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# **River Publishers Book Catalogue**

Series in Innovation and Change in  
Education - Cross-cultural Perspective

The River Publishers Series in Innovation and Change in Education - Cross-cultural Perspective

## Beijing Model of Gifted Education and Talent Development

### Authors:

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Yi Zhang, Beijing Education Innovation Development Research Association, China

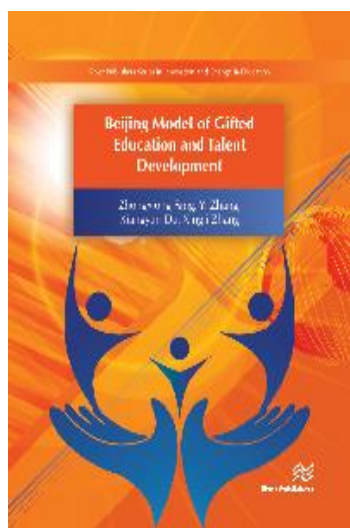
Xiangyun Du, Professor Department of Learning and Philosophy, Aalborg University, and College of Education, Qatar University, Qatar

Xingli Zhang, Chinese Academy of Sciences, China

**ISBN:** 9788793519442

**Available From:** December 2016

**Price:** € 70.00



### Description:

In China, talent development has been one of the key areas of attention in national focus for the development of science and technology, education, and other areas over the past three decades, and it is especially emphasized in the national outline for medium- and long-term educational reform and development. Beijing is the leading city in educational reform, especially in the area of gifted education in mainland China. Over the past 35 years, through constant exploration and research, a comprehensive gifted education system called the Beijing Model of Gifted Education and Talent Development (BMGETD) has gradually been developed.

This book presents a summary of the educational practices used in, and the research done on the BMGETD over these decades. This includes several patterns for gifted education, such as acceleration in special classes, special classes without acceleration, enrichment within regular classes, and a joint program among high schools, universities, and professional academic institutions.

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## The Internet of Women

### Accelerating Culture Change

**Editors:**

Nada Anid, New York Institute of Technology, USA

Laurie Cantileno, Cisco

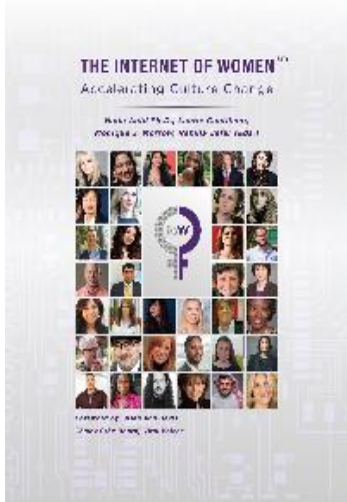
Monique J. Morrow, Cisco

Rahilla Zafar, ConsenSys

**ISBN:** 9788793379688

**Available From:** September 2016

**Price:** € 27.00



**Description:**

Female scientists, technologists, engineers, and mathematicians worldwide are making historic contributions to their fields. The modern workforce is closer to gender-equal than it has ever been, and many efforts are in place to support further progress. *The Internet of Women* provides an exciting look at personal narratives and case studies of female leaders and cultural shifts around the globe that illustrate this promising trend.

From the United Nations' emphasis on girls and technology education in the SDGs (Sustainable Development Goals) to the increased female labor force in Zambia, a policy change that was inspired by the MDGs (UN Millennial Development Goals), *The Internet of Women* captures stunning examples of progress from around the world and men working hand in hand with women advocating for cultural change.

Scholars and practitioners lament the lack of women leading and working in leading organizations in the technology industry. Gender equality and female participation in the tech field is critical to both developing and developed economies; nevertheless, this gap remains a global phenomenon.

The lack of female leadership is particularly extreme at the highest echelons of leading technology organizations. Few publicly traded tech companies have female CEOs - in fact, most nations have zero female leadership in the tech industry.

This gap does indicate a slow pace of progress for gender equality in tech employment. Women's pay still lags nearly a decade behind, according to the World Economic Forum, meaning that women's on average pay today is the equivalent to that of similarly qualified and similarly employed men in 2006. Without significant progress, the current rate of change will not lead to parity for 118 years, according to the World Economic Forum (WEF).

However there's significant work being done to shift this tide. Take for instance Michelle Lee, the first female Under Secretary of Commerce for Intellectual Property and Director of the United States Patent and Trademark Office (USPTO), reflects on her childhood Girl Scout badge in sewing and cooking and how that memory inspired to create an IP badge that exposes young women to the process of invention. Social entrepreneur, investor, and Malala Fund co-founder Shiza Shahid shares her efforts beginning from mentoring young women in Pakistan to her current work directing more investment to women innovators around the globe. And Elizabeth Isele, a senior fellow in Social Innovation at Babson College, shares her research on women and ageism saying we need to retire the word retirement.

The book is divided into six parts, each with unique areas of focus:

- Millennials Leading: Exploring Challenges and Opportunities Facing the Next Generation of Women in Technology
- Men and Women Empowering One Another
- Bold Leadership: Women Changing the Culture of Investment and Entrepreneurship
- Educating for the 21st Century
- Breaking the Glass Ceiling: A Generation of Women Forging into Technology Leadership
- Emerging Fields of Technology

*The Internet of Women* gathers examples about the increasingly inclusive and progressive gender culture in technology from

over 30 countries. Stories range from an entrepreneur in Dubai partnering with private and public sector entities to accelerate blockchain technology to a young British woman moving to Silicon Valley to launch an artificial intelligence platform and incubator.

The book is intended for corporations, academic institutions, the private sector, government agencies, gender experts, and the general public, and its key benefit is to let the reader understand a path towards implementing diversity overall globally. It also showcases the strategies, tools, and tactical execution on how create cultural change in all parts of the world.

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## Educational Research in Higher Education

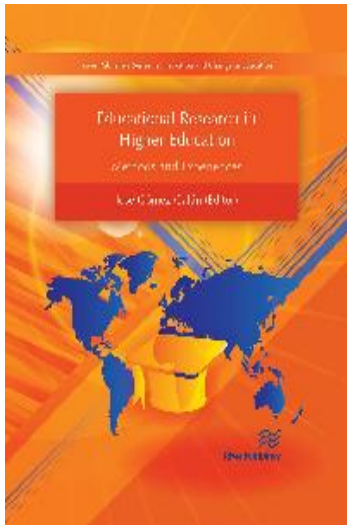
### Methods and Experiences

**Editor:** José Gómez-Galán, Metropolitan University, PR, USA and University of Extremadura, Spain

**ISBN:** 9788793379664

**Available From:** August 2016

**Price:** € 70.00



#### Description:

In recent years, increasingly more Higher Education research focusses on a combination of quantitative and qualitative approaches, thus becoming an integrated component. This practice has been called *new methods higher education research*. Several reasons seem to explain the rise of these methods: the emergence of a global, multicultural and increasingly complex society, and the involvedness of contemporary social, economical, political and educational problems demand research with a different approach that allows entry to this new complexity.

Moreover, in recognition of the limitations inherent to its conceptualization, in which models present approaches from quantitative and qualitative research in order to address the totality and density of human endeavor. For this reason, within higher education research a more pluralistic and flexible view of research is emerging, where models of quantitative and qualitative research are recognized as being complementary to each other, to enter the social convolution in which we live.

*Educational Research in Higher Education* presents latest research theories and modern-day examples of design research in higher education. The chapters represent an extensive assortment of interpretations and examples of how today's new design researchers conceptualize this growing methodology across areas as varied as classroom teaching methodologies, instructional innovations, educational technology, equality studies, environmental education, etc.

This book is planned as a guide for master and doctoral students, novel researchers, crossover and professional researchers from field's other than but related to higher education, who are interested in supporting new design research.

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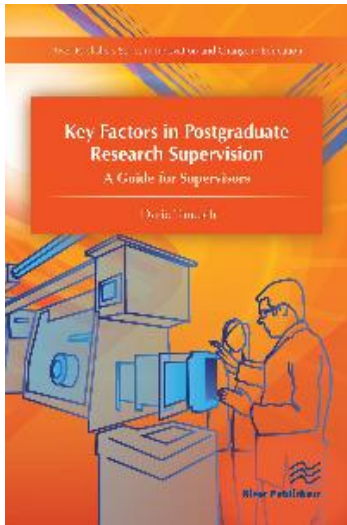
## Key Factors In Postgraduate Research Supervision: a Guide for Supervisors

**Author:** Dario Toncich, Australia

**ISBN:** 9788793379442

**Available From:** July 2016

**Price:** € 70.00



### Description:

*Key Factors in Postgraduate Research Supervision - A Guide for Supervisors* is designed to inform and support university academics and researchers who are taking on the responsibilities of postgraduate research student supervision. It is aimed at early career professionals, who may be undertaking supervision for the first time, and also experienced supervisors seeking to develop a more formal framework for their supervision, in an increasingly complex academic environment. The objective of the book is to help supervisors create the "complete postgraduate student". That is, an individual who can develop the rigors and disciplines of research conduct and research writing, as well as a broader understanding of the environment in which many postgraduate qualified professionals will work.

The majority of postgraduate research students in the modern world ultimately use their acquired skills to work outside the university research environment, so emphasis is given to preparing research students for these varied roles, which can include management; commercial research or start-up company pathways.

Any competent academic can be a good research supervisor when things are going well. Real supervisory skills only come into play when things have gone awry. That is when a professional and structured approach to problem solving and conflict resolution is required. This book seeks to provide the framework in which supervisors can develop such an approach. The topics covered in this text cover the spectrum of the supervisory process, from understanding the university research environment, through to recruiting students; induction; planning of the research program; peer review and thesis/dissertation preparation. Additionally, important peripheral issues, such as preparing graduates for various future roles; managing collaborative research programs; managing cases of misfeasance, and developing long-term relationships with students are also covered.

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## **The Use of Online Collaboration Tools for Employee Volunteering**

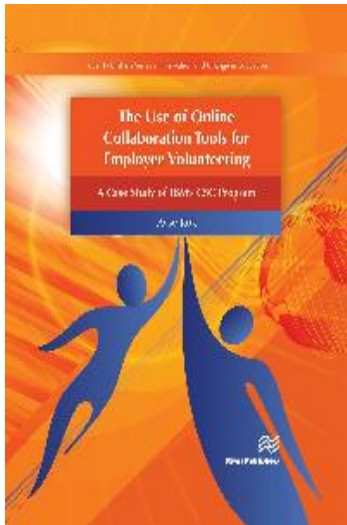
### **A Case Study of IBM's CSC Program**

**Author:** Ayse Kok, Bogazici University, Turkey

**ISBN:** 9788793379176

**Available From:** March 2016

**Price:** € 70.00



#### **Description:**

The digital age has introduced a deeper sense of connectivity in business environments. By relying more heavily on current technologies, organizations now experience more effective communication and opportunities for collaboration between individuals.

*The Use of Online Collaboration Tools for Employee Volunteering* is one of the latest scholarly research works on the design and implementation of e-collaboration technology in a workplace setting. Featuring extensive coverage on a range of topics relating to the benefits and challenges of these tools, this book is an essential reference source for students, researchers, and practitioners seeking relevant research on the use of digital spaces within organizational contexts.

Technical topics discussed in the book include: .

- Communities of Practice (CoP)
- E-Collaborative Learning
- Computer-supported collaborative learning
- Social Networking Sites
- Web-Based Learning

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## Adult Competencies for Lifelong Learning

### BILS Survey in Beijing 2012

**Authors:**

Zheng Qinhu, Beijing Normal University, China

Ma Dongming, Beijing Normal University, China

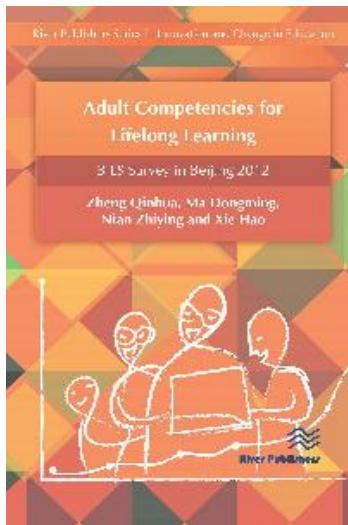
Zhiying Nian, Beijing Normal University, China

Xie Hao, Beijing Normal University, China

**ISBN:** 9788793379237

**Available From:** February 2016

**Price:** € 70.00



**Description:**

Beijing Institute for the Learning Society (BILS) was inaugurated in October 2011 through the joint efforts of Beijing Leading Group Office for Construction of Learning City and Beijing Normal University. The main focus of BILS lies within the education discipline.

The Institute is building a platform that integrates intellectual resources of universities in Beijing to serve the learning city's construction, to explore the constructing mode for Beijing learning city, to enrich and develop the theory of building a learning society with Chinese characteristics, to assist the government in public policies, and to guide the practice of learning city's construction. At present, two years since it was established, together with Beijing City and related research institutions, the Institute has participated in numerous research studies, including "An International Comparative Study on Modes of Learning City Construction in the World", "Research and study on Beijing Lifelong Learning Competence", and "Study on Legislation of Beijing Lifelong Learning".

Oriented towards the practice of the construction of Beijing learning city, the Institute integrates universities in Beijing and related research organizations in China and abroad to keep pace with international developments, research practical problems, explore innovative approaches, promote exchanges and cooperation, train professionals, and lead the development of the practice. It is striving to build a high-end open research platform with international influence that integrates academic researches, policy advisories, talent training, and training services. This book summarizes the goals set by BILS, and what has been achieved thus far.

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## School Culture Improvement

**Author:** Zhang Dongjiao, Beijing Normal University, China

**ISBN:** 9788793237926

**Available From:** December 2015

**Price:** € 70.00



### Description:

*School Culture Improvement* follows an abstract-concrete-abstract train of thought. The first three chapters answer the questions from the angle of abstract theory: what is the school culture and how is it managed? What is the school culture drive model? What is the school culture assessment? The two chapters thereafter solve major problems from the perspective of operations: how to develop the school culture solution and how to implement the school culture and promote cultural practices? The book concludes at the abstract theoretical level, on the position of sociological reflection, exploring what is the rationality and legitimacy of school culture and how does school culture happen?

School Culture Improvement is one of the few school culture monographs which aims directly at management. Its contribution and features lie in two aspects: connecting school culture and school improvement and connecting research on project case and school culture, thus establishing a relatively complete system of school culture improvement theory.

In this book, the author originates the following views and models: concept of school culture, school culture tripod structure theory, school culture spectrum theory, school culture drive model, and school culture unity and conflict.

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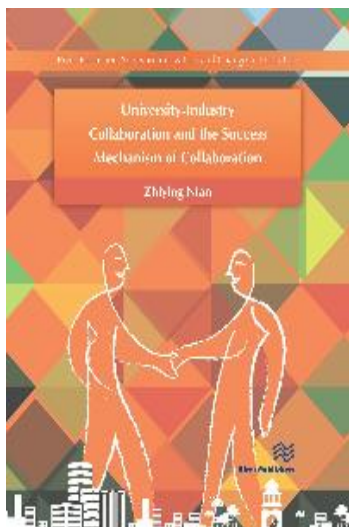
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## University-Industry Collaboration and the Success Mechanism of Collaboration

### Case Studies from Japan

**Author:** Zhiying Nian, Beijing Normal University, China

**ISBN:** 9788793379046

**Available From:** November 2015

**Price:** € 70.00

#### Description:

In recent years, a considerable amount of effort has been devoted, both in industry and academia, towards the transformation of academic research at universities into the development of advanced technologies in industry, therefore enabling a full role of the university as a center of knowledge-creation.

*University-Industry Collaboration and the Success Mechanism of Collaboration* presents recent developments in university-industry-collaborations, using case studies from Japan, and showing the mutual needs from both universities and enterprises in the knowledge-based society.

Technical topics discussed in this book include:

- Development of University-Industry Collaboration (UIC) in the world
- Development of UIC in Japan
- Case studies of UIC in Japan
- Contribution of UIC from Japan to the world

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## School Culture Development in China - Perceptions of Teachers and Principals

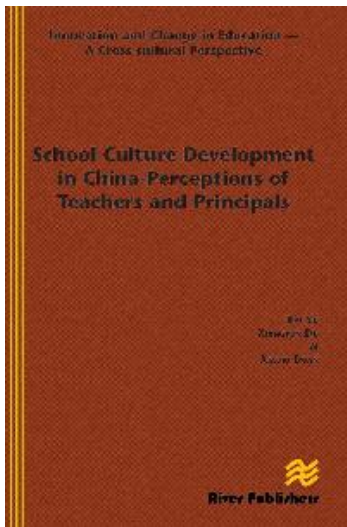
**Authors:**

Kai Yu, Xiangyun Du, and Xiaoju Duan

**ISBN:** 9788793102668

**Available From:** March 2014

**Price:** € 85.00



**Description:**

School culture is playing an increasingly important role in school performance and educational development. Within the national campaign in China for the innovative and sustainable development of education, local governments in Beijing Municipality have encouraged and facilitated educational innovation toward better school culture. In recent years various initiatives have been undertaken by a select group of schools to develop strategies and further action toward innovation and change.

This book documents an investigation of how teachers and principals perceive school culture development in China. A survey was conducted among 1,992 informants from 37 schools (located in four different districts) in Beijing Municipality. The results of this study indicated that the respondents had overall positive perceptions of school culture construction and development in the educational change process. In general, they showed a positive attitude toward the school culture improvement initiatives, reported satisfaction about their current school culture and held confidence in the direction their school culture is heading. The study demonstrated that certain factors, such as school geographical location and respondents' job duty, job title, and gender, make a difference in how participants perceive their school's culture. Teachers and principals from a less economically developed district had less awareness of, involvement in, and understanding of school culture development in all its aspects. A notable gap between teachers and principals was identified in their perception of the core values and norms of the school and of communication between teachers and principals. This study suggests that for educational development to be further carried forward successfully, there is an urgent need for better distribution of educational resources (both financial and leadership), common understanding, agreed-upon goals, and efficient communication between principals and teachers.

**Keywords**

Educational philosophy, Ethics, Chinese context, Gender, Learning

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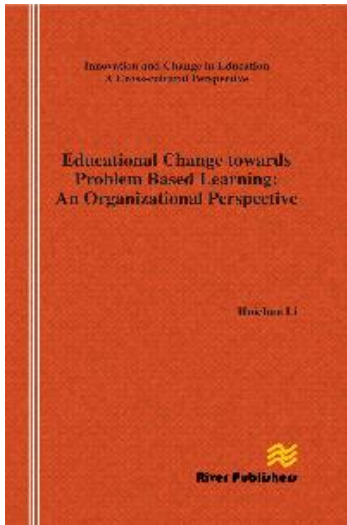
## Educational Change towards Problem Based Learning: An Organizational Perspective

**Author:** Huichun Li

**ISBN:** 9788792982704

**Available From:** November 2013

**Price:** € 85.00



### Description:

As a promising educational approach, PBL (Problem Based Learning) has been adopted by an increasing number of higher education institutions worldwide to replace the traditional lectured based educational approach. However, the organizational change towards PBL is not easy for higher education institutions, especially for those with a long history of Lecture Based Learning. Therefore, it is necessary to investigate the challenges and obstacles for higher education institutions which are implementing PBL. In order to address the research concern, this book involves in an intensive exploration of two universities which are transforming their traditional educational approaches to PBL. Specifically, this book is concerned with how managers, staff members, and students interpret PBL and its implementation. It reveals that the challenges for implementing PBL are closely linked to organizational members' conception of PBL, social learning and motivation at the university. The conclusions are specified as: firstly, the organizational members' understanding of PBL and social learning are quite diverse, and some of them are not consistent with the managerial attempts. They may create huge tensions or chaos at the university, depending on which strategy the managers have employed. Further, the organizational members' understandings of PBL are more concerned with teaching and curriculum design rather than learning, which should be highlighted within PBL context. Besides, staff members have to struggle between different roles due to the complexity of the university in modern society, and some tasks such as researching will distract them from participating in teaching activities and thus undermine PBL implementation. Finally, the university has to make reflections on how to keep a balance between the use of normative approaches to guarantee organizational effectiveness and the intention of giving staff more freedom to make innovations and create new possibilities.

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## Strategic Human Resource Management at Tertiary level

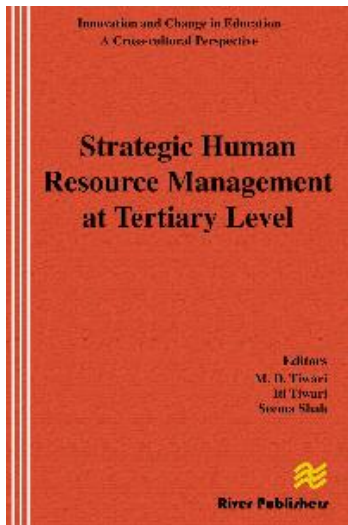
**Editors:**

M.D. Tiwari, Iti Tiwari, Seema Shah, IIIT-Allahabad, India

**ISBN:** 9788792982582

**Available From:** November 2013

**Price:** € 90.00



### Description:

Owing to the revolution in information technology, the face of the contemporary workplace has changed and systems have been made more effective by introducing new techniques of Information Technology. In this book, we focus on HRM and how modern technology is helping in ensuring the effectiveness of HR functions. This would indicate that HRIS was viewed rather favorably as an administrative tool, but not a strategic one. This volume covers all these aspects.

Topics discussed in the book include:

- E-learning tools in Higher education (Mudri system)
- Human Resource Information systems (HRIS)
- HRM Trends
- Organizational strategy using IT tools
- HRM Research/Innovation
- Talents and Skills
- Development management

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## Quality of Higher Education: Organizational and Educational Perspectives

**Author:** Yihuan Zou, Aalborg University, Denmark

**ISBN:** 9788792982551

**Available From:** August 2013

**Price:** € 85.00



### Description:

Quality in higher education was not invented in recent decades – universities have always possessed mechanisms for assuring the quality of their work. The rising concern over quality is closely related to the changes in higher education and its social context. Among others, the most conspicuous changes are the massive expansion, diversification and increased cost in higher education, and new mechanisms of accountability initiated by the state. With these changes the traditional internally enacted academic quality-keeping has been given an important external dimension – quality assurance, which requires higher education institutions to continuously demonstrate and improve performance, and which also provides new systems of rewards and sanctions. However, the complex impacts of quality assurance policies have shown a need to further understand the quality issue in higher education.

This book is about constructing a more inclusive understanding of quality in higher education through combining the macro, meso and micro levels, i.e. from the perspectives of national policy, higher education institutions as organizations in society, individual teaching staff and students. It covers both theoretical constructions for understanding quality and empirical investigation in the Chinese context. The questions addressed are: How is quality of higher education perceived by the institution, teaching staff and students, respectively? What are the main concerns for the institution, teaching staff and students in their own pursuit of quality? It has been concluded that quality of higher education is not only about educational quality, but also about expanding life chances for the students, prosperity in the administrative system for the teaching staff, and organizational prosperity for the institution. With regard to quality assurance and accountability in higher education special attention should be given to the values pursued and be careful to balance between immediate, single-value efficiency and sustainable development and a wider-range of values that higher education serves.

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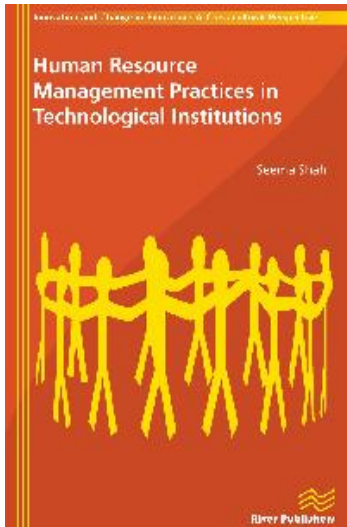
## Human Resource Management Practices in Technological Institutions

**Author:** Seema Shah, Deputy Registrar IIIT, Allahabad U.P., India

**ISBN:** 9788792982438

**Available From:** March 2013

**Price:** € 75.00



### Description:

The present book is one of the unique books related to Human Resource Management in educational system particularly in Technical Education. This is mainly on the basis of feedback from stakeholders of the selected technical book institutions. It kept in view developments & opinion of the Institute of 20th century as well as of the 21st century. Most of the stakeholders selected at large preferred latest application of IT tools for delivery of education, examination, results, vertical growth, maintaining appropriate level of satisfaction of employees, optimum utilization of their intellect for overall development and growth of Institutions. The present book will work as an eye opener for students, researchers and administrators working in technical education systems.

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## Change and Reform in Medicine and Health Education in China - A Teaching Staffs Perspective

**Editor:** Xiangyun Du, Jiannong Shi, Yuhong Zhao and Baozhi Sun

**ISBN:** 9788792982346

**Available From:** December 2012

**Price:** € 75.00



### Description:

In recent decades, medicine and health education has been challenged worldwide by changes in its profession. Being a doctor nowadays encompasses much more than having biomedical knowledge and includes interdisciplinary skills related to societal needs, communication skills, and ethical consideration, among other things. In order to provide these skills and competences, many medical schools are implementing changes in different aspects of the education.

These changes are also occurring in China. In the past twenty years, medical education in China has initiated a series of reforms. The current reforms have mainly been led by the Ministry of Education and Ministry of Health. These initial actions have evidenced both positive and negative attitudes and reactions. Is there a need to make further reforms and changes? If so, in what aspects? This book documents a national investigation of attitudes from teaching staff on the reforms and changes. Nearly 1800 teaching staff from 23 medical universities participated in this investigation. The results suggest that sustainable educational change demands not only supports from policy-makers and leaderships, but also active participation from teaching staff. In order for the implementation of reforms and changes to be successful, two factors are essential from the teaching staff's perspective. First, it is important for teaching staff to gain a deep understanding of educational reform and change, and second, they should develop appropriate skills to be able to conduct the reforms through their teaching practice. To provide these two factors, institutional facilitation is necessary and crucial.

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