

## 国際教育学分野

### 新刊・近刊ご案内(2017年4-6月)

外国出版社の出版案内のなかから国際教育学関係のメジャー・ワークを選んでご案内致します。ご注文・お見積りなどお気軽にお申し込みください。(書名順, 及び価格(税込)記載)

#### 1 グローバル時代における中国の教育モデル

### Chinese Education Models in a Global Age

(Education in the Asia-Pacific Region: Issues, Concerns and Prospects)

Edited by Chuing Prudence Chou, & Jonathan Spangler

Springer - April 2016, Hardcover, 371 pages  
ISBN 9789811003288 ¥27,660

China's rise, an increasing emphasis on international education benchmarking, and a global recognition of East Asian countries' success in this regard have brought the issue of Chinese education to the forefront of public consciousness. In particular, the concept of a "Chinese education model" is one that has sparked debate and quickly become a major focus of education research around the world, especially in light of regional achievements vis-à-vis university rankings, bibliometric indices, the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and other such benchmarks. Chinese Education Models in a Global Age tackles this controversial issue head on by synthesizing a diversity of analyses from a world-class team of twenty-seven authors. It reveals that Chinese education models, which are present in many different geographic and institutional contexts, have an important influence on social and institutional norms as well as individual belief systems and behaviors in China and beyond. The first of its kind, this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide. It is essential reading for all scholars, policymakers, students, parents, and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world.

#### 2. 学問的誠実さのハンドブック

### Handbook of Academic Integrity

Edited by Tracey Bretag

Springer - Feb 2016, Hardcover: 1097 pages  
ISBN 9789812870995 ¥68,970

The book brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy. At the same time, the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches. There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to 'cut and paste', coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is 'on the rise'. This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it and how to address breaches appropriately. What may have seemed like a relatively easy topic to address – students copying sources without attribution – has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary and at times contradictory body of literature. For both established researchers/practitioners and those new to the field, this Handbook provides a one-stop-shop as well as a launching pad for new explorations and discussions.

#### 3. 継承語教育の研究と実際ハンドブック

### Handbook of Research and Practice in Heritage Language Education

(Springer International Handbooks of Education)

Edited by Peter Pericles Trifonas & Themistokis Aravossitas

Springer - Aug 2017, Hardcover  
ISBN 9783319446936 ¥65,020

This volume covers the multidimensional and international field of Heritage Language Education, including concepts, practices, and the correlation between culture and language from the perspectives of pedagogy and research. Heritage Language Learning is a new dimension in both the linguistic and pedagogic sciences, and is linked to processes of identity negotiation and cultural inheritance. It is a distinct pedagogical and curricular domain that is not exhausted within the domains of bilingualism and second or foreign language education. A heritage language is not a second or foreign language, it is the vehicle whereby cultural memory is transmitted over time, across distances, communities, and generations. Heritage languages play an important role ensuring the balance between coherence and pluralism in contemporary societies

that have come to realize that diversity is an advantage for social, cultural, and economic reasons.

The volume includes topics like First Nation indigenous languages, languages in diaspora, immigrant and minority languages, and contributions from North, central and South America, Europe, Africa, Asia, and Australia. It addresses the social, linguistic, and cultural issues in educational contexts in a new way by taking up questions of globalization, difference, community, identity, democracy, ethics, politics, technology, language rights and cultural policies through the evolving field of Heritage Language Education.

#### 4. 技術教育ハンドブック

### **Handbook of Technology Education**

(Springer International Handbooks of Education)

Edited by de Vries, Marc (Ed.)

Springer - Sept. 2017, Hardcover

ISBN 9783319446868 **¥65,370.**

This handbook of technology education offers a state-of-the-art survey of developments in technology education worldwide. It deals with general themes like philosophical foundations, curriculum, teaching and learning, teacher education, and educational technology. It also has some technology-specific topics, such as designing, making, and assessment (portfolios). To focus on the specific learning challenges a separate section of the book is dedicated to sub-domains of technology and engineering, like food, textiles, materials and robotics. Explicit attention is given to the possible role of technology (and engineering) education in Science, Technology, Engineering and Mathematics (STEM) education. Recent developments such as technology concept learning, authentic learning, pre-university engineering education, design-based learning and design-based research for technology education, pedagogical content knowledge for technology educators, and the use of e-portfolios are included. One section deals with social and cultural issues, such as education for sustainability, gender issues in technology education, indigenous technologies, industry involvement and the relation between technology education and communication. As could be expected in a handbook on technology education, there is also a section on the use of technology for teaching about technology: the use of CAD, science fiction movies, animations, internet and social media. All chapters are written especially for this handbook by a selection of authors, some of whom have been part of the history of technology education for many years, some of whom are promising young researchers. The book can be used as a reference by technology education researchers to get a concise introduction into the field. It can also be used as a resource in technology teacher education programs. Technology teachers can use it as literature for deepening their understanding of the field and thus working on their continuous professionalization. Curriculum developers and policy makers will find it of interest to get an understanding for the need to have technology education in the curriculum and the way it can be realized in practice.

#### 5. 知識階級と中国共産党

**Intellectuals and the Chinese Communist Party: Radical Education during the Rising Age of Communism in China from 1920 to 1949** (China in Transition)

Edited by Shiling McQuaide

Nova Science - Sept 2016, Hardcover: 379 pages

ISBN 9781634858335 **¥42,470**

This work looks at the changing relation between revolutionary intellectuals and the Communist party through the prism of the party's radical education, an area that is not clearly charted and well explored in the English-speaking world. In the early years of the revolution, although the party's painstaking propaganda efforts invigorated labour activism and militancy, its inflammatory messages contained paradoxes and discrepancies, the seeds leading to intellectuals' degradation. By 1926 and 1927, harsh criticism of the educated people culminated into a policy to proletarianize the vanguard organization, turning intellectuals, and the indispensable force of education into "suspicious elements". The same policy line went through the entire Jingxi Era. Making "use of heretofore little-known publications of archival materials", this book "shows how campaign-style politics and suspicion of intellectuals were already present in those early years" (Michael Szonyi). The Yan'an decade is represented as a significant new phase of the party-intellectual relation as the party leader Mao Zedong not only eagerly enlisted and rewarded intellectuals' service, but also imposed ideological and organizational conformity on his educated subordinates. Overall, "this is a defiantly brave book", which deals with "a politically charged subject such as political education". "Scholars will find in her account much with which they may disagree". "(T)his is a book to learn from" (Bryan Palmer).

#### 6. 国際教育学重要論文選集・全3巻

### **International Education: Three-Volume Set**

(SAGE Library of Educational Thought & Practice)

Edited by Tristan Bunnell, Mary Hayden, & John Jeff Thompson

SAGE Publications – June 2016, Hardcover: 1096

pages, Hardcover ISBN

9781473934375 **¥105,440**

The SAGE Library of Educational Thought and Practice major works series encapsulates and disseminates the seminal works in the field of educational science and collects together those articles and essays which have been most influential in shaping and driving the discipline.

Each multivolume set presents readers with a collection of both classical and contemporary published works sourced from the foremost publications in the field by an internationally renowned editor or editorial team. Each set includes a full introduction, presenting a rationale for the selection and which contextualizes the major work within the discipline, giving students, researchers and academics insight into the past, present and likely future of that area of research.

The series covers both key approaches to studying education theory and the primary sub-fields which form the focus of educational practitioners' work.

The SAGE Library of Educational Thought and Practice is an essential addition for all libraries throughout the world with an interest in education.

#### 7. 国際幼児教育ハンドブック

### **International Handbook of Early Childhood Education**

(Springer International Handbooks of Education)

Edited by Marilyn Fleer, & Bert van Oers

Springer - May 2017, Hardcover: 1587 pages  
ISBN 9789402409253 ¥98,620

This international handbook gives a comprehensive overview of findings from longstanding and contemporary research, theory, and practices in early childhood education in the Northern and Southern hemispheres. The first volume of the handbook addresses theory, methodology, and the research activities and research needs of particular regions. The second volume examines in detail innovations and longstanding programs, curriculum and assessment, and conceptions and research into child, family and communities. The two volumes of this handbook address the current theory, methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices. By paying special attention to what is happening in the larger world contexts, the volumes provide a representative overview of early childhood education practices and research, and redress the current North-South imbalance of published work on the subject.

8. 教育リーダーシップと社会的(不)公正ハンドブック

## **International Handbook of Educational Leadership and Social (In)Justice**

(Springer International Handbooks of Education)  
Springer – 2014, 1256 pages, Hardcover  
ISBN 9789400765542 ¥118,380

The International Handbook on Educational Leadership and Social (In)Justice creates a first-of-its-kind international forum on conceptualizing the meanings of social justice and leadership, research approaches in studying social justice and combating social injustices, school, university and teacher leadership for social justice, advocacy and advocates for social justice, socio-cultural representations of social injustices, global policies, and leadership development as interventions. The Handbook is as much forward-looking as it is a retrospective review of educational research literatures on social justice from a variety of educational subfields including educational leadership, higher education academic networks, special education, health education, teacher education, professional development, policy analyses, and multicultural education. The Handbook celebrates the promises of social justice while providing the educational leadership research community with concrete, contextualized illustrations on how to address inequities and combat social, political and economic injustices through the processes of education in societies and educational institutions around the world.

9. メタ認知および学習技術ハンドブック

## **International Handbook of Metacognition and Learning Technologies**

(Springer International Handbooks of Education, Vol 28)

Springer – 2013, 721 pages, Hardcover  
ISBN 9781441955456 ¥138,150

Education in today's technologically advanced environments makes complex cognitive demands on students pre-learning, during, and post-learning. Not surprisingly, these analytical learning processes--metacognitive processes--have become an important focus of study as new learning technologies are assessed for effectiveness in this area. Rich in theoretical

models and empirical data, the International Handbook of Metacognition and Learning Technologies synthesizes current research on this critical topic. This interdisciplinary reference delves deeply into component processes of self-regulated learning (SRL), examining theories and models of metacognition, empirical issues in the study of SRL, and the expanding role of educational technologies in helping students learn. Innovations in multimedia, hypermedia, microworlds, and other platforms are detailed across the domains, so that readers in diverse fields can evaluate the theories, data collection methods, and conclusions. And for the frontline instructor, contributors offer proven strategies for using technologies to benefit students at all levels. For each technology covered, the Handbook: Explains how the technology fosters students' metacognitive or self-regulated learning. Identifies features designed to study or support metacognitive/SRL behaviors. Reviews how its specific theory or model addresses learners' metacognitive/SRL processes. Provides detailed findings on its effectiveness toward learning. Discusses its implications for the design of metacognitive tools. Examines any theoretical, instructional, or other challenges. These leading-edge perspectives make the International Handbook of Metacognition and Learning Technologies a resource of great interest to professionals and researchers in science and math education, classroom teachers, human resource researchers, and industrial and other instructors.

10. 国際大学便覧 2017 年版

## **International Handbook of Universities 2017**

(3 Volume Set) 28th ed.

by International Association of Universities  
Palgrave Macmillan - Oct 2016, Hardcover: 5300 pages, ISBN 9781137508515 ¥140,120  
International Handbook of Universities.- Twenty-Eighth Edition.- The most comprehensive guide to university-level education worldwide, providing detailed information on higher education institutions that offer at least a post-graduate degree or a four-year professional diploma.- The 28th edition includes single-user access to the IAU's online edition of The World Higher Education Database - the WHED Portal (see front of book for unique access code).- Representative: Over 18,000 institutions in 180 countries listed alphabetically, including a division by Private and Public Institutions where available.- Authoritative: Information selected according to official sources in each country and collated by the International Association of Universities/UNESCO Information Centre on Higher Education.- Up to date: Information provided direct from institutions as well as from national higher education authorities to create an unrivalled, annually updated reference source.- Includes: For Institutions:.- Contact details for every institution: name, address, telephone, fax, e-mail, website.- Historical background, special facilities and publications.- Degrees and diplomas offered at each level of study.- Key personnel, including principal academic and administrative officers.- Description of facilities, schools and departments.- Valuable information on academic year, admission requirements and tuition fees.- Academic staff and student numbers.- For Education Systems:.- Description of the higher education system of each country.- Stages of studies as well as information on distance education.- Admission criteria, including information for foreign students.- Quality assurance and recognition systems.- Contact details for national bodies.- Indexes:.- All institutions in alphabetical order.- Fields of study.- Regional/international higher education organisations.-

11. 学校および学級における生活:過去、現在、未来

## **Life in Schools and Classrooms: Past, Present and Future**

(Education in the Asia-Pacific Region: Issues,  
Concerns and Prospects)

Edited by Rupert Maclean

Springer - May 2017, Hardcover: 692 pages

ISBN 9789811036521 ¥61,070

This book discusses key aspects of life in schools and classrooms, and surveys the changes that have occurred over the years in educational research, policy making and practice in these school and classroom settings. It not only examines cutting-edge research in these areas, but also showcases good practices in the field. Among the topics reviewed are recent developments in assessment, methods for collecting and analysing data on classroom practice, school leadership and the pros and cons of class size and small-class teaching; topics which are currently hotly debated in education systems around the globe. As such, the book objectively examines the various debates, and surveys the full range of evidence available. Education researchers, policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and, for example, its relevance to class size. Many of these views are based on 'gut feelings' rather than hard evidence. Unfortunately, these three groups, with differing perspectives, often 'talk past each other' rather than engage in a productive, mutually beneficial dialogue. The book builds an effective bridge between researchers, policy makers and practitioners regarding the impact of these various aspects of classroom life, so that the viewpoints of each can be carefully considered and evaluated.

12. 早期識字教育ラウトレッジ国際ハンドブック

## **The Routledge International Handbook of Early Literacy Education : A Contemporary Guide to Literacy Teaching and Interventions in a Global Context**

(Routledge International Handbooks)

Edited by Natalia Kucirkova, Catherine E. Snow,

Vibeke Grøver, Catherine McBride

Routledge - March 2017, Hardcover: 392 pages

ISBN 9781138787889 ¥35,940.

The Routledge International Handbook of Early Literacy

Education offers a pioneering overview of early literacy provision in different parts of the world and brings together interdisciplinary research evidence on effective literacy teaching to inform current and future practice and policy of early literacy. From the problem of identification of literacy difficulties in a particular learning context to supporting the provision of early literacy through digital media, the handbook deals with the major concerns and newest areas of interest in literacy research. With an international and future vision, it provides an accessible guide to the main debates and future trends in the global field of early literacy, and informs academics, policy-makers, practitioners, educators and students about innovative early literacy research methods and instruction rather than hard evidence. Unfortunately, these three groups, with differing perspectives, often 'talk past each other' rather than engage in a productive, mutually beneficial dialogue. The book builds an effective bridge between researchers, policy makers and practitioners regarding the impact of these various aspects of classroom life, so that the viewpoints of each can be carefully considered and evaluated.

13. 都市教育 第2国際ハンドブック

## **Second International Handbook of Urban Education, Vol.1 & 2. In 2 Vols**

(Springer International Handbooks of Education)

Edited by Pink, William T., Noblit, George W. (Eds.)

Springer - Jan. 2017, Hardcover: 1349 pages

ISBN 9783319403151 U499 ¥98,620.

This second handbook offers all new content in which readers will find a thoughtful and measured interrogation of significant contemporary thinking and practice in urban education. Each chapter reflects contemporary cutting-edge issues in urban education as defined by their local context. One important theme that runs throughout this handbook is how urban is defined, and under what conditions the marginalized are served by the schools they attend.

Schooling continues to hold a special place both as a means to achieve social mobility and as a mechanism for supporting the economy of nations. This second handbook focuses on factors such as social stratification, segmentation, segregation, racialization, urbanization, class formation and maintenance, and patriarchy. The central concern is to explore how equity plays out for those traditionally marginalized in urban schools in different locations around the globe. Researchers will find an analysis framework that will make the current practice and outcomes of urban education, and their alternatives, more transparent, and in turn this will lead to solutions that can help improve the life-options for students historically underserved by urban schools.



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