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First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

What is science for a child? How do children learn about science and how to do science? Drawing on a vast array of work from neuroscience to classroom observation, Taking Science to School provides a comprehensive picture of what we know about teaching and learning science from kindergarten through eighth grade. By looking at a broad range of questions, this book provides a basic foundation for guiding science teaching and supporting students in their learning. Taking Science to School answers such questions as:

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When do children begin to learn about science? Are there critical stages in a child's development of such scientific concepts as mass or animate objects? What role does nonschool learning play in children's knowledge of science? How can science education capitalize on children's natural curiosity? What are the best tasks for books, lectures, and hands-on learning? How can teachers be taught to teach science? The book also provides a detailed examination of how we know what we know about children's learning of science--about the role of research and evidence. This book will be an essential resource for everyone involved in K-8 science education--teachers, principals, boards of education, teacher education providers and accreditors, education researchers, federal education agencies, and state and federal policy makers. It will also be a useful guide for parents and others interested in how children learn.

This book displays the striking creativity and profound insight that characterized Freire's work to the very end of his life--an uplifting and provocative exploration not only for educators, but also for all that learn and live.

An introduction to 15th century Italian painting and the social history behind it, arguing that the two are interlinked and that the conditions of the time helped fashion distinctive elements in the painter's style.

"In his *Course in General Linguistics*, first published in 1916, Saussure postulated the existence of a general science of signs, or Semiology, of which linguistics would form only one part. Semiology, therefore aims to take in any system of signs, whatever their substance and limits; images, gestures, musical sounds, objects, and the complex associations of all these, which form the content of

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ritual, convention or public entertainment: these constitute, if not languages, at least systems of signification . . . The Elements here presented have as their sole aim the extraction from linguistics of analytical concepts which we think a priori to be sufficiently general to start semiological research on its way. In assembling them, it is not presupposed that they will remain intact during the course of research; nor that semiology will always be forced to follow the linguistic model closely. We are merely suggesting and elucidating a terminology in the hope that it may enable an initial (albeit provisional) order to be introduced into the heterogeneous mass of significant facts. In fact what we purport to do is furnish a principle of classification of the questions. These elements of semiology will therefore be grouped under four main headings borrowed from structural linguistics: I. Language and Speech; II. Signified and Signifier; III. Syntagm and System; IV. Denotation and Connotation."--Roland Barthes, from his Introduction

In *Language and Learning in the Digital Age*, linguist James Paul Gee and educator Elisabeth Hayes deal with the forces unleashed by today ' s digital media, forces that are transforming language and learning for good and ill. They argue that the role of oral language is almost always entirely misunderstood in debates about digital media. Like the earlier inventions of writing and print, digital media actually power up or enhance the powers of oral language. Gee and Hayes deal, as well, with current digital transformations of language and literacy in the context of a growing crisis in traditional schooling in developed countries. With the advent of new forms of digital media, children are increasingly drawn towards video games, social media, and alternative ways of learning. Gee and Hayes explore the way in which these alternative methods of learning can be a force for a paradigm change in schooling. This is an engaging, accessible read both for undergraduate and graduate students and

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for scholars in language, linguistics, education, media and communication studies.

The idea of socialism has given normative grounding and orientation to the outrage over capitalism for more than 150 years, and yet today it seems to have lost much of its appeal. Despite growing discontent, many would hesitate to invoke socialism when it comes to envisioning life beyond capitalism. How can we explain the rapid decline of this once powerful idea? And what must we do to renew it for the twenty-first century? In this lucid, political-philosophical essay, Axel Honneth argues that the idea of socialism has lost its luster because its theoretical assumptions stem from the industrial era and are no longer convincing in our contemporary post-industrial societies. Only if we manage to replace these assumptions with a concept of history and society that corresponds to our current experiences will we be able to restore confidence in a project whose fundamental idea remains as relevant today as it was a century ago – the idea of an economy that realizes freedom in solidarity. The Idea of Socialism was awarded the Bruno Kreisky Prize for the Political Book of 2015.

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