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# Download Ebook Cognitive Development Today Piaget And His Critics And

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## Cognitive Development Today Piaget and His Critics

**SAGE** At the end of the day, what is crucial is to enable educationalists to promote and apply their own metatheories and models of child development which they feel comfortable with and which enable children to develop. ... Peter Sutherland should be credited with making a significant contribution towards achieving this fundamental goal' - "Educational Psychology in Practice " ... this book deserves to become a classic in the field. Will appeal alike to academics and students in higher education, and to serving teachers-  
"BPS: Educational Review Section " This book provides a general outline of the dominant schools of thought on cognitive development, with a focus on Piaget. His views are outlined and a range of critical responses and alternatives are detailed. The author examines the application of these schools of thought to teaching pre-school, primary and secondary children. Each chapter includes a summary and

questions for discussion. The book concludes with a glossary of terms.

## Cognitive Development Today

### Piaget and His Critics

This text provides a general outline of the dominant schools of thought on cognitive development, with a focus on Piaget. His views are outlined and a range of critical responses and alternatives detailed in various chapters.

### Philosophers and Religious Leaders

**Routledge** Philosophers and Religious Leaders provides a synopsis of the lives and legacies of 200 men and women from the areas of religion and philosophy who have "changed the world." These individuals have developed, extended, or exemplified ideas fundamental to the way human beings perceive the meaning and purpose of their own lives and of their societies. Some have challenged prevailing convictions and worked for immediate change during their lifetimes; others have proposed new modes of thinking that have flourished only after their passing.

### The Guided Construction of Knowledge

### Talk Amongst Teachers and Learners

**Multilingual Matters** Through analyzing talk which goes on in primary school classrooms and some other locations, this text explains the process of teaching and learning as a social, communicative activity. It contains transcribed episodes of speech between learners and teachers, and learners to learners. The concepts described should be useful for teachers concerned with the quality of education in their classrooms.

# The Social Science Encyclopedia

**Routledge** The Social Science Encyclopedia, first published in 1985 to acclaim from social scientists, librarians and students, was thoroughly revised in 1996, when reviewers began to describe it as a classic. This third edition has been radically recast. Over half the entries are new or have been entirely rewritten, and most of the balance have been substantially revised. Written by an international team of contributors, the Encyclopedia offers a global perspective on key issues within the social sciences. Some 500 entries cover a variety of enduring and newly vital areas of study and research methods. Experts review theoretical debates from neo-evolutionism and rational choice theory to poststructuralism, and address the great questions that cut across the social sciences. What is the influence of genes on behaviour? What is the nature of consciousness and cognition? What are the causes of poverty and wealth? What are the roots of conflict, wars, revolutions and genocidal violence? This authoritative reference work is aimed at anyone with a serious interest in contemporary academic thinking about the individual in society.

# Educational Psychology for Learning and Teaching

**Cengage AU** Educational Psychology for Learning and Teaching introduces key theories of development and learning to help you understand how learners learn, and how educators can be more effective in their teaching practice. Featuring current research on the various dimensions of learning and teaching alongside traditional theories, it provides a clear framework of theory and evidence that supports modern education practices. Taking a comprehensive approach, this text investigates how to apply psychology principles to education contexts to enhance learning and teaching quality, particularly for accommodating individual student needs. This wholly Australian and New Zealand text caters for those who are planning to work with any age range from early childhood to adolescence and beyond. With a greater focus on resilience in education settings, the discussion of creativity alongside intelligence and a broader discussion on diversity, this new edition is up-to-date for the pre-service teacher. New, print versions of this book come with bonus online study tools on the CourseMate Express and Search Me! platforms Premium online teaching and learning tools are available to purchase on the MindTap platform Learn more about the online tools [cengage.com.au/learning-solutions](http://cengage.com.au/learning-solutions)

# Lifelong Learning

## Concepts and Contexts

**Routledge** Lifelong learning has developed enormously as a distinct area of study within education in recent years not least because numerous governments and educational strategists have become very vocal supporters of new ways of learning throughout all stages of life. This guide to the topic brings together new writing from some of the leading thinkers in the field to offer a broad ranging and detailed snapshot of the position to date. The book provides a critical summary of current developments in understanding adult learning and the social context in which they are located. This provides a background for the framing of issues and the problems that emerge in institutional and non-formal contexts of lifelong learning. Students undertaking courses of study in this area as well as a wide range of undergraduate and postgraduate students in a variety of professional areas will find the material essential reading.

## Reader's Guide to the History of Science

**Routledge** The Reader's Guide to the History of Science looks at the literature of science in some 550 entries on individuals (Einstein), institutions and disciplines (Mathematics), general themes (Romantic Science) and central concepts (Paradigm and Fact). The history of science is construed widely to include the history of medicine and technology as is reflected in the range of disciplines from which the international team of 200 contributors are drawn.

## The Order of Things

## Explorations in Scientific Theology

**John Wiley & Sons** Provocative and immensely well informed, The Order of Things represents a substantial and original contribution to the fields of systematic theology, historical theology, and the science and religion dialogue. Leading theologian, Alister E. McGrath explores how the working methods and assumptions of the natural sciences can be used to inform and stimulate systematic theology. Written by one of today's best-known Christian writers Explores how the working methods and assumptions of the natural sciences

can be used to inform and stimulate systematic theology. Continues McGrath's acclaimed exploration of scientific theology, begun with his groundbreaking three-volume work, *A Scientific Theology*. Includes a landmark extended analysis of whether doctrinal development can be explained using Darwinian evolutionary models, and exploration of how the transition from a "scientific theology" to a future "scientific dogmatics" might be made. Supported by a published review of McGrath's scientific theology project, which is currently the best brief introduction to his thought.

## Student Thinking and Learning in Science Perspectives on the Nature and Development of Learners' Ideas

**Routledge** This readable and informative survey of key ideas about students' thinking in science builds a bridge between theory and practice by offering clear accounts from research, and showing how they relate to actual examples of students talking about widely taught science topics. Focused on secondary students and drawing on perspectives found in the international research literature, the goal is not to offer a comprehensive account of the vast literature, but rather to provide an overview of the current state of the field suitable for those who need an understanding of core thinking about learners' ideas in science, including science education students in teacher preparation and higher degree programs, and classroom teachers, especially those working with middle school, high school, or college level students. Such understanding can inform and enrich science teaching in ways which are more satisfying for teachers, less confusing and frustrating for learners, and so ultimately can lead to both greater scientific literacy and more positive attitudes to science.

## National Library of Medicine Current Catalog

## Cumulative listing

# A-Z Guide to Modern Social and Political Theorists

**Routledge** The A-Z Guide to Modern Social and Political Theories is a companion volume to the already published A-Z Guide to Modern Literary and Cultural Theorists. It ranges widely through the social sciences and related areas to identify thinkers who have had a major impact on the development of modern social and political theory and given clear, accessible summaries of their work. While the accent is on the later twentieth century, several up-and-coming theorists are included to ensure a contemporary edge to the volume, classic names in the field from the earlier twentieth century are not neglected, and the collection also delves back into the nineteenth century for such founding figures of the social sciences as Marx and Comte. The volume is therefore both up-to-date and mindful of the sources of modern debates.

## Different Psychological Perspectives on Cognitive Processes

# Current Research Trends in Alps-Adria Region

**Cambridge Scholars Publishing** This book highlights some of the main lines of research in cognitive psychology in the Alps-Adria region, which, being geographically located in the centre of the European continent, encompasses eleven regions from six different countries: namely, Austria, Croatia, Hungary, Italy, Serbia and Slovenia. The reason for bringing together authors from different geographical areas and with different approaches to the broad discipline defined as Cognitive Science is detailed in the first section of this book, which outlines a brief history of psychology in each country in the region and provides an overview of the spirit that characterizes the Alps-Adria working community. The Alps-Adria Rector Conference “believes that harmonious coexistence and efficient collaboration of the peoples and communities of the different regions constitute the characteristics and specificities of the present cultural landscape of the Alps-Adria region in Europe.” It is in this spirit that this book has been edited, underscoring the

concept of unity in diversity that has characterized the Alps-Adriatic community. Furthermore, such unity is now a necessary attribute for science, where interdisciplinarity is both highly encouraged and increasingly accepted. The second and third sections of the book are devoted to situating this interdisciplinarity in the framework of cognitive science. As such, this book will serve as a basis for fruitful exchange not only inside the community, but also beyond both geographical and theoretical borders.

## Religion and Development in the Global South

**Springer** This book examines how the beliefs and practices of each of the major world religions, as well as other belief systems, affect the variables that influence growth and development in the Global South. Evidence suggests that as countries develop, the influence of religion on all aspects of society declines. In stark contrast to the developed world, in the Global South, the role of religion is highly pervasive - the distinctive conclusion of this book is therefore that a lessening of religiosity is a sine qua non for growth and development, including secular laws and constitutions. Offering a ground-breaking study in an area little explored in the English language, this book will satisfy an important gap in the literature on the political economy of development, sociology of religion, law, and anthropology.

## Education Policy and Realist Social Theory

## Primary Teachers, Child-Centred Philosophy and the New Managerialism

**Routledge** In Europe welfare state provision has been subjected to 'market forces'. Over the last two decades, the framework of economic competitiveness has become the defining aim of education, to be achieved by new managerialist techniques and mechanisms. This book thoughtfully and persuasively argues against this new vision of education, and offers a different, more useful potential approach. This in-depth major study will be of great interest to researchers in the sociology of education, education policy, social theory, organization and management studies, and also to professionals concerned about the deleterious impact of current education policy on children's learning and welfare.

# Progressing Science Education

## Constructing the Scientific Research Programme into the Contingent Nature of Learning Science

**Springer Science & Business Media** Exploring one of the central themes in science education theory, this volume examines how science education can be considered as a scientific activity within a broad post-positivist notion of science. Many students find learning science extremely problematic, whatever level of education they have reached. At the end of the 1970s a new approach to tackling learning difficulties in science was developed, drawing on ideas from psychology and cognitive science, and centred on the way students build up new knowledge in reference to their existing ideas. 'Constructivism' became the dominant paradigm in science education research for two decades, spawning a vast body of literature reporting aspects of learners' ideas in different science topics. However, Constructivism came under fire as it was recognised that the research did not offer immediate and simple prescriptions for effective science teaching. The whole approach was widely criticised, in particular by those who saw it as having 'anti-science' leanings. In this book, the notion of scientific research programmes is used to understand the development, limitations and potential of constructivism. It is shown that constructivist work in science education fits into a coherent programme exploring the contingencies of learning science. The author goes further to address criticisms of constructivism; evaluate progress in the field; and suggest directions for future research. It is concluded that constructivism has provided the foundations for a progressive research programme that continues to guide enquiry into learning and teaching science.

## Reason in Revolt

## Marxist Philosophy and Modern Science

**Wellred Books** The achievements of science and technology during the past century are unparalleled in history. They provide the potential for the solution to all the problems faced by the planet, and equally for its total destruction. Allegedly scientific theories are

being used to "prove" that criminality is caused, not by social conditions, but by a "criminal gene". Black people are alleged to be disadvantaged, not because of discrimination, but because of their genetic make-up. Of course, such "science" is highly convenient to right-wing politicians intent on ruthlessly cutting welfare. In the field of theoretical physics and cosmology there is a growing tendency towards mysticism. The "Big Bang" theory of the origin of the universe is being used to justify the existence of a Creator, as in the book of Genesis . For the first time in centuries, science appears to lend credence to religious obscurantism. Yet this is only one side of the story.

## Modelling Learners and Learning in Science Education

### Developing Representations of Concepts, Conceptual Structure and Conceptual Change to Inform Teaching and Research

**Springer Science & Business Media** This book sets out the necessary processes and challenges involved in modeling student thinking, understanding and learning. The chapters look at the centrality of models for knowledge claims in science education and explore the modeling of mental processes, knowledge, cognitive development and conceptual learning. The conclusion outlines significant implications for science teachers and those researching in this field. This highly useful work provides models of scientific thinking from different field and analyses the processes by which we can arrive at claims about the minds of others. The author highlights the logical impossibility of ever knowing for sure what someone else knows, understands or thinks, and makes the case that researchers in science education need to be much more explicit about the extent to which research onto learners' ideas in science is necessarily a process of developing models. Through this book we learn that research reports should acknowledge the role of modeling and avoid making claims that are much less tentative than is justified as this can lead to misleading and sometimes contrary findings in the literature. In everyday life we commonly take it for granted that finding out what another knows or thinks is a relatively trivial or straightforward process. We come to take the 'mental register' (the way we talk about the 'contents' of minds) for granted and so teachers and researchers may readily underestimate the challenges involved in their work.

# Child Development for Early Years Students and Practitioners

**Learning Matters** This accessible guide to child development is for students of degrees and foundation degrees in Early Years, Early Childhood Studies and related disciplines and for early years practitioners. \*Introduces the context of child development \*Develops an understanding of development and of how early years practitioners can support this \*Explores the biological/social debate, and the importance of holistic development \*Examines factors affecting development and includes a chapter on reflective practice \*Considers the complexity of children's development and argues that it is not always a straight forward progression This fifth edition: \*is updated in line with the new EYFS and the updated Development Matters; \*is updated to include child development learning from 0-8 \*includes up-to-date guidance on assessment processes in the Early Years; \*includes a new section with key knowledge on well known theories of child development.

# Science Education for Gifted Learners

**Routledge** Science is central to our modern technological society, yet many of the most able pupils who could become the scientists of tomorrow turn away from science as soon as they have a choice in their studies. Science is often seen to be difficult or boring, and fails to engage or challenge those who are most suited to excel in scientific studies. This book asks what classroom teachers can do to make sure that their science teaching is stimulating and challenging for their students. Topics covered include: what do we mean by gifted and able children? gifted children that slip through the net challenging science through modelling asking questions in science exploring topical issues challenging science through talk after-school enrichment. Set in the wider context of debates about the provision for those labelled 'gifted' and 'exceptionally able', this book explores the meaning of these categories, and considers what they may imply in such approaches as setting, streaming, acceleration and enrichment.

# Advanced Subsidiary Psychology

## Approaches and Methods

**Nelson Thornes** The first book of two, *Advanced Subsidiary Psychology* seeks to develop an understanding of the principles of Psychology and to illustrate these by reference examples relevant to students' own interests and experience. Fully in line with the AS Edexcel specifications, *Book 1* covers the first three units of the award and provides a thorough preparation for the AS examination.

## Teaching Science and Technology in the Early Years (3-7)

**Routledge** *Teaching Science and Technology in the Early Years (3-7)* celebrates young children's amazing capabilities as scientists, designers and technologists. Research-based yet practical and accessible, it demonstrates how scientific, designing and making activities are natural to young children, and have the potential for contributing to all aspects of their learning. By identifying the scientific and design-related concepts, skills and activities being developed, the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their learning. This second edition has been thoroughly updated and features: Six new chapters providing practical advice and examples for enhancing scientific and technological learning through thematic approaches a new chapter focusing on the outdoor learning environment and how this can support science and technology new case studies of successful early years practice, alongside examples of practical planning for learning, and advice on documenting children's learning stories, guidance on the role of talk, narrative, documentation and planning in relation to early years science and technology Based on the latest research and the first hand experience, this practical and accessible book is essential reading for early years and primary students on undergraduate and Masters level courses.

## Taking Play Seriously (2nd Ed.)

# A Challenge of Learning

**IAP** In the book, the author is focusing the importance of play for children from 0 years up to 8-12 years of age, e.g. in ECE centers and elementary schools. In particular, the importance of play for learning, through motivation as related to self-competence, inspiration and engagement. In this second edition, the author is emphasizing more thoroughly the importance of play as a challenge of learning, with implications for children, as well as for teachers. Further, the author is referring to how meaning making in children's production of multi-module narrative products can contribute to their digital personal formation. The selection of theories presented in the second edition is somewhat expanded, and in the end the author is presenting a few important educational challenges of the field of children's play.

## Religion in Education

**Gracewing Publishing**

## Teaching in the Sciences

## Learner-Centered Approaches

**CRC Press** Gain a clear understanding of what effective teachers do—and how successful students learn Over the past 20 years, a greater concentration on research aimed at both teaching and learning has revealed that “chalk and talk” teaching, copying notes, and “cookbook” practical lessons offer little challenge to students. Teaching in the Sciences: Learner-Centered Approaches steers the learning process away from traditional modes of instruction to a more student-centered, activity-based curriculum that makes science relevant, engaging, and interesting. This innovative book helps educators bring out the best in their students—and themselves—by identifying and meeting students' needs and providing environments that encourage active, strategic learning. Helpful tables and figures make complex information easy to access and understand. Rather than focusing on teaching methods that merely deal in the content of life science, Teaching in the Sciences: Learner-Centered Approaches promotes a deep learning designed to develop critical and skilled learners. This collection of frank and thoughtful empirically based papers places greater emphasis on learning environments and social interaction patterns, assessment processes, and perceptions of students and teachers in a range of learning

and teaching settings in the life sciences. The book presents strategies for mentoring and assessing students, assessments of learning outcomes, innovative approaches to curriculum design, constructivist approaches to teaching science, how to use technology to support learning, and practical examples of learner-centered teaching that mark important steps on a journey to transform the learning process. *Teaching in the Sciences: Learner-Centered Approaches* examines: using broadband videoconferencing for distance learning in tertiary science assessing for learning in the crucial first year of university studies using Information and Communication Technology (ICT) in molecular science applying ICT to provide student feedback teaching biostatistics in the environmental life sciences developing metacognition and problem-solving skills in students the evolution of metaAHEAD, an online resource that supports strategy development and self-monitoring in problem solving the development of a problem-based learning approach (PBL) for students in environmental science and natural resource management and much more! While largely centered on the context of undergraduate science instruction, *Teaching in the Sciences: Learner-Centered Approaches* is filled with valuable lessons for all educators working with students in the pursuit of powerful, effective, and lasting learning.

## Cases on Technological Adaptability and Transnational Learning: Issues and Challenges

### Issues and Challenges

**IGI Global** "The case studies in this volume enforce technology is a principle catalysts for transnational collaborative interventions in providing learning and professional development opportunities to the people of both developed and developing countries"--Provided by publisher.

### Languages in Africa

# Multilingualism, Language Policy, and Education

**Georgetown University Press** People in many African communities live within a series of concentric circles when it comes to language. In a small group, a speaker uses an often unwritten and endangered mother tongue that is rarely used in school. A national indigenous language—written, widespread, sometimes used in school—surrounds it. An international language like French or English, a vestige of colonialism, carries prestige, is used in higher education, and promises mobility—and yet it will not be well known by its users. The essays in *Languages in Africa* explore the layers of African multilingualism as they affect language policy and education. Through case studies ranging across the continent, the contributors consider multilingualism in the classroom as well as in domains ranging from music and film to politics and figurative language. The contributors report on the widespread devaluing and even death of indigenous languages. They also investigate how poor teacher training leads to language-related failures in education. At the same time, they demonstrate that education in a mother tongue can work, linguists can use their expertise to provoke changes in language policies, and linguistic creativity thrives in these multilingual communities.

# Achieving Competence, Success and Excellence in Teaching

**Psychology Press** This book explains how different levels or qualities of teaching can be identified and achieved. It outlines the criteria for successful educational practice, while suggesting ways of achieving the highest measure of excellence.

# Unlocking Speaking and Listening

**Routledge** Written by expert contributors from Brunel University, this vital resource offers practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two.

# Developing Thinking and Understanding in Young Children

## An Introduction for Students

**Routledge** Invaluable for anyone looking to understand young children's thinking, this essential textbook helpfully combines introductions to theories about thinking with observations from real-life practice. The book explores underlying theories behind topics such as: the relationship between nature and nurture models of cognitive development, with ideas from key thinkers such as Piaget, Vygotsky and Bruner basic neuroscience and its application to early childhood the social, emotional and cultural context of children's development emotional intelligence language and thought, including the use of motherese and children's talk in pretend play whether children can think philosophically. The author accompanies every topic with observations from the classroom, supported by her own critical analysis linking theory to practice throughout.

## Education for Social Citizenship

### Perceptions of Teachers in the USA, Australia, England, Russia and China

**Hong Kong University Press** This volume, emerging from a cross-national study of teachers' perception of good citizenship, addresses two fundamental questions: What do teachers see as important in citizenship education? How do these perceptions facilitate or hinder the preparation of good citizens? While providing rich and useful data on the latest developments of citizenship education in various contexts, this book also offers an all-round review of concepts and arguments on the subject, as well as insightful comparative analyses of the findings emerged from the case studies. One encouraging conclusion drawn from these studies is that teachers across nations share similar goals and objectives that seem to have transcended cultural and political boundaries.

# A Guide to Early Years Practice

**Routledge** This is a practical, accessible guide to early years practice. The author examines current theories about how children learn best and focuses on how we can support and extend the learning of young children. This fully revised edition discusses Birth to Three Matters, the new Childcare Bill and the development of children's centres, and has additional focus on the Foundation Stage Profile  
Packed full with case studies, the book offers: practical advice on how to successfully involve parents as equal partners in the education of their children guidance to ensure that the activities and support offered to young children will promote learning across a broad and balanced Early Years curriculum a focus on special needs, multiculturalism and multilingualism, play and culture, and the importance of interactions with adults and with peers. Essential reading for students on Early Years courses, this book is also invaluable for practitioners, who can use this text as the starting point for developing their own methods within the frameworks of statutory documents relating to Early Years education.

## New Progressivism

**Routledge** Many useful things that progressivism has to offer (child-centred approaches, flexibility of response, negotiated and democratic classroom organisation) have been swept aside in the march of traditionalist policy. Taking robust theories of developmental psychology derived from the work of Swiss psychologist Piaget and Russian developmentalist Vygotsky, Silcock reasserts the need to explore the positive potential of new progressivism, and looks at how progressivist approaches can help teachers improve their classroom.

## Advanced Early Years Care and Education

**Heinemann** This core textbook for foundation degrees covers the content of the 12 core outcomes at the appropriate depth and breadth giving students a complete grounding in the basics of the subject.

# Good Practice in Implementing the Pre-School Curriculum

**Nelson Thornes** Good Practice in Implementing the Pre-school Curriculum, Second Edition is the leading early years curriculum text. Updated throughout to reflect QCA's new framework for early learning, it is the essential guide for students and nursery managers.

# Unlocking Speaking and Listening

**Routledge** The teaching of speaking and listening has again been identified as central to children's learning and literacy development, yet it is an area in which teachers have little confidence. This book aims to address a recognized need by tackling key issues surrounding speaking and listening with rigour, depth and a strong focus on research. The contributors offer practical advice on teaching speaking and listening creatively from the Foundation Stage through Key Stages One and Two. It also covers significant inter-related areas: drama and storytelling ICT EAL gifted and talented pupils SEN. Written by expert contributors from Brunel University, this book is a vital resource to help both trainee and practising primary teachers understand and promote the importance of speaking and listening as an effective tool for learning across the primary curriculum.

# Winning the Math Wars

# No Teacher Left Behind

**University of Washington Press** Washington State is about to enter a new phase of the "math wars." Since the late 1980s, the debate over how best to teach mathematics to schoolchildren has raged worldwide among educators, politicians, and parents. The stakes are high. To operate effectively in a global, twenty-first-century economy and polity, the United States must provide an education in mathematics that is both excellent and equitable. In this volume, four scholars at the Washington School Research Center (WSRC) at Seattle Pacific University present original research drawn from statistical studies of state educational data and from thousands of classroom observations carried out by The BERG Group. They assess the current state of math education and review its

history and development. The authors also provide a dispassionate review of the extensive international, national, and state literature. The in-depth observational research in *Winning the Math Wars* confirms that the real issue is neither the approach to teaching--traditional or reform--nor the type of curriculum. If America's goal of educational equity and excellence is to be achieved, then math teachers everywhere must be fully supported in developing the specific skills that are ideal for educating all students. The authors discussion focus on four principles for improving math teaching and learning: fidelity to reform efforts by all involved; an emphasis on instruction and instructional tools; the critical nature of mathematical knowledge; and the need for transformational change. *Winning the Math Wars* is an important book for policy makers, school leaders, practitioners of mathematics education, parents, and anyone who wants to make sense of the "math wars."

## The Somatotrophic Axis in Brain Function

**Elsevier** The somatotrophic axis is one of the major hormonal systems regulating postnatal growth in mammals. It interacts with the central nervous system on several levels. Growth hormone (GH) and insulin-like growth factor-I (IGF-I) receptors are expressed in many brain areas including the hippocampus, pituitary and hypothalamus. GH and IGF-I are important factors in the development and differentiation of the CNS and have protective properties in dementia, as well as in traumatic and ischaemic injury of the CNS. Also GH has an important impact on mood and well-being with GH secretory capacity being reduced in depression. This volume will include chapters (1) on basic knowledge on GH/IGF-1, (2) on localization of GH/IGF-1 and their receptors in the CNS, including blood brain barrier transport of both hormones, (3) on actions of the two hormones on CNS function (basic science), (4) on clinical aspects of GH/IGF-1 in relation to various CNS functions and disorders, and finally (5) on some future perspectives in this area of science. Contents are well balanced and cover a variety of relevant topics from basic to clinical research International selection of authors, with a good representation of the research on growth hormones A timely publication which will be useful to scientists in both basic and clinical research

## Effective Teaching in Schools

# Theory and Practice

**Nelson Thorne** This book is structured in three parts, firstly putting into context the wealth of research on what makes for effective teaching, then building on the foundation by looking at specific aspects of good classroom practice and finally looking at ways of reflecting on experience to improve classroom practice.

# The Interdisciplinary Curriculum

**Eye On Education**