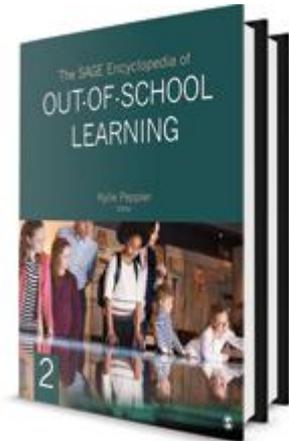


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SAGE 校外学習百科事典・全2巻 The SAGE Encyclopedia of Out-of-School Learning

Edited by **KYLIE PEPPLER**, Indiana University

2017年6月出版 全2巻/1000 ページ ハードカバー ¥62,890

Published by **SAGE Publishing** ISBN 9781483385211

Over several decades, researchers have documented considerable intellectual accomplishments on children and adults in out-of-school settings. This research demonstrates that it is necessary to redefine learning – both where and when it takes place – and to follow up with innovations that enable communities and school districts to work together to extend and reinforce learning beyond the school day.

The SAGE Encyclopedia of Out-of-School Learning documents what the best research has revealed about out-of-school learning: what facilitates or hampers it, where it takes place most effectively, how we can encourage it to develop talents and strengthen communities, and why it matters. Approximately 260 articles organized A-to-Z in 2 volumes available in a choice of electronic or print formats. Signed articles, specially commissioned for this work and authored by key figures in the field, conclude with Cross-References and Further Readings to guide students to the next step in a research journey. Reader's Guide groups related articles within broad, thematic areas to make it easy for readers to spot additional relevant articles at a glance. detailed Index, the Reader's Guide, and Cross-References combine for search-and-browse in the electronic version. Resource Guide points to classic books, journals, and websites, including those of key associations.

【主な特徴】

- ◇ 全2巻に約260項目をアルファベット順に配列
- ◇ この分野の専門家による署名付きの項目、研究者・学生に更なる学習・研究に不可欠のクロスレファランス、詳細な索引、参考文献を収録。
- ◇ 読者が関心を持つ関連項目に容易にたどり着くためのリーダーズガイド。
- ◇ 古典的著作、学術雑誌、ウェブサイト、関連の学協会を案内する資料ガイドの収録。



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関連書ご案内

After-School Programs to Promote Positive Youth Development: Universal Challenges, Specific Contexts, Volume 2

(Series: SpringerBriefs in Psychology)

Edited by Nancy L. Deutsch

Springer - July 2017, 73 pages, Paperback

ISBN 9783319591407 **¥10,140**

The second volume of this SpringerBrief presents a series of papers compiled from a conference addressing how after-school programs can promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. It examines summer learning and best practices for different types of after-school programs by drawing on the experiences of researchers, program staff, and youth participants. It also presents case studies of five specialized programs and discusses their strengths, limitations, and challenges. In addition, the brief offers recommendations drawn from across the two volumes for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs to promote positive youth development for children and adolescents.

After-School Programs to Promote Positive Youth Development: Integrating Research into Practice and Policy, Volume 1

(Series: SpringerBriefs in Psychology)

Edited by Nancy L. Deutsch

Springer - July 2017, 71 pages, Paperback ISBN

9783319591315 **¥10,140**

The first volume of this SpringerBrief presents a series of papers compiled from a conference about how after-school programs may be implemented to promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. This volume reviews the importance of after-school programs for PYD and discusses key components of effective after-school programs. It also discusses issues related to the evaluation and measurement of quality in after-school programs. In addition, the brief presents suggestions for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs for promoting positive youth development for children and adolescents.

The Decoding the Disciplines Paradigm

Seven Steps to Increased Student Learning

(Series: Scholarship of Teaching and Learning)

by David Pace

Indiana U.P. - Feb 2017, 178 pages, Hardcover

ISBN 9780253024534 **¥13,770**

Teaching and learning in a college setting has never been more challenging. How can instructors reach out to their students and fully engage them in the conversation?

Applicable to multiple disciplines, the Decoding the Disciplines Paradigm offers a radically new model for helping students respond to the challenges of college and provides a framework for understanding why students find academic life so arduous. Teachers can help their pupils overcome obstacles by identifying bottlenecks to learning and systematically exploring the steps needed to overcome these obstacles. Often, experts find it difficult to define the mental operations necessary to master their discipline because they have become so automatic that they are invisible. However, once these mental operations have been made explicit, the teacher can model them for students, create opportunities for practice and feedback, manage additional emotional obstacles, assess results, and share what has been learned with others.

Early Childhood Mathematics Skill Development in the Home Environment

Edited by Belinda Blevins-Knabe & Ann M. Berghout Austin

Springer - Nov 2016, 200 pages, Hardcover,

ISBN 9783319439723 **¥22,330**

This volume presents current research on the connections between the home and family environment on children's mathematics development. Focusing on infancy through first grade, it details the role of parents and other caregivers in promoting numeracy and the ways their active participation can prepare young children for learning about formal mathematics. Research data answer key questions regarding the development of numeracy alongside cognitive and linguistic skills, early acquisition of specific math skills, and numeracy of children with atypical language skills. The book also provides practical recommendations for parents and other caregivers as well as implications for future research studies and curriculum design.

Funds of Identity

Connecting Meaningful Learning Experiences in and out of School

(Series: Learning in Doing: Social, Cognitive and Computational Perspectives)

by Moisès Esteban-Guitart

Cambridge U.P. - Aug 2016, 150 pages, ISBN

9781107147119 **¥20,190**

Drawing on research conducted mostly in Catalonia (Spain), Moisès Esteban-Guitart outlines a distinct vision of education enhanced by students' identities, which leads to a discussion of the sociocultural factors that shape the processes of learning. He brings these ideas to life by examining traits of a mobile-centric society, the present-day ecology of learning, and his three metaphors of learning (connecting knowledge, connecting minds, and connecting communities). He then suggests a number of basic principles regarding learning for the twenty-first century based on prior literature in the learning sciences. He presents the terms 'funds of identity' and 'meaningful learning experiences', and reviews the funds of knowledge approach and the Vygotskian basis for understanding identity. In the second part of the book, he illustrates a number of strategies for detecting students' funds of identity and their meaningful learning experiences, and describes some practical experiences based on the theoretical framework he adopted.

Helping Young Children Learn Language and Literacy: Birth Through Kindergarten, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (4th Edition)

by Carol Vukelich, James Christie, Billie Jean Enz, & Kathleen A. Roskos

Pearson - Aug 2015, 288 pages, Loose Leaf ISBN 9780134166063 **¥18,460**

Helping Young Children Learn Language and Literacy is about teaching the language arts in a reader-friendly, child-focused way. It provides pre-service and in-service teachers with sound instructional strategies to facilitate children's reading, writing, speaking, and listening development from birth through kindergarten. Each chapter identifies clear learning goals for readers and offers opportunities for self-assessment. Recognizing that children are at the heart of good language and literacy teaching, the book focuses on four central themes: a perspective on teaching and learning that blends constructivism and science-based instruction, respect for diversity, instruction-based assessment, and family involvement in literacy learning.

The High-Trust Classroom Raising Achievement from the Inside Out, 2nd Edition

By Lonnie Moore

Routledge - Aug 2016, 160 pages, Hardback: ISBN 9781138904972 **¥21,770** (Paperback: 9781138904989 **¥4,830**)

Create a classroom environment where students trust their teacher—and one another! In the second edition of this bestseller, co-published by Routledge and Franklin Covey, you'll learn how to establish the 25 qualities of the high-trust classroom. All change begins with self-awareness, and this book will help you identify the things that you can do personally and professionally to build trust and engage the learner. You'll learn how to:

- * Manage your emotions to promote a calm, safe, and welcoming classroom environment;
- * Plan effective lessons by setting measurable goals for your students and helping them achieve to their fullest potential;
- * Communicate clearly with your students to build trust and convey expectations with a positive attitude;
- * Become an inspirational and motivating figure in your students' lives;
- * And much, much more!

This updated edition includes a new section on scoreboarding – visually tracking daily or weekly progress to help drive personal and professional growth – as well as a section on getting students to take ownership of their learning. Whether you are a new or veteran teacher, this book will help you develop a personal growth plan to create a classroom in which all students feel valued, motivated, and inspired.

In and Out of School An Introduction to Applied Psychology in Education

By Joan Freeman

Routledge - Sept 2017, 146 pages, Hardback: ISBN 9781138293861 **¥19,350**

Originally published in 1975, this book aimed to throw light on the practical use of psychology in children's education, for the benefit of students, practising teachers, parents, or anyone concerned with education. Both educators and educated are considered, and particular attention is given to the behaviour of the whole person, both inside and outside the bounds of conventional teaching practice.

Learning from the Inside-Out Child Development and School Choice

By Manya Whitaker

Rowman & Littlefield Publishers - Sept 2016, 156 pages, Hardback ISBN 9781475822922 **¥5,950**

Learning from the Inside-Out: Child Development and School Choice is the first book of its kind to marry child development, educational psychology, neuroscience, and pedagogy. This book goes beyond the now banal conversation of differentiating students based upon gender, race, and class. This book is about the cognitive and social needs of students throughout the developmental span and how to identify schools that meet those needs. In essence, this book rejects the one-size-fits-all discourse of education reform in favor of a focus on individualized educational decision-making. Learning from the Inside-Out acknowledges that contrary to the popular saying, good teaching is not good teaching. What one student needs in a teacher, classroom environment or curricula is not necessarily what another student might need despite demographic similarities. After reading this book, parents and teachers will be empowered and informed when making decisions about how best to educate children.

Natural History Dioramas History, Construction and Educational Role

Softcover reprint of the original 1st ed. 2015 Edited by Sue Dale Tunnicliffe & Annette Scheersoi

Springer - 2015, 289 pages, Hardcover ISBN 9789401794954 **¥20,300**

This book celebrates dioramas as a unique and essential learning tool for biological education for all. It provides information about their historical development, the technique of taxidermy and diorama construction from the past and the modern developments as well as aspects of interpretation and learning processes. The fresh and unique compilation brings together experts from a number of different countries, from the west coast of the USA, across Europe to China. It describes the journey of dioramas from their inception through development to visions of their future. A complementary journey is that of visitors and their individual sense making and construction of their understanding from their own starting points, often interacting with others (e.g. teachers, peers, parents) as well as media (e.g. labels). Dioramas have been, hitherto, a rather neglected area of museum exhibits but a renaissance is beginning for them and their educational importance in contributing to people's understanding of the natural world. This volume shows how dioramas can reach a wide audience and increase access to biological knowledge.

Out and About A Teacher's Guide to Safe Practice Out of School, 2nd Edition

By Maureen O'Connor

Routledge - Apr 2017, 136 pages, Hardback: ISBN 9781138163980 **¥21,770**

(Paperback: Originally published 1987, ISBN 9780415025577 **¥7,490**)

A concise, common-sense and most valuable guide.' - TES
`The wise LEA will use this publication to review its own guidelines and in-service training for out-of-school education, but this will be no substitute for investing in a copy for every head teacher. Without doubt, the wise head will also wish to invest in further copies for staff colleagues.' - Education

Reframing Science Teaching and Learning

Students and Educators Co-developing Science Practices In and Out of School

Edited by David Stroupe

Routledge Feb 2017, 178 pages, 26 B/W

Illus, Hardback, ISBN 9781138194052

¥26,610

(Paperback ISBN 9781138194069 **¥8,220**)

Responding to recent reform efforts, such as the Next Generation Science Standards, which call for students to learn science practices, this book proposes a conceptual reframing of the roles of teachers and students in formal and informal science learning settings. Inviting the field to examine the state of "science practice," it provides concrete examples of how students, supported by the actions of educators, take on new roles, shifting from passive recipients of information to active participants in conceptual, social, epistemic, and material features of science work.

Each chapter provides an examination of how and why science practice evolves in learning communities in which students and teachers negotiate disciplinary work; an analysis of how specific pedagogical and social actions taken by someone with authority (a teacher or other educator) provides opportunities for students to shape science practices; a set of concrete recommendations for working with young students in formal and informal learning settings; and a set of suggestions and questions to catalyze future research about and the evolving relationships between educators, students, and science practices in the field of science education. Showing how and why the conceptual ideas presented are important, and providing specific, actionable suggestions for teachers and other educators for their daily work, this book includes both elementary and secondary learning sites.

The SAGE Handbook of Outdoor Play and Learning

Edited by Tim Waller et al.

SAGE Publishing - July 2017, 643 pages,

Hardback ISBN 9781473926608 **¥29,030**

There has been a growing academic interest in the role of outdoor spaces for play in a child's development. This text represents a coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research association Outdoor Play and Learning Special Interest Group (OutPal). Chapters written by authors from Europe, North and South America, Australasia and Asia Pacific countries are organized into six parts:

Part 1: Theoretical Frameworks and Conceptual Approaches.

Part 2: Critical Reflections on Policy and Regulation.

Part 3: Children's Engagement with Nature, Sustainability and Children's Geographies.

Part 4: Diverse Contexts and Inclusion in Children's Outdoor Play Environments.

Part 5: Methodologies for Researching Outdoor Play and Learning.

Part 6: Links Between Research and Practice.

Teaching Science in Out-of-School Settings

Pedagogies for Effective Learning

by Junqing Zhai

Springer - Nov 2016, 192 pages, Hardcover

ISBN 9789812875907 **¥16,240**

This book explores pedagogical approaches used by informal science educators and botanic garden educators in particular, when teaching science to visiting students (7-12 years old).

More specifically, it draws on the sociocultural perspective of learning, and highlights the importance of discourse in learning processes. It examines the interactions between four botanic garden educators (BGEs) and their students, focusing on how the students contributions to the talk are followed up on by the BGEs. Moreover, it includes an investigation into which kinds of teaching behaviours on the part of BGEs can best support learning.

Teaching with Tenderness

Toward an Embodied Practice

(Series: Transformations: Womanist studies)

by Becky Thompson

Univ. of Illinois Pr. - Aug 2017, 176 pages,

Hardcover ISBN 9780252041167 **¥17,440**

Imagine a classroom that explores the twinned ideas of embodied teaching and a pedagogy of tenderness. Becky Thompson envisions such a curriculum "and a way of being" that promises to bring about a sea change in education. Thompson's pedagogy of tenderness encompasses a student's whole self, helping the individual to merge mind, body, spirit, and emotions to achieve true understanding. As she shows, teaching with tenderness encourages us to truly listen to one another; makes room for emotion and uncomfortable perspectives; and welcomes silence, breathing, and movement. The patience and mindful attentiveness that emerges spurs students to achieve great work drawn from their best selves. Throughout, Thompson invites readers into her classroom and the lives of her students to illuminate how methods like yoga and sleep for overworked students have led to dramatic transformations.