

Education Research Series Open To New Book Proposals

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Childhood Studies

Children's Reading and Writing on Screen

Natalia Kucirkova, University of Stavanger, Norway, natalia.kucirkova@uis.no

Deborah Wells Rowe, Vanderbilt University, USA, deborah.w.rowe@vanderbilt.edu

This series features well-established as well as innovative methodological and theoretical approaches to documenting and interpreting children's reading and writing in all of their complexities. It is focussed on children aged from birth to eight and collects contributions from a range of research traditions and contexts concerned with children's reading/writing of digital texts.

Feminist Thought in Childhood Research

Jayne Osgood, Middlesex University, UK, j.osgood@mdx.ac.uk

Veronica Pacini-Ketchabaw, Western University, Canada, vpacinik@uwo.ca

Drawing on feminist scholarship, this series foregrounds examples of research practices within childhood studies that engage with posthumanism, science studies, affect theory, animal studies, new materialisms and other post-foundational perspectives that seek to decentre human experience.

Immigration and Childhood Education

Wilma Robles De Melendez, Nova Southeastern University, USA, martrobw@nova.edu

This series addresses the realities, challenges and developmental experiences of immigration from the perspective of the young child and their families and reflects on its impact on childhood, leading readers to consider the implications for socially just practice.

Postdevelopmental Approaches to Childhood

Jayne Osgood, Middlesex University, UK, j.osgood@mdx.ac.uk

Mona Sakr, Middlesex University, UK, m.sakr@mdx.ac.uk

This series brings together innovative, experimental and creative approaches that offer fresh ways to reconsider firmly established ideas about childhood, from observations to policy, curriculum, environment and materials.



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Transitions in Childhood and Youth

Megan Adams, Monash University, Australia, megan.adams@monash.edu

Marilyn Flear, Monash University, Australia, marilyn.flear@monash.edu

Mariane Hedegaard, University of Copenhagen, Denmark, mariane.hedegaard@psy.ku.dk

Books in this series offer empirical research and discussion that takes a broad cultural-historical approach to transitions across a range of contexts and countries. Key to the series is presenting the processes of transitions between practices or activities and their relationship to the person, in contexts such as intergenerational family practices, the processes of care, a person's development, the learning of individuals, groups and systems, and personal health.

Comparative and International Education

Advances in Education for Sustainable Development and Global Citizenship

Massimiliano Tarozzi, University of Bologna, Italy, massimiliano.tarozzi@unibo.it

Clare Bentall, IOE, UCL's Faculty of Education and Society, University College London, UK, c.bentall@ucl.ac.uk

Nicole Blum, IOE, UCL's Faculty of Education and Society, University College London, UK, n.blum@ucl.ac.uk

This series aims to foster interconnections and create a multidisciplinary community around global citizen education issues, including debates around global education and learning, development education and

New Directions in Comparative and International Education

Stephen Carney, Roskilde University, Denmark, carney@ruc.dk

Irving Epstein, Illinois Wesleyan University, USA, iepstein@iwu.edu

Daniel Friedrich, Teachers College, Columbia University, USA, friedrich@tc.edu

This series takes an innovative approach to challenging the dominant traditions and orientations of the field. It supports works that encourage interdisciplinarity, methodological experimentation, and engagement with relevant leading theorists, including but not limited to works grounded in knowledge traditions from the Global South and other non-Western epistemologies and cosmologies.

Peace and Human Rights Education

Monisha Bajaj, University of San Francisco, USA, mibajaj@usfca.edu

Maria Hantzopoulos, Vassar College, USA, mahantzopoulos@vassar.edu

This series provides a cross-section of scholarly research as well as conceptual perspectives on the challenges and possibilities of implementing both peace and human rights education in diverse global sites. It aims to serve as the nexus for key debates, questions and issues in the field.



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Higher Education

Perspectives on Leadership in Higher Education

Tanya Fitzgerald, University of Western Australia, Australia, tanya.fitzgerald@uwa.edu.au

Helen Gunter, University of Manchester, UK, helen.gunter@manchester.ac.uk

Jon Nixon, Middlesex University, UK, nixonjon@live.co.uk

This series provides a forum for distinctive, and sometimes divergent, ideas on what intellectual leadership means within the context of higher education as it develops.

Understanding Student Experiences of Higher Education

Paul Ashwin, Lancaster University, UK, p.ashwin@lancaster.ac.uk

Manja Klemenčič, Harvard University, USA, manjaklemencic@fas.harvard.edu

Covering a variety of elements such as student life, engagement in degree courses and extracurricular activities, experiences of feedback and assessment, student representation and students' wider lives, this series presents studies of students' experiences in order to provide a richer understanding of the different meanings of being a student in higher education.

Language and Education

Adult Learning, Literacy and Social Change

Anna Robinson-Pant, University of East Anglia, UK, a.robinson-pant@uea.ac.uk

Alan Rogers, University of East Anglia and University of Nottingham, UK, rogalaprof@gmail.com

This series explores the complex relationship between adult learning, literacy and social change through empirical research conducted within and beyond educational programmes in a wide range of countries in the Global North and South.

Critical Perspectives on Language, Mobility and International Education

Kumari Beck, Simon Fraser University, Canada, kumari_beck@sfu.ca

Angel M. Y. Lin, Simon Fraser University, Canada, angellin_2018@sfu.ca

Yang Song, Fudan University, China, songyang@fudan.edu.cn

Michelle Mingyue Gu, Education University of Hong Kong, Hong Kong, mygu@eduhk.hk

This series publishes state-of-the-art, interdisciplinary works that address educational inequity in international education with a specific focus on the intertwined relations between linguistic practices and transnational mobility of students, academics and material-semiotic resources of meaning-making.

Multilingualisms and Diversities in Education

Piet Van Avermaet, Ghent University, Belgium, piet.vanavermaet@UGent.be

Kathleen Heugh, University of South Australia, Australia, kathleen.heugh@unisa.edu.au

Christopher Stroud, University of the Western Cape, South Africa, cstroud@uwc.ac.za

This series looks at the languages through which societal diversities are conveyed and how they are changing the theoretical foundations and practice of formal and non-formal education. The books articulate the opportunities and challenges afforded by contemporary diversities and multilingualisms across global settings at local, national and international levels.



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New Perspectives for English for Academic Purposes

Alex Ding, University of Leeds, UK, a.ding@leeds.ac.uk

Ian Bruce, University of Waikato, New Zealand, ibruce@waikato.ac.nz

Melinda Whong, Hong Kong University of Science and Technology, Hong Kong, lcmwhong@ust.hk

This series sets the agenda for studies in English for Academic Purposes (EAP) by opening up research and scholarship to new domains, ideas and perspectives to provide a deeper understanding of some of the key issues in teaching EAP across the world and in diverse contexts.

Leadership & Management

Educational Leadership: Innovative, Critical and Interdisciplinary Perspectives

Jeffrey S. Brooks, Curtin University, Australia, jeffrey.brooks@curtin.edu.au

Alan J. Daly, University of California, San Diego, USA, ajdaly@ucsd.edu

Yi-Hwa Liou, National Taipei University of Education, Taiwan, yhliou@mail.ntue.edu.tw

Chen Schechter, Bar-Ilan University, Israel, chen.schechter@biu.ac.il

Victoria Showunmi, UCL Institute of Education, University College London, UK, v.showunmi@ucl.ac.uk

This series provides a forum for books that push the conceptual boundaries of educational leadership and that introduce novel perspectives with the promise of improving, challenging and reconceptualising the field of study and informing practice.

Philosophy of Education

Alternative | Education

Bernd Herzogenrath, University of Frankfurt am Main, Germany, herzogenrath@em.uni-frankfurt.de

Tim Ingold, University of Aberdeen, UK, tim.ingold@abdn.ac.uk

This series shows how education could be reimagined so as to have its source in experimentation rather than in a formalised teaching/learning relation. It offers a much-needed idea of education that does not separate a sphere of 'what one has to know' from life, but that brings life and education together, exploring ways of creating new ideas and new ways of experiencing the world.

Bloomsbury Critical Education

Peter Mayo, University of Malta, Malta, peter.mayo@um.edu.mt

Books in this series explore the relationship between education and power in society and offer insights into ways of confronting inequalities and social exclusions in different learning settings and in society at large.

Bloomsbury Philosophy of Education

Michael Hand, University of Birmingham, UK, m.hand@bham.ac.uk

This series is dedicated to the examination of conceptual and normative questions raised by the practice of education, with a particular focus on philosophical dimensions of current policy debates.



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Freire in Focus

Greg William Misiaszek, Beijing Normal University, China and University of California, Los Angeles, USA
Carlos Alberto Torres, University of California, Los Angeles, USA

These short-format books provide readers a diverse range of Paulo Freire's work and Freireans' reinventions towards social justice both inside and outside education. Each book offers new perspectives on Freire's teaching, ideas, methods, and philosophies while introducing his work so it is easily understood by a wider audience without overly simplifying the depth of his scholarship.

Philosophies of Education in Art, Cinema, and Literature

René V. Arcilla, New York University, USA, rene.arcilla@nyu.edu
Megan J. Laverty, Teachers College, Columbia University, USA, laverty@exchange.tc.columbia.edu

Books in the series examine the nature of formative education articulated in works of art, cinema, and literature, exploring both the conceptual link between formation and education and the practical implications it has for how we engage in parenting, teaching, mentoring, coaching and care-giving.

Radical Politics and Education

Derek R. Ford, DePauw University, USA, derekford@depauw.edu
Tyson E. Lewis, University of North Texas, USA, tyson.lewis@unt.edu

This series opens a space at the critical juncture between radical activism and educational theory that pushes past standard expositions of critical education and pedagogy. It serves to facilitate new conversations between activists, political thinkers and educational philosophers at and across disciplinary borders.

Research Methods

Social Theory and Methodology in Education Research

Mark Murphy, University of Glasgow, UK, mark.murphy.2@glasgow.ac.uk

This series brings together books exploring various applications of social theory in educational research design across a variety of education settings. Books in the series represent the richness of topics explored in theory-driven education research, including leadership and governance, equity, teacher education, assessment, curriculum and policy studies.

Social Justice in Education

Bloomsbury Gender and Education

Marie-Pierre Moreau, Anglia Ruskin University, UK, marie-pierre.moreau@anglia.ac.uk
Penny Jane Burke, University of Newcastle, Australia, pennyjane.burke@newcastle.edu.au
Nancy Niemi, University of Maryland Eastern Shore, USA, nsniemi@umes.edu

This series publishes research exploring the relationship between gender and education in a range of institutional, local, national and transnational contexts. It covers issues, themes and debates around these topics that are of key contemporary interest, such as in relation to digital and social media, educational policies and practice, gendered and sexual violence, gender identities and sexual orientation.



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Bloomsbury Race, Ethnicity and Belonging in Education

Paul Miller, Commonwealth Council for Educational Administration and Management, UK

Jeffrey S. Brooks, Curtin University, Australia, jeffrey.brooks@curtin.edu.au

Lauri Johnson, Boston College, USA, lauri.johnson@bc.edu

This series presents studies of students' and staff experiences of "race" and "belonging" across all educational settings and phases, where experiences include elements such as: student life, student representation and participation, curriculum design and delivery, diversity of reading lists and assessment, discipline and career progression, Anti-Blackness, political resistance, and related subjects such as populism, colonialism and imperialism.

Teacher Education

Keywords in Teacher Education

Viv Ellis, Monash University, Australia, viv.ellis@monash.edu

Taking cultural theorist Raymond Williams's concept as an organising device, this series offers short, accessibly written books on the most pressing and challenging ideas in teacher education. Written by internationally recognised experts, these titles offer analyses both of the historical emergence and the consequences of the different positions in these debates.

Reinventing Teacher Education

Marie Brennan, Victoria University, Australia, marie.brennan@vu.edu.au

Joce Nuttall, University of Canterbury, Aotearoa New Zealand, joce.nuttall@canterbury.ac.nz

Peter Smagorinsky, The University of Georgia, USA, smago@uga.edu

With a commitment to transforming the education of teachers, this series presents robust, critical research studies from diverse theoretical and methodological perspectives in the broad field of teacher education, including initial or pre-service preparation, in-service and continuing professional development.

