**Educational Research in Europe. Yearbook 2000.**

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The first Yearbook of the European Educational Research Association (EERA) is based on a selection of texts presented at the EERA annual meeting in 1999, which took place in Lahti, Finland. It is intended to be part of the development of a European conversation about educational research. The chapters of part 1, Teaching and Teachers, are: (1) Hope as a Factor in Teachers Thinking and Classroom Practice (Vivienne Collinson, Maureen Killeavy, and H. Joan Stephenson); (2) Regular Classroom Teachers Perceptions of Inclusion: Implications for Teacher Preparation Programmes in Spain (Cristina M. Cardona); (3) Early Childhood Educators in England and Finland: An Explanatory Study (Anne Chowne); (4) ICT To Optimise Didactic Management in Early Education (Ton Mooij); (5) Change for the Better? The Impact of Baseline Assessment on Reception Class Teaching (Jane Stout, Peter Tymms, and Linda Thompson); (6) Collaboration and Authenticity in Technologically Enriched and Virtual Learning Contexts (Pirjo Linnakyla, Marja Kankaanranta, and Maarit Arvaja); and (7) Collaborative Learning of Java Programming in the Graphic-Enhanced Videoconferencing Environment. A Pilot Study (Bernhard Erti, Lai-Chong Law, and Heinz Mandl). Part 2, Teacher Education, contains: (8) Establishing a Research/Training Partnership To Facilitate the Professional Integration of Novice Teachers and Help Them Become Reflective Practitioners (Jacqueline Beckers and Germain Simons); (9) ICT in Finnish Teacher Education-Evaluation with Special Reference to Active Learning and Democracy (Hannele Niemi); (10) Teachers Discourses in Social Learning (Maria A. Martinez Ruiz and Narcis Sauleda Pares); and (11) Using E-mail To Promote Reflection in Teacher Education (Torlaug L. Hoel and Sigrun Gudmundsdottir). In part 3, Intercultural Issues, the chapters are: (12) Ethnography of Education in the Waldensian Valleys: An Analysis of the Relationship between a Religious Minority Identity, Its Cultural History, and Current Educational Experience (Francesca Gobbo); (13) **The Multicultural Issue in Portuguese Schools: Seeking Justice or Another Morality? (Jose Manuel Resende and Maria Manuel Viera)**; and (14) The Role of Western Universities in the Development of a New Generation of Researchers in Education in Lithuania (Palmira Juceviciene). In part 4, Values in Education, the chapters are: (15) Participative Education: An Incomplete Project of Modernity (Joe Harkin); (16) Lifelong Learning Strategy Calls for Equity in Education (Reijo Laukkanen); (17) Ethical Dilemmas in Mixed Ability Grouping (Zdenko Kodelja); and (18) Educational Expansion and Labour MarketChanges in Spain: Integration and Polarisation (Luis E. Vila). Part 5, Pupils' Perspectives, contains: (19) 'They Can Be Fawning If They Please, I Wont Interfere': Transitions in School Life as Critical Incidents for Young People (Anders Garpelin); and (20) Life in School: Constants and Contexts in Pupil Experience of Schooling and Learning in Three European Countries (Marilyn Osborn and Claire Planel). The final section, Vocational Education and Lifelong Learning, contains: (21) The Costs and Benefits of Lifelong Learning: The Case of the Netherlands (Marko van Leeuwen and Bernard M. S. van Praag); and (22) The Contribution of Inclusion to Active Citizenship: Examples of Effective Practice within the French VET System (Mhamed Dif). Each paper contains references. (Contains 27 tables and 16 figures.) (SLD)

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