strategies to enhance learning experiences, the extensively updated sixth edition of The Lecturer's Toolkit is an essential guide for those new to teaching in Higher Education, as well as a companion to improve the practice of more experienced teachers. This accessible toolkit is based on decades of experience of higher education and is written with authority and clarity in a jargon-free style. It is a must-read for every higher education professional.

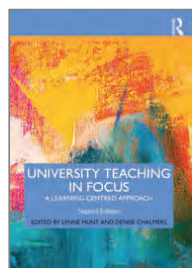
Routledge
April 2025 : 318pp
Pb: 978-1-032-73834-5 : **£46.99**
Hb: 978-1-032-74483-4 : **£145**
eBook: 978-0-429-06020-5

* For full contents and more information, visit: www.routledge.com/9781032738345

2ND EDITION

University Teaching in Focus

A Learning-centred Approach



Edited by **Lynne Hunt, Denise Chalmers**

The second edition of University Teaching in Focus distils the knowledge and insights of internationally acclaimed experts in university teaching. It empowers university teachers and contributes to their career success by developing their teaching skills, strategies, and knowledge. This edition will be a key resource for foundational teaching development programs in higher education institutions or as a self-help manual by early career and experienced teachers who wish to enhance their students' learning.

Routledge
June 2021 : 374pp
Pb: 978-0-367-44210-1 : **£29.99**
Hb: 978-0-367-44209-5 : **£135**
eBook: 978-1-003-00833-0

* For full contents and more information, visit: www.routledge.com/9780367442101

Developing Research Writing

A Handbook for Supervisors and Advisors



Edited by **Susan Carter** University of Auckland, New Zealand, **Deborah Laurs** Victoria University of Wellington, New Zealand

Developing Research Writing aids supervisors and advisors to bridge this gap by drawing together expertise on providing guidance and feedback into a co-edited, collaborative, evidence-based guide. In many tertiary institutions there is a gap in training for doctoral supervisors on giving advice and feedback on academic writing, and often excellent supervisors lack the linguistic vocabulary to give feedback, despite good intentions. Including chapters on key topics from identity construction through writing, clarity and style in Science writing and approaches to writing a second language through to pointers on publication, this book offers practical examples based on international research.

Routledge
August 2017 : 278pp
Pb: 978-1-138-68815-5 : **£36.99**
Hb: 978-1-138-68814-8 : **£110**
eBook: 978-1-315-54198-3

* For full contents and more information, visit: www.routledge.com/9781138688155

2ND EDITION

Successful Research Supervision

Advising students doing research



Anne Lee

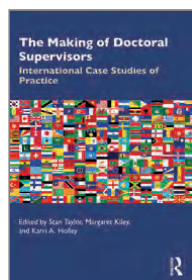
The fully updated second edition of Successful Research Supervision offers a research-based practical framework for academics to examine and develop their effectiveness as research supervisors. By identify the optimum combination of approaches to best fit individuals this text helps supervisors to move their students towards the ultimate goal of being able to study independently in a thoughtful, coherent and efficient manner. This guide for both novice and experienced supervisors takes the reader from the initial steps, to managing a project through to successful completion.

Routledge
August 2019 : 368pp
Pb: 978-0-815-37699-6 : **£32.99**
Hb: 978-0-815-37698-9 : **£125**
eBook: 978-1-351-23498-6

* For full contents and more information, visit: www.routledge.com/9780815376996

The Making of Doctoral Supervisors

International Case Studies of Practice



Edited by **Stan Taylor** Durham University, UK, **Margaret Kiley**, **Karri Holley**

With a wide range of international contributors, this book surveys how the main doctoral awarding countries across the globe define criteria for the eligibility of supervisors. It compares and contrasts their approaches, comments upon their robustness and identifies examples of good practice. Written by a distinguished international team of authors, The Making of Doctoral Supervisors will be of interest to all those engaged in doctoral education including policy-makers, programme leaders, supervisors, administrators, and scholars in the field.

Routledge
December 2020 : 244pp
Pb: 978-0-367-22433-2 : **£39.99**
Hb: 978-0-367-22432-5 : **£135**
eBook: 978-0-429-27483-1

* For full contents and more information, visit: www.routledge.com/9780367224332

2ND EDITION

Thesis and Dissertation Writing in a Second Language

A Handbook for Students and their Supervisors



Brian Paltridge, **Sue Starfield**

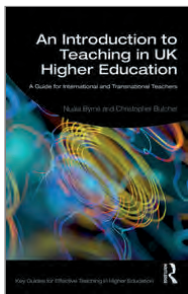
This fully updated edition is the guide for non-native speakers writing a thesis or dissertation in English. It explicitly unpacks academic writing, using accessible language and practical examples and discusses the issues that are crucial to success. These include: understanding the setting and purpose, understanding writer/reader relationships, issues of writer identity and what examiners really value. Suitable for students from all disciplines writing in a second language this book is equally valuable for supervisors of non-native speakers as it provides tasks that can be used with students to guide them in their writing.

Routledge
August 2019 : 248pp
Pb: 978-1-138-04870-6 : **£28.99**
Hb: 978-1-138-04869-0 : **£125**
eBook: 978-1-315-17002-2

* For full contents and more information, visit: www.routledge.com/9781138048706

An Introduction to Teaching in UK Higher Education

A Guide for International and Transnational Teachers



Nuala Byrne, Christopher Butcher Leeds University, UK

Series: Key Guides for Effective Teaching in Higher Education

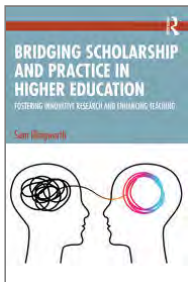
A must-read guide for international staff new to teaching in UK higher education, this key text focusses on what is particular and often baffling to those who are new to higher education teaching in the UK. With practical tips and advice rooted in relevant theory, it is an invaluable resource to guide through the initial teaching experience. Breaking down all of the aspects involved in teaching learning and assessing in UK higher education, this book is a one-stop resource for those looking to begin a career in UK higher education. Particularly useful for new international staff, it will also be of interest to those looking to improve their teaching practice.

Routledge
December 2020 : 226pp
Pb: 978-0-367-18608-1 : **£26.99**
Hb: 978-0-367-18606-7 : **£135**
eBook: 978-0-429-19716-1

* For full contents and more information, visit: www.routledge.com/9780367186081

Bridging Scholarship and Practice in Higher Education

Fostering Innovative Research and Enhancing Teaching



Sam Illingworth

This is a practical guide for educators aiming to integrate research into their teaching. Accessible and engaging, it provides clear strategies to enhance the learning experience by connecting research and teaching in meaningful ways. This book will serve as a useful companion for those new to higher education teaching, including participants in Postgraduate Certificate (PGCert) in Higher Education courses. It will have an additional benefit for anyone looking to refresh their teaching and research practice, alongside academics, librarians, and educational professionals.

Routledge
March 2025 : 180pp
Pb: 978-1-032-81477-3 : **£29.99**
Hb: 978-1-032-81479-7 : **£145**
eBook: 978-1-003-50005-6

* For full contents and more information, visit: www.routledge.com/9781032814773

Developing Excellence in Teaching and Learning in Higher Education through Observation



Matt O'Leary, Vanessa Cui

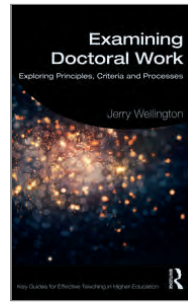
Offering inter-disciplinary, evidence-informed discussion and practical resources for using observation as a tool of educational inquiry to enhance understanding and the quality of teaching and learning in higher education, this book draws on forward-thinking, contemporary research. This is a must-read book for all those interested and involved in using observation to understand, develop and improve the quality of teaching and learning in Higher Education.

Routledge
April 2023 : 234pp
Pb: 978-0-367-35810-5 : **£26.99**
Hb: 978-0-367-35808-2 : **£135**
eBook: 978-0-429-34190-8

* For full contents and more information, visit: www.routledge.com/9780367358105

Examining Doctoral Work

Exploring Principles, Criteria and Processes



Jerry Wellington University of Sheffield, UK

Series: Key Guides for Effective Teaching in Higher Education

In clear, straight-forward language, Examining Doctoral Work considers how the practice of doctoral examination can be improved to ensure that both examiners and students can make the most of the assessment process. With insight into how to prepare for a viva, as well as a consideration of the responsibilities afterwards, the book de-mystifies this crucial part of the process to provide a comprehensive overview of the principles, criteria and processes needed to ensure success. Drawing from a mixture of personal experience, existing research and anecdote, this book is ideal reading for those new to the world of doctoral examination, or looking to improve their practice.

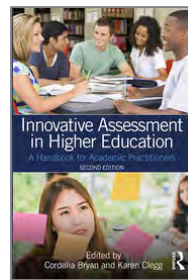
Routledge
September 2020 : 116pp
Pb: 978-0-367-43160-0 : **£26.99**
Hb: 978-0-367-43159-4 : **£120**
eBook: 978-1-003-00160-7

* For full contents and more information, visit: www.routledge.com/9780367431600

2ND EDITION

Innovative Assessment in Higher Education

A Handbook for Academic Practitioners



Edited by Cordelia Bryan Higher Education Academy, York, UK, **Karen Clegg** University of York, UK

This fully updated new edition contextualises why assessment is still the single most important factor affecting student learning in higher education. With a particular focus on improving and implementing new assessment to enhance learning, it offers brand new chapters on how to maximise learning through the use of technology, social media and online assessment as well as the assessment of employability skills. Aimed at busy academics who want to make a tangible difference to their academic practice and to the student experience, this book offers a critical discourse with practical suggestions to enhance the higher education learning environment.

Routledge
April 2019 : 276pp
Pb: 978-1-138-58119-7 : **£34.99**
Hb: 978-1-138-58118-0 : **£120**
eBook: 978-0-429-50685-7

* For full contents and more information, visit: www.routledge.com/9781138581197

Making Inclusive Higher Education a Reality

Creating a University for All



Edited by Anna M. Kelly, Lisa Padden, Bairbre Fleming

Revealing higher education inclusive practice in action, this key title showcases a range of international case studies from a number of universities in order to highlight approaches to developing a culture of access and inclusion. It provides detailed information on how to transform institutional commitment to access and diversity into systemic change and the creation of a university for all. Providing a whole-institution perspective of student access and inclusion, citing case studies and sharing real world experience, this book appeals to academic leaders, faculty and professionals in higher education, as well as policy makers.

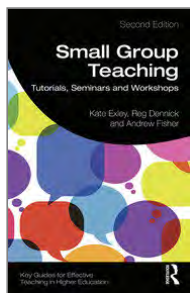
Routledge
April 2023 : 258pp
Pb: 978-1-032-18259-9 : **£31.99**
Hb: 978-1-032-15477-0 : **£135**
eBook: 978-1-003-25363-1

* For full contents and more information, visit: www.routledge.com/9781032182599

2ND EDITION

Small Group Teaching

Tutorials, Seminars and Workshops



Kate Exley The University of Leeds, UK, **Reg Dennick** University of Nottingham, UK, **Andrew Fisher**

Series: Key Guides for Effective Teaching in Higher Education

This comprehensive guide for new university teachers brings together straightforward and practical advice on small group teaching alongside examples of practice across disciplines. Written in a highly accessible style, it covers topics such as the foundations of small group teaching; methods and techniques; and advice on inclusive and non-discriminatory practice. Now fully updated, this new edition also takes into account changes in technology and the expectation of students, includes examples of practice from a variety of institutions, and offers learning resources and reading suggestions throughout.

Routledge

February 2019 : 212pp

Pb: 978-1-138-59065-6 : **£27.99**Hb: 978-1-138-59063-2 : **£120**

eBook: 978-0-429-49089-7

* For full contents and more information, visit: www.routledge.com/9781138590656

Supporting Disabled Students in Higher Education

The Reasonable Adjustments Handbook



Stephen Campbell Leeds Trinity University, UK

This practical and inclusive handbook is designed to ensure disabled students are supported in their journey through mainstream higher education. Backed by recommendations for best practice across higher education, this book outlines barriers to inclusion and provides detailed guidance for adopting inclusive practices and reasonable adjustments. This book lays out the step-by-step process to enable effective communication between disability staff, academic staff and students and is a crucial guide for anyone with an interest in promoting and facilitating accessibility, inclusion and widening participation in higher education.

Routledge

June 2023 : 144pp

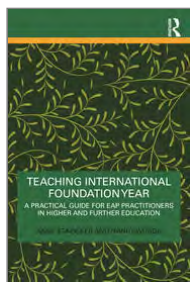
Pb: 978-1-032-12292-2 : **£26.99**Hb: 978-1-032-10970-1 : **£135**

eBook: 978-1-003-22396-2

* For full contents and more information, visit: www.routledge.com/9781032122922

Teaching International Foundation Year

A Practical Guide for EAP Practitioners in Higher and Further Education



Anne Stazicker University of Leeds, UK, **Nancy Woods** University of Leeds, UK

This book balances recent pedagogy with practical advice on areas such as academic culture, personal tutoring, managing IFY, assessment, syllabus design, materials development and student autonomy. Designed for busy teachers, this book provides examples of teaching materials and syllabus design that can be used as templates and chapters can be read in isolation or consulted by section as needed. Each chapter identifies the relevant BALEAP competencies addressed within it, allowing readers to consult according to need or interest and are designed to be revisited.

Routledge

April 2022 : 172pp

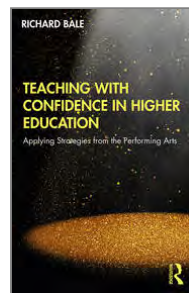
Pb: 978-1-032-18258-2 : **£27.99**Hb: 978-1-032-15479-4 : **£135**

eBook: 978-1-003-25362-4

* For full contents and more information, visit: www.routledge.com/9781032182582

Teaching with Confidence in Higher Education

Applying Strategies from the Performing Arts



Richard Bale

Presenting higher education teaching as a performative, creative and improvisational activity, this book guides the reader to reflect on their own teaching style and performative aspects of their practice, such as nerves and performance anxiety, the use of the voice and body, improvisation, and presentation and public speaking skills. Focusing on how to create an inclusive learning experience which places the student centre stage, this book offers insights into how teaching practice can be enhanced through awareness of performative aspects. This book is ideal for anyone new to teaching in Higher Education or looking to improve the performance aspect of their teaching.

Routledge

March 2020 : 196pp

Pb: 978-0-367-19365-2 : **£26.99**Hb: 978-0-367-19363-8 : **£135**

eBook: 978-0-429-20192-9

* For full contents and more information, visit: www.routledge.com/9780367193652

Transforming Higher Education Through Universal Design for Learning

An International Perspective



Edited by **Seán Bracken** Worcester University, UK, **Katie Novak**

Providing insight into the background, theory and practical applications of Universal Design for Learning (UDL) in the Higher Education sector; this book examines and shares best practice in UDL implementation worldwide to provide institutions with strategies to increase accessibility and engagement. Every chapter provides a different perspective of how UDL has helped meet the needs of all students to ensure that education is accessible, culturally responsive, and socially just. Educational leaders and researchers across the globe assist in making this publication a crucial read for those who want to make a positive difference in Higher Education provision and outcomes.

Routledge

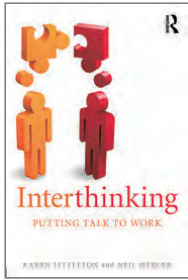
March 2019 : 390pp

Pb: 978-0-815-35473-4 : **£29.99**Hb: 978-0-815-35472-7 : **£120**

eBook: 978-1-351-13207-7

* For full contents and more information, visit: www.routledge.com/9780815354734

Interthinking: Putting talk to work



Karen Littleton The Open University, UK, **Neil Mercer**
University of Cambridge, UK

Written in an accessible and jargon-free style, *Interthinking: putting talk to work* explores the growing body of work on how people think creatively and productively together. Challenging purely individualistic accounts of human evolution and cognition, its internationally acclaimed authors provide analyses of real-life examples of collective thinking in everyday settings including workplaces, schools, rehearsal spaces and online environments. The authors use socio-cultural psychology to explain the processes involved in interthinking, to explore its creative power, but also to understand why collective thinking isn't always productive or successful. With this knowledge we can maximise the constructive benefits of our ability to interthink, and understand the best ways in which we can help young people to develop, nurture and value that capability.

Routledge

August 2013 : 144pp

Pb: 978-0-415-67553-6 : **£36.99**

Hb: 978-0-415-67552-9 : **£135**

eBook: 978-0-203-80943-3

* For full contents and more information, visit: www.routledge.com/9780415675536

The Routledge International Handbook of Research on Dialogic Education



Edited by **Neil Mercer**, **Rupert Wegerif**, **Louis Major**

Series: Routledge International Handbooks of Education

The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education. With contributions from the world's leading researchers, it describes underpinning theoretical approaches, debates, methodologies, evidence of impact, how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time.

Routledge

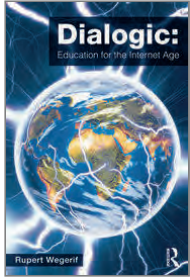
October 2019 : 714pp

Hb: 978-1-138-33851-7 : **£220**

eBook: 978-0-429-44167-7

* For full contents and more information, visit: www.routledge.com/9781138338517

Dialogic: Education for the Internet Age



Rupert Wegerif University of Exeter, UK

In *Dialogic: Education for the Internet Age*, Rupert Wegerif argues that the traditional model of schooling, is built on the logic of print and tends to assume that there is a single true representation of reality, which schools exist to transmit to new generations. In practice the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. The real challenge we face is to develop a new understanding or logic of education that takes into account the pedagogical affordances of the Internet and associated new media.

Routledge

December 2012 : 208pp

Pb: 978-0-415-53679-0 : **£36.99**

Hb: 978-0-415-53678-3 : **£135**

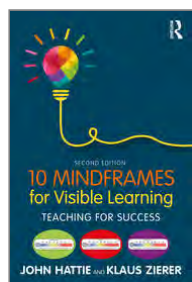
eBook: 978-0-203-11122-2

* For full contents and more information, visit: www.routledge.com/9780415536790

2ND EDITION

10 Mindframes for Visible Learning

Teaching for Success



John Hattie University of Melbourne, **Klaus Zierer**
University of Augsburg, Germany

This new and updated edition of 10 Mindframes for Visible Learning revisits the ten behaviours or mindframes that teachers need to adopt in order to maximize student success. These powerful mindframes, which should underpin every action in schools, are founded on the principle that teachers are evaluators, change agents, learning experts, and seekers of feedback who are constantly engaged with dialogue and challenge. This updated essential guide, which includes questionnaires, scenarios, checklists, and exercises, will show any school exactly how to implement Hattie's mindframes to maximize student success.

Routledge
November 2024 : 236pp
Pb: 978-1-032-55324-5 : **£22.99**
Hb: 978-1-032-55325-2 : **£135**
eBook: 978-1-003-43012-4

* For full contents and more information, visit: www.routledge.com/9781032553245

10 Steps to Develop Great Learners

Visible Learning for Parents



John Hattie University of Melbourne, **Kyle Hattie**

What can concerned parents and carers do to ensure their children, of all ages, develop great learning habits which will help them achieve their maximum at school and in life? John Hattie, one of the most respected and renowned Education researchers in the world, with his son Kyle, himself a respected teacher, offer a 10-step plan to nurturing curiosity and intellectual ambition and providing a home environment that encourages and values learning. These simple steps based on the strongest of research evidence and packed full of practical advice can be followed by any parent or carer to support and enhance learning and maximise the potential of their children.

Routledge
April 2022 : 207pp
Pb: 978-1-032-18929-1 : **£17**
Hb: 978-1-032-18928-4 : **£145**
eBook: 978-1-003-25702-8

* For full contents and more information, visit: www.routledge.com/9781032189291

2ND EDITION

How Learning Happens

Seminal Works in Educational Psychology and What They Mean in Practice



Paul A. Kirschner, **Carl Hendrick** Wellington College, UK

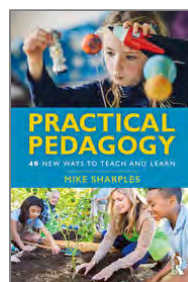
This book introduces 32 giants of educational research and their findings on how we learn and what we need to know to learn effectively, efficiently, and enjoyably. Now updated to include a new section on Memory and Cognition with five new chapters, this revised second edition explores a selection of the key works on learning and teaching, chosen from the fields of educational psychology and cognitive psychology. This is essential reading for teachers wanting to fully engage with and understand educational research as well as undergraduate students in the fields of education, educational psychology and the learning sciences.

Routledge
March 2024 : 416pp
Pb: 978-1-032-49839-3 : **£21.99**
Hb: 978-1-032-49840-9 : **£135**
eBook: 978-1-003-39571-3

* For full contents and more information, visit: www.routledge.com/9781032498393

Practical Pedagogy

40 New Ways to Teach and Learn



Mike Sharples The Open University, UK

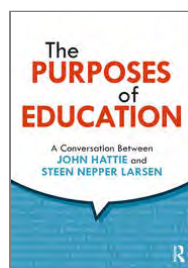
Practical Pedagogy expands the universe of teaching and learning. It provides an accessible guide to new and emerging innovations in education, with insights into how to become more effective as a teacher and learner. New teachers will find a comprehensive introduction to innovative ways of teaching and learning. Experienced educators will be surprised by the range of useful pedagogies, such as translanguaging, crossover learning, teachback, bricolage and rhizomatic learning. Policy makers will gain evidence of how new teaching methods work in practice, with resources for curriculum design and course development.

Routledge
April 2019 : 266pp
Pb: 978-1-138-59981-9 : **£24.99**
Hb: 978-1-138-59980-2 : **£125**
eBook: 978-0-429-48553-4

* For full contents and more information, visit: www.routledge.com/9781138599819

The Purposes of Education

A Conversation Between John Hattie and Steen Nepper Larsen



John Hattie University of Melbourne, Australia, **Steen Nepper Larsen**

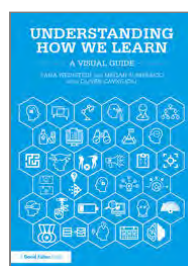
What is the purpose of education and what is the relationship between educational research and policy? Using the twin lenses of Visible Learning and educational philosophy these are among the many fascinating topics discussed in extended conversations between John Hattie and Steen Larsen. This wide-ranging, entertaining and informative book uses the framework of Hattie's world famous research to explore the vital questions around education and the development of students in a learning society. Complete with informative cartoons, summary boxes and annotated reading lists, it will inspire teachers, students and parents at all levels of the educational system.

Routledge
May 2020 : 336pp
Pb: 978-0-367-41664-5 : **£21.99**
Hb: 978-0-367-41663-8 : **£135**
eBook: 978-0-367-81556-1

* For full contents and more information, visit: www.routledge.com/9780367416645

Understanding How We Learn

A Visual Guide



Yana Weinstein, **Megan Sumeracki**, **Oliver Caviglioli**

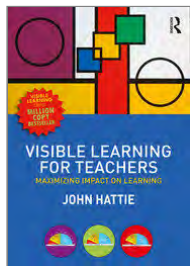
Educational practice does not, for the most part, rely on research findings. Instead, there's a preference for relying on our intuitions about what's best for learning. But, relying on intuition may be a bad idea for teachers and learners alike. This accessible guide helps teachers to integrate effective, research-backed strategies for learning into their classroom practice. With clear illustrations throughout to explain complex concepts, the book explores exactly what constitutes good evidence for effective learning and teaching strategies, how to make evidence-based judgments instead of relying on intuition, and how to apply findings from cognitive psychology directly to the classroom.

Routledge
August 2018 : 176pp
Pb: 978-1-138-56172-4 : **£21.99**
Hb: 978-1-138-56169-4 : **£120**
eBook: 978-0-203-71046-3

* For full contents and more information, visit: www.routledge.com/9781138561724

Visible Learning for Teachers

Maximizing Impact on Learning



John Hattie University of Melbourne, Australia

Visible Learning for Teachers & Students is a follow up to John Hattie's ground breaking book Visible Learning aimed at students, training and practicing teachers, and explains how to apply the principles of his 2008 book to any classroom anywhere in the world. Hattie contextualises his own research and offers practical guidance to the successful implementation of visible learning and visible teaching in the classroom. This 'holy grail' (TES 2008) of teaching covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management.

Routledge

December 2011 : 296pp

Pb: 978-0-415-69015-7 : **£32.99**

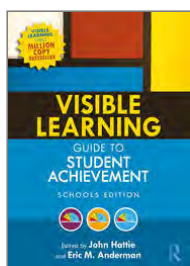
Hb: 978-0-415-69014-0 : **£145**

eBook: 978-0-203-18152-2

* For full contents and more information, visit: www.routledge.com/9780415690157

Visible Learning Guide to Student Achievement

Schools Edition



John Hattie University of Melbourne, Australia, **Eric M. Anderman** The Ohio State University, USA

Visible Learning Guide to Student Achievement critically examines the major influences shaping student achievement today. A revision of the International Guide to Student Achievement, this updated edition provides readers with a more accessible compendium of research summaries – with a particular focus on the school sector. As educators throughout the world seek to enhance learning, the information contained in this book provides practitioners and policymakers with relevant material and research-based instructional strategies that can be readily applied in classrooms and schools to maximise achievement.

Routledge

November 2019 : 348pp

Pb: 978-0-815-36724-6 : **£26.99**

Hb: 978-0-815-36723-9 : **£120**

eBook: 978-1-351-25784-8

* For full contents and more information, visit: www.routledge.com/9780815367246

Visible Learning: The Sequel

A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement



John Hattie University of Melbourne

When the original Visible Learning published in 2008 it instantly became a publishing sensation. Interest in the book was unparalleled; it sold out in days and was described by the TES as revealing 'teaching's Holy Grail'. Now John Hattie returns to this ground-breaking work. The research underlying this book is now informed by more than 2,100 meta-analyses (more than double that of the original), drawn from more than 130,000 studies and involving more than 400 million students from all around the world. Building upon the success of original, this highly anticipated sequel expands Hattie's model of teaching and learning based on evidence of impact and is essential reading.

Routledge

March 2023 : 512pp

Pb: 978-1-032-46203-5 : **£23**

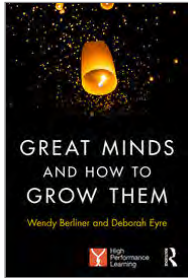
Hb: 978-1-032-46202-8 : **£130**

eBook: 978-1-003-38054-2

* For full contents and more information, visit: www.routledge.com/9781032462035

Great Minds and How to Grow Them

High Performance Learning



Wendy Berliner , Deborah Eyre Group Education Director, Nord Anglia Education; Deputy Dean (Academic Affairs), Westminster Institute of Education, Oxford Brookes University; Senior Lecturer, Westminster College

Education is more important than ever. Yet some children – with parent and teacher blessing – write themselves off and think they are not good enough to achieve highly. The latest research shows most children can reach levels of performance at a school previously associated with only the high achieving, gifted and talented. Brains are malleable, IQ not fixed but without parental engagement in learning, many children will continue to fall short of their potential. This book takes what is now known about how and why children succeed at school and translates this into a straightforward handbook for parents, teachers and all concerned with children's education.

Routledge

July 2017 : 142pp

Pb: 978-1-138-28460-9 : **£16.99**

Hb: 978-1-138-28459-3 : **£81.99**

eBook: 978-1-315-26938-2

* For full contents and more information, visit: www.routledge.com/9781138284609

High Performance Learning

How to become a world class school



Deborah Eyre Group Education Director, Nord Anglia Education; Deputy Dean (Academic Affairs), Westminster Institute of Education, Oxford Brookes University; Senior Lecturer, Westminster College

Based on 40 years of research into how the most able students think and learn, High Performance Learning takes what is known about the characteristics of advanced cognitive performance and translates it into a practical and user-friendly framework which can be used with all students and staff. Flexible and adaptable it can be used in any context, with any curriculum and at any age. It does not require separate lessons but becomes the underpinning pedagogy of the school. Evidence based and extensively trialled in schools in eleven countries, this book provides readers with a ground breaking and approachable model for achieving high levels of academic performance for all students and schools.

Routledge

January 2016 : 136pp

Pb: 978-1-138-94013-0 : **£28.99**

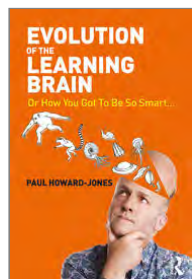
Hb: 978-1-138-94011-6 : **£115**

eBook: 978-1-315-67447-6

* For full contents and more information, visit: www.routledge.com/9781138940130

Evolution of the Learning Brain

Or How You Got To Be So Smart...



Paul Howard Jones Bristol University, UK

How do brain regions that first appeared in fishes influence our learning today? How did primates evolve and what does it mean to have a "social brain"? What light does evolution shed on learning difficulties and disorders? How might technology influence how our brains evolve in the future? This fascinating book tells the emerging story of how learning has evolved. It provides a fresh perspective on the nature of human learning and on the educational implications today of a biological history that stretches across 600 million years.

Routledge

February 2018 : 248pp

Pb: 978-1-138-82446-1 : **£18.99**

Hb: 978-1-138-82445-4 : **£135**

eBook: 978-1-315-15085-7

* For full contents and more information, visit: www.routledge.com/9781138824461

Introducing Neuroeducational Research

Neuroscience, Education and the Brain from Contexts to Practice



Paul Howard-Jones Bristol University, UK

Introducing Neuroeducational Research builds a meaningful bridge between diverse subjects from an interdisciplinary perspective, serving two critically related goals: to enrich both scientific and educational understandings of learning. The unique conceptual, methodological and ethical challenges which characterise this new field in educational psychology are examined and illustrated through empirical research, explaining why a 'brain-based' science of education can never exist in isolation from other perspectives on learning.

Routledge

October 2009 : 256pp

Pb: 978-0-415-47201-2 : **£36.99**

Hb: 978-0-415-47200-5 : **£135**

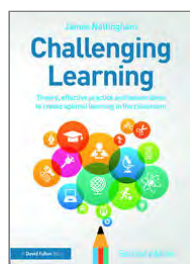
eBook: 978-0-203-86730-3

* For full contents and more information, visit: www.routledge.com/9780415472012

2ND EDITION

Challenging Learning

Theory, effective practice and lesson ideas to create optimal learning in the classroom



James Nottingham

Challenging Learning offers advice and techniques for helping children of all ages develop into confident, thoughtful and independent learners. Based around the acronym ASK, this practical guide explores attitudes, skills and knowledge to learning – what is required and how to develop these skills more effectively. It encourages independent thinking and a spirit of inquiry in your children. Through the use of rich examples of classroom interactions, this book offer strategies that will help children to produce their own thoughtful conclusions, develop their own concepts, examine logic and remain open to alternatives.

Routledge

October 2015 : 212pp

Pb: 978-1-138-92305-8 : **£37**

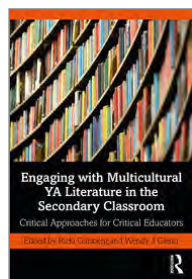
Hb: 978-1-138-92304-1 : **£130**

eBook: 978-1-315-68537-3

* For **full contents** and more information, visit: www.routledge.com/9781138923058

Engaging with Multicultural YA Literature in the Secondary Classroom

Critical Approaches for Critical Educators



Edited by **Ricki Ginsberg** Colorado State, USA, **Wendy Glenn** University of Colorado Boulder, USA

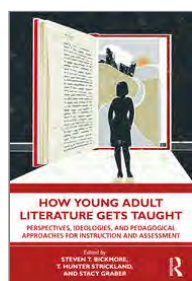
With a focus on fostering democratic, equitable education for young people, Ginsberg and Glenn's engaging text showcases a wide variety of innovative, critical classroom approaches that extend beyond traditional literary theories commonly used in K-12 and higher education classrooms and provides opportunities to explore young adult (YA) texts in new and essential ways. The chapters pair YA texts with critical practices and perspectives for culturally affirming and sustaining teaching and include resources, suggested titles, and classroom strategies.

Routledge
February 2019 : 220pp
Pb: 978-0-367-14722-8 : **£38.99**
Hb: 978-0-367-14721-1 : **£135**
eBook: 978-0-429-05319-1

* For full contents and more information, visit: www.routledge.com/9780367147228

How Young Adult Literature Gets Taught

Perspectives, Ideologies, and Pedagogical Approaches for Instruction and Assessment



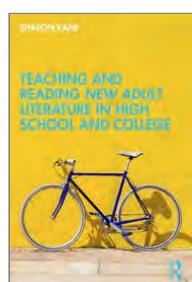
Edited by **Steven Bickmore**, **T. Hunter Strickland**, **Stacy Graber**

A manual for teaching Young Adult Literature, this textbook presents perspectives and methods on how to organize and teach literature in engaging and inclusive ways that meet specific educational and programmatic goals. Each chapter is written by an expert and offers a rich and nuanced approach to teaching YA Literature through a distinct lens. The effective and creative ways to construct a course explored in this book include multimodal, historical, social justice, place-based approaches, and more. This book is an essential text for pre-service teachers of English as well as professors and scholars of Young Adult Literature.

Routledge
October 2022 : 214pp
Pb: 978-1-032-25835-5 : **£36.99**
Hb: 978-1-032-28214-5 : **£125**
eBook: 978-1-003-29577-8

* For full contents and more information, visit: www.routledge.com/9781032258355

Teaching and Reading New Adult Literature in High School and College



Sharon Kane

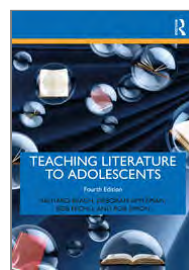
An introduction to the rapidly growing category of New Adult (NA) literature, Kane provides a roadmap to understanding and introducing NA books to young people in high school, college, libraries, and other settings. New Adult literature intersects with but is distinct from Young Adult literature. This rich resource provides a framework, methods, and plentiful reading recommendations by genre, theme, and discipline. A welcome text for professors of literacy and literature instruction, first year college instructors, researchers, librarians, and educators, this book provides new ways to assist students as they embark upon the next stage of their lives.

Routledge
November 2022 : 274pp
Pb: 978-1-032-11141-4 : **£36.99**
Hb: 978-1-032-11824-6 : **£125**
eBook: 978-1-003-22168-5

* For full contents and more information, visit: www.routledge.com/9781032111414

4TH EDITION

Teaching Literature to Adolescents



Deborah Appleman, **Richard Beach**, **Rob Simon**, **Bob Fecho**

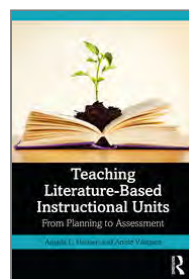
Now in its fourth edition, this popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. This new edition broadens its focus to cover important topics such as critical race theory; perspectives on teaching fiction, nonfiction, and drama; the integration of digital literacy; and teacher research for ongoing learning and professional development. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts.

Routledge
December 2020 : 324pp
Pb: 978-0-367-36620-9 : **£48.99**
Hb: 978-0-367-36622-3 : **£135**
eBook: 978-0-429-34733-7

* For full contents and more information, visit: www.routledge.com/9780367366209

Teaching Literature-Based Instructional Units

From Planning to Assessment



Angela L. Hansen, **Anete Vásquez** Kennesaw State University, USA

This book provides an accessible roadmap to planning, designing, and implementing literature-based instructional units for the English Language Arts classroom.

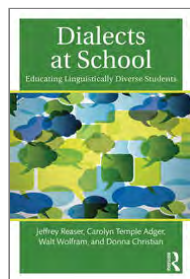
Understanding that unit plans are the building blocks of the ELA curriculum, Hansen and Vásquez outline the theoretical foundations and approaches behind teaching ELA and offer a framework to help readers make sound decisions about their content pedagogy. This text offers research-based and straightforward guidance on planning instruction around key literary texts. The approaches in this book support students' reading, writing, listening, speaking, and digital media skills, and will motivate and inspire them.

Routledge
April 2022 : 232pp
Pb: 978-0-367-70675-3 : **£38.99**
Hb: 978-0-367-74351-2 : **£135**
eBook: 978-1-003-15741-0

* For full contents and more information, visit: www.routledge.com/9780367706753

Dialects at School

Educating Linguistically Diverse Students



Jeffrey Reaser North Carolina State University, USA, **Carolyn Temple Adger** Center for Applied Linguistics, USA, **Walt Wolfram** North Carolina State University, USA, **Donna Christian** Center for Applied Linguistics, USA

Like its predecessor, *Dialects in Schools and Communities*, this book illuminates major language-related issues that educational practitioners confront, such as responding to dialect-related features in students' speech and writing, teaching Standard English, teaching students about dialects, and distinguishing dialect difference from language disorders. It approaches these issues from a practical perspective rooted in sociolinguistic research, with a focus on the research base for accommodating dialect differences in schools. Expanded coverage includes research on teaching and learning and attention to English language learners.

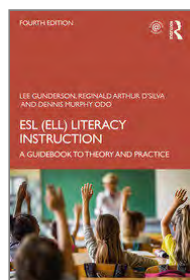
Routledge
May 2017 : 322pp
Pb: 978-1-138-77745-3 : **£35.99**
Hb: 978-1-138-77744-6 : **£120**
eBook: 978-1-315-77262-2

* For full contents and more information, visit: www.routledge.com/9781138777453

4TH EDITION

ESL (ELL) Literacy Instruction

A Guidebook to Theory and Practice



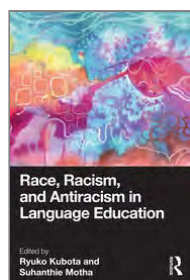
Lee Gunderson University of British Columbia, Canada, **Reginald Arthur D'Silva** University of British Columbia, Canada, **Dennis Murphy Odo** Pusan National University, Republic of Korea.

Now in its 4th edition, *ESL (ELL) Literacy Instruction* combines a comprehensive scope with practical, research-based tools and applications for reading instruction. Designed for use by pre-service and in-service teachers, this guidebook provides the context and expertise to plan and implement reading programs that match the needs and abilities of students at all ages and levels of proficiency.

Routledge
July 2019 : 302pp
Pb: 978-1-138-31189-3 : **£48.99**
Hb: 978-1-138-31186-2 : **£135**
eBook: 978-0-429-45858-3

* For full contents and more information, visit: www.routledge.com/9781138311893

Race, Racism, and Antiracism in Language Education



Edited by **Ryuko Kubota** Department of Language and Literacy Education, University of British Columbia, **Suhanthie Motha** University of Washington

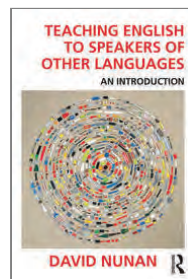
Building on the pioneering 2009 volume, *Race, Culture, and Identities in Second Language Education*, this book reflects the significant expansion in the research since its publication and offers a wider breadth of perspectives on the complex theoretical terrain of race, racism, and antiracism in language education. An essential text in TESOL and world language education, this volume weaves meaningful connections among language education, language-in-education policy, and research.

Routledge
October 2024 : 286pp
Pb: 978-1-032-24531-7 : **£38.99**
Hb: 978-1-032-25493-7 : **£135**
eBook: 978-1-003-28349-2

* For full contents and more information, visit: www.routledge.com/9781032245317

Teaching English to Speakers of Other Languages

An Introduction



David Nunan Anaheim University, USA

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this new text he presents techniques and procedures for teaching English to speakers of other languages along with the underlying theory and principles in a clear, yet non-trivial, manner. Classroom vignettes show language teaching in action. Practical examples of how to develop teaching materials and tasks from sound principles are provided. Readers get involved through engaging, interactive pedagogical activities for reflection and personal application. Each chapter follows a similar template so that readers know what to expect as they work through the text.

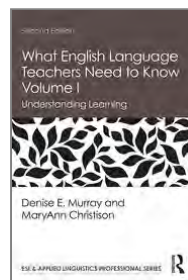
Routledge
February 2015 : 210pp
Pb: 978-1-138-82467-6 : **£42.99**
Hb: 978-1-138-82466-9 : **£165**
eBook: 978-1-315-74055-3

* For full contents and more information, visit: www.routledge.com/9781138824676

2ND EDITION

What English Language Teachers Need to Know Volume I

Understanding Learning



Denise E. Murray Emerita, Macquarie University, Australia and Emerita, San José State University, USA, **MaryAnn Christison** University of Utah, USA

Series: *ESL & Applied Linguistics Professional Series*

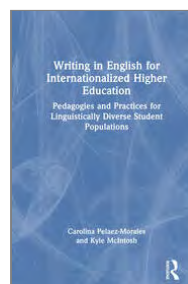
Designed for pre-service teachers and teachers new to the field of ELT, *What English Teachers Need to Know* Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order for their students to learn English? This updated and expanded Second Edition features: A new chapter on technology in TESOL New and updated classroom examples throughout Discussions of how teachers can prepare for contemporary challenges, such as population mobility and globalization

Routledge
February 2019 : 312pp
Pb: 978-0-815-35197-9 : **£42.99**
Hb: 978-0-815-35196-2 : **£135**
eBook: 978-1-351-13984-7

* For full contents and more information, visit: www.routledge.com/9780815351979

Writing in English for Internationalized Higher Education

Pedagogies and Practices for Linguistically Diverse Student Populations



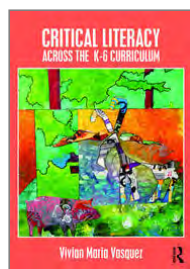
Carolina Pelaez-Morales Columbus State University, **Kyle McIntosh** University of Tampa

This book is a user-friendly resource that prepares teachers to meet the needs of linguistically, culturally, geographically and educationally diverse students in the contemporary college composition classroom. Chapters cover rhetorical strategies, genre analysis, feedback, and assessment. Drawing from a number of theoretical frameworks including intercultural rhetoric, L2 writing, translingualism, and World Englishes, the book's practical, classroom-based suggestions will help prepare pre- and in-service teachers to work in internationalized higher education contexts and to accommodate a range of knowledge and skill levels.

Routledge
July 2025 : 216pp
Hb: 978-1-032-47319-2 : **£145**

* For full contents and more information, visit: www.routledge.com/9781032473192

Critical Literacy Across the K-6 Curriculum



Vivian Maria Vasquez American University, USA

Through stories from kindergarten to sixth grade classrooms where students and teachers have attempted to put a critical edge on their teaching, this book shows critical literacy in action across the curriculum. Readers see students and teachers together using critical literacy discourse to frame conversations in ways that engage students in examining the meaning of the texts they read and acting on local and global social issues that emerge. Text features include a theoretical toolkit; demonstrations from across the content areas including art, music, and media literacy; integration of technology; and attention to how critical literacy can inform decisions about standards and assessment.

Routledge

August 2016 : 230pp

Pb: 978-1-138-18849-5 : **£35.99**

Hb: 978-1-138-18848-8 : **£165**

eBook: 978-1-315-64227-7

* For full contents and more information, visit: www.routledge.com/9781138188495

Curriculum Development for Intensive English Programs

A Contextualized Framework for Language Program Design and Implementation



Grant Eckstein , Norman W. Evans Brigham Young University, USA, **K. James Hartshorn , Benjamin L. McMurry**

The book starts by guiding the reader through the important but often overlooked steps of contextualizing their current or future language curriculum to give decision makers the full picture of what their curriculum is intended to accomplish.

Routledge

December 2022 : 262pp

Pb: 978-1-032-28737-9 : **£36.99**

Hb: 978-1-032-30659-9 : **£125**

eBook: 978-1-003-30612-2

* For full contents and more information, visit: www.routledge.com/9781032287379

2ND EDITION

Teaching the Language Arts

Forward Thinking in Today's Classrooms



Denise Johnson , Elizabeth Dobler , Thomas DeVere Wolsey

Comprehensively updated, the second edition addresses new demands on teaching in traditional and virtual ELA classrooms, and the new ways technology facilitates effective instructional practices. Organized around the receptive language arts—the way learners receive information—and the expressive language arts—the way learners express ideas—chapters cover all aspects of language arts instruction, including new information on planning and assessment; teaching reading and writing fundamentals; supporting ELLs, dyslexic, and dysgraphic learners; using digital tools; and more.

Routledge

September 2022 : 468pp

Pb: 978-0-367-48173-5 : **£48.99**

Hb: 978-0-367-48627-3 : **£135**

eBook: 978-1-032-18860-7 : **£48.99**

* For full contents and more information, visit: www.routledge.com/9780367481735

Multimodal Funds of Knowledge in Literacy

Countering Deficit Narratives of Diverse Families



Sally Brown Professor of Literacy Education at Georgia Southern University, **Rong Zhang** Assistant Professor of Literacy Education at Appalachian State University

This book prepares educators to teach and support diverse students and their families as they negotiate multimodal aspects of literacy. Framed by sociocultural theory, multiliteracies, multimodality, and posthumanism, this book provides concrete alternatives support students' and families' cultural strengths. Chapters include case studies, vignettes, prompts, and learning samples that will leave readers with valuable insights and new understandings of multimodal funds of knowledge. Comprehensive and instructive, this book is a key text in literacy education, family literacy, and community engagement.

Routledge

October 2024 : 206pp

Pb: 978-1-032-38020-9 : £38.99

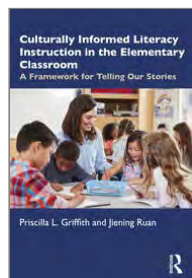
Hb: 978-1-032-38023-0 : £135

eBook: 978-1-003-34310-3

* For full contents and more information, visit: www.routledge.com/9781032380209

Culturally Informed Literacy Instruction in the Elementary Classroom

A Framework for Telling Our Stories



Priscilla L. Griffith University of Oklahoma, USA., **Jiening Ruan** University of Oklahoma, USA.

This text introduces an original, scalable instructional framework called Telling Our Stories (TOS), an approach for supporting culturally informed literacy instruction in the elementary classroom. Connecting the theory to practice, the TOS framework centers the cultural heritage and experiences of students and offers a roadmap to scientifically and pedagogically sound instruction. Accessible and comprehensive, this is an essential text for pre-service teachers in courses on ELA methods and literacy instruction, as well as practicing teachers.

Routledge

May 2023 : 238pp

Pb: 978-1-032-12249-6 : **£39.99**

Hb: 978-1-032-13194-8 : **£135**

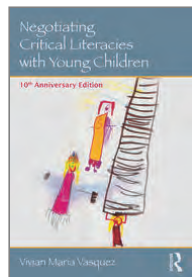
eBook: 978-1-003-22808-0

* For full contents and more information, visit: www.routledge.com/9781032122496

2ND EDITION

Negotiating Critical Literacies with Young Children

10th Anniversary Edition



Vivian Maria Vasquez American University, USA

Series: Language, Culture, and Teaching Series

In this innovative and engaging text, Vivian Maria Vasquez draws on her own classroom experience to demonstrate how issues raised from everyday conversations with pre-kindergarten children can be used to create an integrated critical literacy curriculum over the course of one school year. The strategies presented are solidly grounded in relevant theory and research. The author describes how she and her students negotiated a critical literacy curriculum; shows how they dealt with particular social and cultural issues and themes; and shares the insights she gained as she attempted to understand what it means to frame one's teaching from a critical literacy perspective.

Routledge

February 2014 : 214pp

Pb: 978-0-415-73317-5 : **£39.99**

Hb: 978-0-415-73316-8 : **£155**

eBook: 978-1-315-84862-4

* For full contents and more information, visit: www.routledge.com/9780415733175

Grammar to Get Things Done

A Practical Guide for Teachers Anchored in Real-World Usage



Darren Crovitz , Michelle D. Devereaux Kennesaw State University, USA

Grammar to Get Things Done offers middle and secondary pre-service and in-service English teachers a fresh lens on grammar and grammar instruction. It shows how form, function, and use can help teachers move away from decontextualized grammar instruction emphasizing rule-following and memorizing conventional definitions, and begin considering grammar in applied contexts of everyday use. Modules (organized by units) succinctly explain common grammatical concepts. An important feature of the text is attention to the history of and current attitudes about grammar through a sociocultural lens, with ideas for teachers to bring discussions of language-as-power into their own classrooms.

Eye On Education

November 2016 : 250pp

Pb: 978-1-138-68370-9 : £28.99

Hb: 978-1-138-68369-3 : £84.99

eBook: 978-1-315-54441-0

* For full contents and more information, visit: www.routledge.com/9781138683709

More Grammar to Get Things Done

Daily Lessons for Teaching Grammar in Context



Darren Crovitz , Michelle D. Devereaux

Complementing Crovitz and Devereaux's successful Grammar to Get Things Done, this book demystifies grammar in context and offers day-by-day guides for teaching ten grammar concepts, giving teachers a model and vocabulary for discussing grammar in real ways with their students. Middle and high school pre-service and in-service English teachers will gain confidence in their own grammar knowledge and learn how to teach grammar in ways that are uniquely accessible and purposeful for students.

Routledge

November 2019 : 218pp

Pb: 978-0-367-19481-9 : £35.99

Hb: 978-0-367-19474-1 : £135

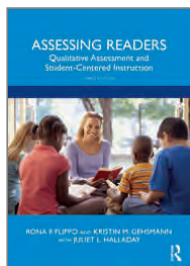
eBook: 978-0-429-20271-1

* For full contents and more information, visit: www.routledge.com/9780367194819

3RD EDITION

Assessing Readers

Qualitative Assessment and Student-Centered Instruction



Rona F. Flippo University of Massachusetts, Boston, USA, **Kristin Gehsmann** East Carolina University, USA, **Juliet Halladay**

The third edition of *Assessing Readers* continues to bridge the gap between authentic, informal, and formative assessments, and more traditional quantitative, and summative assessment approaches. Designed to assist educators and reading specialists make informed decisions about not only what to assess, but how, it provides qualitative assessment options, encouraging them to consider their own values and beliefs in light of the goals they have for students they teach. Building on nearly four decades of theory, research, and practice, it is updated with current research and offers specific assessment, instruction, and organizational ideas and strategies.

Routledge

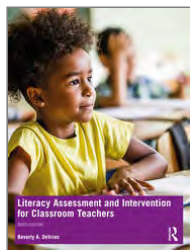
June 2021 : 336pp

Pb: 978-1-138-04938-3 : **£49**Hb: 978-1-138-04937-6 : **£145**

eBook: 978-1-315-16960-6

* For full contents and more information, visit: www.routledge.com/9781138049383

6TH EDITION

Literacy Assessment and Intervention for Classroom Teachers

Beverly A. DeVries Southern Nazarene University, USA

The Sixth Edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems, while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores all major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills.

Routledge

April 2023 : 598pp

Pb: 978-1-032-13128-3 : **£68.99**Hb: 978-1-032-13679-0 : **£135**

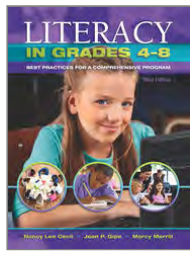
eBook: 978-1-003-23039-7

* For full contents and more information, visit: www.routledge.com/9781032131283

3RD EDITION

Literacy in Grades 4-8

Best Practices for a Comprehensive Program



Nancy L. Cecil, **Joan P. Gipe** California State University, Sacramento, and Professor Emeri, **Merrill E. Marcy**

Literacy in Grades 4-8, 3rd Edition offers a wealth of practical ideas to help preservice and practicing teachers create a balanced and comprehensive literacy program while exploring core literacy topics and issues of literacy. It addresses teaching to standards; differentiating instruction for readers and writers; motivating students; using assessment to inform instruction; integrating technology into the classroom; working with English learners and struggling readers; and connecting with caregivers. Selected classroom strategies, procedures, and activities represent the most effective practices according to research and outstanding teachers who were observed and interviewed for the book.

Routledge

March 2014 : 430pp

Pb: 978-1-934-43283-9 : **£52.99**

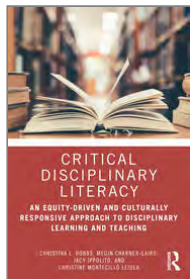
Hb: 978-1-138-07793-5 : **£135**

eBook: 978-1-351-21734-7

* For full contents and more information, visit: www.routledge.com/9781934432839

Critical Disciplinary Literacy

An Equity-Driven and Culturally Responsive Approach to Disciplinary Learning and Teaching



Christina L. Dobbs, Megin Charner-Laird, Jacy Ippolito, Christine Montecillo Leider University of Massachusetts-Lowell, USA.

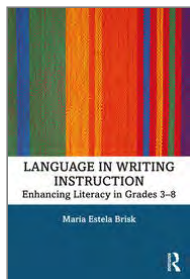
This accessible book introduces a new theory of Critical Disciplinary Literacy that merges criticality and disciplinary literacy approaches in a cohesive and inclusive framework. There are unique hurdles in integrating critical and culturally sustaining approaches to literacy into specialized content area classrooms, but this book provides clear, research-grounded strategies and methods that will appeal to teachers and help them foster equitable literacy learning opportunities for all students.

Routledge
December 2024 : 182pp
Pb: 978-1-032-55361-0 : **£38.99**
Hb: 978-1-032-55513-3 : **£135**
eBook: 978-1-003-43105-3

* For full contents and more information, visit: www.routledge.com/9781032553610

Language in Writing Instruction

Enhancing Literacy in Grades 3-8



María Estela Brisk

Accessible and engaging, this book offers a comfortable entry point to integrating language instruction in writing units in grades 3 – 8. A full understanding language development is necessary for teaching writing in a successful and meaningful way. Applying a Systemic Functional Linguistics (SFL) approach, Maria Brisk embraces an educator's perspective, breaks down the challenges of teaching language for non-linguists, and demonstrates how teachers can help students express their ideas and create cohesive texts. This book features a sample unit and a reference list of instructional resources.

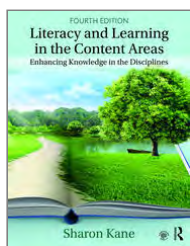
Routledge
September 2020 : 198pp
Pb: 978-0-367-02794-0 : **£38.99**
Hb: 978-0-367-02793-3 : **£135**
eBook: 978-0-429-39776-9

* For full contents and more information, visit: www.routledge.com/9780367027940

4TH EDITION

Literacy and Learning in the Content Areas

Enhancing Knowledge in the Disciplines



Sharon Kane

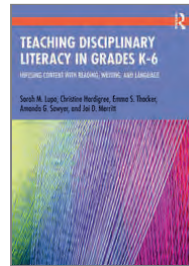
This fourth edition provides readers with the knowledge, motivation, tools, and confidence for integrating literacy in their disciplinary classrooms. Offering an original, literature-based approach to teaching disciplinary literacy, the new edition shares important ways in which teachers of courses in the disciplines can enhance student learning of subject matter and skills while also fostering their growth in the many facets of literacy. Throughout each chapter, Kane provides engaging and creative strategies and activities to make literacy come alive in discipline-specific courses and to encourage students to explore and learn in the classroom.

Routledge
September 2018 : 440pp
Pb: 978-0-815-38302-4 : **£51.99**
Hb: 978-0-815-38303-1 : **£135**
eBook: 978-1-351-20691-4

* For full contents and more information, visit: www.routledge.com/9780815383024

Teaching Disciplinary Literacy in Grades K-6

Infusing Content with Reading, Writing, and Language



Sarah Lupo, Christine Hardigree, Emma Thacker, Amanda Sawyer, Joi Merritt

Accessible and engaging, this text provides a comprehensive framework and practical strategies for infusing content area instruction in math, social studies, and science into literacy instruction for grades K – 6. A thorough guide to disciplinary integration, this book is an essential text for courses on disciplinary literacy, elementary/primary literacy, and ELA methods, and is ideal for preservice and in-service ELA and literacy teachers, as well as consultants, literacy scholars, and curriculum specialists.

Routledge
September 2021 : 304pp
Pb: 978-0-367-48556-6 : **£38.99**
Hb: 978-0-367-48558-0 : **£135**
eBook: 978-1-003-04164-1

* For full contents and more information, visit: www.routledge.com/9780367485566

Teaching English Through ELA, Mathematics, Science, and Social Studies

A Content-Based Language Teaching Approach



Long Peng

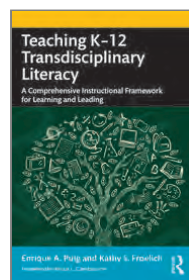
Accessible and hands-on, this textbook provides a comprehensive introduction to teaching language through content, an approach known as Content-Based Language Teaching (CBLT). A content-based, language-focused approach to teaching in the disciplines is essential to serving the language and disciplinary needs of English learners (ELs) in the classroom. Guided by learning standards and informed by research, this book demonstrates how content materials in the English Language Arts (ELA), Mathematics, Science, and Social Studies can be harnessed to develop the English language proficiency of ELs as well as advance their disciplinary knowledge and skills.

Routledge
July 2022 : 278pp
Pb: 978-0-367-52113-4 : **£38.99**
Hb: 978-0-367-53227-7 : **£135**
eBook: 978-1-003-08100-5

* For full contents and more information, visit: www.routledge.com/9780367521134

Teaching K-12 Transdisciplinary Literacy

A Comprehensive Instructional Framework for Learning and Leading



Enrique A. Puig, Kathy S. Froelich

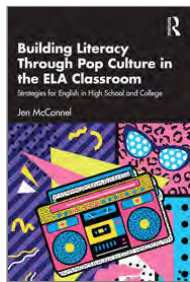
Accessible and comprehensive, this text introduces a transdisciplinary framework for literacy instruction in grades K-12. This cutting-edge volume addresses the need for literacy instruction that crosses disciplines to provide students with a skillset that is not constrained or siloed, but rather knowledge that students can apply to existing and emerging fields. The text begins with a clear, theoretical understanding of literacy instruction, delves into practical aspects of select instructional practices by grade level, and expands to the creation of schoolwide Multi-Tiered Systems of Support to ensure a continuous improvement system.

Routledge
August 2021 : 320pp
Pb: 978-0-367-63864-1 : **£38.99**
Hb: 978-0-367-64384-3 : **£135**
eBook: 978-1-003-12427-6

* For full contents and more information, visit: www.routledge.com/9780367638641

Building Literacy Through Pop Culture in the ELA Classroom

Strategies for English in High School and College



Jen McConnell

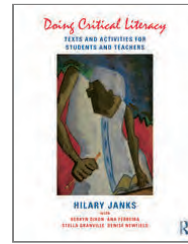
Designed to support English-teaching faculty across high schools and universities, this practical guide presents novel ideas for integrating pop culture into ELA classroom instruction. Enacting as an essential text for courses in literature instruction and ELA methods, McConnell offers strategies and research-based tools to blend film, fan fiction, and other popular multimodal texts in ways that will reenergize the curriculum, meet standards-based goals, and motivate students. Building Literacy Through Pop Culture in the ELA Classroom is an innovative textbook that belongs on the shelves of current and aspiring English instructors.

Routledge
December 2024 : 140pp
Pb: 978-1-032-41964-0 : £38.99
Hb: 978-1-032-42202-2 : £135
eBook: 978-1-003-36167-1

* For full contents and more information, visit: www.routledge.com/9781032419640

Doing Critical Literacy

Texts and Activities for Students and Teachers



Hilary Janks Wits University in Johannesburg, South Africa., **Kerryn Dixon** Wits University in Johannesburg, South Africa., **Ana Ferreira** Wits University in Johannesburg, South Africa., **Stella Granville** Wits University in Johannesburg, South Africa., **Denise Newfield** Witwatersrand University, Johannesburg, South Africa

Series: *Language, Culture, and Teaching Series*

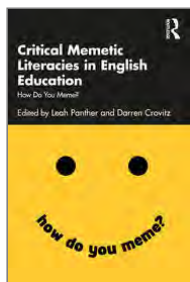
Compelling and highly engaging, this text shows teachers at all levels how to do critical literacy in the classroom and provides models for practice that can be adapted to any context. Integrating social theory and classroom practice, it brings critical literacy to life as a socio-cultural orientation to the teaching of literacy that takes seriously the relationship between language and power and orients readers to the social effects of texts. Extending the theoretical framework in Hilary Janks' *Literacy and Power* with a rich range of completely new, up-to-date activities that translate theory into practice, *Doing Critical Literacy* is powerful, relevant, and useful for both pre- and in-service teacher education and for use in schools.

Routledge
July 2013 : 176pp
Pb: 978-0-415-52810-8 : £48.99
Hb: 978-0-415-52809-2 : £150
eBook: 978-0-203-11862-7

* For full contents and more information, visit: www.routledge.com/9780415528108

Critical Memetic Literacies in English Education

How Do You Meme?



Edited by Leah Panther, Darren Crovitz

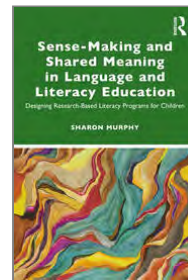
This edited collection introduces English and literacy educators to the theoretical, research-based, and practical dimensions of using digital memetic texts—"memes"—in the classroom. Digital memetic texts come with new affordances, particularly as avenues for student creativity, voice, and advocacy. But these texts can also be put to manipulative, propagandistic, and nefarious purposes, posing critical challenges to an informed, democratic citizenry. Grounded in multimodality and critical literacy, this book investigates the digital dimension of texts, audiences, and meaning, and considers how English educators might raise these conversations in practical ways with students.

Routledge
December 2023 : 266pp
Pb: 978-1-032-47133-4 : £39.99
Hb: 978-1-032-47134-1 : £135
eBook: 978-1-003-38470-0

* For full contents and more information, visit: www.routledge.com/9781032471334

Sense-Making and Shared Meaning in Language and Literacy Education

Designing Research-Based Literacy Programs for Children



Sharon Murphy

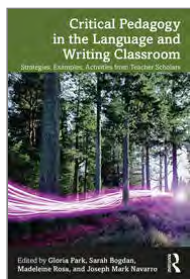
This textbook provides a framework for teaching children's language and literacy and introduces research-based tactics for teachers to use in designing their literacy programs for children. Exploring how sense-making occurs in contemporary literacy practice, Murphy comprehensively covers major topics in literacy, including contemporary multimodal literacy practices, classroom discourse, literacy assessment, and teacher knowledge. Ideal for literacy courses, preservice teachers, teacher educators, and literacy scholars, this book illustrates how children become literate in contemporary society.

Routledge
July 2020 : 298pp
Pb: 978-0-367-15242-0 : £38.99
Hb: 978-0-367-15239-0 : £135
eBook: 978-0-429-05585-0

* For full contents and more information, visit: www.routledge.com/9780367152420

Critical Pedagogy in the Language and Writing Classroom

Strategies, Examples, Activities from Teacher Scholars



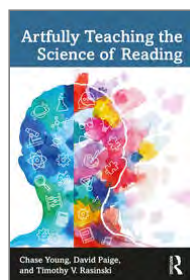
Edited by Gloria Park, Sarah Bogdan, Madeleine Rosa, Joseph Navarro

This volume introduces theory-to-practice based critical pedagogy grounded in Paulo Freire's scholarship to language and literacy learning settings. Chapters present authentic experiences of teacher-scholars, feature real-world examples and activities ready for implementation in the classroom and provide nuanced guidance for future teachers. The examples and activities from teacher-scholars cover key topics, including place-based pedagogy, contemplative pedagogy, technology within the classroom, and translingual and multimodal paradigms. This cutting edge and practical volume is essential reading for students and scholars in TESOL and critical pedagogy.

Routledge
April 2023 : 214pp
Pb: 978-1-032-39915-7 : £39.99
Hb: 978-1-032-41242-9 : £135
eBook: 978-1-003-35700-1

* For full contents and more information, visit: www.routledge.com/9781032399157

Artfully Teaching the Science of Reading



Chase Young , David Paige , Timothy V. Rasinski

This book is a bridge between two major strands of reading instruction that are often held in opposition: the science of reading and artful approaches to teaching reading. The authors describe how teachers can use the science of reading to engage students in artful, engaging, and authentic instruction. Chapters cover key topics, including phonemic awareness, reading fluency, vocabulary, assessment, home and family reading, and more. This essential roadmap for pre-service and in-service reading teachers restores the importance of teacher agency, supports the critical understanding of reading research, and allows teachers to use experience and creative approaches in the classroom.

Routledge

April 2022 : 190pp

Pb: 978-1-032-08086-4 : **£28.99**

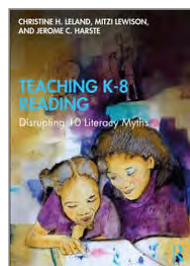
Hb: 978-1-032-11146-9 : **£135**

eBook: 978-1-003-21860-9

* For full contents and more information, visit: www.routledge.com/9781032080864

Teaching K-8 Reading

Disrupting 10 Literacy Myths



Christine H. Leland Indiana University-Purdue University, USA, **Mitzi Lewison** , **Jerome C. Harste** Indiana University-Bloomington (Emeritus), USA

Accessible and engaging, this textbook provides a roadmap for disrupting reading in the classroom and provides clear demonstrations of how to do it. The idea of disrupting reading evolves from critical pedagogy; it requires readers to disrupt their existing beliefs and consider other perspectives. Addressing socio-political issues, privilege, and social justice topics, this book presents a clear theoretical framework, methods, and easy applications for practice. Offering pedagogical features, classroom examples, teacher vignettes, and connections to literature, this textbook is ideal for preservice teachers in elementary and middle school education, literacy and English Language Arts.

Routledge

July 2020 : 218pp

Pb: 978-0-367-33595-3 : **£38.99**

Hb: 978-0-367-33596-0 : **£135**

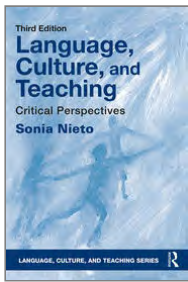
eBook: 978-0-429-32073-6

* For full contents and more information, visit: www.routledge.com/9780367335953

3RD EDITION

Language, Culture, and Teaching

Critical Perspectives

**Sonia Nieto***Series: Language, Culture, and Teaching Series*

Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach culturally, racially, and linguistically diverse students, examples throughout illustrate real-life dilemmas about diversity teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. New and updated chapters and pedagogical features bring this edition up-to-date in terms of recent educational policy issues and demographic changes in our society.

Routledge

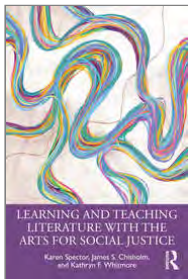
September 2017 : 246pp

Pb: 978-1-138-20615-1 : **£56.99**Hb: 978-1-138-20614-4 : **£125**

eBook: 978-1-315-46569-2

* For full contents and more information, visit: www.routledge.com/9781138206151

Learning and Teaching Literature with the Arts for Social Justice

**Karen Spector , James S. Chisholm , Kathryn F. Whitmore**

This text invites pre-service teachers to explore arts-informed practices that showcase the transformative potential of literature in the classroom. Through the lens of "stories-we-live-by," the authors recognize literature as interference, capable of disrupting the habitual patterns through which we interpret the world in order to reawaken the capacity of students and teachers alike to change. Chapters are designed to inspire students' love of literature by fostering literary and artful encounters that provoke their thinking and sense-making. Each chapter includes engaging pedagogical features that spark thinking and analysis of literature and invite readers to further engagement.

Routledge

December 2023 : 188pp

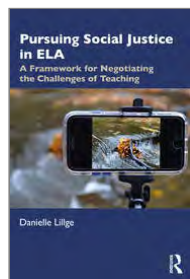
Pb: 978-1-032-01715-0 : **£38.99**Hb: 978-1-032-04574-0 : **£135**

eBook: 978-1-003-19384-5

* For full contents and more information, visit: www.routledge.com/9781032017150

Pursuing Social Justice in ELA

A Framework for Negotiating the Challenges of Teaching



Danielle Lillge

Challenges arise when teachers seek to enact socially just instruction while navigating social, classroom, and school dynamics. This research-based, field-tested text offers an accessible process for successfully negotiating these dynamics to identify consequential inroads for making positive educational change. With a focus on ELA instruction, but applicable to other content areas, Lillge's clear framework offers a language for naming, and practical tools for navigating, those spaces where different frameworks for teaching and learning challenge teachers' ability to act on their commitments to teach for justice.

Routledge

July 2022 : 184pp

Pb: 978-0-367-67905-7 : **£38.99**

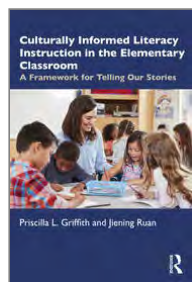
Hb: 978-0-367-68143-2 : **£135**

eBook: 978-1-003-13444-2

* For full contents and more information, visit: www.routledge.com/9780367679057

Culturally Informed Literacy Instruction in the Elementary Classroom

A Framework for Telling Our Stories



Priscilla L. Griffith University of Oklahoma, USA, **Jiening Ruan** University of Oklahoma, USA.

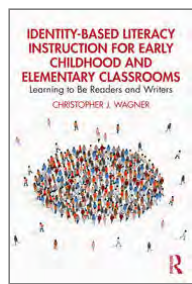
This text introduces an original, scalable instructional framework called Telling Our Stories (TOS), an approach for supporting culturally informed literacy instruction in the elementary classroom. Connecting the theory to practice, the TOS framework centers the cultural heritage and experiences of students and offers a roadmap to scientifically and pedagogically sound instruction. Accessible and comprehensive, this is an essential text for pre-service teachers in courses on ELA methods and literacy instruction, as well as practicing teachers.

Routledge
May 2023 : 238pp
Pb: 978-1-032-12249-6 : **£39.99**
Hb: 978-1-032-13194-8 : **£135**
eBook: 978-1-003-22808-0

* For full contents and more information, visit: www.routledge.com/9781032122496

Identity-Based Literacy Instruction for Early Childhood and Elementary Classrooms

Learning to Be Readers and Writers



Christopher J. Wagner Queens College, City University of New York, USA.

This book introduces the concept of identity in literacy learning and provides guidance towards designing identity-based literacy instruction in early childhood and elementary classrooms. This approach to literacy learning asks teachers to see and engage with the ways that children make and remake ideas about who they are as readers and writers as they learn about language and literacy. This book explores what literacy teaching can look like when literacy is reframed as an identity practice, and it prepares readers to design literacy instruction using an identity-based instruction framework that focuses on: community, skills, membership, and reflection and narrative-making.

Routledge
May 2025 : 180pp
Pb: 978-1-032-71370-0 : **£42.99**
Hb: 978-1-032-71371-7 : **£145**

* For full contents and more information, visit: www.routledge.com/9781032713700

8TH EDITION

Literature and Literacy for Young Children

Envisioning Possibilities in Early Childhood Education for Ages 0 - 8



Cyndi Giorgis

The 8th edition of this bestselling text provides a framework and instructional strategies for identifying, selecting, and teaching high-quality children's literature for ages 0 - 8. This new edition's emphasis on diverse literature will assist in positively impacting the lives of all young people. This book is a foundational text for graduate and undergraduate students in early childhood education, early literacy, literacy methods, children's literature, and literature instruction.

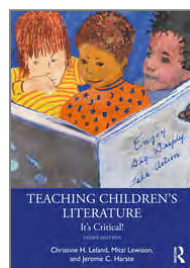
Routledge
January 2024 : 288pp
Pb: 978-1-032-43282-3 : **£63.99**
Hb: 978-1-032-43503-9 : **£165**
eBook: 978-1-003-36763-5

* For full contents and more information, visit: www.routledge.com/9781032432823

3RD EDITION

Teaching Children's Literature

It's Critical!



Christine H. Leland Indiana University-Purdue University, USA, **Mitzi Lewison**, **Jerome C. Harste** Indiana University-Bloomington (Emeritus), USA

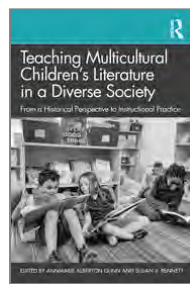
Now in its third edition, this indispensable text offers a critical perspective on how to integrate children's literature into the curriculum in effective, purposeful ways. Structured around three "mantras" that build on each other—Enjoy; Dig deeply; Take action. The materials and practical strategies focus on issues that impact children's lives, building from students' personal experiences and cultural knowledge by using language to question the everyday world, analyze popular culture and media, understand how power relationships are socially constructed, and consider actions that can be taken to promote social justice.

Routledge
November 2022 : 276pp
Pb: 978-1-032-15538-8 : **£48.99**
Hb: 978-1-032-16061-0 : **£125**
eBook: 978-1-003-24694-7

* For full contents and more information, visit: www.routledge.com/9781032155388

Teaching Multicultural Children's Literature in a Diverse Society

From a Historical Perspective to Instructional Practice



Edited by **AnnMarie Alberton Gunn**, **Susan V. Bennett**

This textbook is a comprehensive resource for teaching multicultural children's literature. Providing foundational information on how and why to integrate diverse children's literature into the classroom, it presents a historical perspective on cultural groups in the United States and context for how to teach children's literature in a way that reflects and sustains students' rich cultural backgrounds. With authentic strategies and crucial background knowledge embedded in each chapter, this text is essential reading for pre-service and in-service teachers and is ideal for courses in literature instruction, multicultural education, and English methods.

Routledge
March 2023 : 292pp
Pb: 978-1-032-32576-7 : **£36.99**
Hb: 978-1-032-34398-3 : **£125**
eBook: 978-1-003-32194-1

* For full contents and more information, visit: www.routledge.com/9781032325767

3RD EDITION

The Joy of Children's Literature



Denise Johnson

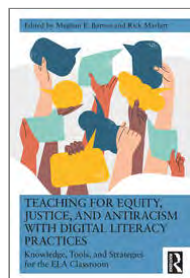
This book provides in-depth coverage of children's literature with integrated reading methods in a concise, accessible format. Johnson emphasizes that reading, writing, discussing, and finding pleasure in children's books are essential tools in being able to recognize and recommend literature, and to being able to share the joy of children's literature with children themselves. This fully updated third edition includes up-to-date research, new book titles within each chapter, a greater focus on diversity and inclusion, and new sections on Activities for Professional Development and Print and Online Resources.

Routledge
December 2023 : 632pp
Pb: 978-0-367-85905-3 : **£36.99**
Hb: 978-0-367-85904-6 : **£145**
eBook: 978-1-003-01568-0

* For full contents and more information, visit: www.routledge.com/9780367859053

Teaching for Equity, Justice, and Antiracism with Digital Literacy Practices

Knowledge, Tools, and Strategies for the ELA Classroom



Edited by **Meghan E. Barnes**, **Rick Marlatt**

To embrace today's culturally and linguistically diverse secondary ELA classrooms, this text presents ways in which teachers can use digital tools in the service of antiracist teaching and developing equity-oriented mindsets in teaching and learning. The volume is essential reading in courses on ELA/literacy methods and multicultural education.

Routledge

May 2024 : 262pp

Pb: 978-1-032-54842-5 : **£41.99**

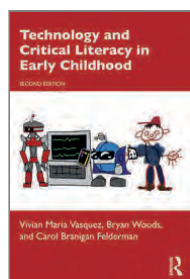
Hb: 978-1-032-55339-9 : **£145**

eBook: 978-1-003-43020-9

* For full contents and more information, visit: www.routledge.com/9781032548425

2ND EDITION

Technology and Critical Literacy in Early Childhood



Vivian Maria Vasquez American University, USA, **Bryan Woods**, **Carol Branigan Felderman** American University, USA

Now in its second edition, this popular text explores classrooms where technology and critical literacies are woven into childhood curricula and teaching. Using real-world stories, it addresses what ICTs afford critical literacy with young children, and how new technologies can be positioned to engage in meaningful and authentic learning. Concise but comprehensive, the text provides strategies, theoretical frameworks, demonstrations of practice, and resources for teachers.

Routledge

May 2022 : 156pp

Pb: 978-0-367-02651-6 : **£38.99**

Hb: 978-0-367-02649-3 : **£135**

eBook: 978-0-429-39852-0

* For full contents and more information, visit: www.routledge.com/9780367026516

Being and Becoming Teachers of Writing

A Meaning-Based Approach to Authentic Writing Instruction



Andrew P. Johnson

This engaging, inviting textbook from a renowned expert in writing education provides all the knowledge, pedagogical strategies, and tools needed to enable any teacher to be an effective teacher of writing. This is an essential text for courses in writing instruction, literacy methods, and teaching ELA.

Routledge

April 2024 : 264pp

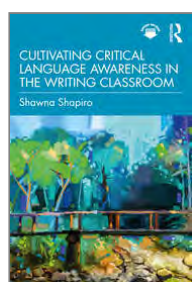
Pb: 978-1-032-35572-6 : **£37.99**

Hb: 978-1-032-36985-3 : **£145**

eBook: 978-1-003-33479-8

* For full contents and more information, visit: www.routledge.com/9781032355726

Cultivating Critical Language Awareness in the Writing Classroom



Shawna Shapiro

This book introduces Critical Language Awareness (CLA) Pedagogy as a robust and research-grounded framework to engage and support students in critical examinations of language, identity, privilege and power. The volume's wealth of resources and activities are a pedagogical toolkit for supporting and embracing linguistic diversity in the classroom. Synthesizing relevant research from educational linguistics and writing studies, this book is ideal for courses in English/literacy education, college composition, L2 writing instruction, and educational linguistics.

Routledge

February 2022 : 360pp

Pb: 978-0-367-76740-2 : **£38.99**

Hb: 978-0-367-77520-9 : **£135**

eBook: 978-1-003-17175-1

* For full contents and more information, visit: www.routledge.com/9780367767402

2ND EDITION

Engaging Students in Academic Literacies

SFL Genre Pedagogy for K-8 Classrooms



Maria Estela Brisk Boston College, USA

The second edition of this important and practical text provides information to guide teachers in planning and carrying out genre writing instruction in English for K-8 students within the content areas. Informed by systemic functional linguistics (SFL), this book guides teachers by presenting concrete ways to teach writing in the language arts, science, and social science curricula. Introducing theory of language that is effective in addressing the writing development of all students, especially multilingual/multicultural groups, the book provides essential scaffolding for teachers to design and implement effective, inclusive curricula while building their own knowledge.

Routledge

December 2022 : 354pp

Pb: 978-1-032-01193-6 : **£36.99**

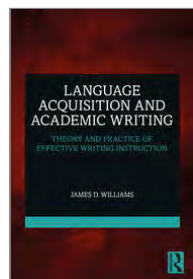
Hb: 978-1-032-35905-2 : **£125**

eBook: 978-1-003-32927-5

* For full contents and more information, visit: www.routledge.com/9781032011936

Language Acquisition and Academic Writing

Theory and Practice of Effective Writing Instruction



James D. Williams Soka University, USA

An important contribution to the scholarship on student writing and composition theory, this book presents a new approach to writing instruction based in linguistic research and theory. In this book, leading scholar James D. Williams explores the historical failures of composition studies and the need for effective writing instruction to be grounded in the immersive principles of language acquisition. Essential for pre-service and practicing teachers of writing as well as scholars in composition and literacy studies, the book demonstrates how language acquisition is a valid foundation and provides a roadmap to improving students' writing proficiency.

Routledge

November 2022 : 194pp

Pb: 978-1-032-32150-9 : **£36.99**

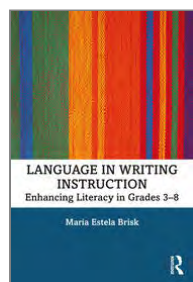
Hb: 978-1-032-35876-5 : **£125**

eBook: 978-1-003-32913-8

* For full contents and more information, visit: www.routledge.com/9781032321509

Language in Writing Instruction

Enhancing Literacy in Grades 3-8



Maria Estela Brisk

Accessible and engaging, this book offers a comfortable entry point to integrating language instruction in writing units in grades 3 – 8. A full understanding language development is necessary for teaching writing in a successful and meaningful way. Applying a Systemic Functional Linguistics (SFL) approach, Maria Brisk embraces an educator's perspective, breaks down the challenges of teaching language for non-linguists, and demonstrates how teachers can help students express their ideas and create cohesive texts. This book features a sample unit and a reference list of instructional resources.

Routledge

September 2020 : 198pp

Pb: 978-0-367-02794-0 : **£38.99**

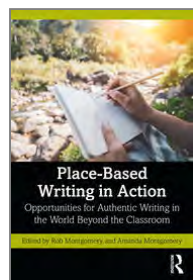
Hb: 978-0-367-02793-3 : **£135**

eBook: 978-0-429-39776-9

* For full contents and more information, visit: www.routledge.com/9780367027940

Place-Based Writing in Action

Opportunities for Authentic Writing in the World Beyond the Classroom



Edited by **Rob Montgomery**, **Amanda Montgomery**

This text presents a variety of ways for students to meet traditional instructional goals in writing while also learning how writing can help them become stewards of the natural world and advocates for their own communities. Built on a foundation of emerging research and theory and grounded in the lived reality of teachers, this book explores the material and virtual worlds as places that can be equally productive as sources for authentic writing. Readers will find place-based writing activities, lesson ideas, and samples of student work in every chapter.

Routledge

February 2024 : 228pp

Pb: 978-1-032-51852-7 : **£41.99**

Hb: 978-1-032-52906-6 : **£145**

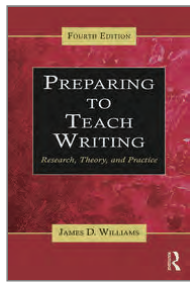
eBook: 978-1-003-40907-6

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4TH EDITION

Preparing to Teach Writing

Research, Theory, and Practice



James D. Williams Soka University, USA

This comprehensive survey of theories, research, and methods associated with teaching composition successfully at the middle, secondary, and college levels provides practicing and prospective writing teachers with the information and strategies they need to be effective and well prepared for the many challenges they will face in the classroom. Relevant research in education, literacy, cognition, linguistics, and grammar is examined with the aim of informing practices based on how students learn and how to provide the most effective writing instruction. A Companion Website provides sample assignments and student papers that can be analyzed using the research and theory presented in the text.

Routledge

February 2014 : 356pp

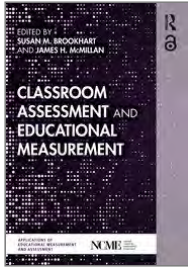
Pb: 978-0-415-64057-2 : **£77.99**

Hb: 978-0-415-64056-5 : **£145**

eBook: 978-0-203-08268-3

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Classroom Assessment and Educational Measurement



Edited by **Susan M. Brookhart**, **James H. McMillan**

Series: *NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT*

Classroom Assessment and Educational Measurement explores the ways in which the theory and practice of both educational measurement and the assessment of student learning in classroom settings mutually inform one another. Chapters by assessment and measurement experts consider the nature of classroom assessment information, from student achievement to affective and socio-emotional attributes; how teachers interpret and work with assessment results; and emerging issues in assessment such as digital technologies and diversity/inclusion.

Routledge

July 2019 : 296pp

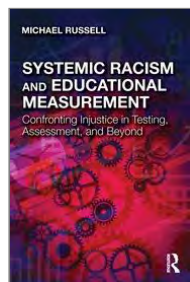
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Hb: 978-1-138-58004-6 : **£145**

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Systemic Racism and Educational Measurement

Confronting Injustice in Testing, Assessment, and Beyond



Michael Russell

Systemic Racism and Educational Measurement provides a theoretical and historical reckoning with racism and oppression produced through educational measurement and research methodology. As scholars and professionals in the testing, measurement, and assessment of human learning and performance work to exorcise race sciences, white supremacy, and other injustices from the field's research and practice, new insights are needed into their root causes. This book is the first to posit that the theory of the White Racial Frame was and continues to be applied to the foundations, process, dissemination, and use of educational measurement.

Routledge

August 2023 : 414pp

Pb: 978-1-032-13202-0 : **£46.99**

Hb: 978-1-032-12881-8 : **£145**

eBook: 978-1-003-22814-1

* For full contents and more information, visit: www.routledge.com/9781032132020

2ND EDITION

Handbook of Test Development



Edited by **Suzanne Lane** University of Pittsburgh, USA,
Mark R. Raymond, **Thomas M. Haladyna** Arizona State
University (Emeritus), USA

Series: Educational Psychology Handbook

The second edition of the Handbook of Test Development provides graduate students and professionals with an up-to-date, research-oriented guide to the latest developments in the field. Including thirty-two chapters by well-known scholars and practitioners, it is divided into five sections, covering the foundations of test development, content definition, item development, test design and form assembly, and the processes of test administration, documentation, and evaluation. This edition includes new chapters on assessing noncognitive skills, measuring growth and learning progressions, automated item generation and test assembly, and computerized scoring of constructed responses.

Routledge

October 2015 : 692pp

Pb: 978-0-415-62602-6 : £115

Hb: 978-0-415-62601-9 : £260

eBook: 978-0-203-10296-1

* For full contents and more information, visit: www.routledge.com/9780415626026

Advanced Methods in Automatic Item Generation



Mark J. Gierl University of Alberta, Canada, **Hollis Lai**,
Vasily Tanygin

Advanced Methods in Automatic Item Generation is an up-to-date survey of the growing research on automatic item generation (AIG) in today's technology-enhanced educational measurement sector. As test administration procedures increasingly integrate digital media and internet use, assessment stakeholders—from graduate students to scholars to industry professionals—have numerous opportunities to study and create different types of tests and test items. This comprehensive analysis offers thorough coverage of the theoretical foundations and concepts that define AIG as well as the practical considerations required to produce and apply large numbers of useful test items.

Routledge

May 2021 : 246pp

Pb: 978-0-367-45832-4 : **£38.99**

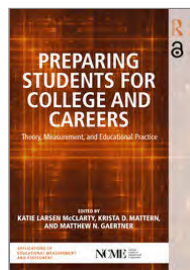
Hb: 978-0-367-90293-3 : **£135**

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Preparing Students for College and Careers

Theory, Measurement, and Educational Practice



Edited by **Katie Larsen McClarty**, **Krista D. Mattern**,
Matthew N. Gaertner

*Series: NCME APPLICATIONS OF EDUCATIONAL
MEASUREMENT AND ASSESSMENT*

This new volume in the NCME series addresses measurement and research issues related to college and career readiness. Educational reform efforts across the United States have increasingly taken aim at measuring and improving postsecondary readiness. These initiatives include developing new content standards, redesigning assessments and performance levels, and highlighting gaps between graduates' skills and employers' needs. In this collection, the editors collect research from leading experts on each of these topics into a book perfect for assessment professionals, and to education researchers interested in this new area of focus.

Routledge

September 2017 : 204pp

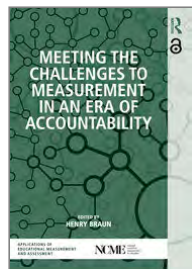
Pb: 978-1-138-65628-4 : **£42.99**

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eBook: 978-1-315-62197-5

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Edited by **Henry Braun** Boston College, USA

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This volume focuses on the assessment of student achievement in a broad range of grade levels and subject areas, with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests, as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective.

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January 2016 : 436pp

Pb: 978-0-415-83861-0 : **£56.99**

Hb: 978-0-415-83860-3 : **£215**

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* For full contents and more information, visit: www.routledge.com/9780415838610

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Score Reporting Research and Applications brings together experts who design and evaluate score reports in both K-12 and higher education contexts and who conduct foundational research in related areas. The first section covers foundational validity issues in the use and interpretation of test scores; design principles drawn from related areas including cognitive science, human-computer interaction, and data visualization; and research on presenting specific types of assessment information to various audiences. The second section presents real-world applications of score report design and evaluation and of the presentation of assessment information.

Routledge

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Pb: 978-0-815-35340-9 : **£44**

Hb: 978-0-815-35339-3 : **£160**

* For full contents and more information, visit: www.routledge.com/9780815353409

Integrating Timing Considerations to Improve Testing Practices



Edited by **Melissa J. Margolis**, **Richard A. Feinberg**

Series: *NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT*

In this comprehensive volume, experts in the field discuss the impact of timing considerations, constraints, and policies on valid score interpretations; administrative accommodations, test construction, and examinees' experiences and behaviors; and how to implement the findings into practice. These twelve chapters provide invaluable resources for testing professionals to better understand the inextricable links between effective time allocation and the purposes of high-stakes testing.

Routledge

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Pb: 978-1-138-47976-0 : **£39.99**

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Introduction to Item Response Theory Models and Applications



James Carlson

Series: Multivariate Applications Series

This is a highly accessible, comprehensive introduction to item response theory (IRT) models and their use in various aspects of assessment/testing. The book employs a mixture of graphics and simulated data sets to ease the reader into the material and covers the basics required to obtain a solid grounding in IRT. This book is an essential text for instructors and higher level undergraduate and postgraduate students of statistics, psychometrics, and measurement theory across the behavioral and social sciences, as well as testing professionals.

Routledge

October 2020 : 182pp

Pb: 978-0-367-47101-9 : **£58.99**

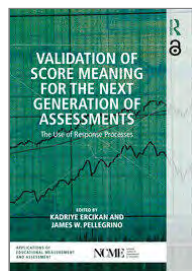
Hb: 978-0-367-47692-2 : **£135**

eBook: 978-1-003-03588-6

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Validation of Score Meaning for the Next Generation of Assessments

The Use of Response Processes



Edited by **Kadriye Ercikan** University of British Columbia, Canada, **James W. Pellegrino** University of Illinois at Chicago, USA

Series: *NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT*

Validation of Score Meaning for the Next Generation of Assessments addresses the role of response processes data – data on the strategies, behaviours, and thought processes an examinee engages in during a test – in determining the validity and fairness of tests. Given the increasingly sophisticated data collection capabilities made possible by use of technology and the recent emphasis on testing as a means of understanding cognitive development, the time for a book on this topic is ripe. This book will bring together researchers who have used different types of examinee response process data in different testing contexts, including national, international, pen-and-paper, and computer-based.

Routledge

March 2017 : 164pp

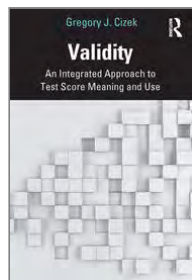
Pb: 978-1-138-89837-0 : **£46.99**

Hb: 978-1-138-89836-3 : **£110**

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Validity

An Integrated Approach to Test Score Meaning and Use



Gregory J. Cizek

Validity is a clear, substantive introduction to the two most fundamental aspects of defensible testing practice: understanding test score meaning and justifying test score use. Driven by evidence-based and consensus-grounded measurement theory, principles, and terminology, this book addresses the most common questions of applied validation, the quality of test information, and the usefulness of test results. Concise yet comprehensive, this volume's integrated framework is ideal for graduate courses on assessment, testing, psychometrics, and research methods.

Routledge

March 2020 : 206pp

Pb: 978-0-367-26138-2 : **£39.99**

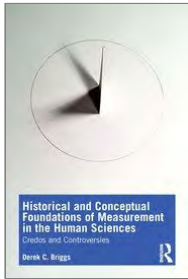
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Historical and Conceptual Foundations of Measurement in the Human Sciences explores the assessment and measurement of non-physical attributes that define human beings: abilities, personalities, attitudes, dispositions, and values. Graduate students, researchers, and professionals in educational measurement and psychometrics will emerge with a deeper appreciation for both the challenges and the affordances of measurement in quantitative research.

Routledge

November 2021 : 380pp

Pb: 978-0-367-22523-0 : **£56.99**

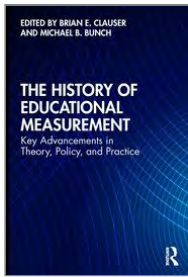
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The History of Educational Measurement

Key Advancements in Theory, Policy, and Practice



Edited by **Brian E. Clauser , Michael B. Bunch**

The History of Educational Measurement collects essays on the most important topics in educational testing, measurement, and psychometrics. Authored by the field's top scholars, this book offers unique historical viewpoints, from origins to modern applications, of formal testing programs and mental measurement theories. Topics as varied as large-scale testing, validity, item-response theory, federal involvement, and notable assessment controversies complete a survey of the field's greatest challenges and most important achievements. Graduate students, researchers, industry professionals, and other stakeholders will find this volume relevant for years to come.

Routledge

July 2021 : 398pp

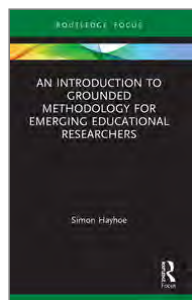
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An Introduction to Grounded Methodology for Emerging Educational Researchers



Simon Hayhoe University of Exeter, UK.

Series: Qualitative and Visual Methodologies in Educational Research

Introducing the reader to grounded methodology and its ethical approach, this book explores the theory behind the method as well as how to use it to develop and evaluate learning and education projects. It is ideal reading for students and academics looking to update and increase their knowledge on grounded methodology, especially students who are researchers in final year undergraduate or post-graduate level programs, or instructors planning to teach grounded theory or grounded methodology to their own emerging research students.

Routledge
September 2023 : 92pp
Pb: 978-0-367-55888-8 : **£18.99**
Hb: 978-0-367-42681-1 : **£49.99**
eBook: 978-0-367-85439-3

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Arts-based Research Methods for Educational Researchers



Meng Tian University of Birmingham, UK

Series: Qualitative and Visual Methodologies in Educational Research

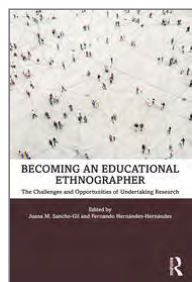
Arts-Based Research Methods for Educational Researchers is a book for early-career and established scholars who aim to use the arts to spark new ideas and empower participants in educational research. It will allow readers to conduct arts-based research and phenomenography research in their own projects. This insightful book is ideal for early career and experienced educational researchers who use qualitative methods in their inquiries. It offers a reader-friendly guide to methodology for scholars, educators as well as undergraduate and postgraduate students.

Routledge
August 2024 : 96pp
Pb: 978-1-032-05123-9 : **£18.99**
Hb: 978-1-032-05122-2 : **£45.99**
eBook: 978-1-003-19610-5

* For full contents and more information, visit: www.routledge.com/9781032051239

Becoming an Educational Ethnographer

The Challenges and Opportunities of Undertaking Research



Edited by **Juana M. Sancho-Gil** University of Barcelona, Spain, **Fernando Hernández-Hernández** University of Barcelona, Spain

This book provides practical advice on the learning and teaching perspectives of ethnography, including what undertaking research looks like and the experiences it will bring. It considers what it means to be and become an educational ethnographer and builds on an inextricable entanglement between the researchers' field of study and their research trajectories. This book is an ideal introduction for anyone considering research approach or becoming an educational ethnographer and will be of interest to researchers already working in this field.

Routledge
December 2020 : 168pp
Pb: 978-0-367-46649-7 : **£36.99**
Hb: 978-0-367-46648-0 : **£135**
eBook: 978-1-003-03021-8

* For full contents and more information, visit: www.routledge.com/9780367466497

Implementing Ethics in Educational Ethnography

Regulation and Practice



Edited by **Hugh Busher** University of Leicester, UK., **Alison Fox**

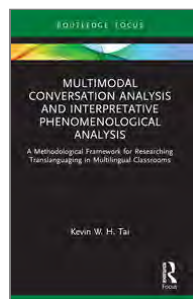
Providing a theoretical grounding, case studies and practical solutions, this book examines how researchers can overcome ethical dilemmas encountered during ethnographic research. Covering the initial stages such as consideration from regulatory bodies to research occurring in the field and project completion, it will help the reader easily make visible ethical practices to participants and other stakeholders. Suitable for active researchers and students looking to complete ethnographic research, this title provides the reader with details on how to navigate the field ensuring that they can sustain good ethical practice throughout the life of a research project.

Routledge
May 2019 : 156pp
Pb: 978-1-138-58025-1 : **£26.99**
Hb: 978-1-138-58023-7 : **£125**
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Multimodal Conversation Analysis and Interpretative Phenomenological Analysis

A Methodological Framework for Researching Translanguaging in Multilingual Classrooms



Kevin W. H. Tai

Series: Qualitative and Visual Methodologies in Educational Research

This book presents the methodological framework of combining Multimodal Conversation Analysis (MCA) with Interpretative Phenomenological Analysis (IPA) to interpretively analyse translanguaging practices in educational contexts. This detailed and concise guide is indispensable for students, practitioners, policymakers, and researchers from across the globe, particularly those working in the fields of applied linguistics and language education.

Routledge
October 2024 : 124pp
Pb: 978-1-032-39715-3 : **£19.99**
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eBook: 978-1-003-35104-7

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2ND EDITION

Qualitative Research

The Essential Guide to Theory and Practice



Maggi Savin-Baden Prof of Higher Education Research at Coventry University, UK, **Claire Howell Major** Prof of Higher Education at the University of Alabama, USA

The second edition of Qualitative Research is a one-stop resource for all those approaching qualitative research for the first time as well as those revisiting core concepts and issues. It presents a comprehensive overview of this rapidly developing field of inquiry, cleverly combined with practical, hands-on advice on how to conduct a successful qualitative study. This book is enhanced with the addition of online Instructor and Student Resources including videos, diagrams, an instructor manual, PowerPoint slides and links to further resources. This new edition is an indispensable companion and makes for ideal reading for all those involved in qualitative research worldwide.

Routledge
May 2025 : 680pp
Pb: 978-1-032-77458-9 : **£42.99**
Hb: 978-1-032-77460-2 : **£145**

* For full contents and more information, visit: www.routledge.com/9781032774589

Qualitative Research Methods in English Medium Instruction for Emerging Researchers

Theory and Case Studies of Contemporary Research



Edited by **Samantha M. Curle** University of Bath, UK, **Jack K. H. Pun** City University of Hong Kong, Hong Kong

Series: Qualitative and Visual Methodologies in Educational Research

This timely book will guide researchers on how to apply qualitative research methods to explore English Medium Instruction (EMI) issues such as classroom interactions, teachers' and students' perceptions on language and pedagogical challenges, and stakeholders' views on the implementation of EMI. This text will be indispensable for researchers who want to learn and acquire skills in conducting qualitative research in EMI, as well as undergraduate and postgraduate students reading in the fields of applied linguistics and language education.

Routledge

November 2024 : 148pp

Pb: 978-1-032-45132-9 : **£18.99**

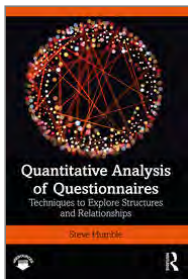
Hb: 978-1-032-45131-2 : **£53.99**

eBook: 978-1-003-37553-1

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Quantitative Analysis of Questionnaires

Techniques to Explore Structures and Relationships



Steve Humble

Bringing together the techniques required to analyse questionnaires, this book is the ideal companion for non-mathematical students with no prior knowledge of quantitative methods. Using rich examples from a range of settings, this book analyses basic principles, provides hands on data analysis with data sets and both SPSS and STATA packages and explores how to articulate the calculations and theory around the statistical techniques. This is the ideal introductory textbook for any student looking to begin and expand their knowledge on how to analyse questionnaires and help improve statistical knowledge and learning as well as interpretation.

Routledge

January 2020 : 232pp

Pb: 978-0-367-02283-9 : **£26.99**

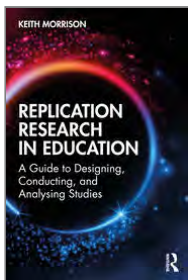
Hb: 978-0-367-02279-2 : **£135**

eBook: 978-0-429-40046-9

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Replication Research in Education

A Guide to Designing, Conducting, and Analysing Studies



Keith Morrison University of St Joseph, Macau

Providing an overview of key issues in the theory and practice of replication studies in education, this text is designed to identify and discuss the benefits and challenges facing replication studies in education. It's a clear and practical guide on how to approach, plan, design, conduct, analyze, report and evaluate a replication study.

Routledge

December 2021 : 188pp

Pb: 978-1-032-06869-5 : **£27.99**

Hb: 978-1-032-06868-8 : **£135**

eBook: 978-1-003-20423-7

* For full contents and more information, visit: www.routledge.com/9781032068695

2ND EDITION

Conducting Educational Design Research



Susan McKenney University of Twente, The Netherlands,
Thomas Reeves University of Georgia, US

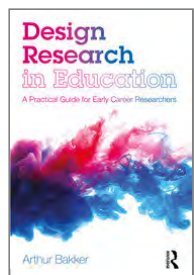
The new and updated edition of *Conducting Educational Design Research* blends scientific investigation with systematic development and implementation of solutions to educational problems. With relevant examples, new insights into the ethics and practicalities of working in educational environments and the inclusion of easy to follow project descriptions, this one-stop guide supports graduate students and experienced researchers to understand the multiple perspectives of educational design research. This volume allows readers to realise the potential of educational design research and demonstrates how rigorous and relevant investigation can yield theoretical understanding and solutions.

Routledge
 August 2018 : 326pp
 Pb: 978-1-138-09556-4 : **£34.99**
 Hb: 978-1-138-09555-7 : **£135**
 eBook: 978-1-315-10564-2

* For full contents and more information, visit: www.routledge.com/9781138095564

Design Research in Education

A Practical Guide for Early Career Researchers



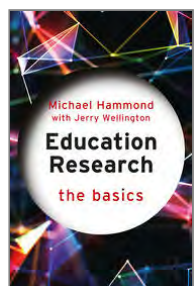
Arthur Bakker

Design Research in Education is a practical guide packed full of the information required to begin a design-based research project. With the busy student in mind, the easy to follow chapters are ideal for gaining a full overview of design based research and the practical skills needed to undertake it. By designing practical solutions to authentic problems in teaching and learning, this book addresses issues that early career researchers will encounter; from how to structure a project and choosing a research question to gaining funding for project and the best way to publish. This guide is the ideal introduction into the field of design-based research.

Routledge
 July 2018 : 312pp
 Pb: 978-1-138-57448-9 : **£34.99**
 Hb: 978-1-138-57447-2 : **£125**
 eBook: 978-0-203-70101-0

* For full contents and more information, visit: www.routledge.com/9781138574489

Education Research: The Basics



Michael Hammond University of Warwick, UK, **Jerry Wellington**

Series: The Basics

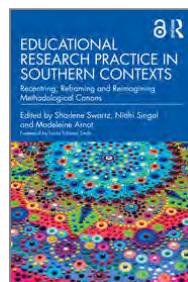
Concise, engaging and accessible, *Education Research: The Basics* discusses key ideas about the nature and purpose of education research: what it can and cannot achieve, how it has been used over the years and where and how it has had an impact. Providing crucial background for understanding key thinkers in the field such as Plato, Dewey, Montessori and Freire, each chapter represents a way of understanding the goals and methods of research conducted in the field of education. With key terms and further reading throughout, this book is a must-read for anyone undertaking or interested in research in the field of education.

Routledge
 June 2019 : 192pp
 Pb: 978-1-138-38679-2 : **£18.99**
 Hb: 978-1-138-38676-1 : **£94.99**
 eBook: 978-0-429-42662-9

* For full contents and more information, visit: www.routledge.com/9781138386792

Educational Research Practice in Southern Contexts

Recentring, Reframing and Reimagining Methodological Canons



Edited by **Sharlene Swartz**, **Nidhi Singal** University of Cambridge, UK, **Madeleine Arnot** University of Cambridge, UK

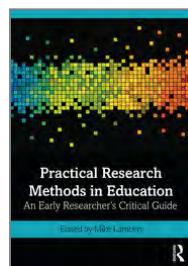
This book offers reflections, case studies, and critically, research methods and processes designed to decentre, reframe, and reimagine educational research in ways that question existing approaches and operationalise the tenets of decolonising theory. It will be essential reading for anyone teaching educational research methods and will encourage novice and experienced researchers to rethink their research approaches, disentangle the local and global, and challenge those research rituals, codes and field work practices which are often unproblematically assumed to be universally relevant.

Routledge
 October 2023 : 376pp
 Pb: 978-1-032-40930-6 : **£41.99**
 Hb: 978-1-032-40933-7 : **£145**
 eBook: 978-1-003-35539-7

* For full contents and more information, visit: www.routledge.com/9781032409306

Practical Research Methods in Education

An Early Researcher's Critical Guide



Edited by **Mike Lambert**

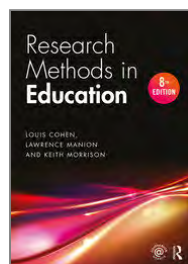
This book offers detailed illustration of a range of data-collection methods and approaches used in educational research; drawing on the research, practical experiences and reflections of active researchers it is ideal for anyone deciding on the best approach and methodology for their own investigations. Each chapter offers examples, tasks for students to undertake and suggestions for further reading, all designed to strengthen understanding of practical methods of data collection in educational and social-science research. The book is a unique and valuable practical resource for any students interested and engaged in the planning and completion of their own research investigations.

Routledge
 March 2019 : 172pp
 Pb: 978-0-815-39356-6 : **£28.99**
 Hb: 978-0-815-39355-9 : **£135**
 eBook: 978-1-351-18839-5

* For full contents and more information, visit: www.routledge.com/9780815393566

8TH EDITION

Research Methods in Education



Louis Cohen Loughborough University, UK, **Lawrence Manion** Formerly Manchester Metropolitan University, UK, **Keith Morrison** Macau University of Science and Technology, Macau

This rewritten, expanded and updated 8th edition of the long-running bestseller *Research Methods in Education* is the most comprehensive and accessible introductory text in the field. With ten new chapters, updated references and a revised layout, this new edition offers rich practical advice that is underpinned by clear, theoretical foundations. *Research Methods in Education* is essential reading for both the professional researcher and students of education at undergraduate and postgraduate level, who need to understand how to plan, conduct, analyse and use research.

Routledge
 November 2017 : 944pp
 Pb: 978-1-138-20988-6 : **£46.99**
 Hb: 978-1-138-20986-2 : **£180**
 eBook: 978-1-315-45653-9

* For full contents and more information, visit: www.routledge.com/9781138209886

3RD EDITION

Research with Children

Perspectives and Practices



Edited by **Pia Christensen** The Research Unit for General Practice, Denmark, **Allison James** University of Sheffield, UK

The revised, 3rd edition of *Research with Children* is a unique resource book on the methodology of childhood research. Leading researchers within the social studies of childhood discuss central questions of epistemology and methodology, demonstrating the links between theory and practice. The theoretical and practical questions are set out in a clear and well-argued fashion and will therefore appeal both to the newcomer to childhood studies and to experienced researchers in the field. With fully updated chapters, new material and a revised, clearer structure, this new edition will be a valuable resource researchers working with children.

Routledge

January 2017 : 240pp

Pb: 978-1-138-10089-3 : £39.99

Hb: 978-1-138-10088-6 : £125

eBook: 978-1-315-65734-9

* For full contents and more information, visit: www.routledge.com/9781138100893

Taming Randomized Controlled Trials in Education

Exploring Key Claims, Issues and Debates



Keith Morrison University of St Joseph, Macau

Unpacking and exploring the many claims and counter-claims made for randomized controlled trials (RCTs) in education, this book draws on two decades of discourse, research and practice. Widely referenced and clearly argued it opens up the issues for a necessary, fuller and more inclusive debate on 'what works' and 'how we know'. Considering key issues in understanding and interrogating research evidence and drawing from scholarship from across the globe to show benefits, limits and cautions in using randomized controlled trials in education, this book is ideal reading for all students on Research Methods modules as well as those interested in undertaking and using education research.

Routledge

July 2020 : 250pp

Pb: 978-0-367-48652-5 : £27

Hb: 978-0-367-48651-8 : £145

eBook: 978-1-003-04211-2

* For full contents and more information, visit: www.routledge.com/9780367486525

Values and Virtues in Higher Education Research.

Critical perspectives



Edited by **Jean McNiff** York St John University, UK

Making research public is a key aspect of ensuring the quality of educational research, and *Values and Virtues in Higher Education* demonstrates the processes involved in doing and theorising such research. Explaining clearly why this explication is important, the book provides strong theoretical resources, makes a case for the realization of values as educational virtues and provides case study material that shows how this transformation may be achieved. Showing the evolution of theory through critical engagement this text will be a valuable companion for lecturers, students and professional developers in higher education.

Routledge

June 2016 : 204pp

Pb: 978-1-138-91682-1 : £41

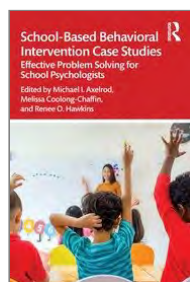
Hb: 978-1-138-91681-4 : £130

eBook: 978-1-315-68936-4

* For full contents and more information, visit: www.routledge.com/9781138916821

School-Based Behavioral Intervention Case Studies

Effective Problem Solving for School Psychologists



Edited by **Michael I. Axelrod** University of Wisconsin, Eau Claire, USA, **Melissa Coolong-Chaffin**, **Renee O. Hawkins**

Behavioral Intervention Case Studies in Schools translates principles of behavior into best practices for school psychologists, teachers, and other educational professionals, both in training and in practice. Using detailed case studies illustrating evidence-based interventions, each chapter describes all the necessary elements of effective behavior intervention plans including rich descriptions of target behaviors, detailed intervention protocols, data collection and analysis methods, and tips for ensuring social acceptability and treatment integrity.

Routledge

November 2020 : 354pp

Pb: 978-0-367-26069-9 : **£38.99**

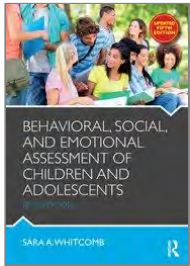
Hb: 978-0-367-26070-5 : **£135**

eBook: 978-0-429-29131-9

* For full contents and more information, visit: www.routledge.com/9780367260699

5TH EDITION

Behavioral, Social, and Emotional Assessment of Children and Adolescents



Sara Whitcomb University of Massachusetts, Amherst, USA

Generally recognized as the standard work in its field, Behavioral, Social, and Emotional Assessment of Children and Adolescents is a comprehensive guide for conducting conceptually sound, culturally responsive, and ecologically oriented assessments of students' social and emotional behavior. Retaining the fifth edition's structure and content coverage, incorporation of DSM-5 and federal standards, and integrated approach to culturally responsive assessment, this lightly refreshed 2023 version offers readers a select batch of further updates.

Routledge

July 2022 : 542pp

Pb: 978-1-032-24459-4 : £82

Hb: 978-1-032-24458-7 : £220

eBook: 978-1-315-74752-1

* For full contents and more information, visit: www.routledge.com/9781032244594

2ND EDITION

Building Competence in School Consultation

A Developmental Approach

**Daniel S. Newman**, **Sylvia A. Rosenfield***Series: Consultation, Supervision, and Professional Learning in School Psychology Series*

Building Competence in School Consultation, Second Edition, directly addresses the need for practical, comprehensive consultation training, including support materials, for school psychologists, counselors, and other professionals working in schools. Written by two leading experts in consultation, this book brings school psychology research directly to graduate students and both novice and experienced practitioners, providing invaluable context, reflection activities, videos from fellow consultation experts, and resources that translate academic findings into skills ready for immediate use.

Routledge

January 2024 : 260pp

Pb: 978-1-032-62231-6 : **£41.99**Hb: 978-1-032-62228-6 : **£145**

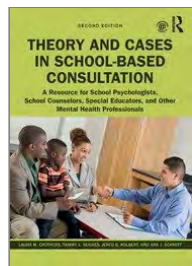
eBook: 978-1-032-62233-0

* For **full contents** and more information, visit: www.routledge.com/9781032622316

2ND EDITION

Theory and Cases in School-Based Consultation

A Resource for School Psychologists, School Counselors, Special Educators, and Other Mental Health Professionals



Laura M. Crothers Duquesne University, Pennsylvania, USA, **Tammy L. Hughes** Duquesne University, Pennsylvania, USA, **Jered B. Kolbert** Duquesne University, Pennsylvania, USA, **Ara J. Schmitt**

This timely second edition provides an applied perspective regarding school-based consultation, including an overview of mental health consultation, behavioral consultation, ecological consultation, social learning theory consultation, Adlerian consultation, instructional consultation, and organizational/systems consultation. Case examples of child-based/level problems, family-based/level problems, educator-based/level problems, and systems-based/level problems related to each theory of consultation will be provided and critical thinking questions are included at the end of each case study to facilitate discussion among students and educators regarding school-based consultation.

Routledge

March 2020 : 400pp

Pb: 978-0-367-14063-2 : **£38.99**Hb: 978-0-367-14061-8 : **£130**

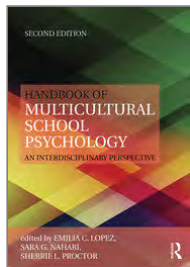
eBook: 978-0-429-02997-4

* For **full contents** and more information, visit: www.routledge.com/9780367140632

2ND EDITION

Handbook of Multicultural School Psychology

An Interdisciplinary Perspective



Edited by **Emilia C. Lopez** Queens College – City University of New York, USA, **Sara G. Nahari** Queens College – City University of New York, USA, **Sherrie Proctor**

Series: Consultation, Supervision, and Professional Learning in School Psychology Series

The second edition of the Handbook of Multicultural School Psychology continues the mission of its predecessor, offering a comprehensive, interdisciplinary view of the field of multicultural school psychology and addressing the needs of children and families from diverse cultural backgrounds. The revised organizational structure includes the following: History and Professional Issues; Consultation and Collaboration; Interventions Focused on Academic and Mental Health Issues; Data-based Decision Making; Systems-based Issues; Training and Research; and Future Perspectives. 19 of the volume's 23 chapters are completely new, while the rest have been effectively revised and updated.

Routledge

March 2017 : 496pp

Pb: 978-0-415-84406-2 : £115

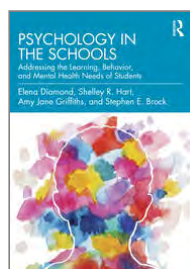
Hb: 978-0-415-84405-5 : £260

eBook: 978-0-203-75494-8

* For full contents and more information, visit: www.routledge.com/9780415844062

Psychology in the Schools

Addressing the Learning, Behavior, and Mental Health Needs of Students



Elena Diamond Lewis & Clark College, USA, **Shelley R. Hart** California State University, Chico, USA, **Amy Jane Griffiths**, **Stephen E. Brock** California State University, Sacramento, USA

This engaging and practical book addresses the multitude of ways in which school-employed psychological service providers such as school counselors, school psychologists, and school social workers, can support the learning, behavioral, and mental health needs of students in school settings. This text is ideal for an upper-level undergraduate course or an introductory graduate-level course. Early career practitioners and supervisors alike can also benefit from the tools and resources that this book provides.

Routledge

November 2023 : 322pp

Pb: 978-0-815-39679-6 : **£42.99**

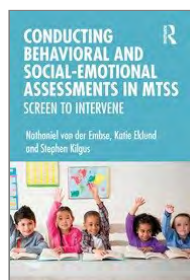
Hb: 978-0-815-39677-2 : **£185**

eBook: 978-1-351-18092-4

* For full contents and more information, visit: www.routledge.com/9780815396796

Conducting Behavioral and Social-Emotional Assessments in MTSS

Screen to Intervene



Nathaniel von der Embse , Katie Eklund , Stephen Kilgus

This book effective assessment strategies for improving mental and behavioral health decision-making within Multi-Tiered Systems of Support. Accessible to school psychologists, behavior analysts, PBIS team leaders, and other school-based professionals, this applied book features evidence-based practices and case study examples to show how assessment data can drive prevention and intervention services, particularly at Tiers I and II. Specific tools and recommendations for universal screening, problem analysis, and progress monitoring procedures offer a fresh, real-world approach to data-driven implementation of supports across schools.

Routledge

January 2022 : 212pp

Pb: 978-0-367-40385-0 : **£34.99**

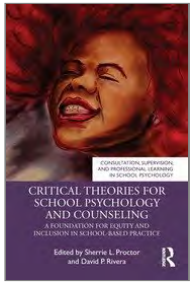
Hb: 978-0-367-37099-2 : **£135**

eBook: 978-0-429-35579-0

* For full contents and more information, visit: www.routledge.com/9780367403850

Critical Theories for School Psychology and Counseling

A Foundation for Equity and Inclusion in School-Based Practice



Edited by **Sherrie Proctor**, **David P. Rivera**

Series: Consultation, Supervision, and Professional Learning in School Psychology Series

Critical Theories for School Psychology and Counseling introduces school psychologists and counselors to five critical theories that inform more equitable, inclusive work with marginalized and underserved student populations. This innovative collection offers graduate students, university faculty, and practicum and internship supervisors an insightful new direction for serving learners across diverse identities, cultures, and abilities.

Routledge

November 2021 : 280pp

Pb: 978-0-367-41577-8 : **£38.99**

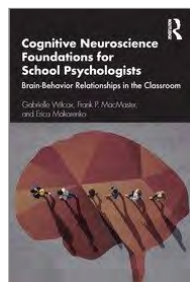
Hb: 978-0-367-40564-9 : **£135**

eBook: 978-0-367-81532-5

* For full contents and more information, visit: www.routledge.com/9780367415778

Cognitive Neuroscience Foundations for School Psychologists

Brain-Behavior Relationships in the Classroom



Gabrielle Wilcox , Frank P. MacMaster , Erica Makarenko

Cognitive Neuroscience Foundations for School Psychologists provides a comprehensive overview of brain-behavior relationships relevant to the support of students at all ability levels. Carefully attuned to the shared language between neuroscience, psychology, and education, this book covers basic neuroanatomy, brain development in student academic performance, and general assessment and pedagogical implications and interventions in the classroom.

Routledge

November 2022 : 358pp

Pb: 978-0-367-53537-7 : **£36.99**

Hb: 978-0-367-54333-4 : **£125**

eBook: 978-1-003-08880-6

* For full contents and more information, visit: www.routledge.com/9780367535377

Research Methodologies of School Psychology

Critical Skills



Ryan J. Kettler Rutgers, The State University of New Jersey, USA

Series: Foundations of School Psychology Research and Practice

The field of school psychology lacks a definitive resource for practitioners and students interested in mastering the methodological techniques necessary to research and understand their own discipline. *Research Methodologies of School Psychology* addresses that need in a comprehensive and rigorous way. It includes information on the relationship between research and the field, the application of various methodologies, and much more. Each chapter includes both an overview and specific examples, as well as a summary of main points and online resources. This text is perfect for those invested in raising the stature of research methodology in the profession.

Routledge

April 2019 : 258pp

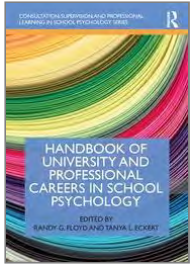
Pb: 978-1-138-85150-4 : **£34.99**

Hb: 978-1-138-85149-8 : **£125**

eBook: 978-1-315-72407-2

* For **full contents** and more information, visit: www.routledge.com/9781138851504

Handbook of University and Professional Careers in School Psychology



Edited by **Randy G. Floyd** Department of Psychology,
University of Memphis, TN, **Tanya L. Eckert**

*Series: Consultation, Supervision, and Professional Learning
in School Psychology Series*

The Handbook of University and Professional Careers in School Psychology is a comprehensive resource for school psychologists in doctoral training or currently appointed to positions in universities and other clinical professional settings.

Routledge

December 2020 : 538pp

Pb: 978-0-367-35368-1 : **£105**

Hb: 978-0-367-35367-4 : **£250**

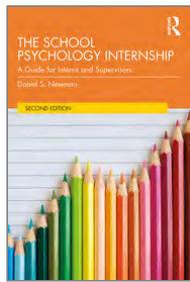
eBook: 978-0-429-33096-4

* For full contents and more information, visit: www.routledge.com/9780367353681

2ND EDITION

The School Psychology Internship

A Guide for Interns and Supervisors



Daniel S. Newman National–Louis University, Illinois, USA

The School Psychology Internship is intended to support both doctoral and graduate-level interns and their supervisors (both field and university) in navigating the internship process. Emphasis is placed on the idea that the internship year is a dynamic and formative journey and that interns and supervisors both must be active planners, coordinators, and shapers of the experience. This thoroughly updated 2nd Edition contains an array of helpful resources such as evaluation tools, best practice guidelines, added coverage on doctoral-level training, and sample forms along with all new supplementary materials designed to aid interns in the transition from internship to early career practice.

Routledge

August 2019 : 316pp

Pb: 978-1-138-23209-9 : **£36.99**

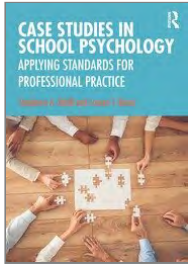
Hb: 978-1-138-23208-2 : **£130**

eBook: 978-1-315-31349-8

* For full contents and more information, visit: www.routledge.com/9781138232099

Case Studies in School Psychology

Applying Standards for Professional Practice



Stephanie A. Rahill, Lauren T. Kaiser

Case Studies in School Psychology is the first textbook to comprehensively introduce the NASP practice model through active discussion of real-life, school-based examples of issues facing school psychologists. Incorporating all ten domains of practice, these true-to-life scenarios span individual child, class-wide, school-wide and district/community-wide organizational levels across multiple age and developmental ranges. Graduate students will better understand their expansive roles and potential avenues to make positive impacts as school psychologists in children's academic, social, emotional, and behavioral development.

Routledge

September 2021 : 198pp

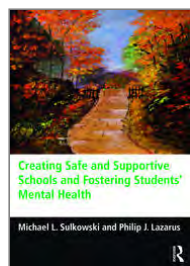
Pb: 978-0-367-63677-7 : **£38.99**

Hb: 978-0-367-64295-2 : **£135**

eBook: 978-1-003-12382-8

* For full contents and more information, visit: www.routledge.com/9780367636777

Creating Safe and Supportive Schools and Fostering Students' Mental Health



Michael L. Sulkowski University of Arizona, USA, **Philip J. Lazarus** Florida International University, USA

Creating Safe and Supportive Schools and Fostering Students' Mental Health provides pre-service educators with the tools they need to prevent, pre-empt, manage, and recover from threats and crises in their schools. The authors fill an increasingly urgent need for a comprehensive roadmap about safety in language appropriate for teachers, school-based mental health professionals, support personnel, school resource officers, and school administrators. This book includes new research, practical strategies, applicable examples, and in-depth interviews from national experts on how educators can help support school safety, crisis management, and students' mental health.

Routledge

September 2016 : 420pp

Pb: 978-0-415-73700-5 : **£94.99**

Hb: 978-0-415-73699-2 : **£150**

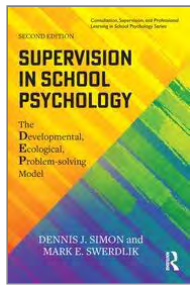
eBook: 978-1-315-81822-1

* For full contents and more information, visit: www.routledge.com/9780415737005

2ND EDITION

Supervision in School Psychology

The Developmental, Ecological, Problem-solving Model



Dennis J. Simon Loyola University of Chicago, USA,
Mark E. Swerdlik Illinois State University, USA

Series: Consultation, Supervision, and Professional Learning in School Psychology Series

This text examines specific factors that contribute to successful supervision in school psychology, including the integration of a developmental process of training, the ecological contexts that impact practice, and evidence-based problem-solving strategies. Supervision is a core professional competency requiring specific training for the benefit of supervisees, clients, and the profession. Written for graduate students, researchers, and professionals in the field of school psychology, this book provides thorough, specific, and immediately applicable methods and principles for supervisory practice.

Routledge

September 2022 : 588pp

Pb: 978-1-032-15037-6 : **£44.99**

Hb: 978-1-032-14534-1 : **£135**

eBook: 978-1-003-24222-2

* For full contents and more information, visit: www.routledge.com/9781032150376

The School Psychology Supervisor's Toolkit



Meaghan C. Guiney

Series: Consultation, Supervision, and Professional Learning in School Psychology Series

The School Psychology Supervisor's Toolkit provides accessible, adaptable strategies for supervising school psychologists at all points in the career span, from internship to advanced practice. The book covers a full range of key considerations for effective supervision, such as building strong working relationships, planning the supervision experience, providing constructive feedback, and addressing problems of professional competence. Features such as definitions of key terms, photocopiable handouts, tips for culturally responsive practice, and real-life case examples make this a rich and easily applied resource.

Routledge

January 2019 : 260pp

Pb: 978-1-138-30610-3 : **£34.99**

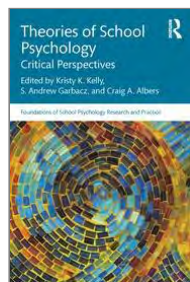
Hb: 978-1-138-30608-0 : **£130**

eBook: 978-0-203-72858-1

* For full contents and more information, visit: www.routledge.com/9781138306103

Theories of School Psychology

Critical Perspectives



Edited by **Kristy K. Kelly**, **S. Andrew Garbacz**, **Craig A. Albers** University of Wisconsin, Madison, USA

Series: Foundations of School Psychology Research and Practice

Theories of School Psychology: Critical Perspectives describes the theories, frameworks, and conceptual models that underlie the science and practice of school psychology. Chapters provide an orientation to theories, frameworks, and conceptual models that address core school psychology domains along with application to common student, school, and system issues prevalent in the field. Promoting a deeper study of the fundamental processes and approaches in school psychology, this book advances the embedding of theories, frameworks, and models into the design and delivery of educational and psychological services for children, youth, families, and schools.

Routledge

November 2020 : 338pp

Pb: 978-1-138-47973-9 : **£38.99**

Hb: 978-1-138-47972-2 : **£135**

eBook: 978-1-351-06494-1

* For **full contents** and more information, visit: www.routledge.com/9781138479739

2ND EDITION

Critical Applied Linguistics

A Critical Re-Introduction



Alastair Pennycook University of Technology, Sydney, Australia

Now in its second edition, this accessible guide and introduction to critical applied linguistics provides a clear overview of the problems, debates, and competing views in language education, literacy, discourse analysis, language in the workplace, translation and other related domains. Covering critical theory and domains of practice, the book is organized around five themes: the politics of knowledge, the politics of language, the politics of texts, the politics of pedagogy, and the politics of difference. This landmark text is essential reading for students and researchers of applied linguistics, multilingualism, language and education, TESOL, and language and identity.

Routledge

June 2021 : 220pp

Pb: 978-0-367-54777-6 : **£38.99**Hb: 978-0-367-54776-9 : **£135**

eBook: 978-1-003-09057-1

* For full contents and more information, visit: www.routledge.com/9780367547776

3RD EDITION

Research in Applied Linguistics

Becoming a Discerning Consumer



Fred L. Perry, Jr. American University in Cairo, Egypt

This popular text is designed to enable students and professionals in the field of applied linguistics to become not just casual consumers of research who passively read bits and pieces of a research article, but discerning consumers able to effectively use published research for practical purposes in educational settings. All issues important for understanding and using published research for these purposes are covered. Key principles are illustrated with research studies from refereed journals across a wide spectrum of applied linguistics. Exercises throughout encourage readers to engage interactively with what they are reading at the point when the information is fresh in their minds.

Routledge

March 2017 : 284pp

Pb: 978-1-138-22776-7 : **£51.99**Hb: 978-1-138-22775-0 : **£165**

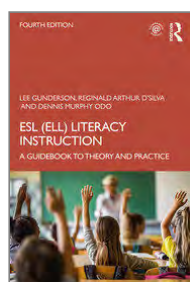
eBook: 978-1-315-39466-4

* For full contents and more information, visit: www.routledge.com/9781138227767

4TH EDITION

ESL (ELL) Literacy Instruction

A Guidebook to Theory and Practice



Lee Gunderson University of British Columbia, Canada,
Reginald Arthur D'Silva University of British Columbia,
 Canada, **Dennis Murphy Odo** Pusan National University,
 Republic of Korea.

Now in its 4th edition, ESL (ELL) Literacy Instruction combines a comprehensive scope with practical, research-based tools and applications for reading instruction. Designed for use by pre-service and in-service teachers, this guidebook provides the context and expertise to plan and implement reading programs that match the needs and abilities of students at all ages and levels of proficiency.

Routledge

July 2019 : 302pp

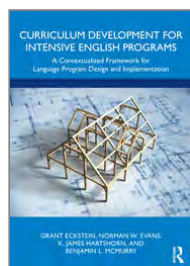
Pb: 978-1-138-31189-3 : **£48.99**Hb: 978-1-138-31186-2 : **£135**

eBook: 978-0-429-45858-3

* For full contents and more information, visit: www.routledge.com/9781138311893

Curriculum Development for Intensive English Programs

A Contextualized Framework for Language Program Design and Implementation



Grant Eckstein, Norman W. Evans Brigham Young University, USA, **K. James Hartshorn, Benjamin L. McMurry**

The book starts by guiding the reader through the important but often overlooked steps of contextualizing their current or future language curriculum to give decision makers the full picture of what their curriculum is intended to accomplish.

Routledge
December 2022 : 262pp
Pb: 978-1-032-28737-9 : **£36.99**
Hb: 978-1-032-30659-9 : **£125**
eBook: 978-1-003-30612-2

* For full contents and more information, visit: www.routledge.com/9781032287379

2ND EDITION

Language Curriculum Design



John Macalister, I.S.P. Nation Victoria University of Wellington, New Zealand

Series: ESL & Applied Linguistics Professional Series

Now in its second edition, Language Curriculum Design describes the steps involved in the curriculum design process, elaborates and justifies these steps, and provides opportunities for practicing and applying them. Updated throughout with cutting-edge research and theory, the second edition contains new examples on curriculum design and development and expanded attention on environment analysis, needs analysis, and program evaluation.

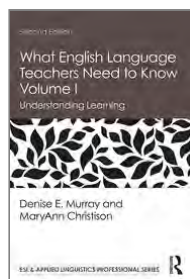
Routledge
December 2019 : 274pp
Pb: 978-0-367-19650-9 : **£39.99**
Hb: 978-0-367-19646-2 : **£135**
eBook: 978-0-429-20376-3

* For full contents and more information, visit: www.routledge.com/9780367196509

2ND EDITION

What English Language Teachers Need to Know Volume I

Understanding Learning



Denise E. Murray Emerita, Macquarie University, Australia and Emerita, San José State University, USA, **MaryAnn Christison** University of Utah, USA

Series: ESL & Applied Linguistics Professional Series

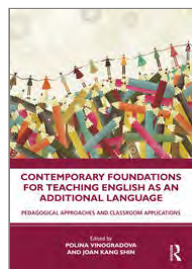
Designed for pre-service teachers and teachers new to the field of ELT, What English Teachers Need to Know Volumes I, II, and III are companion textbooks organized around the key question: What do teachers need to know and be able to do in order for their students to learn English? This updated and expanded Second Edition features: A new chapter on technology in TESOL New and updated classroom examples throughout Discussions of how teachers can prepare for contemporary challenges, such as population mobility and globalization

Routledge
February 2019 : 312pp
Pb: 978-0-815-35197-9 : **£42.99**
Hb: 978-0-815-35196-2 : **£135**
eBook: 978-1-351-13984-7

* For full contents and more information, visit: www.routledge.com/9780815351979

Contemporary Foundations for Teaching English as an Additional Language

Pedagogical Approaches and Classroom Applications



Edited by **Polina Vinogradova** American University, USA,
Joan Kang Shin George Mason University, USA.

In this engaging volume on English as an Additional Language (EAL), Polina Vinogradova and Joan Kang Shin argue persuasively for the importance of critical participatory pedagogies that embrace multilingualism and multimodality in the field of TESOL. Featuring educators implementing innovative approaches in primary, secondary and tertiary contexts across borders, this is an ideal text for methods and foundational courses in TESOL.

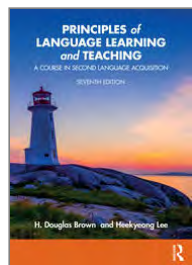
Routledge
October 2020 : 336pp
Pb: 978-0-367-02635-6 : **£39.99**
Hb: 978-0-367-02632-5 : **£135**
eBook: 978-0-429-39861-2

* For full contents and more information, visit: www.routledge.com/9780367026356

7TH EDITION

Principles of Language Learning and Teaching

A Course in Second Language Acquisition



H. Douglas Brown San Francisco State University,
Heekyeong Lee Middlebury Institute of International Studies

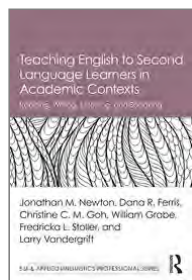
The 7th edition of this classic second language acquisition (SLA) text provides an overview of the theoretical foundations of language teaching. Features such as "Points to Ponder" (questions for readers' personal reflection), classroom connections and "Tips for Teaching," suggested readings, and a glossary of terminology are updated in this edition. With its reader-friendly style, practical pedagogical tools, and comprehensive coverage of state-of-the-art research findings, this edition serves as an essential resource for language teacher education programs worldwide, catering to the needs of both novice and experienced language teachers.

Routledge
April 2025 : 278pp
Pb: 978-1-032-79490-7 : **£47.99**
Hb: 978-1-032-79496-9 : **£145**

* For full contents and more information, visit: www.routledge.com/9781032794907

Teaching English to Second Language Learners in Academic Contexts

Reading, Writing, Listening, and Speaking



Jonathan M. Newton Victoria University of Wellington, New Zealand, **Dana R. Ferris** University of California, Davis, USA, **Christine C.M. Goh** Nanyang Technological University, Singapore (NTU Singapore), **William Grabe** Northern Arizona University, USA, **Fredricka L. Stoller** Northern Arizona University, USA, **Larry Vandergrift** University of Ottawa, Canada

Series: *ESL & Applied Linguistics Professional Series*

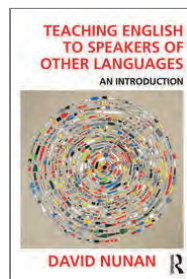
This reader-friendly text provides the fundamental knowledge ESL and EFL teachers need to teach the four language skills. Foundational chapters help readers understand how each skill works and demonstrate what research has to say about successful skill performance.

Routledge
February 2018 : 304pp
Pb: 978-1-138-64760-2 : **£46.99**
Hb: 978-1-138-64758-9 : **£135**
eBook: 978-1-315-62694-9

* For full contents and more information, visit: www.routledge.com/9781138647602

Teaching English to Speakers of Other Languages

An Introduction



David Nunan Anaheim University, USA

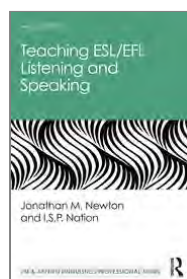
David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this new text he presents techniques and procedures for teaching English to speakers of other languages along with the underlying theory and principles in a clear, yet non-trivial, manner. Classroom vignettes show language teaching in action. Practical examples of how to develop teaching materials and tasks from sound principles are provided. Readers get involved through engaging, interactive pedagogical activities for reflection and personal application. Each chapter follows a similar template so that readers know what to expect as they work through the text.

Routledge
February 2015 : 210pp
Pb: 978-1-138-82467-6 : **£42.99**
Hb: 978-1-138-82466-9 : **£165**
eBook: 978-1-315-74055-3

* For full contents and more information, visit: www.routledge.com/9781138824676

2ND EDITION

Teaching ESL/EFL Listening and Speaking



Jonathan M. Newton, I.S.P. Nation Victoria University of Wellington, New Zealand

Series: *ESL & Applied Linguistics Professional Series*

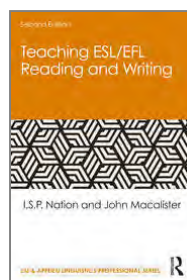
This guide for teachers and teacher trainees provides a wealth of suggestions for helping learners at all levels of proficiency develop their listening and speaking skills and fluency, using a framework based on principles of teaching and learning. By following these suggestions, which are organized around four strands – meaning-focused input, meaning-focused output, language-focused learning, and fluency development – teachers will be able to design and present a balanced program for their students.

Routledge
October 2020 : 294pp
Pb: 978-0-367-19553-3 : **£39.99**
Hb: 978-0-367-19551-9 : **£135**
eBook: 978-0-429-20311-4

* For full contents and more information, visit: www.routledge.com/9780367195533

2ND EDITION

Teaching ESL/EFL Reading and Writing



I.S.P. Nation Victoria University of Wellington, New Zealand, **John Macalister**

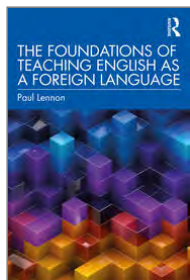
Series: *ESL & Applied Linguistics Professional Series*

The second edition of this bestselling text, Teaching ESL/EFL Reading and Writing is a fully updated and expanded guide for preservice teachers that provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency.

Routledge
October 2020 : 212pp
Pb: 978-0-367-43376-5 : **£39.99**
Hb: 978-0-367-43377-2 : **£135**
eBook: 978-1-003-00276-5

* For full contents and more information, visit: www.routledge.com/9780367433765

The Foundations of Teaching English as a Foreign Language



Paul Lennon

An introductory textbook that assumes no prior knowledge of linguistics or second language acquisition, this book presents a comprehensive overview of the theoretical foundations, methods, and practices of Teaching English as a Foreign Language (TEFL) for preservice teachers. Lennon covers the theoretical bases for TEFL and addresses second language acquisition research, past and present EFL teaching methodology, as well as psychological and social approaches to individual language learner variation.

Routledge

July 2020 : 352pp

Pb: 978-0-367-25094-2 : **£39.99**

Hb: 978-0-367-25095-9 : **£135**

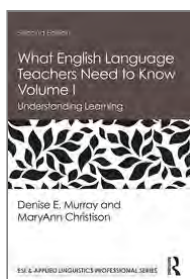
eBook: 978-0-429-28599-8

* For full contents and more information, visit: www.routledge.com/9780367250942

2ND EDITION

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Denise E. Murray Emerita, Macquarie University, Australia and Emerita, San José State University, USA,
MaryAnn Christison University of Utah, USA

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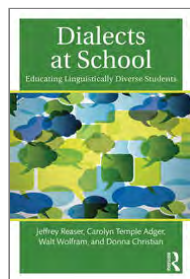
Hb: 978-0-815-35196-2 : **£135**

eBook: 978-1-351-13984-7

* For full contents and more information, visit: www.routledge.com/9780815351979

Dialects at School

Educating Linguistically Diverse Students



Jeffrey Reaser North Carolina State University, USA,
Carolyn Temple Adger Center for Applied Linguistics,
USA, **Walt Wolfram** North Carolina State University, USA,
Donna Christian Center for Applied Linguistics, USA

Like its predecessor, *Dialects in Schools and Communities*, this book illuminates major language-related issues that educational practitioners confront, such as responding to dialect-related features in students' speech and writing, teaching Standard English, teaching students about dialects, and distinguishing dialect difference from language disorders. It approaches these issues from a practical perspective rooted in sociolinguistic research, with a focus on the research base for accommodating dialect differences in schools. Expanded coverage includes research on teaching and learning and attention to English language learners.

Routledge

May 2017 : 322pp

Pb: 978-1-138-77745-3 : **£35.99**

Hb: 978-1-138-77744-6 : **£120**

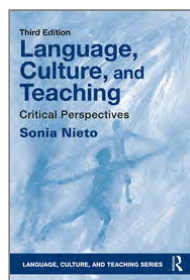
eBook: 978-1-315-77262-2

* For full contents and more information, visit: www.routledge.com/9781138777453

3RD EDITION

Language, Culture, and Teaching

Critical Perspectives



Sonia Nieto

Series: Language, Culture, and Teaching Series

Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach culturally, racially, and linguistically diverse students, examples throughout illustrate real-life dilemmas about diversity teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. New and updated chapters and pedagogical features bring this edition up-to-date in terms of recent educational policy issues and demographic changes in our society.

Routledge

September 2017 : 246pp

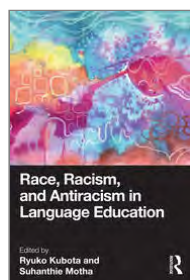
Pb: 978-1-138-20615-1 : **£56.99**

Hb: 978-1-138-20614-4 : **£125**

eBook: 978-1-315-46569-2

* For full contents and more information, visit: www.routledge.com/9781138206151

Race, Racism, and Antiracism in Language Education



Edited by **Ryuko Kubota** Department of Language and
Literacy Education, University of British Columbia,
Suhanthi Motha University of Washington

Building on the pioneering 2009 volume, *Race, Culture, and Identities in Second Language Education*, this book reflects the significant expansion in the research since its publication and offers a wider breadth of perspectives on the complex theoretical terrain of race, racism, and antiracism in language education. An essential text in TESOL and world language education, this volume weaves meaningful connections among language education, language-in-education policy, and research.

Routledge

October 2024 : 286pp

Pb: 978-1-032-24531-7 : **£38.99**

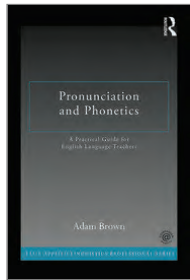
Hb: 978-1-032-25493-7 : **£135**

eBook: 978-1-003-28349-2

* For full contents and more information, visit: www.routledge.com/9781032245317

Pronunciation and Phonetics

A Practical Guide for English Language Teachers



Adam Brown

Series: ESL & Applied Linguistics Professional Series

This engaging, succinct text is an introduction to both phonetics and phonology as applied to the teaching of pronunciation to English language learners. It selectively covers the main areas of phonetics and phonology as well as practical issues related to learners and how they learn languages, and what represents good practice in terms of classroom activities for pronunciation. Innovative sample activities put into practice the theoretical points covered. The text is accompanied by a Companion Website with audio recordings of model pronunciations and audio material relating to the activities.

Routledge

March 2014 : 336pp

Pb: 978-0-415-72276-6 : **£56.99**

Hb: 978-0-415-72275-9 : **£165**

eBook: 978-1-315-85809-8

* For full contents and more information, visit: www.routledge.com/9780415722766

Demystifying Academic Writing

Genres, Moves, Skills, and Strategies



Zhihui Fang

Accessible and informative, this book is designed to enhance the capacity of graduate and undergraduate students, as well as early career scholars, to write for academic purposes. Fang describes the key genres and types of academic writing, explains common rhetorical moves, offers linguistic strategies and insights to give students the skills they need for effective academic writing across genres and disciplines. Assuming no technical knowledge, this text is ideal for both non-native and native English speakers alike, and for courses in academic writing, composition, and L2 writing instruction.

Routledge

April 2021 : 286pp

Pb: 978-0-367-65354-5 : **£38.99**

Hb: 978-0-367-67508-0 : **£135**

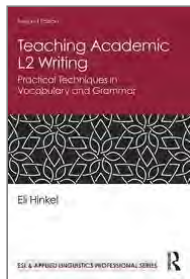
eBook: 978-1-003-13161-8

* For full contents and more information, visit: www.routledge.com/9780367653545

2ND EDITION

Teaching Academic L2 Writing

Practical Techniques in Vocabulary and Grammar



Eli Hinkel Seattle Pacific University, USA

Series: ESL & Applied Linguistics Professional Series

The new edition of this comprehensive text fills an important role in teacher professional preparation by focusing on how to teach the grammar and vocabulary that are essential for all L2 writing teachers and student-writers. Before L2 writers can begin to successfully produce academic prose, they need to understand the foundations of the language and develop the language tools that will help them build reasonable quality text.

Routledge

July 2020 : 494pp

Pb: 978-1-138-34534-8 : **£39.99**

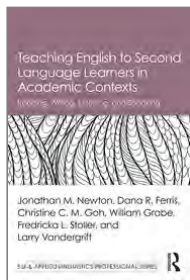
Hb: 978-1-138-34533-1 : **£120**

eBook: 978-0-429-43794-6

* For full contents and more information, visit: www.routledge.com/9781138345348

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Reading, Writing, Listening, and Speaking



Jonathan M. Newton Victoria University of Wellington, New Zealand, **Dana R. Ferris** University of California, Davis, USA, **Christine C.M. Goh** Nanyang Technological University, Singapore (NTU Singapore), **William Grabe** Northern Arizona University, USA, **Fredricka L. Stoller** Northern Arizona University, USA, **Larry Vandergrift** University of Ottawa, Canada

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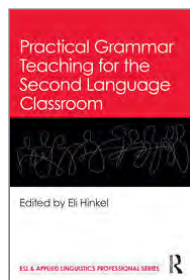
Pb: 978-1-138-64760-2 : **£46.99**

Hb: 978-1-138-64758-9 : **£135**

eBook: 978-1-315-62694-9

* For full contents and more information, visit: www.routledge.com/9781138647602

Practical Grammar Teaching for the Second Language Classroom



Edited by **Eli Hinkel** Professor of Linguistics and MA-TESL Programs at Seattle Pacific University, USA.

Series: *ESL & Applied Linguistics Professional Series*

Practical Grammar Teaching for the Second Language Classroom provides a well-rounded foundation for teaching second language (L2) grammar for pre-service, novice and practicing teachers, as well as for teacher educators who seek to develop their professional knowledge and skills. Written in a highly readable style for an international audience, it presents classroom strategies, techniques, activities, and applications of current and effective innovations to English grammar instruction. This key text is essential for students in undergraduate and graduate MA-TESOL programs, pre-service and practicing ESL/EFL teachers, teacher educators, and teaching faculty.

Routledge

December 2024 : 318pp

Pb: 978-1-032-62737-3 : **£39.99**

Hb: 978-1-032-65087-6 : **£135**

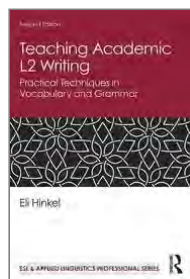
eBook: 978-1-032-65088-3

* For full contents and more information, visit: www.routledge.com/9781032627373

2ND EDITION

Teaching Academic L2 Writing

Practical Techniques in Vocabulary and Grammar



Eli Hinkel Seattle Pacific University, USA

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Routledge

July 2020 : 494pp

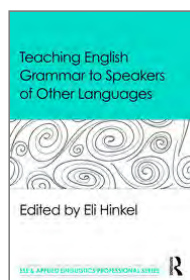
Pb: 978-1-138-34534-8 : **£39.99**

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eBook: 978-0-429-43794-6

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Practical and research-based, this introduction to current and effective English grammar instruction gives pre- and in-service English language educators a strong foundation for teaching grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world.

Routledge

March 2016 : 288pp

Pb: 978-1-138-90693-8 : **£46.99**

Hb: 978-1-138-90692-1 : **£165**

eBook: 978-1-315-69527-3

* For full contents and more information, visit: www.routledge.com/9781138906938

2ND EDITION

Teaching and Learning Second Language Listening

Metacognition in Action



Christine C. M. Goh Nanyang Technological University, Singapore (NTU Singapore), **Larry Vandergrift** University of Ottawa, Canada

Series: ESL & Applied Linguistics Professional Series

Now in its second edition, this reader-friendly text offers a comprehensive treatment of concepts and knowledge related to teaching second language (L2) listening, with a particular emphasis on metacognition. Comprehensively updated with new research and references, the new edition includes additional and expanded discussions of many topics, including metacognition in young learners, working memory, and L2 listening systems models. It remains an essential text on L2 listening pedagogy, theory, and research.

Routledge

July 2021 : 360pp

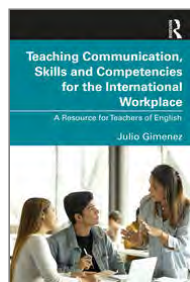
Pb: 978-0-367-25425-4 : **£39.99**Hb: 978-0-367-25426-1 : **£135**

eBook: 978-0-429-28774-9

* For full contents and more information, visit: www.routledge.com/9780367254254

Teaching Communication, Skills and Competencies for the International Workplace

A Resource for Teachers of English



Julio Gimenez

This practical book presents an innovative yet comprehensive approach to teaching non-native English speakers the main communication and cultural competencies that are required to succeed in an international English-speaking workplace. Units include lesson plans and materials, insights from the research, extension tasks, reflection activities and further readings. Written for pre-service, practicing and future teachers, with specific guidance for each role, this is an essential resource for all educators who want to confidently address the challenges that non-English speakers may encounter at work, including linguistic proficiency, cultural awareness and the use of technology.

Routledge

June 2023 : 336pp

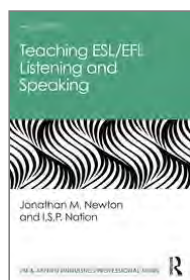
Pb: 978-1-032-22359-9 : **£39.99**Hb: 978-1-032-25495-1 : **£135**

eBook: 978-1-003-28351-5

* For full contents and more information, visit: www.routledge.com/9781032223599

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Routledge

October 2020 : 294pp

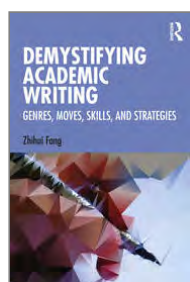
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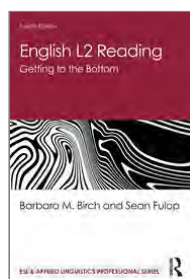
Routledge
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Hb: 978-0-367-67508-0 : **£135**
eBook: 978-1-003-13161-8

* For full contents and more information, visit: www.routledge.com/9780367653545

4TH EDITION

English L2 Reading

Getting to the Bottom



Barbara M. Birch California State University - Fresno, USA
, Sean Fulop

Series: ESL & Applied Linguistics Professional Series

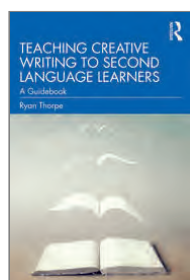
English L2 Reading: Getting to the Bottom uses research-based insights to examine bottom-up skills in reading English as a second language. This fourth edition clearly presents core concepts alongside their practical applications to teaching contexts, with updated research findings, a new focus on metalinguistic awareness, and new resources for students. For teachers, teacher trainers, reading researchers, or anyone interested in teaching reading, this popular, comprehensive, myth-debunking text provides clear and practical guidance towards effectively supplementing top-down teaching approaches with bottom-up reading strategies.

Routledge
July 2020 : 306pp
Pb: 978-0-367-02789-6 : **£39.99**
Hb: 978-0-367-02788-9 : **£135**
eBook: 978-0-429-39778-3

* For full contents and more information, visit: www.routledge.com/9780367027896

Teaching Creative Writing to Second Language Learners

A Guidebook



Ryan Thorpe

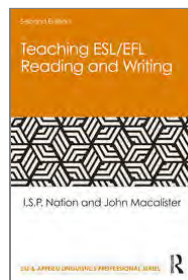
This timely and accessible book offers engaging guidance to teachers of second language students on teaching creative writing in their classrooms. Creative writing is a tool that can inspire second language learners to write more, play with language, and enjoy and improve not only their writing, but also their speaking, listening, and reading skills. Addressing the expectations and perceptions of writing in another language, Thorpe demonstrates how to foster successful creative writing environments and teach and assess creative writing in a way that is tailored to the distinct needs of non-native speakers.

Routledge
December 2021 : 294pp
Pb: 978-0-367-48566-5 : **£29.99**
Hb: 978-0-367-48910-6 : **£135**
eBook: 978-1-003-04349-2

* For full contents and more information, visit: www.routledge.com/9780367485665

2ND EDITION

Teaching ESL/EFL Reading and Writing



I.S.P. Nation Victoria University of Wellington, New Zealand, **John Macalister**

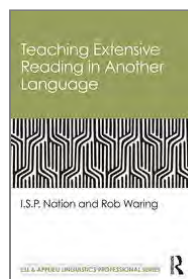
Series: ESL & Applied Linguistics Professional Series

The second edition of this bestselling text, Teaching ESL/EFL Reading and Writing is a fully updated and expanded guide for preservice teachers that provides a wealth of suggestions for helping learners at all levels of proficiency develop their reading and writing skills and fluency.

Routledge
October 2020 : 212pp
Pb: 978-0-367-43376-5 : **£39.99**
Hb: 978-0-367-43377-2 : **£135**
eBook: 978-1-003-00276-5

* For full contents and more information, visit: www.routledge.com/9780367433765

Teaching Extensive Reading in Another Language



I.S.P. Nation, **Rob Waring**

Series: ESL & Applied Linguistics Professional Series

This comprehensive book by renowned scholars Paul Nation and Rob Waring accessibly covers all aspects of extensive reading in second and foreign language contexts. The book serves as a major update to the field on the topic, with current research findings on extensive reading as they relate to motivation, reading fluency, and vocabulary learning, among other topics. Suitable for programs in TESOL and Applied Linguistics with courses in L2 reading, reading instruction, TESOL methods, and foreign language reading or teaching, it will appeal to students and preservice teachers as well as English language teaching professionals and EFL/ESL teachers.

Routledge
December 2019 : 212pp
Pb: 978-0-367-40825-1 : **£39.99**
Hb: 978-0-367-40826-8 : **£125**
eBook: 978-0-367-80925-6

* For full contents and more information, visit: www.routledge.com/9780367408251

4TH EDITION

Teaching L2 Composition

Purpose, Process, and Practice



Dana R. Ferris University of California, Davis, USA, **John S. Hedgcock**

This popular, comprehensive theory-to-practice text helps teachers understand the task of writing, L2 writers, the different pedagogical models used in current composition teaching, and reading-writing connections. An ideal text for L2 teacher preparation courses and in-service writing instructors, the text offers an accessible synthesis of theory and research that enables readers to see the relevance of the field's knowledge base to their own present or future classroom settings and student writers.

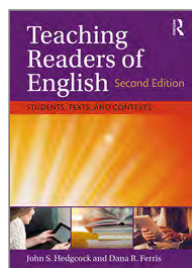
Routledge
March 2023 : 480pp
Pb: 978-0-367-43678-0 : **£52.99**
Hb: 978-0-367-43679-7 : **£125**
eBook: 978-1-003-00494-3

* For full contents and more information, visit: www.routledge.com/9780367436780

2ND EDITION

Teaching Readers of English

Students, Texts, and Contexts



John S. Hedgecock Monterey Institute of International Studies, USA, **Dana R. Ferris** University of California, Davis, USA

A comprehensive manual for pre- and in-service ESL, EFL, and EIL educators who work with multilingual students at the secondary and post-secondary levels, this updated second edition balances insights from reading theory and research with highly practical, field-tested strategies for teaching and assessing second-language reading that educators can readily adopt and adapt to suit their contexts and student populations.

Routledge

February 2018 : 434pp

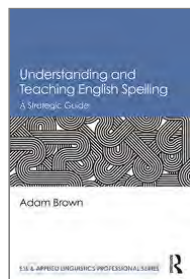
Pb: 978-1-138-20621-2 : **£52.99**Hb: 978-1-138-20620-5 : **£135**

eBook: 978-1-315-46557-9

* For full contents and more information, visit: www.routledge.com/9781138206212

Understanding and Teaching English Spelling

A Strategic Guide



Adam Brown

Series: ESL & Applied Linguistics Professional Series

Concise and engaging, this text provides pre-service and practicing English language teachers with the knowledge they need to successfully teach the spelling of English. Divided into six accessible sections, Brown covers the history of English spelling, the influence of technology on spelling, the role of punctuation, the features of present-day English spelling, teaching strategies for coping with difficult spelling, and the future of spelling and literacy. The short, digestible chapters, include practical learning objectives and end-of-chapter exercises to help teachers understand and explain English spelling concepts.

Routledge

September 2018 : 328pp

Pb: 978-1-138-08267-0 : **£46.99**

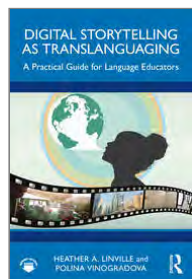
Hb: 978-1-138-08266-3 : **£135**

eBook: 978-1-315-11238-1

* For full contents and more information, visit: www.routledge.com/9781138082670

Digital Storytelling as Translanguaging

A Practical Guide for Language Educators



Heather A. Linville, Polina Vinogradova

This innovative, accessible book is an introduction to using digital storytelling in language teaching, with a focus on English as an Additional Language (EAL) instruction. Linville and Vinogradova provide a clear framework that addresses translanguaging and multimodal meaning making in teaching multilingual learners (MLs) through use of digital storytelling. Grounded in contemporary TESOL theories, this book is an essential text for courses on technology in TESOL and TESOL methods courses, as well as for language educators.

Routledge

April 2024 : 178pp

Pb: 978-1-032-26196-6 : **£41.99**

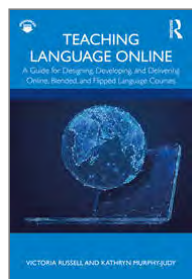
Hb: 978-1-032-28209-1 : **£145**

eBook: 978-1-003-29573-0

* For full contents and more information, visit: www.routledge.com/9781032261966

Teaching Language Online

A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses



Victoria Russell, Kathryn Murphy-Judy

Practical and accessible, this book covers everything you need to know to design, develop, and deliver successful online, blended, and flipped language courses. Grounded in the principles of instructional design and communicative language teaching, this book serves as a compendium of best practices, research, and strategies for creating learner-centered online language instruction that builds students' proficiency within meaningful cultural contexts. This book addresses important topics such as finding and optimizing online resources and materials, learner engagement, teacher and student satisfaction, professional development, and online language assessment.

Routledge

September 2020 : 328pp

Pb: 978-1-138-38700-3 : **£32.99**

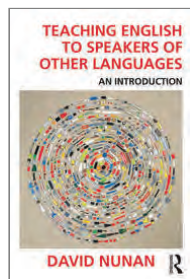
Hb: 978-1-138-38698-3 : **£135**

eBook: 978-0-429-42648-3

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Teaching English to Speakers of Other Languages

An Introduction



David Nunan Anaheim University, USA

David Nunan's dynamic learner-centered teaching style has informed and inspired countless TESOL educators around the world. In this new text he presents techniques and procedures for teaching English to speakers of other languages along with the underlying theory and principles in a clear, yet non-trivial, manner. Classroom vignettes show language teaching in action. Practical examples of how to develop teaching materials and tasks from sound principles are provided. Readers get involved through engaging, interactive pedagogical activities for reflection and personal application. Each chapter follows a similar template so that readers know what to expect as they work through the text.

Routledge

February 2015 : 210pp

Pb: 978-1-138-82467-6 : **£42.99**

Hb: 978-1-138-82466-9 : **£165**

eBook: 978-1-315-74055-3

* For full contents and more information, visit: www.routledge.com/9781138824676

2ND EDITION

What English Language Teachers Need to Know Volume II

Facilitating Learning



Denise E. Murray Emerita, Macquarie University, Australia and Emerita, San José State University, USA,
MaryAnn Christison University of Utah, USA

Series: ESL & Applied Linguistics Professional Series

Designed for pre-service and novice teachers in ELT, Volume II of the What English Language Teachers Need to Know set covers the three main facets of teaching: planning, instructing, and assessing L2 English instruction. Updated with new research throughout, the focus throughout is on outcomes, that is, student learning. The texts work for teachers across different contexts; different levels, and different learning purposes. The Second Edition is expanded to address teacher learning, new examples, and a wider range of contexts.

Routledge

February 2020 : 346pp

Pb: 978-0-367-22577-3 : **£42.99**

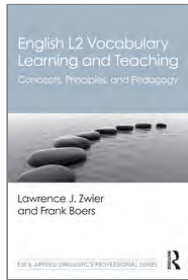
Hb: 978-0-367-22572-8 : **£135**

eBook: 978-0-429-27573-9

* For full contents and more information, visit: www.routledge.com/9780367225773

English L2 Vocabulary Learning and Teaching

Concepts, Principles, and Pedagogy



Lawrence J. Zwier Michigan State University, USA, **Frank Boers** University of Western Ontario, Canada

Series: ESL & Applied Linguistics Professional Series

Accessible to experts and non-experts alike, this text is a comprehensive entry to teaching and learning vocabulary in ESL and EFL contexts. Firmly grounded in research, it presents frameworks and methods for teaching vocabulary to English L2 speakers. Zwier and Boers overview key topics as well as provide in-depth research analyses and critiques while addressing all major areas of vocabulary pedagogy and instruction. A foundational textbook for courses on L2 instruction and teacher-training courses, it is an essential text for students and scholars in TESOL and Applied Linguistics, and provides the pedagogical grounding future English L2 teachers need to effectively teach vocabulary.

Routledge

October 2022 : 284pp

Pb: 978-0-367-77173-7 : **£36.99**

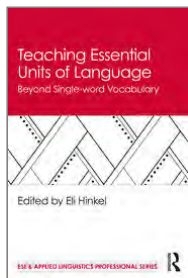
Hb: 978-1-032-00156-2 : **£125**

eBook: 978-1-003-17299-4

* For full contents and more information, visit: www.routledge.com/9780367771737

Teaching Essential Units of Language

Beyond Single-word Vocabulary



Edited by **Eli Hinkel** Seattle Pacific University, USA

Series: ESL & Applied Linguistics Professional Series

With contributions from top scholars, this textbook provides a practical and research-based foundation for teaching second language (L2) multiword units (also commonly called collocations). Divided into two sections, Part I examines the pedagogical foundations on teaching the essential units of language. Part II covers a range of techniques and classroom activities for implementing instruction. Intended for students and teacher educators, this accessible volume integrates the key principles, strategies, and applications of current and effective English language instruction for both vocabulary and grammar.

Routledge

November 2018 : 214pp

Pb: 978-1-138-47877-0 : **£39.99**

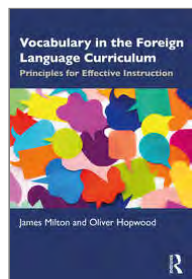
Hb: 978-1-138-47876-3 : **£135**

eBook: 978-1-351-06773-7

* For full contents and more information, visit: www.routledge.com/9781138478770

Vocabulary in the Foreign Language Curriculum

Principles for Effective Instruction



James Milton Swansea University, UK, **Oliver Hopwood**
Westminster School, UK

Written by experts in the field, this book explains the principles of effective vocabulary instruction for the modern language classroom. While many language classrooms rely on practices which can be outdated, idiosyncratic or ill-advised, this book overviews the research and background necessary to successfully integrate vocabulary instruction into the curriculum in a systematic way. This comprehensive text fills an important gap in the literature and is ideal for undergraduate and postgraduate courses in World Language/Foreign language methods and language methods courses.

Routledge

November 2022 : 228pp

Pb: 978-1-032-24485-3 : **£36.99**

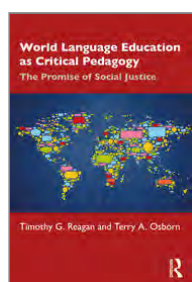
Hb: 978-1-032-24488-4 : **£125**

eBook: 978-1-003-27877-1

* For full contents and more information, visit: www.routledge.com/9781032244853

World Language Education as Critical Pedagogy

The Promise of Social Justice



Timothy G. Reagan, **Terry A. Osborn** Fordham
University, USA

Accessible and cutting-edge, this text is a pivotal update to the field and offers a much-needed critical perspective on world language education. Building off their classic 2002 book, *The Foreign Language Educator in Society*, Timothy G. Reagan and Terry A. Osborn address major issues facing the world language educator today, including language myths, advocacy, the perceived and real benefits of language learning, linguistic human rights, constructivism, learning theories, language standards, monolingualism, and teaching the classics.

Routledge

September 2020 : 336pp

Pb: 978-0-367-46520-9 : **£39.99**

Hb: 978-0-367-46521-6 : **£135**

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