

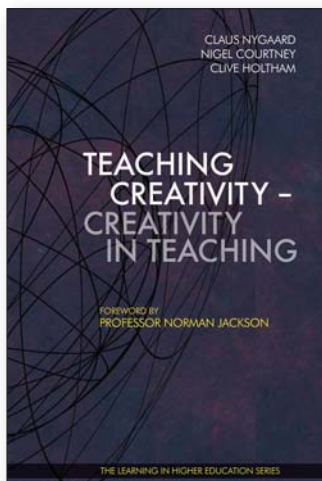


Fall 2012

# River North Editions

*Provocative Titles for Intellectual Pursuits*





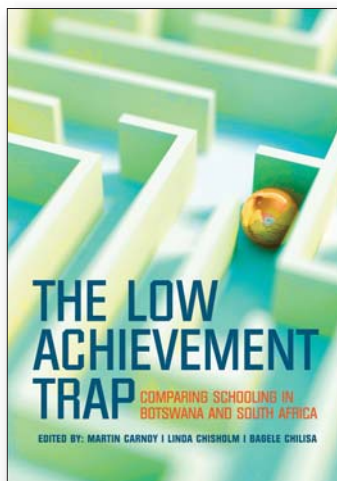
## Teaching Creativity— Creativity in Teaching

Edited by Claus Nygaard,  
Nigel Courtney, and Clive Holtham  
Foreword by  
Professor Norman Jackson

With inspiring examples from people professionally engaged in teaching, learning, and assessment, this book offers new theoretical approaches to the understanding of creativity in higher education. In this informative debate, researchers and practitioners discuss how students' creative capacity can be improved, including creating learning environments that nurture and value doctoral creativity; the influence of generation membership, culture, and personality factors on creative learning preferences; and how assessment practices affect the conditions for creativity and students' experiences of learning.

**Claus Nygaard** is the director of research at the Copenhagen Business School and has been published in leading journals. **Nigel Courtney** is an honorary senior visiting fellow at Cass Business School at City University London. **Clive Holtham** is the director of the Learning Laboratory at Cass Business School and a board member of the eLearning Network. Professor **Norman Jackson** is the former director of the Surrey Centre for Excellence in Professional Training and Education.

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## The Low Achievement Trap Comparing Schooling in Botswana and South Africa

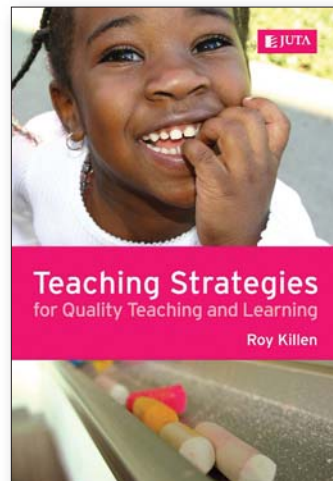
Martin Carnoy, Linda Chisholm,  
and Bagele Chilisa

Presenting an empirical study of student mathematics learning in sixth grade classrooms, this unique reference examines two school systems shaped by different political histories on either side of the Botswana–South Africa border. The analysis underscores the capacity of teachers—how they teach, how much they teach, and what they teach—and offering insight into why students seem to be making larger gains in the classrooms of southeastern Botswana than in those of the northwest province of South Africa. It reveals a composite of interrelated variables revolving around teachers' mathematics knowledge as well as their capacity to teach the subject, contending that they're crucial to improving education in both regions.

**Martin Carnoy** is a Vida Jacks professor at the Stanford School of Education. He lives in Stanford, California. **Linda Chisholm** is an advisor for the Ministry of Basic Education in Pretoria, South Africa. **Bagele Chilisa** is a professor of education at the University of Botswana.

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Roy Killen

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**Roy Killen** is a conjoint associate professor in the School of Education at the University of Newcastle, Australia, and a former extraordinary professor in the Department of Teaching and Training at the University of Pretoria. He has more than 25 years of experience in education.

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