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Childhood Studies

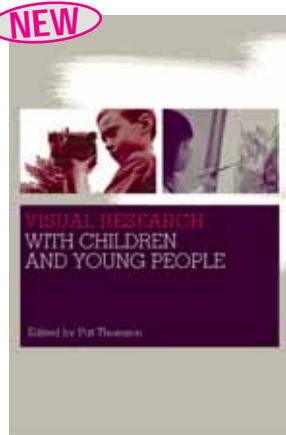


Routledge
Taylor & Francis Group

Childhood Studies

Visual Research with Children and Young People

Edited by **Pat Thomson**, University of Nottingham, UK



This book explores the methodological, ethical, representational and theoretical issues surrounding image based research with children and young people. It provides well argued and illustrated resources to guide novice and experienced researchers through:

- examining research conducted with children and young people, and research conducted by children and young people
- including work with photography, multimedia, drawing and other art forms, and video and film-making
- containing a balance of theoretical, methodological and empirical material.

Work with cameras, video, multimedia and drawing appeal to children and young people, since they live in image saturated worlds, but there are important debates about the

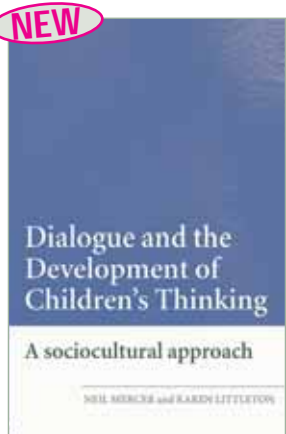
possibilities of each medium, and important debates about 'authenticity', ownership, interpretation and anonymity. These debates are increasingly urgent at a time when digital production techniques make the production and reproduction of images increasingly easy and accessible.

This edited collection will be an ideal guide for researchers both at undergraduate and post-graduate level across a range of disciplines including education, youth and social work, health and nursing, criminology and community studies.

February 2008: 234x156: 224pp
 Hb: 0-415-43109-3 ISBN13: 978-0-415-43109-5: **£75.00**
 Pb: 0-415-43110-7 ISBN13: 978-0-415-43110-1: **£22.99**
 • AVAILABLE AS AN INSPECTION COPY

Dialogue and the Development of Children's Thinking A Sociocultural Approach

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



This book draws on extensive research to provide a ground-breaking new account of the relationship between dialogue and children's learning development. It closely relates the research findings to real-life classrooms, so that it is of practical value to teachers and students concerned that their children are offered the best possible learning opportunities.

The authors provide a clear, accessible and well-illustrated case for the importance of dialogue in children's intellectual development and support this with a new and more educationally relevant version of socio-cultural theory, which explains the fascinating relationship between dialogues and learning. In educational terms, a sociocultural theory that relates social, cultural and historical processes, interpersonal communication and applied linguistics, is an

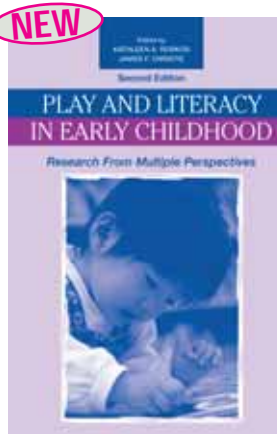
ideal way of explaining how school experience helps children learn and develop.

By using evidence of how the collective construction of knowledge is achieved and how engagement in dialogues shapes children's educational progress and intellectual development, the authors provide a text which is essential for educational researchers, postgraduate students of education and teachers, and is also of interest to many psychologists and applied linguists.

June 2007: 234x156: 176pp
 Hb: 0-415-40478-9 ISBN13: 978-0-415-40478-5: **£70.00**
 Pb: 0-415-40479-7 ISBN13: 978-0-415-40479-2: **£22.50**

2nd Edition Play and Literacy in Early Childhood Research From Multiple Perspectives

Edited by **Kathleen A. Roskos**, John Carroll University, USA
 and **James F. Christie**, Arizona State University, USA



This volume presents studies and research syntheses on the significance of play in the literacy development of young children and pushes the study of play and literacy into new areas. Children's play is under serious attack that puts it in a precarious position in today's brave new world dominated by early learning standards and achievement outcomes. Reflecting this paradigm shift that has taken place since the publication of the first edition, this edition is organized around a different set of focal perspectives on the play-literacy interface: The Playful Mind; The Play-Literacy Instructional Environment and The Play-Literacy Social Context.

Looking both back and ahead – re-visiting previously reported studies and also introducing new inquiries into the role of play in early literacy development and learning, especially

as these shed light on school readiness this volume mines studies that directly focus on play-literacy links as well as new studies and syntheses that take these links in new directions and to new starting places for research. It challenges play-literacy researchers to use their imaginations to overcome persistent methodological problems, to break from the past into new territories of study (such as neuroscience), to strive for multi-disciplinary perspectives, and to push harder for the incorporation of play into the literacy education of young children. *Play and Literacy in Early Childhood* is intended for researchers and practitioners in the fields of early childhood education and early literacy development and as text for upper-level courses in these areas.

June 2007: 256pp
 Hb: 0-8058-5639-0 ISBN13: 978-0-8058-5639-2: **£70.00**
 Pb: 0-8058-5640-4 ISBN13: 978-0-8058-5640-8: **£21.50**

Critical Issues in Early Literacy Research and Pedagogy

Edited by **Yetta M. Goodman**, University of Arizona, USA
 and **Prisca Martens**, Towson University, USA

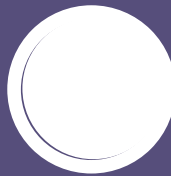
This volume adds in important ways to understanding the power and complexity of the forces in the lives of children that impact their literacy learning. The critical issues presented emerge from interpretivist research and thinking practices that are constructivist in nature. The chapters by researchers, teacher researchers, teacher educators, and teachers are antidotes to the present political context in which political agendas are being used to define literacy, literacy teaching and learning, and literacy research in narrow ways. Providing a rich source of information about how young children come to know reading and writing as a tool of communication in a range of social and cultural contexts, this book:

- presents current research and thinking in the field
- documents research that is currently being ignored by many who make decisions about children's learning
- values who children are and what they bring with them to school
- provides a useful tool for advocacy and for social action toward improving education in ways that can make a difference in the lives of young children
- raises thoughtful issues for discussion.

Critical Issues in Early Literacy is essential reading for early childhood teachers and prospective teachers, for teacher educators, for literacy researchers (including teacher researchers), for special educators, for those working with English-language and foreign-language learners, and for early childhood education administrators, advocates, and policy makers.

March 2007: 328pp
 Hb: 0-8058-5900-4 ISBN13: 978-0-8058-5899-0: **£75.00**
 Pb: 0-8058-5900-4 ISBN13: 978-0-8058-5900-3: **£21.99**





Routledge
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2nd Edition

Beyond Quality in Early Childhood Education and Care

Languages of Evaluation

Gunilla Dahlberg, Peter Moss and Alan Pence



Taking a broad approach, this second edition of *Beyond Quality in Early Childhood Education and Care* relates issues of early childhood to the sociology of childhood, philosophy, ethics, political science and other fields and to an analysis of the world we live in today. It places these issues in a global context and draws on work from Canada, Sweden and Italy, including the world famous nurseries in Reggio Emilia.

Working with postmodern ideas, this book questions the search to define and measure quality in the early childhood field and its tendency to reduce philosophical issues of value to purely technical and managerial issues of expert knowledge and measurement. The authors argue that there are other ways than the 'discourse of quality' for understanding and evaluating early childhood pedagogical

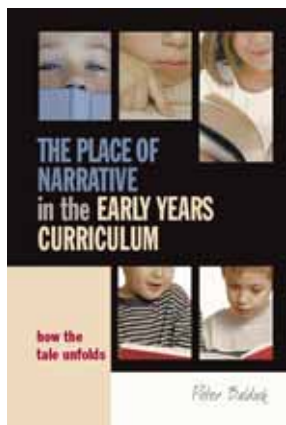
work and relate these to alternative ways of understanding early childhood itself and the purposes of early childhood institutions.

2006: 234x156: 216pp
Hb: 0-415-41848-8 ISBN13: 978-0-415-41848-5: **£85.00**
Pb: 0-415-41849-6 ISBN13: 978-0-415-41849-2: **£22.50**
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The Place of Narrative in the Early Years Curriculum

How the Tale Unfolds

Peter Baldock, Independent Education Consultant, UK



The Place of Narrative in the Early Years Curriculum offers a timely new perspective on the place of narrative in the early years curriculum. Applying the results of up-to-date psychological research to day-to-day practice in pre-schools, day nurseries, schools and out of school play care settings, Baldock helps readers to understand just what it is that makes so many story books produced for pre-school children in recent years a success and what deeper purposes they serve.

Offering helpful advice on what works, the book shows how good practice based on practical experience is underpinned and clarified by research findings. Furthermore, it illustrates that an understanding of the development of narrative competence can challenge current ideas on various areas of early years practice, including child protection, health and safety and the consultation of children.

2006: 234x156: 144pp
Hb: 0-415-38460-5 ISBN13: 978-0-415-38460-5: **£75.00**
Pb: 0-415-38461-3 ISBN13: 978-0-415-38461-2: **£21.99**

Teenagers, Literacy and School

Researching in Multilingual Contexts

Ken Cruickshank, University of Sydney, Australia

This unique and timely book follows the experiences of four Arabic teenagers, their families and their community, focusing on the role of literacy in their daily lives and the differences between home and school. The author looks at the conflict between expectations and practices at school and in the home, arguing that problems are inevitable where class and cultural differences exist.

Emerging themes include:

- how literacy practices in the community are undergoing rapid change due to global developments in technology
- how the patterns of written and spoken language in English and Arabic in the home are linked with social practices in logical and coherent ways
- how many of the family practices that differ from school culture and language become marginalised.

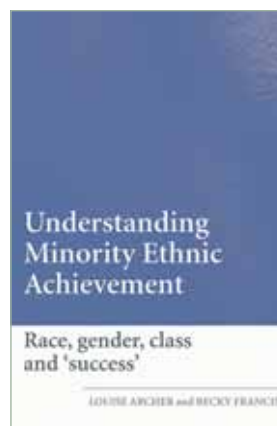
Built around these insightful case studies yet grounded in theory, this book is of immediate relevance to teachers working in multicultural contexts and students and lecturers in language/literacy or on TESOL courses.

2006: 234x156: 272pp
Hb: 0-415-36432-9 ISBN13: 978-0-415-36432-4: **£75.00**

Understanding Minority Ethnic Achievement

Race, Gender, Class and 'Success'

Louise Archer, Kings College University, UK
and **Becky Francis**, Roehampton University, UK



Providing fresh insights and understandings about educationally 'successful' minority ethnic pupils, this book examines the views, identities and educational experiences of those pupils who are undoubtedly 'achieving', but who tend to remain ignored within popular concerns about under-achievement.

Combining a broad analysis of minority ethnic pupils' achievement together with a novel, detailed case study of an educationally 'successful' group, the British-Chinese, this book examines a fascinating angle on debates about the reproduction of social inequalities.

In this thought-provoking and highly accessible book, the authors:

- review the theoretical and policy context to issues of 'race', gender, social class and achievement
- discuss the role of teachers and schools
- explore Chinese parents' views of their children's education and explain how these families 'produce' and support achievement
- investigate British-Chinese pupils' views on their approaches to learning and their educational identities
- examine the relationship between aspirations and educational achievement
- consider the complexity and subtlety of racism experienced by 'successful' minority ethnic pupils.

This timely and authoritative book contributes to the ongoing debates about levels of achievement among minority ethnic pupils and is an essential book for all researchers, students, education professionals and policy-makers.

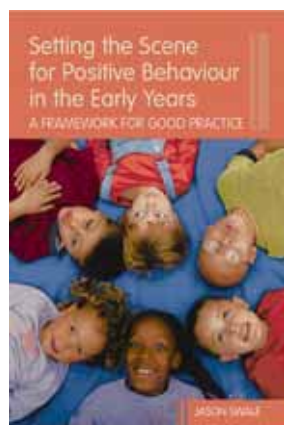
2006: 234x156: 224pp
Hb: 0-415-37281-X ISBN13: 978-0-415-37281-7: **£70.00**
Pb: 0-415-37282-8 ISBN13: 978-0-415-37282-4: **£22.50**



Childhood Studies

A4 Setting the Scene for Positive Behaviour in the Early Years A Framework for Good Practice

Jason Swale, Senior Early Years Area Inclusion Co-ordinator in Tower Hamlets Educational Service, UK



This highly practical book shows how staff in early years settings can implement simple changes to make positive behaviour a reality for all. Based on his vast experience in the field, the author provides an array of positive behaviour strategies that can be successful with the widest variety of children, whatever the reason for their behaviour.

Designed to appeal to and be accessible for all early years practitioners, this book includes strategies and advice on:

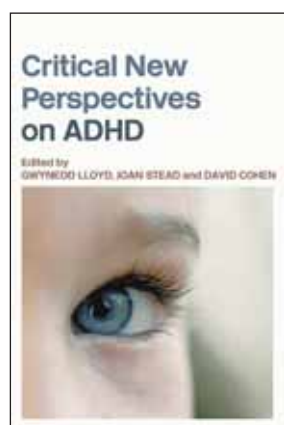
- how to structure learning environments to encourage positive behaviour
- providing equality of opportunity, and responding to individual needs
- teaching emotional literacy
- working in partnership with parents
- positive strategies for working with children with autism, ADHD, or withdrawn or distressed children.

Supported by extensive case studies, photocopiable material and pro formas, this book will be essential reading for early years workers in a wide variety of settings, as well as students studying childcare at NVO or degree level.

2006: 297x210: 104pp
Pb: 0-415-37312-3 ISBN13: 978-0-415-37312-8: **£18.99**

Winner of the NASEN/TES Academic Book Award 2006 Critical New Perspectives on ADHD

Edited by **Gwynedd Lloyd**, University of Edinburgh, UK,
Joan Stead, University of Edinburgh, UK
and **David Cohen**, Florida International University, USA



Critical New Perspectives on ADHD unpicks the myths surrounding the development of this phenomenon and leaves no stone unturned in its search for answers. An in-depth exploration into the reasons for the emergence and maintenance of ADHD lead to suggested explanations of the dominance of US psychiatric models and the need for new markets for major pharmaceutical companies, as well as the functions that ADHD diagnoses fulfil in families, classrooms and communities.

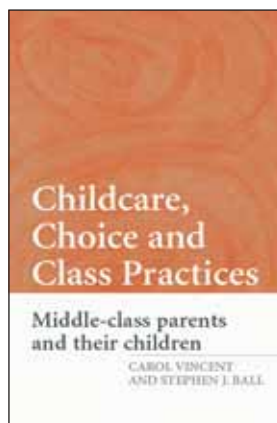
In a world where moves to educational inclusion are paradoxically paralleled by the ever-increasing use of medication to control children's behaviour, this book scrutinises current accepted practice and offers alternative perspectives and strategies for teachers and other education professionals. This is an invaluable resource for anyone with

a serious interest in ADHD and other behavioural difficulties.

2006: 234x156: 248pp
Hb: 0-415-36036-6 ISBN13: 978-0-415-36036-4: **£70.00**
Pb: 0-415-36037-4 ISBN13: 978-0-415-36037-1: **£22.50**

Childcare, Choice and Class Practices Middle-Class Parents and their Children

Carol Vincent, Institute of Education, University of London, UK
and **Stephen J. Ball**, Kings College London, UK



Childcare is a topic that is frequently in the media spotlight and continues to spark heated debate in the UK and around the world. This book presents an in-depth study of childcare policy and practice, examining middle class parents' choice of childcare within the wider contexts of social class and class fractions, social reproduction, gendered responsibilities and conceptions of 'good' parenting.

This important study comes to a number of thought-provoking conclusions and offers valuable insights into a complex subject. It is essential reading for all those working in or studying early years provision and policy as well as students of sociology, class, gender and work.

2006: 234x156: 200pp
Hb: 0-415-36216-4 ISBN13: 978-0-415-36216-0: **£70.00**
Pb: 0-415-36217-2 ISBN13: 978-0-415-36217-7: **£24.99**

2nd Edition Play from Birth to Twelve Contexts, Perspectives, and Meanings

Edited by **Doris Pronin Fromberg**, Hofstra University, USA
and **Doris Bergen**, Miami University of Ohio, USA



In light of recent standards-based and testing movements, the issue of play in childhood has taken on increased meaning for educational professionals and social scientists. This second edition of *Play From Birth to Twelve* offers comprehensive coverage of what we now know about play, its guiding principles, its dynamics and importance in early learning. These up-to-date essays, written by some of the most distinguished experts in the field, help students explore:

- all aspects of play, including new approaches not yet covered in the literature
- how teachers in various classroom situations set up and guide play to facilitate learning
- how play is affected by societal violence, media reportage, technological innovations and other contemporary issues
- which areas of play have been studied adequately and which require further research.

2006: 480pp
Hb: 0-415-95111-9 ISBN13: 978-0-415-95111-1: **£70.00**
Pb: 0-415-95112-7 ISBN13: 978-0-415-95112-8: **£20.99**
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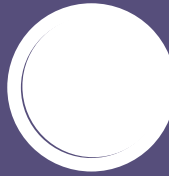
Contextualizing Inclusive Education Evaluating Old and New International Paradigms

Edited by **David Mitchell**, University of Waikato, New Zealand

The contributors to this book examine the relationships that exist between the social, political, economic and cultural contexts of inclusive education as it is being implemented - or in some cases not implemented.

2005: 234x156: 312pp
Hb: 0-415-31880-7 ISBN13: 978-0-415-31880-8: **£80.00**





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Taylor & Francis Group

Contesting Early Childhood

Series editors: **Gunilla Dahlberg**, Stockholm Institute of Education, Sweden and **Peter Moss**, Institute of Education, University of London, UK

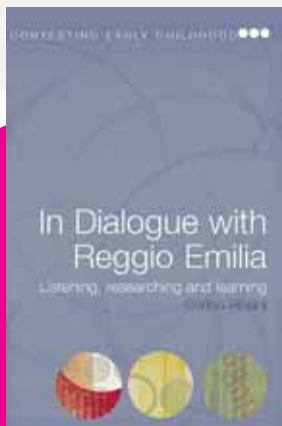
This groundbreaking series questions the current dominant discourses surrounding early childhood, and offers instead alternative narratives of an area that is now made up of a multitude of perspectives and debates.

The series examines the possibilities and risks arising from the accelerated development of early childhood services and policies, and illustrates how it has become increasingly steeped in regulation and control. Insightfully, this collection of books each show how early childhood services can in fact contribute to ethical and democratic practices. The authors explore new ideas taken from alternative working practices both in the western and developing world, other academic disciplines in addition to developmental psychology and locate theories and practices in relation to the major processes of political, social, economic, cultural and technological change occurring in the world today.

In Dialogue with Reggio Emilia

Listening, Researching and Learning

Carlina Rinaldi, Executive Pedagogical Consultant, Reggio Emilia, municipal infant-toddler centres and pre-schools



This book offers a collection of Rinaldi's most important articles, lectures and interviews between 1994 to the present day, organized around a number of themes and with a full introduction contextualizing each piece of work.

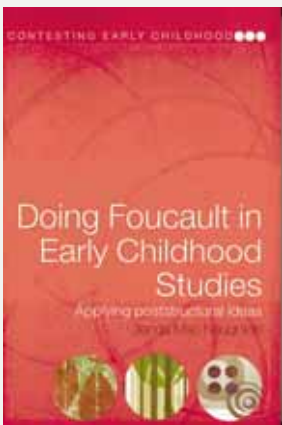
2005: 216x138: 240pp
Hb: 0-415-34503-0 ISBN13: 978-0-415-34503-3: **£80.00**
Pb: 0-415-34504-9 ISBN13: 978-0-415-34504-0: **£22.99**

BESTSELLER

Doing Foucault in Early Childhood Studies

Applying Post-Structural Ideas

Glenda Mac Naughton, University of Melbourne, Australia



'Provides much interesting and thought provoking reading.' - *Early Years*

Using case studies and real situations, this book highlights the important contribution that Foucault and other post-structural theorists can make to research and practice in early childhood services.

2005: 216x138: 256pp
Hb: 0-415-32099-2 ISBN13: 978-0-415-32099-3: **£80.00**
Pb: 0-415-32100-X ISBN13: 978-0-415-32100-6: **£22.99**
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NEW

Forming Ethical Identities in Early Childhood Play

Brian Edmiston, Ohio State University, USA

Through compelling examples, Brian Edmiston presents the case for why and how adults should play with young children to create with them a 'workshop for life'.

In a chapter on 'mythic play' Edmiston confronts adult discomfort over children's play with pretend weapons, as he encourages adults both to support children's desires to experience in imagination the limits of life and death, and to travel with children on their transformational journeys into unknown territory.

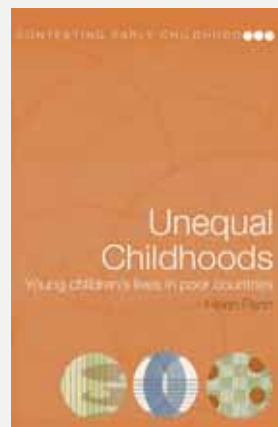
This book provides researchers and students with a sound theoretical framework for re-conceptualising significant aspects of pretend play in early childhood. Its many practical illustrations make this a compelling and provocative read for any student taking courses in Early Childhood Studies.

October 2007: 234x156: 224pp
Hb: 0-415-43547-1 ISBN13: 978-0-415-43547-5: **£80.00**
Pb: 0-415-43548-X ISBN13: 978-0-415-43548-2: **£21.99**

Unequal Childhoods

Young Children's Lives in Poor Countries

Edited by **Helen Penn**, University of East London, UK



'Penn has visited the places she describes, so she is able to give first-hand accounts ... Penn concludes these shocking snapshots of an international disgrace with positive suggestions about what can be done ... It is a powerful story well told.'
- *Times Educational Supplement*

An expert in her field, Helen Penn discusses the inequalities between and within countries of childhood poverty and how this poverty is recognized and defined.

2005: 216x138: 232pp
Hb: 0-415-32101-8 ISBN13: 978-0-415-32101-3: **£85.00**
Pb: 0-415-32102-6 ISBN13: 978-0-415-32102-0: **£20.99**
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Ethics and Politics in Early Childhood Education

Gunilla Dahlberg, Stockholm Institute of Education, Sweden and **Peter Moss**, Institute of Education University of London, UK



'This book is bold and challenging; it deals with complex ideas and the authors are not afraid to engage with difficult, abstract and complex concepts and apply them directly to practice. By challenging many standard features of existing services the book generates a range of useful insights ... It provides for the practitioner, student or academic who is prepared to invest a little time in getting to grips with its central ideas a compelling vision of an unashamedly utopian model of service provision.'
- *Journal of Early Childhood Research*

Drawing on a range of early childhood services, particularly the 'Reggio approach', this book presents essential ideas, theories and debates to an international audience and explores the ethical and political dimensions in this field.

2005: 216x138: 224pp
Hb: 0-415-28041-9 ISBN13: 978-0-415-28041-9: **£90.00 US \$155.00**
Pb: 0-415-28042-7 ISBN13: 978-0-415-28042-6: **£21.99 US \$39.95**

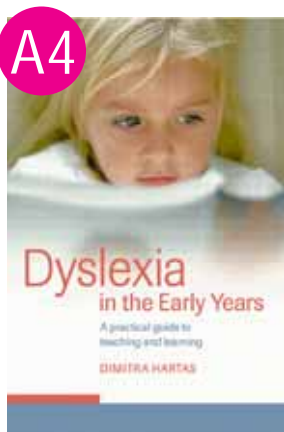
Childhood Studies

Popular Literacies, Childhood and Schooling

Jackie Marsh, University of Sheffield, UK
and **Elaine Millard**, University of Sheffield, UK

This bold, dynamic text offers a clear rationale for the development of curricula and pedagogy that will reflect young people's popular culture practices within and outside of school; and looks at the issue of educating teachers to embrace it.

2005: 234x156: 288pp
Hb: 0-415-36451-5 ISBN13: 978-0-415-36451-5: **£85.00**



Dyslexia in the Early Years

A Practical Guide to Teaching and Learning

Dimitra Hartas, Warwick University, UK

Packed full of activities, real-life case studies, tasks and suggestions, this informative book will equip pre-school and reception teachers with the kind of practical knowledge needed to teach young children with dyslexia effectively.

2005: 297x210: 112pp
Pb: 0-415-34500-6 ISBN13: 978-0-415-34500-6: **£16.99**
• AVAILABLE AS AN INSPECTION COPY

● Shortlisted NASEN/TES Book Award 2006



Diagnosing 'Disorderly' Children

Valerie Harwood, Wollongong University, Australia

Based on the author's in-depth research with children diagnosed with behavioural difficulties, this book provides a thorough critique of today's practices and explores the effects of this epidemic, questioning whether what we're doing is right for the child and right for society.

2005: 234x156: 184pp
Hb: 0-415-34286-4 ISBN13: 978-0-415-34286-5: **£80.00**
Pb: 0-415-34287-2 ISBN13: 978-0-415-34287-2: **£21.99**



E-literature for Children

Enhancing Digital Literacy Learning

Len Unsworth, University of New England, Australia

These practical ideas, suggestions and real-life experiences will help you to understand the differences and similarities of the literary experience for children through classic, modern and leading-edge narratives in both book and computer formats.

2005: 234x156: 192pp
Hb: 0-415-33329-6 ISBN13: 978-0-415-33329-0: **£85.00**
Pb: 0-415-33330-X ISBN13: 978-0-415-33330-6: **£23.99**

Changing Images of Early Childhood

Series editor: **Nicola Yelland**

This series includes books that challenge existing practices in early childhood education and which reflect the changing images of the field as we move into the 21st century.

The books in the series will enable early childhood professionals to engage with contemporary ideas and practices from alternative perspectives than those which have been traditionally associated with the education of young children and their families. The series will challenge and confront educators with a wide range of topics which have once been taboo.

The books will make complex theory accessible to early childhood professionals so that their practices have appropriate theoretical frames and strong empirical evidence.

NEW Diversities in Early Childhood Education

Rethinking and Doing

Edited by **Celia Genishi**, Columbia University, USA
and **A. Lin Goodwin**, Columbia University, USA

This collection, edited by leaders in the field of early childhood education, is a valuable resource for those studying and working with young children. Chapters emphasize the relationship between theory, research, and practice, and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education. Drawing from the current literature on ability, class, culture, ethnicity, gender, languages, race, and sexual orientation, the book presents a forward-looking account of how diversity could improve the educational experience of children from birth to age three.

October 2007: 234x156: 272pp
Hb: 0-415-95713-3 ISBN13: 978-0-415-95713-7: **£70.00**
Pb: 0-415-95714-1 ISBN13: 978-0-415-95714-4: **£17.99**

Childhood and Postcolonization

Power, Education, and Contemporary Practice

Gaile S. Cannella and **Radhika Viruru**

2004: 234x156: 192pp
Hb: 0-415-93346-3 ISBN13: 978-0-415-93346-9: **£75.00**
Pb: 0-415-93347-1 ISBN13: 978-0-415-93347-6: **£18.99**
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Playing It Straight

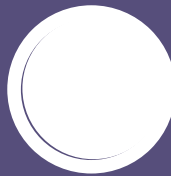
Uncovering Gender Discourse in the Early Childhood Classroom

Mindy Blaise, RMIT University, Australia

Rather than relying exclusively on biological and socialization theories of gender construction, Blaise breaks down theoretical barriers with new understandings of how gender is socially and politically constructed by young children.

2005: 234x156: 216pp
Hb: 0-415-95113-5 ISBN13: 978-0-415-95113-5: **£75.00**
Pb: 0-415-95114-3 ISBN13: 978-0-415-95114-2: **£17.99**
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Early Childhood Qualitative Research

Edited by **J. Amos Hatch**, University of Tennessee, USA

How can qualitative researchers make the case for the value of their work in a climate that emphasizes so-called 'scientifically-based research?' What is the future of qualitative research when such approaches do not meet the narrow criteria being raised as the standard? In this timely collection, editor J. Amos Hatch and contributors argue that the best argument for the efficacy of qualitative studies in early childhood is the new generation of high quality qualitative work. This collection brings together

studies and essays that represent the best work being done in early childhood qualitative studies, descriptions of a variety of research methods, and discussions of important issues related to doing early childhood qualitative research in the early 21st century. Taking a unique re-conceptualist point of view, the collection includes materials spanning the full range of early childhood settings and provides cutting edge views by leading educators of new methods and perspectives.

2006: 234x156: 272pp
Hb: 0-415-95472-X ISBN13: 978-0-415-95472-3: **£70.00**
Pb: 0-415-95341-3 ISBN13: 978-0-415-95341-2: **£19.99**



Shift to the Future Rethinking Learning with New Technologies in Education

Nicola Yelland, Queensland University of Technology, Australia

New technologies are dramatically changing the face of education and the nature of childhood itself. In *Shift to the Future*, Nicola Yelland examines the ways in which these technologies are reshaping the social, personal, and educational experiences of childhood, and explores the curricular revisions such changes demand. With a focus on the various information and communications technologies (ICTs) available to young students and the possibilities these ICTs offer for teaching and learning, *Shift to the Future* provides inspiring

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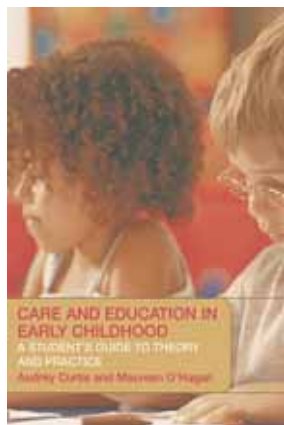
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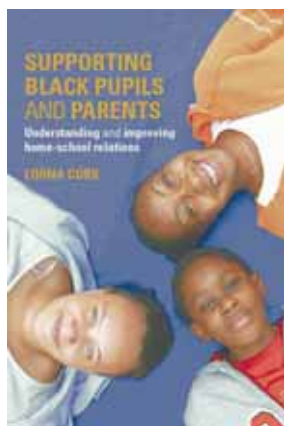


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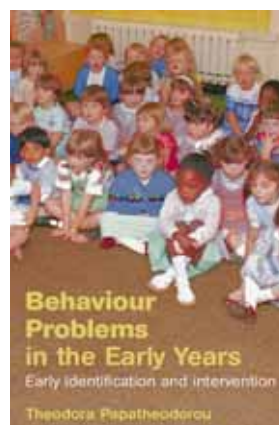
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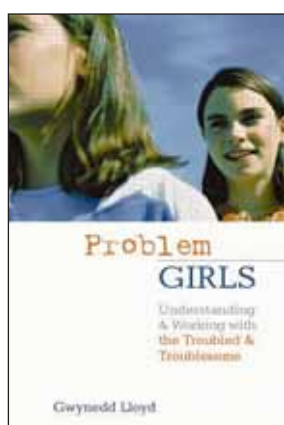


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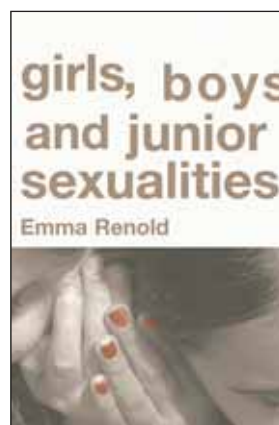
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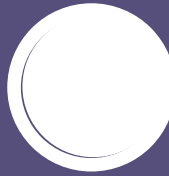
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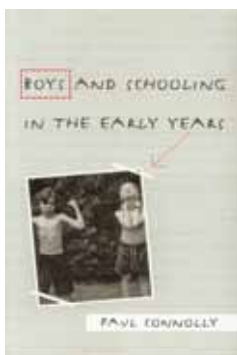
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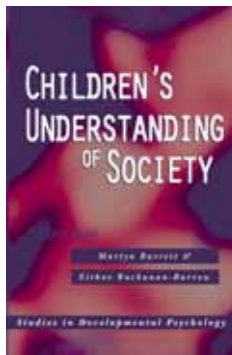


'Paul Connolly's book appears as a welcome and refreshing addition to the burgeoning literature on the subject. It is to be hoped that teachers will take up his suggestion for working with young boys in the 'Critical Gender Zone', working in school and with parents to challenge dominant forms of masculinity that limit engagement and learning.' - *ECR Book Reviews*

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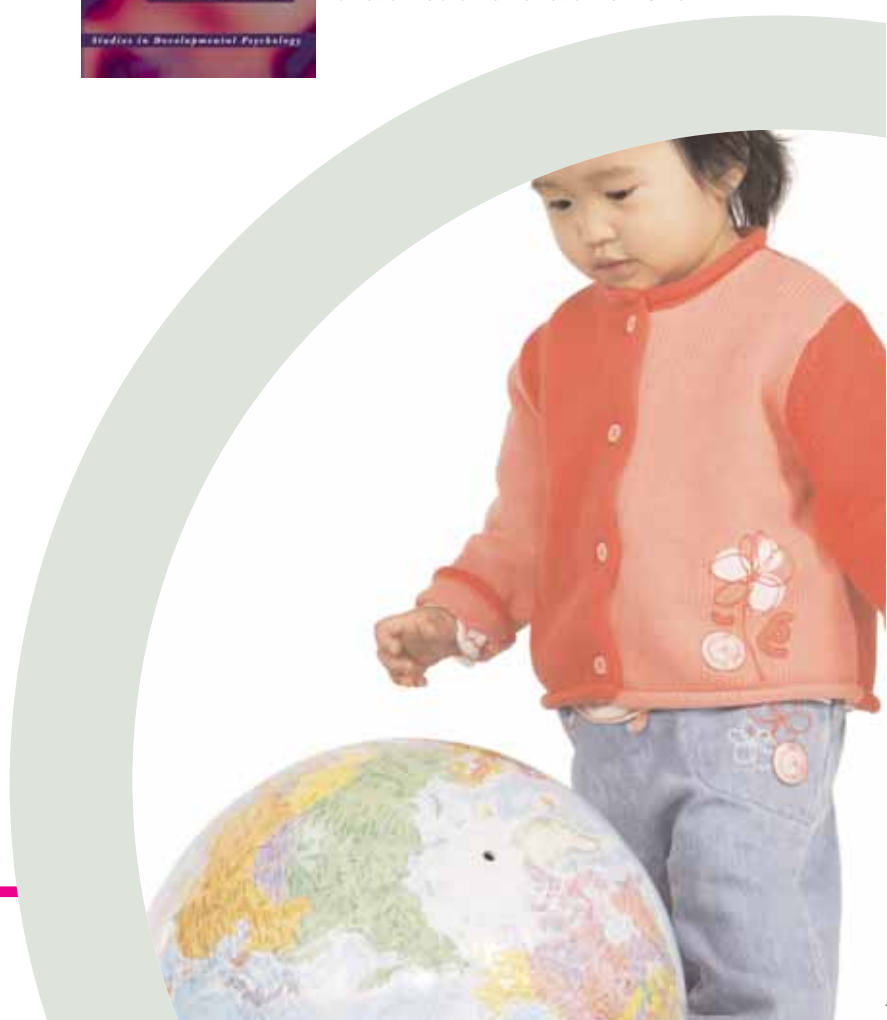
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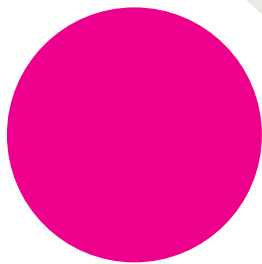


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