

# EDUCATION 2018



**PETER LANG**  
INTERNATIONAL ACADEMIC PUBLISHERS

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## Dear Reader,

In this catalogue you will find an overview of Peter Lang titles in Education: our highlights, our recent titles and selected series.

As a long-established and internationally positioned publishing group, Peter Lang offers a diverse range of high-quality publications in Education. Highlights include: *The Social Foundations Reader* (ed. by Eleanor Blair and Yolanda Medina), which encourages students in introductory foundations of education classes to consider the important roles of critical theory and social justice in the creation of school environments (page 3); Órla Ní Bhroin's *Inclusion in Context*, which investigates how resource teachers and class teachers in Ireland interpret the policy and principles of inclusion and enact these in their practice. (page 9); or *Integrating Content and Language in Higher Education* (ed. by Jennifer Valcke and Robert Wilkinson), a collection of studies showing how Higher Education institutions have coped with changing the language of instruction (page 11).

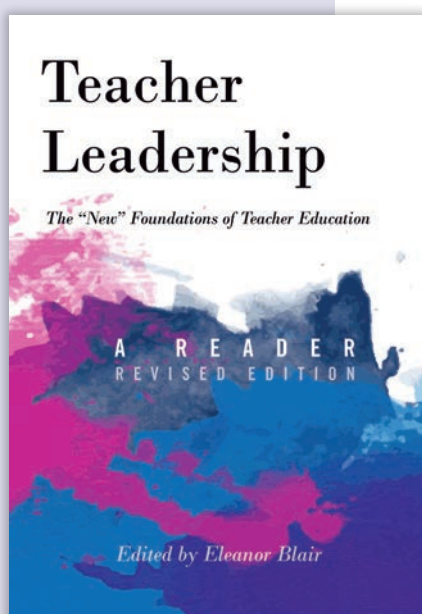
Peter Lang offers a broad spectrum of academic research that covers the latest trends and debates within Education. This is illustrated by series such as: *Counterpoints*, which publishes the most compelling and imaginative books being written in education today (page 51); *Gender and Sexualities in Education*, a new series that addresses the complex interrelationship between gender and sexuality in shaping young people's schooling experiences, their participation in popular youth cultures, and their sense of self in relation to others (page 59); or *Educational Psychology*, which collects relevant and dynamic works by scholars and practitioners of Critical Pedagogy, Critical Constructivism, and Educational Psychology (page 55).

Please visit our website [www.peterlang.com](http://www.peterlang.com) for a complete overview of our diverse publishing portfolio. Should you have any comments or queries, feel free to contact us at: [marketing@peterlang.com](mailto:marketing@peterlang.com).

Best regards,

Kelly Shergill, CEO

Peter Lang Publishing Group



New York, 2016. IX, 239 pp.

**Counterpoints. Studies in Criticality.**  
**Vol. 408**

pb. • ISBN 978-1-4331-2790-8  
CHF 56.– / €<sup>D</sup> 49.30 / €<sup>A</sup> 50.70 /  
€ 46.10 / £ 37.– / US-\$ 59.95

*Eleanor Blair (ed.)*

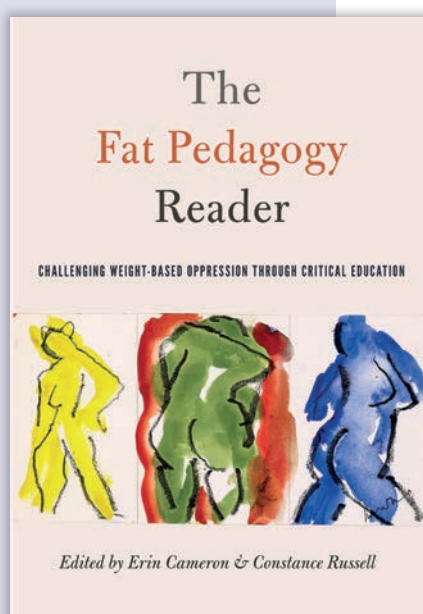
## Teacher Leadership

The «New» Foundations of Teacher Education

A Reader

Revised edition

**T**eacher leadership as a dimension of teachers' work has never been more important. This topic has emerged as a major component of both state and national standards, and as such, it is included in most contemporary teacher education programs. Three decades of research have focused on teacher leadership as an essential element of school improvement, but its relationship to the potential transformation of the teaching profession remains unexplored. This revised edition of *Teacher Leadership: The «New» Foundations of Teacher Education* provides an overview of the scholarship being done in the field and a framework for questions and discussions regarding the sustainability of teacher leadership efforts. In this edition, each of the five sections is accompanied by an introduction and reflection questions on the various issues related to teachers acting as leaders in classrooms, schools and communities. The book opens with a completely new section that presents scholarship related to teacher leadership and social justice, where the role of ideology in the work of teacher leaders is considered. This book includes the work of over thirty authors and is an essential tool for guiding dialogue regarding the various facets of teacher leadership and its impact on school culture, student learning and professional learning communities within the context of twenty-first century school reform. *Teacher Leadership: The «New» Foundations of Teacher Education – A Reader* is intended for undergraduate and graduate education students.



New York, 2016. VIII, 276 pp., num. ill.

**Counterpoints. Studies in Criticality.**  
**Vol. 467**

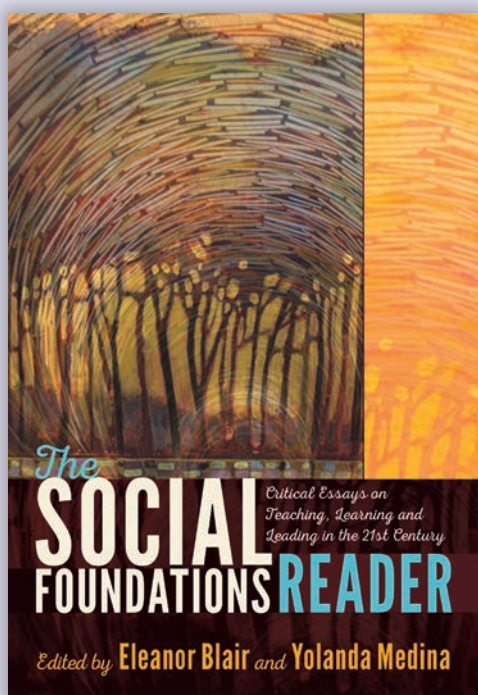
hb. • ISBN 978-1-4331-2568-3  
CHF 176.– / €<sup>D</sup> 156.30 / €<sup>A</sup> 160.70 /  
€ 146.10 / £ 117.– / US-\$ 189.95  
pb. • ISBN 978-1-4331-2567-6  
CHF 51.– / €<sup>D</sup> 45.20 / €<sup>A</sup> 46.50 /  
€ 42.25 / £ 34.– / US-\$ 54.95

*Erin Cameron · Constance Russell (eds.)*

## The Fat Pedagogy Reader

Challenging Weight-Based Oppression Through Critical Education

**O**ver the past decade, concerns about a global «obesity epidemic» have flourished. Public health messages around physical activity, fitness, and nutrition permeate society despite significant evidence disputing the «facts» we have come to believe about «obesity». We live in a culture that privileges thinness and enables weight-based oppression, often expressed as fat phobia and fat bullying. New interdisciplinary fields that problematize «obesity» have emerged, including critical obesity studies, critical weight studies, and fat studies. There also is a small but growing literature examining weight-based oppression in educational settings in what has come to be called «fat pedagogy». The very first book of its kind, *The Fat Pedagogy Reader* brings together an international, interdisciplinary roster of respected authors who share heartfelt stories of oppression, privilege, resistance, and action; fascinating descriptions of empirical research; confessional tales of pedagogical (mis)adventures; and diverse accounts of educational interventions that show promise. Taken together, the authors illuminate both possibilities and pitfalls for fat pedagogy that will be of interest to scholars, educators, and social justice activists. Concluding with a fat pedagogy manifesto, the book lays a solid foundation for this important and exciting new field. This book could be adopted in courses in fat studies, critical weight studies, bodies and embodiment, fat pedagogy, feminist pedagogy, gender and education, critical pedagogy, social justice education, and diversity in education.



Eleanor Blair · Yolanda Medina (eds.)

## The Social Foundations Reader

Critical Essays on Teaching, Learning and Leading in the 21<sup>st</sup> Century

**T**he *Social Foundations Reader* is meant for undergraduate and graduate students in introductory foundations of education classes. No other contemporary reader provides such a broad and yet critical view of the issues typically addressed in an introductory foundations course. Instead, most provide a generic and typically conservative perspective on schools and classrooms and do little to encourage students to consider the important roles of critical theory and social justice in the creation of school environments that are responsive to issues of equity and diversity. This book provides a different lens through which students can view what happens in twenty-first-century schools while also considering the perspectives of multiple constituencies: parents, teachers, students and communities. The reader of this text is exposed to a wide range of scholarship in the foundations of education; essays range from the more traditional work of John Dewey to the controversial ideas of Henry Giroux. Contested topics associated with teaching, learning and leading in contemporary public schools are considered within a context where grappling with the answers to fundamental questions that will ultimately guide meaningful school reform is an essential part of becoming an educator. Each of the five sections in the book is accompanied by an introduction and summary/reflection questions to both guide reading and challenge students to think critically about how to synthesize and apply the ideas being presented.

**CONTENTS:** Eleanor J. Blair: A Pedagogy of Hopelessness: Fear and Loathing in 21<sup>st</sup> Century American Schools • John Dewey: My Pedagogic Creed • Pedro A. Noguera: Finding Hope Among the Hopeless • Diane Ravitch: What I Learned About School Reform • D. Kim Reid/Michelle G. Knight: Disability Justifies Exclusion of Minority Students: A Critical History Grounded in Disability Studies • Joel Spring: Equality of Educational Opportunity: Race, Gender, and Special Needs • Paul R. Carr: Transforming Educational Leadership Without Social Justice?: Looking at Critical Pedagogy as More Than a Critique, and a Way Toward «Democracy» • Aaron David Gresson III: Race and Pedagogy • Joe L. Kincheloe: Critical Pedagogy in Action • Yolanda Medina: Art Education Programs: Empowering Social Change • Ozlem Sensoy/Robin DiAngelos: The Invisibility of Oppression • Michelle Collay: Teaching Is Leading • Mary Cowhey: Going Against the Grain • Julie A. Gorlewski: Teaching from the Test: Using High-Stakes Assessments to Enhance Student Learning • Bettina L. Love: «Too Young for the Marches but I Remember These Drums»: Recommended Pedagogies for Hip Hop - Based Education and Youth Studies • Yolanda Medina: The Issue of identity • Sandra Liliana Pucci/Gregory J. Cramer: The Story of Cesar Chavez High School: One Small School's Struggle for Biliteracy.

New York, 2016. 380 pp.

hb. • ISBN 978-1-4331-2942-1

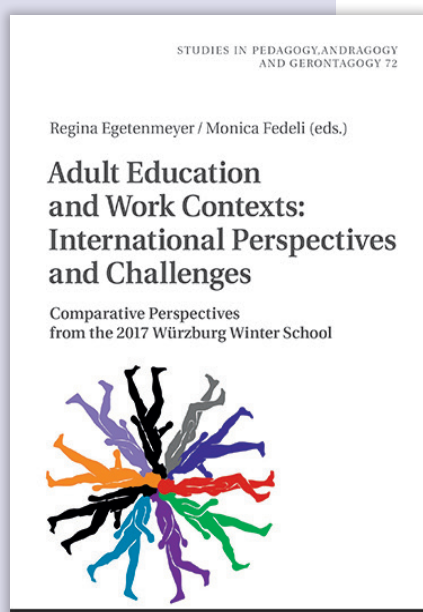
CHF 185.- / €<sup>D</sup> 164.60 / €<sup>A</sup> 169.20 / € 153.80 / £ 123.- / US-\$ 199.95

pb. • ISBN 978-1-4331-2941-4

CHF 52.- / €<sup>D</sup> 46.10 / €<sup>A</sup> 47.40 / € 43.05 / £ 34.- / US-\$ 55.95

**ELEANOR BLAIR** (PhD, University of Tennessee, Knoxville) is Associate Professor at Western Carolina University (WCU). She teaches foundations of education courses in curriculum, teacher leadership and history/philosophy of education at WCU and in Jamaica through the WCU-Jamaica program. Recent publications include a revised edition of *Teacher Leadership: The «New» Foundations of Teacher Education: A Reader and Foundations of Education: Teachers, Teaching and Teacher Leadership in Diverse 21<sup>st</sup> Century Schools* (forthcoming in 2016).

**YOLANDA MEDINA** is Associate Professor in the Teacher Education Department at BMCC/City University of New York. She is a co-editor of *Latinas/os on the East Coast: A Critical Reader* (Lang, 2015), and is the author of *Critical Aesthetic Pedagogy: Toward a Theory of Self and Social Empowerment* (2012) and of several articles and book chapters on critical pedagogy, cultural studies and aesthetic education. She is past president of the American Educational Studies Association (AESA) and vice president of the Maxine Greene Center for Aesthetic Education and Social Imagination.



Frankfurt am Main, 2017. 226 pp.,  
9 ill., 12 tables

**Studien zur Pädagogik, Andragogik  
und Gerontagogik / Studies in  
Pedagogy, Andragogy, and  
Gerontology. Vol. 72**

hb. • ISBN 978-3-631-73702-6  
CHF 52.– / €<sup>D</sup> 44.95 / €<sup>A</sup> 46.20 /  
€ 42.10 / £ 35.– / US-\$ 50.95

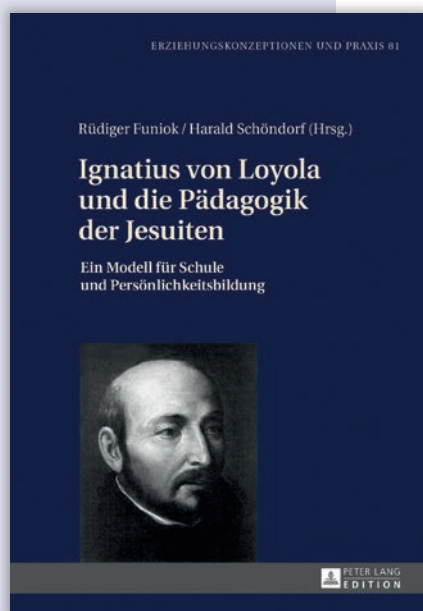
eBook (SUL) ISBN 978-3-631-73703-3  
CHF 55.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 50.50 /  
€ 42.10 / £ 35.– / US-\$ 50.95

Regina Egetenmeyer · Monica Fedeli (eds.)

## Adult Education and Work Contexts: International Perspectives and Challenges

Comparative Perspectives from the 2017 Würzburg Winter School

Adult education has deep connections with employment contexts. This volume discusses interrelations within transnational contexts studied during the Würzburg Winter School on Comparative Studies in Adult Education and Lifelong Learning (COM-PALL). The book shows that adult education and work contexts are influenced by international and transnational developments. The findings are presented in three chapters: Lifelong Learning Policies Targeting Employment Contexts; Transnational Perspectives on Lifelong Learning Policies; Employment Perspectives and Professionalisation in Adult Education.



Frankfurt am Main, 2017. 489 S.,  
90 s/w Abb.

**Erziehungskonzeptionen und  
Praxis. Bd. 81**

geb. • ISBN 978-3-631-72935-9  
CHF 93.– / €<sup>D</sup> 79.95 / €<sup>A</sup> 82.20 /  
€ 74.80 / £ 61.– / US-\$ 90.95

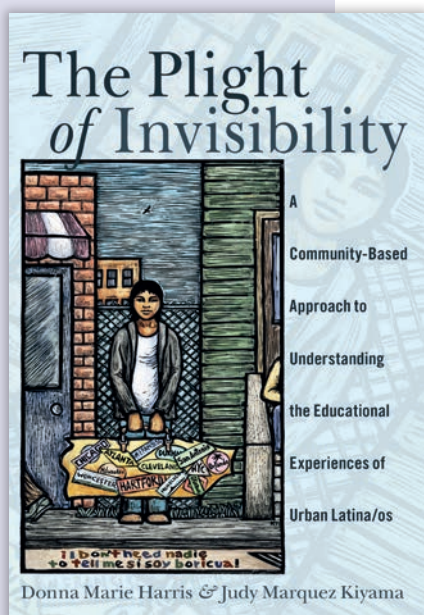
eBook (SUL) • ISBN 978-3-631-72936-6  
CHF 98.– / €<sup>D</sup> 88.95 / €<sup>A</sup> 89.80 /  
€ 74.80 / £ 61.– / US-\$ 90.95

Rüdiger Funiok · Harald Schöndorf (Hrsg.)

## Ignatius von Loyola und die Pädagogik der Jesuiten

Ein Modell für Schule und Persönlichkeitsbildung

Ignatius (ursprünglich Íñigo) de Loyola wurde 1491 im Baskenland geboren. Nach einem Bekehrungserlebnis 1521 studierte er in Paris Theologie und gründete 1540 mit sechs Gefährten die «Gesellschaft Jesu». Ignatius von Loyola entfaltet in seinen «Geistlichen Übungen» (Exerzitien) eine Vorgehensweise, die das Menschenbild und die Lehrmethoden der (Hoch-)Schulen des Jesuitenordens prägt. Bis zu seinem Tod 1556 wurden über 30 Jesuitenschulen gegründet, bis 1750 gab es bereits 670 Jesuiten-Kollegien. Die Artikel dieses Bandes schildern diese Entwicklung und informieren über Literatur, Medien und Adressen von Jesuitenschulen und -hochschulen.



New York, 2015. 205 pp., num. ill.

**Critical Studies of Latinos/as in the Americas. Vol. 5**

hb. • ISBN 978-1-4331-2581-2  
CHF 148.– / €<sup>D</sup> 131.60 / €<sup>A</sup> 135.30 /  
€ 123.– / £ 98.– / US-\$ 159.95

pb. • ISBN 978-1-4331-2580-5  
CHF 38.– / €<sup>D</sup> 33.70 / €<sup>A</sup> 34.70 /  
€ 31.50 / £ 25.– / US-\$ 40.95

Donna Marie Harris · Judy Marquez Kiyama

## The Plight of Invisibility

A Community-Based Approach to Understanding the Educational Experiences of Urban Latina/os

**T**he *Plight of Invisibility* offers unique contributions that inform the use of a community-based research approach that examines educational issues identified by urban, Latina/o communities. It offers a new lens from which to understand the circumstances of Latina/o students in schools as they navigate in social systems that are in opposition to them, thus rendering Latina/o students and their families invisible. Despite these challenges, the book offers examples of community programs and resources that support and address the needs of Latina/o students as they build resiliency and determination to persist. Community organizations and advocates, educational researchers, practitioners, students, and policymakers will find *The Plight of Invisibility* useful to reframe deficit discourses about Latina/o students and their families. In addition, the book is appropriate for classes including methodology courses focused on community-based research, educational policy and/or college access courses, and Latina/o studies courses.



New York, 2016. XIV, 292 pp., num. ill.

**Social Justice Across Contexts in Education. Vol. 1**

hb. • ISBN 978-1-4331-2793-9  
CHF 148.– / €<sup>D</sup> 131.60 / €<sup>A</sup> 135.30 /  
€ 123.03 / £ 98.– / US-\$ 159.95

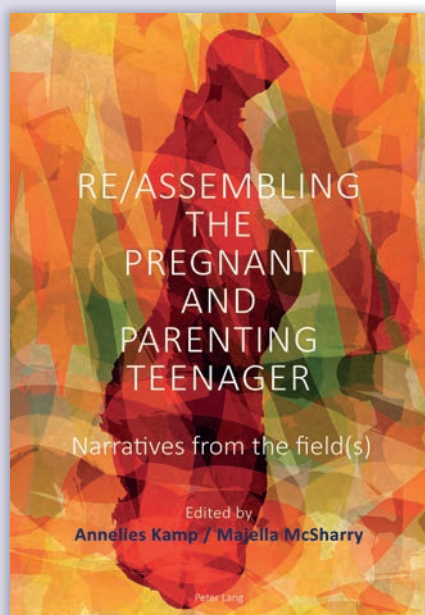
pb. • ISBN 978-1-4331-2792-2  
CHF 38.– / €<sup>D</sup> 33.70 / €<sup>A</sup> 34.70 /  
€ 31.50 / £ 25.– / US-\$ 40.95

Nicole M. Joseph · Chayla Haynes · Floyd Cobb (eds.)

## Interrogating Whiteness and Relinquishing Power

White Faculty's Commitment to Racial Consciousness in STEM Classrooms

**I**nterrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms is a collection of narratives that will transform the teaching of any faculty member who teaches in the STEM system. The book links issues of inclusion to teacher excellence at all grade levels by illuminating the critical influence that racial consciousness has on the behaviors of White faculty in the classroom. It functions as an analytical tool, scaffolding exemplary examples to inspire readers to engage in the complex and difficult work of assessing their own racial consciousness and teacher effectiveness. White pre-service teachers in STEM education rarely see the importance of the link between race and the teaching and learning of mathematics, in part because the White faculty who are teaching these subjects rarely engage in the study of racial projects in STEM. From this perspective, the authors of this book contend that the classroom is a racialized environment that, if not addressed, can reproduce racial structures and hierarchies in cyclical ways.



Oxford, 2018. XIV, 310 pp.

hb. • ISBN 978-1-78707-180-3  
CHF 93.– / €<sup>D</sup> 79.95 / €<sup>A</sup> 81.50 /  
€ 74.10 / £ 60.– / US-\$ 90.95

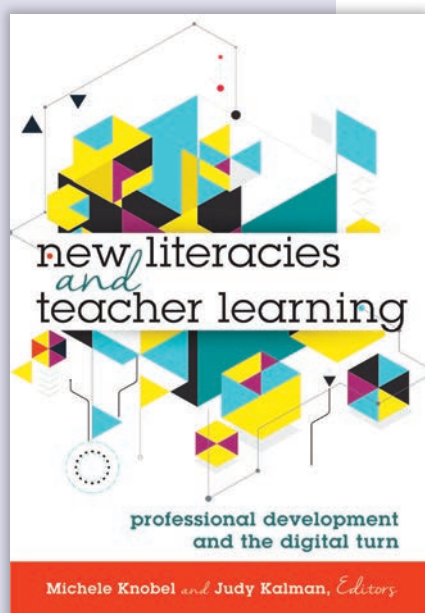
eBook (SUL) • ISBN 978-1-78707-513-9  
CHF 98.– / €<sup>D</sup> 88.95 / €<sup>A</sup> 88.90 /  
€ 74.10 / £ 60.– / US-\$ 90.95

Annelies Kamp · Majella McSharry (eds.)

## Re/Assembling the Pregnant and Parenting Teenager

Narratives from the Field(s)

In 2003, Wendy Luttrell posed an important question: what might result if we were able to turn questions of judgement about pregnant and parenting teenagers into questions of interest about their sense of self and identity-making? This book takes up the challenge, offering a re/assemblage of what is, can be and perhaps should be known about teenage pregnancy and parenting in the context of the twenty-first century. The collection presents original contributions from leading commentators in four key contexts: the United States of America, the United Kingdom, Aotearoa New Zealand and the Republic of Ireland, all sites of elevated incidence of and/or concern around what is commonly articulated as the «problem» of teenage pregnancy and parenting. In offering a multi-disciplinary reading of the narratives of young men and women, this volume engages with the ambiguity shared by all of us in confronting the life transition that is pregnancy and parenting.



New York, 2016. VI, 262 pp.

**New Literacies and Digital Epistemologies. Vol. 74**

hb. • ISBN 978-1-4331-2912-4  
CHF 148.– / €<sup>D</sup> 131.70 / €<sup>A</sup> 135.30 /  
€ 123.04 / £ 98.– / US-\$ 159.95

pb. • ISBN 978-1-4331-2911-7  
CHF 38.– / €<sup>D</sup> 33.70 / €<sup>A</sup> 34.70 /  
€ 31.50 / £ 25.– / US-\$ 40.95

Michele Knobel · Judy Kalman (eds.)

## New Literacies and Teacher Learning

Professional Development and the Digital Turn

*New Literacies and Teacher Learning* examines the complexities of teacher professional development today in relation to new literacies and digital technologies, set within the wider context of strong demands for teachers to be innovative and to improve students' learning outcomes. Contributors hail from Argentina, Australia, Canada, Finland, Mexico, Norway, and the U.S., and work in a broad range of situations, grade levels, activities, scales, and even national contexts. Projects include early year education through to adult literacy education and university contexts, describing a range of approaches to taking up new literacies and digital technologies within diverse learning practices. While the authors present detailed descriptions of using various digital resources like movie editing software, wikis, video conferencing, Twitter, and YouTube, they all agree that digital «stuff» – while important – is not the central concern. Instead, what they foreground in their discussions are theory-informed pedagogical orientations, collaborative learning theories, the complexities of teachers' workplaces, and young people's interests. Thus, a key premise in this collection is that teaching and learning are about deep engagement, representing meanings in a range of ways. These include acknowledging relationships and knowledge; thinking critically about events, phenomena, and processes; and participating in valued social and cultural activities. The book shows how this kind of learning doesn't simply occur in a one-off session, but takes time, commitment, and multiple opportunities to interact with others, to explore, play, make mistakes, and get it right.



Christian Michaelis

# Kompetenzentwicklung zum nachhaltigen Wirtschaften

Eine Längsschnittstudie in der  
kaufmännischen Ausbildung

Der Autor untersucht die Kompetenzentwicklung zum nachhaltigen Wirtschaften bei kaufmännischen Auszubildenden im Ausbildungsverlauf. Das zugrunde gelegte Kompetenzmodell basiert auf einer Verschränkung kognitionspsychologischer mit verhaltenstheoretischen Annahmen. Den Kern dieses Modells bilden die Handlungsintention, nachhaltig zu wirtschaften sowie das deklarative Wissen über Nachhaltigkeit und nachhaltiges Wirtschaften. Beide Skalen werden über kognitive und affektiv-motivationale Faktoren, wahrgenommene Wert- und Normorientierungen, unterschiedliche Lerngelegenheiten sowie soziodemografische Aspekte kontrolliert. Der Band belegt, dass eine Förderung von Kompetenzen hinsichtlich einer nachhaltigen Entwicklung ein wichtiges Desiderat in der beruflichen Bildung darstellt.

**INHALT:** Diagnostik der Kompetenzentwicklung • Nachhaltiges Wirtschaften von kaufmännischen Auszubildenden im Ausbildungsverlauf • Kognitionspsychologische Modellierung der Kompetenz • Nachhaltiges Wirtschaften • Entwicklung unter Berücksichtigung verhaltenstheoretischer Annahmen.

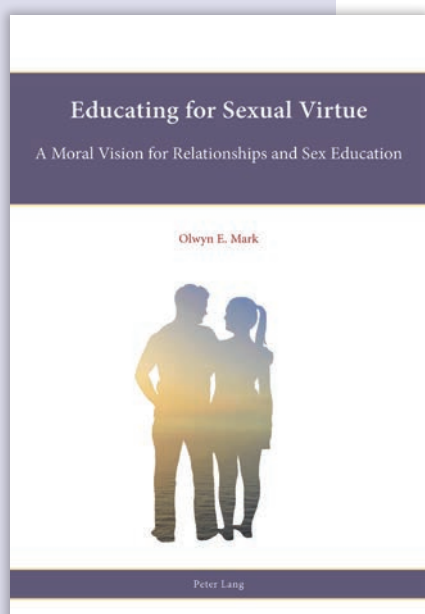
Frankfurt am Main, 2017. XXIV, 416 S.,  
44 s/w Abb., 59 s/w Tab.

**Konzepte des Lehrens und Lernens. Bd. 21**

geb. • ISBN 978-3-631-71757-8  
CHF 84.- / €<sup>D</sup> 71.95 / €<sup>A</sup> 74.- / € 67.30 / £ 55.- / US-\$ 81.95

eBook (SUL) • ISBN 978-3-631-71868-1  
CHF 88.- / €<sup>D</sup> 79.95 / €<sup>A</sup> 80.80 / € 67.30 / £ 55.- / US-\$ 81.95

**CHRISTIAN MICHAELIS** studierte Wirtschaftspädagogik an der Georg-August-Universität Göttingen und schloss dort das Studium mit einer Promotion ab. Nach seinem Studium arbeitete er in verschiedenen Forschungsprojekten zur Diagnostik von Kompetenzen zum nachhaltigen Wirtschaften sowie zum Ausbildungsmonitoring.



Oxford, 2018. XII, 242 pp.

**Religion, Education and Values. Vol. 12**

pb. • ISBN 978-1-78707-128-5  
CHF 62.– / €<sup>D</sup> 52.95 / €<sup>A</sup> 54.40 /  
€ 49.40 / £ 40.– / US-\$ 60.95

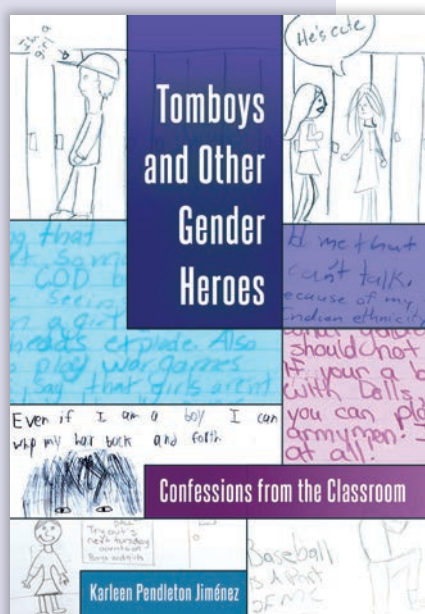
eBook (SUL) ISBN 978-1-78874-097-5  
CHF 65.– / €<sup>D</sup> 58.95 / €<sup>A</sup> 59.30 /  
€ 49.40 / £ 40.– / US-\$ 60.95

*Olwyn E. Mark*

## Educating for Sexual Virtue

A Moral Vision for Relationships and Sex Education

**R**elationships and Sex Education (RSE) is an issue surrounded by controversy and debate, with important implications for the interconnected roles of the state, the school and the home and for the way we understand ourselves, our sexual identity and our personal relationships. This book charts the development of the moral and spiritual narrative in RSE policy in England. In particular, it expounds and critiques the popular moral narrative of «informed choice»: an approach which advocates providing young people with the maximum amount of information around their sexual choices and defends a view of sexual morality which holds that anything goes, as long as it is in private, between consenting adults and harms no-one else. Alongside a comprehensive critique of this narrative, the book offers a unique contribution to the ongoing development of the moral and spiritual framework of RSE by presenting a Christian vision of a sexually and relationally educated young person. In particular, this enriched vision explores the cultivation of the virtues of Christian love and chastity. The findings presented here are highly significant for anyone concerned with developing and delivering RSE within a robust moral framework.



New York, 2016. X, 155 pp., num. b/w ill.

**Gender and Sexualities in Education. Vol. 7**

hb. • ISBN 978-1-4331-2695-6  
CHF 148.– / €<sup>D</sup> 131.70 / €<sup>A</sup> 135.40 /  
€ 123.05 / £ 98.– / US-\$ 159.95

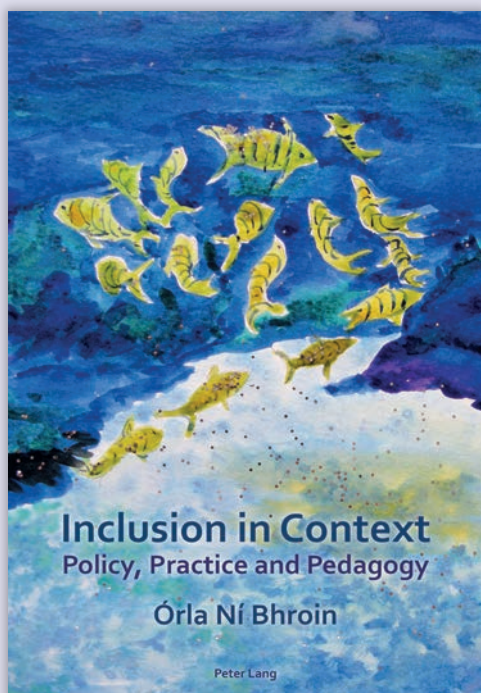
pb. • ISBN 978-1-4331-2694-9  
CHF 38.– / €<sup>D</sup> 33.70 / €<sup>A</sup> 34.70 /  
€ 31.50 / £ 25.– / US-\$ 40.95

*Karleen Pendleton Jiménez*

## Tomboys and Other Gender Heroes

Confessions from the Classroom

**H**ave you ever been told that you're too girlish or too boyish? We are all potential targets of the gender police, some more so than others. And how did you respond? Did you hide or change or rebel or hurt or gleefully celebrate your style? *Tomboys and Other Gender Heroes* is a study that brings together gender stories from approximately 600 children and youth. Set in both urban and rural contexts, these young people show how their schools and communities respond to their bodies, passions, and imaginations. As one 13-year-old student expresses, «My flowered jeans make me feel happy because they represent the sort of feminine side to me and at the same time show my masculine side. They also make me feel like I'm a part of a large force that stands up to bullying and criticism, to express themselves and to show the world that our lives have meaning.» In this book, student writings are framed by teaching strategies and gender theory, featuring themes of sports, film, media, landscape, joyfulness, and gender creativity. The research will be of great interest to university students in the fields of education, gender, sexuality and women's studies, sociology, social work, psychology, counseling, and child development. This book is ideal for teachers, professors, parents, and community members who hope to create accepting environments for gender diversity.



Órla Ní Bhroin

# Inclusion in Context

Policy, Practice and Pedagogy

Recent years have seen a rapid policy transformation from segregation to inclusion in the education of children with special educational needs in Ireland. This book investigates how resource teachers and class teachers interpret the policy and principles of inclusion and enact these in their practice. Based on a study of nine resource teachers and nine class teachers, each paired in a particular school, it includes material from both interviews and observations of practice, providing a detailed qualitative account of the actions and interactions of teaching/learning experiences. The findings provide valuable insights into how inclusion is understood, interpreted and experienced in the classroom. They will be of interest to all those who are active in the field of education for inclusion, particularly teachers and policymakers.

**CONTENTS:** Policy Transformation, Conceptualisations of Inclusion and Implications for Practice • Teachers' Practices and Pedagogy for Inclusion • Teachers' Understandings of Inclusion • Communicative Routines • Attunement • Coherence-Fragmentation • Whither Inclusion? Policy, Practice and Pedagogy.

Oxford, 2017. VI, 198 pp., 1 b/w ill., 10 tables, 3 fig.

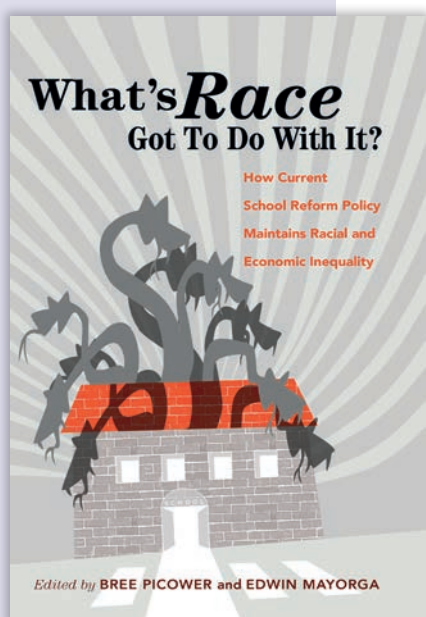
pb. • ISBN 978-1-78707-056-1

CHF 57.– / €<sup>D</sup> 48.95 / €<sup>A</sup> 50.30 / € 45.70 / £ 37.– / US-\$ 55.95

eBook (SUL) • ISBN 978-1-78707-754-6

CHF 60.– / €<sup>D</sup> 54.95 / €<sup>A</sup> 54.90 / € 45.70 / £ 37.– / US-\$ 55.95

**ÓRLA NÍ BHROIN** is Senior Lecturer and Coordinator of the Special and Inclusive Education option on the Master of Education at the Institute of Education, Dublin City University. She is also Deputy Director of CREATE21, the Centre for Collaborative Research across Teacher Education at the Institute of Education (DCU). She is a former primary school teacher in both mainstream and resource settings.

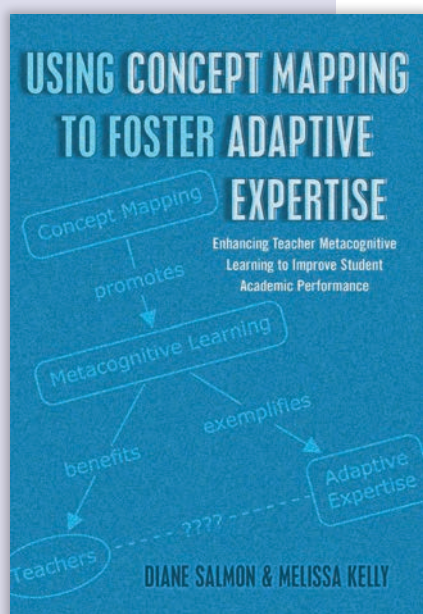


New York, 2015. 208 pp., num. ill.

**Critical Multicultural Perspectives on Whiteness. Vol. 2**

hb. • ISBN 978-1-4331-2884-4  
CHF 148.– / €<sup>D</sup> 131.60 / €<sup>A</sup> 135.30 /  
€ 123.– / £ 98.– / US-\$ 159.95

pb. • ISBN 978-1-4331-2883-7  
CHF 37.– / €<sup>D</sup> 32.90 / €<sup>A</sup> 33.80 /  
€ 30.75 / £ 25.– / US-\$ 39.95



New York, 2015. 263 pp., num. ill.

**Educational Psychology. Critical Pedagogical Perspectives. Vol. 29**

hb. • ISBN 978-1-4331-2270-5  
CHF 148.– / €<sup>D</sup> 131.60 / €<sup>A</sup> 135.30 /  
€ 123.– / £ 98.– / US-\$ 159.95

pb. • ISBN 978-1-4331-2269-9  
CHF 39.– / €<sup>D</sup> 34.60 / €<sup>A</sup> 35.50 /  
€ 32.30 / £ 26.– / US-\$ 41.95

Bree Picower · Edwin Mayorga (eds.)

## What's Race Got To Do With It?

How Current School Reform Policy Maintains Racial and Economic Inequality

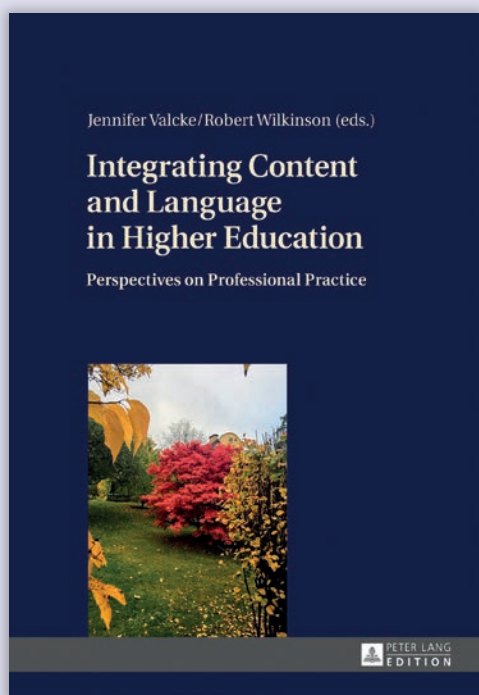
Within critical discussions of school reform, researchers and activists are often of two camps. Some focus their analyses on neoliberal economic agendas, while others center on racial inequality. These analyses often happen in isolation, continuing to divide those concerned with educational justice into «It's race!» vs. «It's class!» camps. *What's Race Got To Do With It?* brings together these frameworks to investigate the role that race plays in hallmark policies of neoliberal school reforms such as school closings, high-stakes testing, and charter school proliferation. The group of scholar activist authors in this volume were selected because of their cutting-edge racial economic analysis, understanding of corporate reform, and involvement in grassroots social movements. Each author applies a racial economic framework to inform and complicate our analysis of how market-based reforms collectively increase wealth inequality and maintain White supremacy. In accessible language, contributors trace the historical context of a single reform, examine how that reform maintains and expands racial and economic inequality, and share grassroots stories of resistance to these reforms. By analyzing current reforms through this dual lens, those concerned with social justice are better equipped to struggle against this constellation of reforms in ways that unite rather than divide.

Diane Salmon · Melissa Kelly

## Using Concept Mapping to Foster Adaptive Expertise

Enhancing Teacher Metacognitive Learning to Improve Student Academic Performance

Concept mapping is a powerful means to promote metacognitive learning in students and teachers alike. When teachers integrate concept mapping into their instructional planning, they clarify the big ideas, expose new conceptual relationships, and refine learning goals for their students. Salmon and Kelly provide a research-based framework and corresponding strategies to help teachers develop, critique, and revise their concept maps. In using this approach, teachers refine knowledge for teaching in order to expand their adaptive expertise and ultimately improve the academic performances of their students. Teacher candidates at both the undergraduate and graduate level can use this book to support their professional learning and planning for teaching. Teacher educators will find this text appropriate for courses that address learning, cognition, and instructional planning. In-service professionals can use the approach described here to support their own professional development through their practice. Administrators and coaches will find the volume a useful tool in fostering a professional learning community in their schools.



*Jennifer Valcke · Robert Wilkinson (eds.)*

# Integrating Content and Language in Higher Education

Perspectives on Professional Practice

**T**his book offers a collection of original papers showing how Higher education institutions have coped with changing the language of instruction. It points out that Higher education institutions have undergone radical change in the past decades; of which the shift to English-medium instruction, as well as bi- or plurilingual programmes, is one notable example. The papers comprise new research on teaching and learning through an additional language, and its impact on professional development for university teachers, programme and course development, as well as quality assurance. The articles span different international contexts, and provide education developers, university teachers, educational administrators, language experts, and others, with global perspectives on the professional practices of university teachers.

**CONTENTS:** Professional development • Teaching and learning • Higher education • Pedagogy • Medium of instruction • Multilingualism • Bilingualism.

Frankfurt am Main, 2017. 260 pp., 5 b/w ill.

hb. • ISBN 978-3-631-68126-8

CHF 58.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / € 46.70 / £ 38.– / US-\$ 56.95

eBook (SUL) ISBN 978-3-653-07263-1

CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / € 46.70 / £ 38.– / US-\$ 56.95

**JENNIFER VALCKE** is a senior lecturer and education developer at Karolinska Institutet (Sweden), where she trains teachers and advises on issues related to «English-Medium Instruction» and «Integrating Content and Language in Higher Education».

**ROBERT WILKINSON**, Maastricht University (the Netherlands), works in the domains of «Integrating Content and Language in Higher Education», «English-Medium Instruction», and language policy.



PETER LANG

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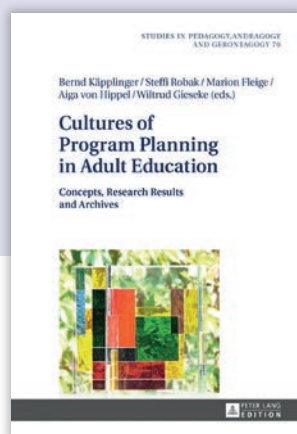
Theology

History

Sociology

Linguistics





Bernd K  pplinger • Steffi Robak •  
Marion Fleige • Aiga von Hippel •  
Wiltrud Gieseke (eds.)

### **Cultures of Program Planning in Adult Education**

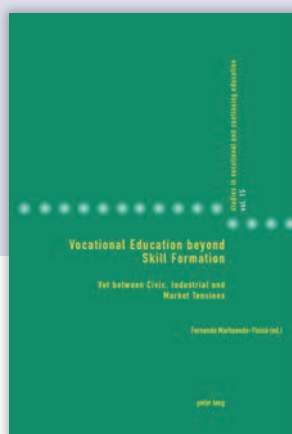
Concepts, Research Results and Archives

This book is a unique approach in relating mutually international and comparative research from scholars on program planning for adults. Program planning is about needs, finding topics, making offers and bundling different contents. It makes organizations of adult education visible and contributes to their existence and is therefore a core activity of the professionals in adult education. The volume originates from an international conference hosted by Leibniz-University Hannover, which was organized by a plural expert group with key actors at Humboldt-University Berlin and the German Institute for Adult Education. The authors demonstrate the unique research method program analysis and present archives which offer an established infrastructure for heterogeneous research questions.

Frankfurt am Main, 2017. 283 pp., 19 b/w graphs, 15 b/w tables

**Studien zur P  dagogik, Andragogik und Gerontagogik / Studies in Pedagogy, Andragogy, and Gerontology. Vol. 70**

hb. ISBN 978-3-631-67060-6  
CHF 57.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / € 46.70 / £ 37.– / US-\$ 60.95  
eBook (SUL) ISBN 978-3-653-06282-3  
CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / € 46.70 / £ 38.– / US-\$ 56.95



Fernando Marhuenda-Fluix   (ed.)

### **Vocational Education beyond Skill Formation**

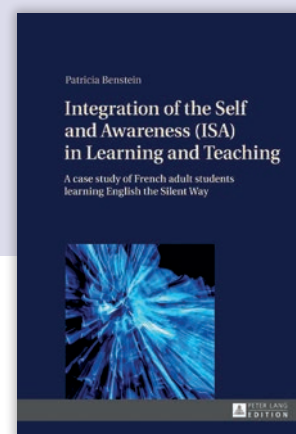
VET between Civic, Industrial and Market Tensions

Vocational education and training has played an important role in the struggles between Work and Capital throughout history and today; there are examples of such tensions worldwide. The first section of this book provides illustrations of different countries from the 18<sup>th</sup> to the early 20<sup>th</sup> century. The authors explain and exemplify the education of the workforce and its political engagement, contributing to the formation of the working class. The chapters provide relevant approaches to how young apprentices and adult workers developed a class consciousness through vocational education. The second section illustrates practices of resistance and transformation within policies and practices of vocational education nowadays in Central and Southern Europe and South America, addressing the needs of people with disabilities and dispossessed populations. The final section analyzes how theories and policies intertwine resulting in the idiosyncrasy of vocational education practices across the world, through tensions between logics and institutional actors. The book addresses the political dimensions of Vocational Education and problematizes its mere consideration as an instrumental tool in skill formation.

Bern, 2017. 439 pp., 24 b/w ill., 7 b/w tables

**Studies in Vocational and Continuing Education. Vol. 15**

pb. ISBN 978-3-0343-2806-7  
CHF 108.– / €<sup>D</sup> 92.95 / €<sup>A</sup> 95.70 / € 87.– / £ 71.– / US-\$ 104.95  
eBook (SUL) ISBN 978-3-0343-2807-4  
CHF 114.– / €<sup>D</sup> 103.95 / €<sup>A</sup> 104.40 / € 87.– / £ 71.– / US-\$ 104.95



Patricia Benstein

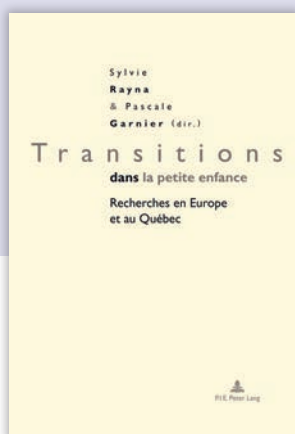
### **Integration of the Self and Awareness (ISA) in Learning and Teaching**

A case study of French adult students learning English the Silent Way

The successful acquisition of a second or foreign language requires focus, motivation, and positive feedback. This case study of French adult students of English illustrates that Gattegno's Silent Way is more than a teaching methodology. It is a science of education that integrates the self and awareness in the learning and teaching processes. This integration facilitates the personal evolution of Gattegno's 'pre-human' to the 'universal human' who is permanently aware of his/her awareness. The resulting experience of 'flow' leads to a positive feedback loop that in turn contributes to the student's enjoyment of acquiring a second language.

Frankfurt am Main, 2017. 399 pp., 3 b/w ill., 2 coloured ill.

hb. ISBN 978-3-631-72225-1  
CHF 75.– / €<sup>D</sup> 64.95 / €<sup>A</sup> 66.80 / € 60.70 / £ 50.– / US-\$ 73.95  
eBook (SUL) ISBN 978-3-631-72226-8  
CHF 79.– / €<sup>D</sup> 71.95 / €<sup>A</sup> 72.80 / € 60.70 / £ 50.– / US-\$ 73.95



Sylvie Rayna · Pascale Garnier (éds)

### Transitions dans la petite enfance

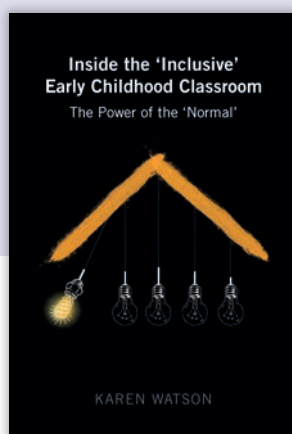
Recherches en Europe et au Québec

À la suite du colloque international *Petite enfance, transitions et socialisation*, ce livre rend compte de l'importance des transitions au cours de la petite enfance. Il montre toute la diversité des espace-temps transitionnels avant la scolarité obligatoire : entre la famille et des modes d'accueil familial ou collectif, et entre différents lieux institutionnels, comme la crèche et l'école maternelle. Il s'intéresse aussi à des micro-transitions dans la journée des enfants dans un même lieu d'accueil. Entre continuités et ruptures, il porte également sur des espaces institutionnels dont la vocation est précisément de faire transition entre la famille et l'école. La pluralité des contextes nationaux de l'éducation des jeunes enfants est mise en relief, avec des contributions venant de Belgique, d'Écosse, de France, du Québec, de Suède et de Suisse. Dans ces différents contextes, les recherches montrent que l'éducation préscolaire est un lieu de tensions entre des systèmes de normes institutionnelles et culturelles différentes : les uns tournés vers le monde scolaire et les autres vers la sphère familiale. Penser les transitions permet d'en éclairer les définitions respectives en croisant les points de vue des professionnels et des parents, en lien avec les expériences vécues par les enfants. C'est aussi montrer les défis que représentent ces tournants décisifs de leur vie.

Bruxelles, 2017. 206 p., 13 tabl.

**Petite enfance et éducation. Vol. 3**

br. ISBN 978-2-8076-0269-4  
CHF 47.– / €<sup>D</sup> 40.95 / €<sup>A</sup> 41.80 / € 38.– / £ 31.– / US-\$ 45.95  
eBook (SUL) ISBN 978-2-8076-0270-0  
CHF 50.– / €<sup>D</sup> 44.95 / €<sup>A</sup> 45.60 / € 38.– / £ 31.– / US-\$ 45.95



Karen Watson

### Inside the 'Inclusive' Early Childhood Classroom

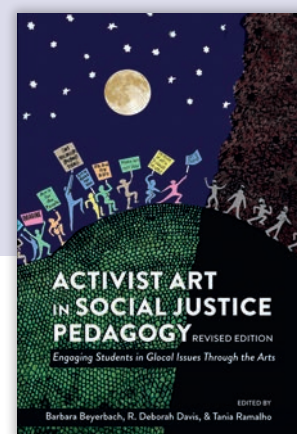
The Power of the 'Normal'

*Inside the 'Inclusive' Childhood Classroom: The Power of the 'Normal'* offers a critique of current practices and alternative view of inclusion. The rich data created inside three classrooms will challenge those who work in the field, as the children and their performances, previously overlooked, are foreground. Although at times confronting, it is ultimately invaluable reading for classroom teachers, students, academics, and researchers as well as anyone who desires to deepen their understanding of inclusive processes. The inclusion of children with diagnosed special needs in mainstream early childhood classrooms is a policy and practice that has gained universal support in recent decades. Exploring ways to include the diagnosed child has been of interest to inclusive research. Adopting a poststructural perspective, this book interrupts taken for granted assumptions about inclusive processes in the classroom. Attention is drawn to the role played by the undiagnosed children, those positioned as already included. Researching among children, this ethnography interrogates the production of the classroom 'normal'. As the children negotiate difference, the operations of the 'normal' are made visible in their words and actions. In their encounters with the diagnosed Other, they take up practices of tolerance and silence, effecting fear, separation, and a desire to cure. These performances echo practices, presumed abandoned, from centuries past. As a way forward this book urges a rethink of practice-as-usual, as these effects are problematic for inclusion and not sustainable. A greater scrutiny of the 'normal' is needed, as the power it exercises, impacts on all children and how they become subjects in the classroom.

New York, 2017. VIII, 212 pp.

**Childhood Studies. Vol. 5**

hb. ISBN 978-1-4331-3433-3  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-3432-6  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Barbara Beyerbach · R. Deborah Davis · Tania Ramalho (eds.)

### Activist Art in Social Justice Pedagogy

Engaging Students in Global Issues Through the Arts

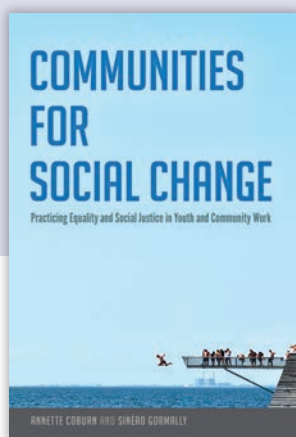
Revised Edition

Artists have always had a role in imagining a more socially just, inclusive world – many have devoted their lives to realizing this possibility. In a culture ever more embedded in performance and the visual, examining the role of arts in multicultural teaching for social justice is a timely focus. In *Activist Art in Social Justice Pedagogy*, approaches to using activist art to teach a multicultural curriculum are examined and critiqued. Examples of activist artists and their strategies illustrate how study of and engagement in activist art processes globally – connecting local and global issues – can deepen critical literacy and commitment to social justice. This book is relevant to those (1) interested in teaching more about artist/activist social movements around the globe, (2) preparing pre-service teachers to teach for social justice, (3) concerned about learning how to engage diverse learners through the arts, (4) teaching courses related to arts-based multicultural education, critical literacy, and culturally relevant teaching. As we think more broadly we address the question «why does a 'social justice through the arts in education' approach make sense»; describe examples of preservice teacher assignments examining artists' roles in activist movements, promoting multicultural understanding and social justice; and share approaches to and examples of using the arts in the United States and abroad to deepen multicultural comprehension and teaching for social justice.

New York, 2017. XX, 272 pp., 13 b/w ill.

**Counterpoints. Studies in Criticality. Vol. 515**

pb. ISBN 978-1-4331-3497-5  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Annette Coburn · Sinéad Gormally

### Communities for Social Change

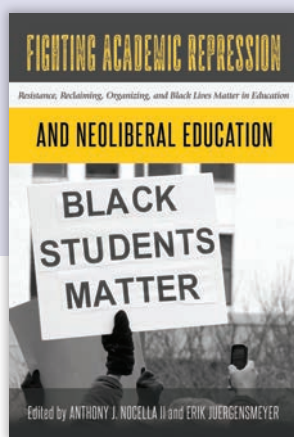
Practicing Equality and Social Justice in Youth and Community Work

*Communities for Social Change: Practicing Equality and Social Justice in Youth and Community Work* examines core ideas of social justice and equality that underpin community and youth work. It informs understanding of a range of community concepts and practices that are used to identify practical skills and characteristics that can help to promote equality by challenging injustice. Working with people in different types of community can bring the kind of social change that makes a real and lasting difference. Although justice is a contested notion, Annette Coburn and Sinéad Gormally assert that it is closely interlinked with human rights and equality. A critical examination of contemporary literature draws on educational, sociological, and psychological perspectives, to set community practices within a context for learning that is conversational, critical and informal. Social justice is about identifying and seeking to address structural disadvantage, discrimination, and inequality. The authors assert that by refocusing on process, participation, and collective rights, it is possible to create and sustain social justice. Transformative research paradigms help to produce findings that inspire and underpin political social action, and an analysis of practice-based examples supports the promotion of increased critical consciousness. This makes *Communities for Social Change* a must-read for anyone studying or teaching community youth work or who is working in communities or with individuals who experience oppression or inequality. If you are committed to teaching and learning about theory and practice that promotes social change for equality and social justice, you will not be disappointed!

New York, 2017. X, 178 pp.

**Counterpoints. Studies in Criticality. Vol. 483**

hb. ISBN 978-1-4331-2977-3  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / US-\$ 89.95  
pb. ISBN 978-1-4331-2976-6  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 29.– / US-\$ 42.95



Anthony J. Nocella II ·  
Erik Juergensmeyer (eds.)

### Fighting Academic Repression and Neoliberal Education

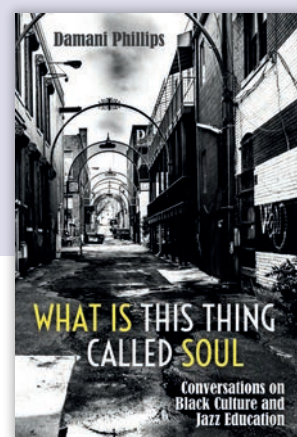
Resistance, Reclaiming, Organizing, and Black Lives Matter in Education

*Fighting Academic Repression and Neoliberal Education* is a cutting-edge investigation of the alarming state of education today. This practical how-to handbook gives readers tactics and strategies to organize and challenge forces that threaten liberatory critical education. Drawn from scholars and activists from across the world, the fifteen chapters guide readers through a strategic method of understanding the academic industrial complex and corporate education in the twenty-first century. Education is being hijacked by banks and corporations that are tearing apart the foundational fabric of academic freedom, resulting in mass standardized education and debt for all students and furthering racial inequity. This is a must-read for anyone interested in democracy, education, social justice, critical pedagogy, and Black Lives Matter.

New York, 2017. XXIV, 272 pp.

**Radical Animal Studies and Total Liberation. Vol. 3**

hb. ISBN 978-1-4331-3314-5  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-3313-8  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



Damani Phillips

### What Is This Thing Called Soul

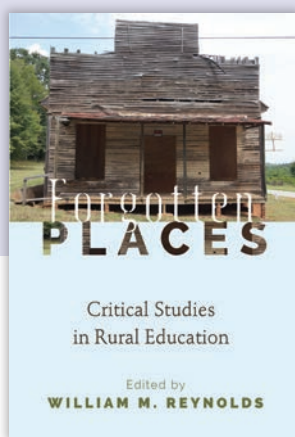
Conversations on Black Culture and Jazz Education

How does academic jazz education impact the Black cultural value of soulfulness and esthetic standards in contemporary jazz music? Through candid conversations with nine of the country's most highly respected jazz practitioners and teachers, *What Is This Thing Called Soul* explores the potential consequences of forcing the Black musical style of jazz into an academic pedagogical system that is specifically designed to facilitate the practice and pedagogy of European classical music. This work tests the belief that the cultural, emotional and esthetic elements at the very core of jazz's unique identity, along with the music's overt connection to Black culture, are effectively being «lost in translation» in traversing the divide between academic and non-academic jazz spheres. Each interviewee commands significant respect worldwide in the fields of jazz performance and jazz pedagogy. Noteworthy subjects include: Rufus Reid, Lewis Nash, Nicholas Payton and Wycliffe Gordon—along with the late jazz masters Marcus Belgrave and Phil Woods. Interviews are supplemented by original analysis of the nature and validity of these issues contributed by the author. *What Is This Thing Called Soul* offers a candid and objective look into pressing issues of race, culture and ethnic value in relation to both jazz music and jazz education. Sensitivity, marginalization and even a fear of offending others has limited open discussion of how the soul of jazz music can be lost in technical boundaries. *What Is This Thing Called Soul* is the first attempt to directly address such culturally urgent issues in jazz music.

New York, 2017. XII, 240 pp., 9 b/w ill.

**Black Studies and Critical Thinking. Vol. 103**

hb. ISBN 978-1-4331-4565-0  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-4570-4  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



William M. Reynolds (ed.)

### Forgotten Places

Critical Studies in Rural Education

*Forgotten Places: Critical Studies in Rural Education* critically investigates and informs the construction of the rural, rural identity and the understanding of the rural internationally. This book promotes and expands the notion of critical understandings of rural education, particularly in the areas of race, class, gender, and LGBTQ, with conceptualizations of social justice. While there have been many volumes written on critical issues in urban education, only a small number have been produced on rural education, and the majority of those are not critical. By contrast, *Forgotten Places* not only discusses «schools in the country,» but also expands conceptualizations of the rural beyond schools and place as well as beyond the borders of the United States. It also tackles the artificial duality between conceptualizations of urban and rural. *Forgotten Places* includes scholarly investigations into the connections among the symbolic order, various forms of cultural artifacts and multiple readings of these artifacts within the context of critical/transformational pedagogy. This book fills a significant gap in the scholarly work on the ramifications of the rural.

New York, 2017. XXVI, 362 pp., 5 b/w ill., 2 tables

Counterpoints. Studies in Criticality. Vol. 494

hb. ISBN 978-1-4331-3071-7  
CHF 113.– / €<sup>D</sup> 98.95 / €<sup>A</sup> 100.80 / € 91.70 / £ 74.– / US-\$ 109.95  
pb. ISBN 978-1-4331-3070-0  
CHF 67.– / €<sup>D</sup> 57.95 / €<sup>A</sup> 59.60 / € 54.20 / £ 44.– / US-\$ 64.95



Gresilda A. Tilley-Lubbs

### Re-Assembly Required

Critical Autoethnography and Spiritual Discovery

Entering the academy as an older woman, the author had not foreseen the challenges that awaited her when she left behind a successful career as a public school Spanish teacher/department head to pursue a Ph.D. She took for granted her position of power and privilege in an educational setting, not at all prepared for the rapid demotion of respect, self-confidence, and salary that she soon faced as an older Ph.D. student/Spanish adjunct faculty member at a research university that would serve as her academic, and later professional, career home for the rest of her working years. In this critical autoethnography, she troubles her journey through the Ph.D. and the tenure process, as well as in her position as a tenured professor. She describes a process that led her into/through the murky waters and mire of academic machinations into the light of spiritual discovery to affirm wholeness and celebration of Self. What sets this book apart is the author's refreshing willingness to critically interrogate her Self throughout the process. *Re-Assembly Required: Critical Autoethnography and Spiritual Discovery* can be used in graduate and undergraduate courses in arts-based research writing, advancements in qualitative inquiry, autoethnography writing, creative non-fiction writing, women's studies, and critical pedagogy. This book provides a methodological explanation of critical autoethnography and serves as an exemplar for how autoethnography can be combined with critical pedagogy to perform writing that examines the university as institution through the lens of personal narrative. This compelling creative non-fiction narrative is appropriate for both academic and non-academic audiences.

New York, 2017. XXII, 154 pp.

Critical Qualitative Research. Vol. 24

hb. ISBN 978-1-4331-2873-8  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-2872-1  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Lynn A. Bryan • Kenneth Tobin (eds.)

### 13 Questions

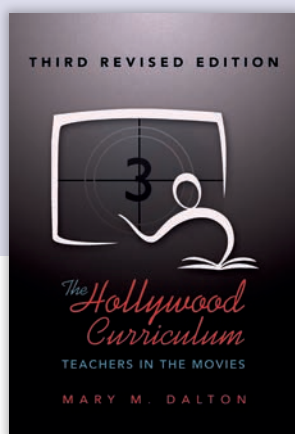
Reframing Education's Conversation: Science

*13 Questions: Reframing Education's Conversation: Science* examines thirteen critical questions confronting contemporary science education and a dynamic and evolving universe threatened by issues of sustainability and disharmony. The world's leading scholars in science education utilize cutting-edge theories and analyses to illuminate possible pathways in a world threatened by global warming, mass extinctions, and pervasive conflicts. These provocative responses to some of the most difficult questions facing science education to date are intended to provoke, expand, and enlighten readers about possibilities for transforming and enhancing the social and physical worlds we inhabit and for which we are stewards. The sections of *13 Questions* address science curriculum; power and science education; quality of science teachers; quality of science students; quality of science teacher education; equity; language; religion; race; families; culture of science and science education; political issues and science education; and bold visions for science education. The book is international in scope and shows value for difference in the perspectives, values, and theoretical underpinnings of authors.

New York, 2018. XIV, 536 pp., 10 b/w ills.

Counterpoints. Studies in Criticality. Vol. 442

hb. ISBN 978-1-4331-2780-9  
CHF 113.– / €<sup>D</sup> 98.95 / €<sup>A</sup> 100.80 / € 91.70 / £ 74.– / US-\$ 109.95  
pb. ISBN 978-1-4331-2779-3  
CHF 67.– / €<sup>D</sup> 57.95 / €<sup>A</sup> 59.60 / € 54.20 / £ 44.– / US-\$ 64.95



Mary M. Dalton

### The Hollywood Curriculum

Teachers in the Movies

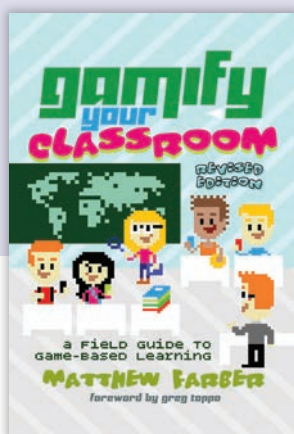
Third Revised Edition

The third edition of this book analyzes over 165 films distributed throughout the United States over the last 80 years to construct a theory of curriculum in the movies that is grounded in cultural studies and critical pedagogy. The portrayal of teachers in popular motion pictures is based on individual efforts rather than collective action and relies on codes established by stock characters and predictable plots, which precludes meaningful struggle. These conventions ensure the ultimate outcome of the screen narratives and almost always leave the educational institutions – which represent the larger status quo – intact and dominant. To interrogate «the Hollywood curriculum» is to ask what it means as a culture to be responsive to films at both social and personal levels and to engage these films as both entertaining and potentially transforming.

New York, 2017. XVI, 244 pp.

Counterpoints. Studies in Criticality. Vol. 495

pb. ISBN 978-1-4331-3085-4  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / \$ 36.– / US-\$ 52.95  
eBook (SUL) ISBN 978-1-4539-1774-9  
CHF 35.80 / €<sup>D</sup> 25.35 / €<sup>A</sup> 25.56 / £ 21.30 / \$ 19.20 / US-\$ 32.95



Matthew Farber

### Gamify Your Classroom

A Field Guide to Game-Based Learning

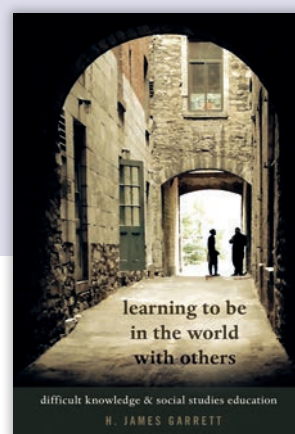
Revised Edition

This completely revised and expanded field guide is packed with new innovative ideas on how to implement game-based learning and gamification techniques in everyday teaching. With nearly two dozen more experts than the first edition, this book contains interviews with more than 70 authorities in the field, including academics such as James Paul Gee, Kurt Squire, Mizuko (Mimi) Ito, Lee Sheldon, Jordan Shapiro, and Mary Flanagan. The author also shares conversations with experts from numerous organizations such as Common Sense Media, iCivics, DragonBox, Connected Camps, GlassLab Games, Schell Games, Institute of Play, Games for Change, BrainPOP, Tiggly, Toca Boca, ThinkFun, BrainQuake, Filament Games, BreakoutEDU, Kahoot, Classcraft, and more. Featuring a new introduction, as well as a foreword from *USA Today's* national K-12 education writer Greg Toppo, this book provides new practical lesson plan ideas, ready-to-use games, and links for further research in each updated chapter. Included are best practice recommendations from star game-based learning teachers, including Steve Isaacs, Peggy Sheehy, Michael Matera, Rafranz Davis, Zack Gilbert, and Paul Darvasi. Regardless of your teaching discipline or grade level, whether you are new to game-based learning or if you have experience and want to take a deeper dive, this book will engage and reinvigorate the way you teach and how your students learn!

New York, 2017. XXII, 338 pp.

New Literacies and Digital Epistemologies. Vol. 77

pb. ISBN 978-1-4331-3502-6  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / \$ 36.– / US-\$ 52.95



H. James Garrett

### Learning to be in the World with Others

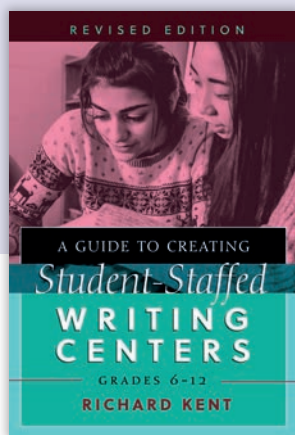
Difficult Knowledge and Social Studies Education

In this book, H. James Garrett inquires into the processes of learning about the social world, populated as it often is with bewildering instances of loss, violence, and upheaval. In such learning, interactions invite and enliven our passionate responses, or prompt us to avoid them. Interpreting and working with these often emotional reactions is critical to social studies education and developing strategies for individuals to participate in democracy. Garrett illustrates ways that learning about the world does not occur in absence of our intimate relations to knowledge, the way learning sometimes feels like our undoing, and how new knowledge can feel more like a burden than an advantage.

New York, 2017. XIV, 160 pp.

Counterpoints. Studies in Criticality. Vol. 506

hb. ISBN 978-1-4331-3238-4  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / \$ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3237-7  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / \$ 29.– / US-\$ 42.95



Richard Kent

### **A Guide to Creating Student-Staffed Writing Centers, Grades 6–12**

Revised Edition

*A Guide to Creating Student-Staffed Writing Centers, Grades 6–12, Revised Edition* is a how-to and, ultimately, a why-to book for middle school and high school educators as well as for English/language arts teacher candidates and their methods instructors. This revised and updated International Writing Centers Association 2006 Book of the Year shows writing centers as places where writers work with each other in an effort to develop ideas, discover a thesis, overcome procrastination, create an outline, or revise a draft. Ultimately, writing centers help students become more effective writers. Visit any college or university in the United States and chances are there is a writing center available to students, staff, and community members. Writing centers support students and busy teachers while emphasizing and supporting writing across the curriculum.

New York, 2017. XXII, 208 pp., 42 b/w ill., 2 tables

pb. ISBN 978-1-4331-3056-4  
CHF 41.– / €<sup>D</sup> 35.95 / €<sup>A</sup> 36.70 / € 33.30 / £ 27.– / US-\$ 39.95



Tim Kinard • Jesse Gainer •  
Mary Esther Soto Huerta

### **Power Play**

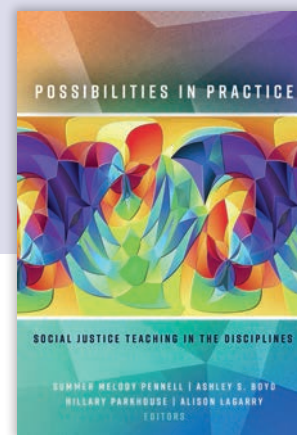
Explorando y empujando fronteras en una escuela en Tejas through a multilingual play-based early learning curriculum

*Power Play* tells the story of activist teachers and the very young together in a play-based curriculum in a public school in Texas. The authors narrate (with playful interruptions) a curriculum that is powered by the students' lived encounters—the languages, landscapes, beliefs, histories, geographies, politics, economies, ideas, people, things, matter, and matters of fact and fiction that students carry with them to school, that carry them to school, through school, through their lives.

New York, 2018. XX, 242 pp.

**Childhood Studies. Vol. 4**

pb. ISBN 978-1-4331-3414-2  
CHF 36.– / €<sup>D</sup> 32.– / €<sup>A</sup> 32.90 / € 29.95 / £ 24.– / US-\$ 52.95



Summer Melody Pennell •  
Ashley S. Boyd • Hillary Parkhouse •  
Alison LaGarry (eds.)

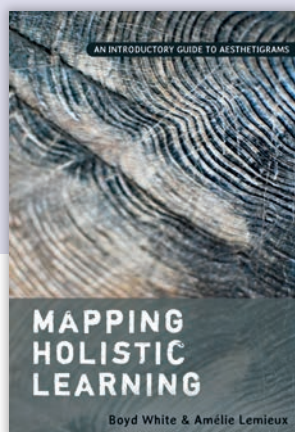
### **Possibilities in Practice**

Social Justice Teaching in the Disciplines

This edited collection illustrates different possibilities for social justice practice in various grade levels, disciplines, and interdisciplinary spaces in P–12 education. Chapters in this unique volume demonstrate teaching with a critical lens, helping students develop critical dispositions, encouraging civic action with students, and teaching about topics inclusive of race, class, gender, and sexuality. Based on empirical research, each contribution is rooted in a critical theoretical framework and characterizes findings from sustained study of pedagogic practice, spanning subject matter from social studies, English Language Arts, music, mathematics, and science. Through this work, both pre- and in-service teachers as well as teacher educators will be inspired to practice social justice in their own classrooms.

New York, 2017. XIV, 260 pp., 1 table

hb. ISBN 978-1-4331-4609-1  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-4602-2  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Boyd White · Amélie Lemieux

### Mapping Holistic Learning

An Introductory Guide to Aesthetigrams

*Mapping Holistic Learning: An Introductory Guide to Aesthetigrams* introduces the concept of aesthetigrams. These are participant-produced visual maps of aesthetic engagement. The map-making strategy was originally developed by one of the authors, Boyd White, to assist him in understanding what his university-level students were experiencing as they interacted with artworks. Such interactions are, after all, private, individualistic, and fleeting. How can a teacher foster student/teacher dialogue that might lead to enhanced engagement, much less do research, without a concrete record of such engagement? Aesthetigrams provide that record. Recently, the strategy has been adapted to other fields of study—the teaching of literature, and philosophy for children, as well as the writing of poetry. Boyd White and Amélie Lemieux are persuaded that the strategy could be expanded into other disciplines. For example, might it not be useful for a teacher to know what a student is feeling and thinking as she struggles with a mathematical concept? *Mapping Holistic Learning* is divided into three sections. Chapter 1 addresses the theoretical framework that underpins the authors' research. The second section, Chapters 2 to 5, provides examples of aesthetigram usage within the formal education environment, in art and literature classrooms. The third section, Chapters 6 and 7, introduces two recent experiments in informal settings—one in an adult poetry workshop, the other in a philosophy-for-children workshop. It is not necessary to follow the book in chronological order. Readers are invited to attend to the chapters that most closely address their individual interests.

New York, 2017. XVIII, 146 pp., 19 b/w ill.

hb. ISBN 978-1-4331-3277-3  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3276-6  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Rahat Zaidi

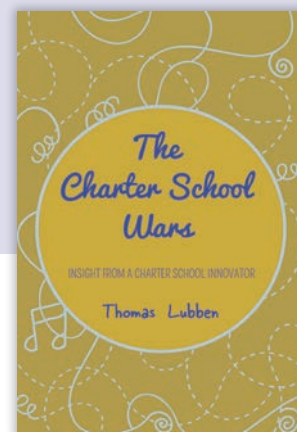
### Anti-Islamophobic Curriculums

Since patterns of immigration began taking hold, one of the primary goals of any immigrant to, or citizen of, North America has been to be accepted and to adapt to a new culture and learn to live a productive and healthy life. There are many different means by which people endeavor to accomplish this. One of these is through education, a platform that has been, and should continue to be, a principal path to achieving this goal. The field of education has also become one of the primary forums for provoking and questioning societal norms and is a powerful means towards achieving the vision of a multicultural society capable of living, working, and playing in harmony. *Anti-Islamophobic Curriculums* presents a specific curriculum to help teachers and young learners gain more awareness of cultures much different from theirs. *Anti-Islamophobic Curriculums* also endeavours to decrease sociophobic reaction toward cultures that are unfamiliar and to acquaint learners with a curriculum beyond what has traditionally been their predominant English/French/Indigenous experience. While the conclusions this book draws are applicable to any culture, the curriculum presented here emphasizes the Islamic culture and, through the educational process, aims to mitigate the sociophobic reaction its members often encounter.

New York, 2017. XVI, 134 pp.

**Critical Praxis and Curriculum Guides. Vol. 1**

hb. ISBN 978-1-4331-2202-6  
CHF 89.– / €<sup>D</sup> 76.95 / €<sup>A</sup> 78.80 / £ 71.70 / £ 58.– / US-\$ 85.95  
pb. ISBN 978-1-4331-2201-9  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Thomas Lubben

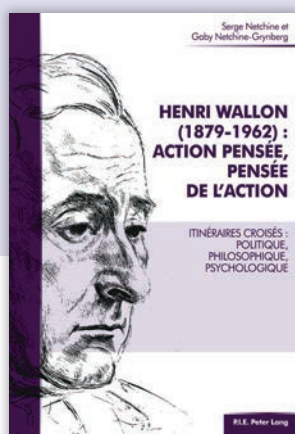
### The Charter School Wars

Insight from a Charter School Innovator

Educational reform has been a topic of scholarly conversation for a long time, but little significant movement toward action has been made. Charter schools were discussed in varied forms throughout the 1980s, but it was not until 1991 that the State of Minnesota put charter school law into practice. Thomas Lubben entered the charter school world in 1996 when the State of Pennsylvania was in the process of discussing its law that was passed the same year. *The Charter School Wars* closely follows the personal life of a lifelong educator as he negotiated the political and personal steps involved in creating a school from nothing. The first several chapters focus on the obstacles and pitfalls that the author faced during the seven-year struggle to create a charter high school based on the creative and performing arts. Later chapters focus on the expansion of this proven artistic model into additional schools. Lubben compliments the personal narrative with a chapter, «A Charter School Primer», that focuses on the critical elements needed to open a charter school. Charter school parents, teachers, administrators, and enthusiasts will find this book an interesting and poignant read as they navigate their way through the charter school landscape.

New York, 2017. X, 130 pp.

hb. ISBN 978-1-4331-4166-9  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-4170-6  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Serge Netchine •  
Gaby Netchine-Grynberg

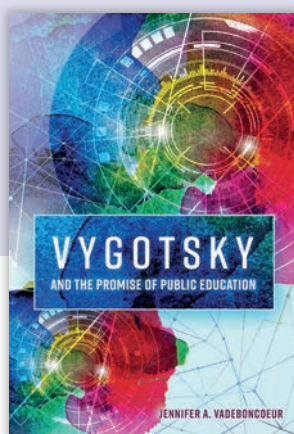
### Henri Wallon (1879–1962) : action pensée, pensée de l'action

Itinéraires croisés : politique, philosophique, psychologique

Henri Wallon (1879–1962), éminent psychologue de l'enfant, fut aussi, à partir des années 1900, un acteur de la vie intellectuelle et politique française. Cet ouvrage parcourt les grands thèmes de ses recherches sur les enfants souffrant ou non de pathologies mentales, en les articulant à ses engagements de citoyen et à ses positionnements intellectuels. Sont envisagées, au regard du contexte politique et culturel, les prises de position et les actions effectuées par Henri Wallon au cours d'une période historique qui fut riche en événements et en retournements. De plus, cette recherche illustre la détermination d'une doctrine philosophique intégrant le résultat des controverses entre courants spiritualistes et matérialistes apparues tout au long des XIX<sup>e</sup> et XX<sup>e</sup> siècles ainsi que l'élaboration d'une démarche scientifique sur le développement psychologique qui intègre des enjeux pratiques et sociétaux. Ce livre met finalement en lumière ce qui, du parcours d'Henri Wallon, mérite d'être souligné et d'intervenir dans les problèmes contemporains.

Bruxelles, 2017. 205 p.

br. ISBN 978-2-8076-0341-7  
CHF 47.– / €<sup>D</sup> 40.95 / €<sup>A</sup> 41.80 / £ 38.– / £ 31.– / US-\$ 45.95  
eBook (SUL) ISBN 978-2-8076-0342-4  
CHF 50.– / €<sup>D</sup> 44.95 / €<sup>A</sup> 45.60 / £ 38.– / £ 31.– / US-\$ 45.95



Jennifer A. Vadeboncoeur

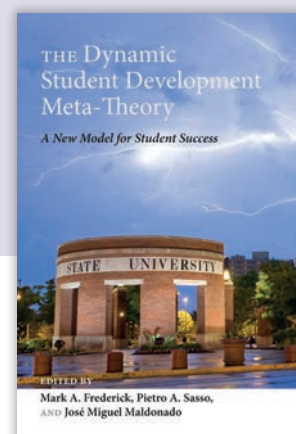
### Vygotsky and the Promise of Public Education

*Vygotsky and the Promise of Public Education* recontextualizes the scholarship of educator and psychologist Lev Vygotsky, highlighting its relevance to contemporary issues in public education. Emphasizing the historical, social, and cultural formation of conscious awareness, Jennifer A. Vadeboncoeur advances Vygotsky's project with current research in psychology, enabling the redefinition of central concepts such as learning, teaching, and developing. This attention to how we conceptualize learning and teaching is vital to the project of crafting schools to fulfill the promise of public education. Written for teacher candidates, educators, researchers, and policy-makers, this book both recognizes the complications of teaching and learning in public schools and contributes to the scholarship on the critical possibilities of schools as social institutions. The significance of public education for each and every child and teacher, and the future that is created in each student-teacher relationship, is re-centered as, perhaps, the most worthwhile project of our time.

New York, 2017. XXXII, 312 pp.

**Educational Psychology. Critical Pedagogical Perspectives. Vol. 16**

hb. ISBN 978-1-4331-1540-0  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-1539-4  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



Mark A. Frederick • Pietro A. Sasso •  
José Miguel Maldonado (eds.)

### The Dynamic Student Development Meta-Theory

A New Model for Student Success

The Dynamic Student Development Metatheory (DSDM) is a meta-theory based on empirically based inferences drawn from a national survey entitled the University Learning Outcomes Assessment (UniLOA). The UniLOA's current dataset consists of over 500,000 college student participants and has supported impressive findings that allow for the reconceptualization of long-held cultural artifacts and assumptions regarding the way students grow, learn, and develop (GLD) and how decision makers within postsecondary education have selected to engage the domains of student development measured by the UniLOA. This book champions a model of student success. The DSDM was developed from common factors identified in multiple theories and models within the areas of human and student development as well as empirically based theories and models of education. By first defining complementary elements within the theories and models then establishing accurate operational definitions, the planning and engagement of appropriate services, supports, interventions, and programs (SSIPs) and the active assessment of their outcomes can lead to a more effective response to current challenges faced by higher educators. As a meta-model, the DSDM reconceptualizes student success within higher education that is disruptive to the current accepted paradigm of student learning and engagement. This book is intended for faculty and staff interested in critical debate about issues in higher education and for deliberation by graduate students in college administration programs.

New York, 2018. XXX, 410 pp., 7 b/w ill., 9 tables

**Adolescent Cultures, School, and Society. Vol. 69**

pb. ISBN 978-1-4331-3417-3  
CHF 67.– / €<sup>D</sup> 57.95 / €<sup>A</sup> 59.60 / £ 54.20 / £ 44.– / US-\$ 64.95



Jean-Marc Huguenin · Georges Solaux

### Évaluation partenariale des politiques publiques d'éducation

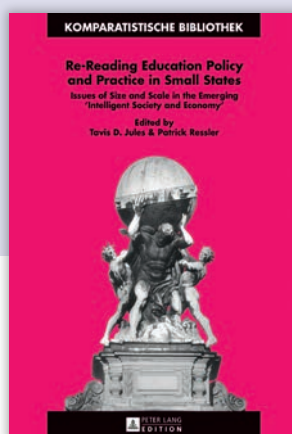
L'expérience d'un dispositif d'évaluation du fonctionnement de l'enseignement primaire

Dans cet ouvrage, la méthode de l'évaluation partenariale est développée et appliquée à des cas concrets de politiques publiques d'éducation. Selon cette méthode, les parties prenantes aux politiques d'éducation sont associées aux principales étapes de l'évaluation. Cela permet aux partenaires sociaux d'influer sur le processus, de s'en approprier les résultats et d'en faciliter leur mise en œuvre. L'ouvrage expose tout d'abord trois cas concrets d'évaluations partenariales dont les étapes d'analyse sont détaillées. Les perceptions et les réactions des parties prenantes y sont notamment relatées. Les évaluations sont ainsi décrites et vécues de l'intérieur. L'ouvrage effectue ensuite un retour critique en présentant les obstacles à l'évaluation partenariale (et les manières de les lever) ainsi que les conditions préalables à une évaluation efficace.

Bern, 2017. 139 p., 2 ill. n/b, 4 tabl.

**Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 180**

br. ISBN 978-3-0343-3113-5  
CHF 35.– / €<sup>D</sup> 29.95 / €<sup>A</sup> 30.80 / £ 28.– / US-\$ 33.95  
eBook (SUL) ISBN 978-3-0343-3114-2  
CHF 37.– / €<sup>D</sup> 32.95 / €<sup>A</sup> 33.60 / £ 28.– / US-\$ 33.95



Tavis D. Jules · Patrick Ressler (eds.)

### Re-Reading Education Policy and Practice in Small States

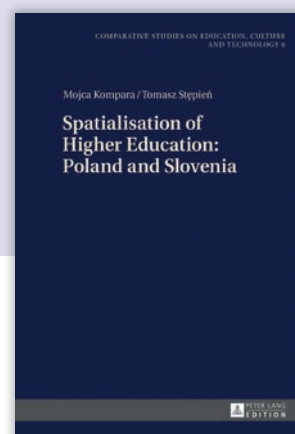
Issues of Size and Scale in the Emerging «Intelligent Society and Economy»

The volume is concerned with educational developments in small and microstates, a topic that has only relatively recently started to attract the attention it deserves. It is guided by the questions (i) if and how small and microstates deal with policy challenges to their education systems that are particularly important for their future development and (ii) whether there is something like typical «small / microstate behavior». The volume seeks to contribute to a genuinely comparative approach to education in small and microstates. Moreover, widening conventional definitions of smallness, it aims to advance research in the field not only in a thematic but also in a theoretical perspective. Overall, the volume seeks to expand our understanding of small and microstates – and by implication of big states as well –, especially regarding what is general and what is particular about their behavior.

Frankfurt am Main, 2017. 284 pp.

**Komparatistische Bibliothek / Comparative Studies Series / Bibliothèque d'Études Comparatives. Vol. 27**

hb. ISBN 978-3-631-62751-8  
CHF 58.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / £ 46.70 / US-\$ 56.95  
eBook (SUL) ISBN 978-3-653-02633-7  
CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / £ 46.70 / US-\$ 56.95



Mojca Kompara · Tomasz Stępień

### Spatialisation of Higher Education: Poland and Slovenia

The book focuses on European Integration in the Field of Higher Education and Research, as well as the Implementation of the Bologna Process in Slovenia. The common policy of higher education and research belongs to the most important fields in the process of European integration and to the constitutive elements of the European Union. The authors analyse the process constituting the framework of higher education and research policy in Poland and Slovenia. The book analyses the political process of transformation within these two member states of the EU and exemplifies their plurality and specificity which are integrated in the genuine European idea of education, science and the research community.

Frankfurt am Main, 2017.  
158 pp., 13 coloured ill., 3 b/w tables

**Comparative Studies on Education, Culture and Technology / Vergleichende Studien zur Bildung, Kultur und Technik. Vol. 6**

hb. ISBN 978-3-631-71297-9  
CHF 47.– / €<sup>D</sup> 39.95 / €<sup>A</sup> 41.10 / £ 37.40 / US-\$ 45.95  
eBook (SUL) ISBN 978-3-631-71298-6  
CHF 49.– / €<sup>D</sup> 44.95 / €<sup>A</sup> 44.90 / £ 37.40 / US-\$ 45.95



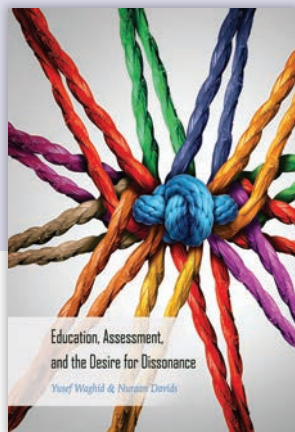
Cristina Allemann-Ghionda · Gülbeyaz Kula · Laurent Mignon (Hrsg.)

### Diversität in europäischen Bildungssystemen und in der Lehrer\_innenbildung

Der Sammelband erörtert aus verschiedenen Blickwinkeln die Bedeutung von Diversität in exemplarisch ausgewählten Hochschulen und Bildungssystemen in Europa sowie in der Lehrer\_innenbildung in Deutschland. Damit verbunden ist die Frage, was getan werden kann, um den Herausforderungen der Diversität und der Internationalisierung konstruktiv zu begegnen. Weitere Theoriebildung und konkrete Vorschläge zeigen Wege auf, um die Bildungsbeteiligung aller Menschen, unabhängig von ihrer sozio-ökonomischen, religiösen, ethnischen, kulturellen Herkunft und Zugehörigkeit, ihres Geschlechtes, ihrer sexuellen Orientierung, ihres Alters, ihrer kognitiven und motorischen Fähigkeiten sowie ihrer Sprachen, zu begünstigen und zu erhöhen.

Frankfurt am Main, 2017. 204 S., 16 farb. Abb., 4 s/w Tab.

geb. ISBN 978-3-631-68102-2  
CHF 47.– / €<sup>D</sup> 39.95 / €<sup>A</sup> 41.– / £ 37.30 / £ 31.– / US-\$ 44.95  
eBook (SUL) ISBN 978-3-653-07225-9  
CHF 49.– / €<sup>D</sup> 43.95 / €<sup>A</sup> 44.80 / £ 37.30 / £ 31.– / US-\$ 44.95



Yusef Waghid · Nuraan Davids

### Education, Assessment, and the Desire for Dissonance

*Education, Assessment, and the Desire for Dissonance* aims to address the contentious practice of assessment in schools and universities within a poststructuralist educational paradigm. Within the theoretical paradigm of Foucault's (1994) notions of governmentality, subjectification and dissonance, the book examines why, through which and in which ways (how) educational assessment should unfold considering the challenges of globalized and cosmopolitan dimensions of educational change that have beset educational institutions. Waghid and Davids show how conceptual derivatives of Foucauldian governmentality, in particular the notions of power, panopticon and surveillance, dispositive, freedom and resistance—as relational concepts—affect assessment in universities and schools. The authors argue why universities and schools cannot be complacent or non-responsive to current understandings and practices of assessment. In the main, the authors contend that a Foucauldian notion of powerful, subjectified and dissonant assessment can, firstly, be extended to an Agambenian (2011) notion of a profane, denudified and rhythmic form of assessment; and secondly, be enhanced by a Derridian (1997) idea of friendship that bridges a Foucauldian view of governmental assessment with an Agambenian view of ethical assessment. Friendship allows people to act responsibly towards one another—that is, teachers and students acting responsibility towards one another—and resonates with an ongoing pursuit of rhythmic assessment practices. Such a form of assessment opens up an attentiveness to the incalculable and unexpected encounters that bear the responsibility of acting *with* one another.

New York, 2017. XX, 166 pp.

**Global Studies in Education. Vol. 33**

hb. ISBN 978-1-4331-4043-3  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-4044-0  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Bob Coulter

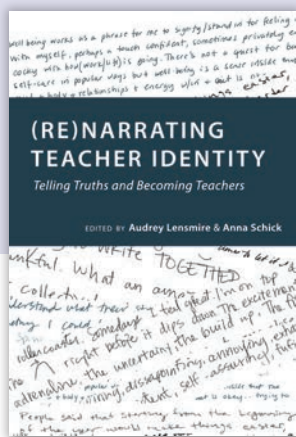
### Building Kids' Citizenship Through Community Engagement

*Building Kids' Citizenship Through Community Engagement* offers a compelling, empirically-based argument for giving young people opportunities to grow through productive involvement with their local community. Drawing on John Dewey's pragmatic frame of experience and concepts of *bildung* that inform educational practice in Europe, the book speaks directly to teachers and parents who are looking for a way to support young people in their efforts to become confident, self-directed citizens. Throughout, the book offers a paradigm for growth that counters the limits of narrow visions of schooling and equally thin out-of-school learning opportunities which serve to limit young people's potential. In framing the argument, veteran educator Bob Coulter draws on more than 30 years of experience that includes extensive work with youth as a classroom teacher and in a variety of other community-based efforts, as well as 18 years of work as a mentor to teachers and parents. Key themes running through *Building Kids' Citizenship Through Community Engagement* include a cogent argument in support of young people assuming an active, age-appropriate role as citizens, as well as a modern updating of Dewey's concept of experience that is suitable for a technological age. These theoretical ideas are made tangible through specific recommendations for productive uses of digital technology and a critical review of several frameworks that have proven useful for designing and evaluating the quality of kids' community-based learning experiences.

New York, 2018. X, 148 pp.

**[Re]thinking Environmental Education. Vol. 12**

hb. ISBN 978-1-4331-3519-4  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3518-7  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Audrey Lensmire • Anna Schick (eds.)

### **(Re)narrating Teacher Identity**

Telling Truths and Becoming Teachers

With surprising candor, the authors of *(Re)narrating Teacher Identity: Telling Truths and Becoming Teachers* crack open what it means to become and be a teacher in the twenty-first century United States. In an effort to dig deeper into the challenge of teaching, four new teachers engaged in a summer writers workshop. Drawing from the work of Barbara Kamler (2001), the teachers used artifacts such as school graffiti and text messages to «reposition» and (re)narrate their identities as teachers. In braving truth-telling, the authors built a collective well-being. These stories are an important resource for novice teachers, experienced teachers, and teacher educators alike for disrupting dominant teacher narratives and moving towards alternatives.

New York, 2017. XXII, 102 pp.

**Social Justice Across Contexts in Education. Vol. 6**

hb. ISBN 978-1-4331-3499-9  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3498-2  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 29.– / US-\$ 42.95



Jurik Stiller • Christin Laschke (Hrsg.)

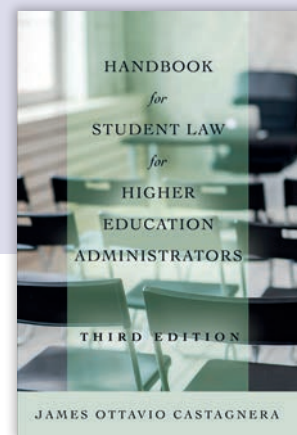
### **Berlin-Brandenburger Beiträge zur Bildungsforschung 2017**

Herausforderungen, Befunde und Perspektiven interdisziplinärer Bildungsforschung

Die Reihe bietet ein Forum zur Veröffentlichung von Studien aus der empirischen Bildungsforschung. Der Fokus liegt auf Arbeiten mit besonderem Bezug zum Raum Berlin und Brandenburg. Dabei finden qualitative und quantitative Zugänge gleichermaßen Berücksichtigung. Der Band zeichnet sich durch thematische Vielfalt aus und verschafft Einblick in die unterschiedlichsten methodischen Vorgehensweisen.

Frankfurt am Main, 2017. 330 S., 30 s/w Abb., 25 Tab.

geb. ISBN 978-3-631-67472-7  
CHF 70.– / €<sup>D</sup> 59.95 / €<sup>A</sup> 61.60 / £ 56.– / US-\$ 67.95  
eBook (SUL) ISBN 978-3-631-71840-7  
CHF 73.– / €<sup>D</sup> 66.95 / €<sup>A</sup> 67.20 / £ 56.– / US-\$ 67.95



James Ottavio Castagnera

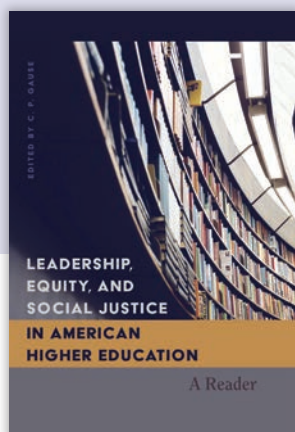
### **Handbook for Student Law for Higher Education Administrators, Third Edition**

The *Handbook for Student Law for Higher Education Administrators, Third Edition* is a practical tool, intended for administrators dealing with students in higher education, focusing principally on four-year institutions. Addressing the ever-evolving relationship between higher education and the law, the book will provide the academic administrator with the means to knowledgeably and confidently navigate the many legal threats and challenges facing colleges today. Focused on the «hot» issues in higher education today, and using examples from real cases and scenarios from many institutions, the handbook provides sample policies, checklists, and advice that administrators can apply to a wide variety of situations, both preventatively and proactively. The *Handbook for Student Law for Higher Education Administrators, Third Edition* is a compendium of practical knowledge and guidance, useful to all administrators dealing with the legal minefield that is higher education.

New York, 2017. X, 298 pp.

**Education Management. Vol. 10**

pb. ISBN 978-1-4331-4230-7  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / US-\$ 52.95



C.P. Gause (ed.)

### Leadership, Equity, and Social Justice in American Higher Education

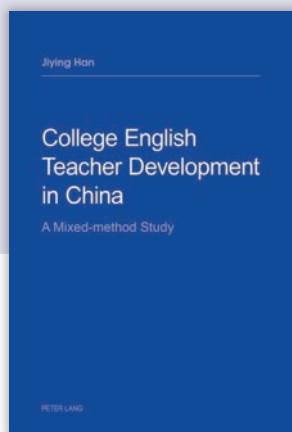
A Reader

Never before have leadership, equity, and social justice been more important and/or critical to the mission of public universities and institutions of higher education. The twenty-first century has ushered in a period of instantaneous feedback, including live newsfeeds, reviews of goods and services, and online streaming events, as well as experiences. Anyone with a smartphone has access to millions of individuals with whom to report his/her affirmation and/or dissatisfaction with individuals, products, or services. Colleges and universities have not been immune to this current climate. The purpose of this volume is to «critique» the current state of American higher education through the lenses of critical theory and critical pedagogy. This volume seeks to impact higher education preparation programs by filling the void in the literature from voices in the field. The contributing authors are a diverse array of scholars and practitioners who are committed to moral and shared leadership, equity and access, and social justice.

New York, 2017. XVI, 398 pp.

**Higher Ed. Questions about the Purpose(s) of Colleges and Universities. Vol. 23**

pb. ISBN 978-1-4331-2668-0  
CHF 67.– / €<sup>D</sup> 57.95 / €<sup>A</sup> 59.60 / £ 54.20 / US-\$ 64.95



Jiying Han

### College English Teacher Development in China

A Mixed-method Study

This study addresses the professional development of college English teachers in mainland China. It is designed to examine the relationship between teachers' motivation and their attitudinal elements including teacher engagement and commitment, and teaching approaches. This study adopts a mixed-method design that starts with a quantitative phase in which data were collected and analysed to examine the hypothesised predictive power of teachers' motivation on their engagement, commitment and teaching approaches. In the second phase, qualitative data acquired via semi-structured interviews and documentary analysis were collected to further interpret, explain and elaborate the quantitative results in greater depth. As language teaching has been an often-researched discipline in the teacher motivation literature, this study prompts one to rethink and reflect on the effectiveness of college English curriculum reform and provides implications for current college English teaching and the development of college English teachers.

Bern, 2017. 228 pp., 9 b/w ill., 14 b/w tables

pb. ISBN 978-3-0343-2132-7  
CHF 72.– / €<sup>D</sup> 61.95 / €<sup>A</sup> 63.80 / £ 58.– / US-\$ 69.95  
eBook (SUL) ISBN 978-3-0343-2449-6  
CHF 76.– / €<sup>D</sup> 68.95 / €<sup>A</sup> 69.60 / £ 58.– / US-\$ 69.95



Mirka Koro-Ljungberg · Teija Löytönen · Marek Tesar (eds.)

### Disrupting Data in Qualitative Inquiry

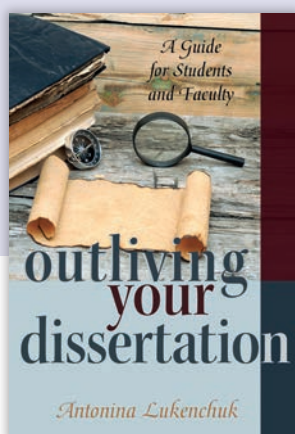
Entanglements with the Post-Critical and Post-Anthropocentric

*Disrupting Data in Qualitative Inquiry: Entanglements with the Post-Critical and Post-Anthropocentric* expands qualitative researchers' notions of data and exemplifies scholars' different encounters and interactions with data. In *Disrupting Data in Qualitative Inquiry* data has become an exploratory project which pays close attention to data's numerous variations, manifestations, and theoretical connections. This book is targeted to serve advanced graduate level methodological, inquiry, and research-creation courses across different disciplines.

New York, 2017. XVIII, 232 pp., 10 b/w ill.

**Post-Anthropocentric Inquiry. Vol. 1**

hb. ISBN 978-1-4331-3338-1  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3337-4  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 29.– / US-\$ 42.95



Antonina Lukenchuk (ed.)

### Outliving Your Dissertation

A Guide for Students and Faculty

This guide focuses on the dissertation work as a step-by-step process and details the structure and the content of dissertation chapters. Unique to this edition is its conception of the dissertation in optimistic, realistic, and symbolic terms, which altogether provide theoretical basis and practical advice to students who are beginning their dissertation process. The guide features the personal accounts of doctoral students who have gone through the experience, which makes this edition stand out among other similar books on the market.

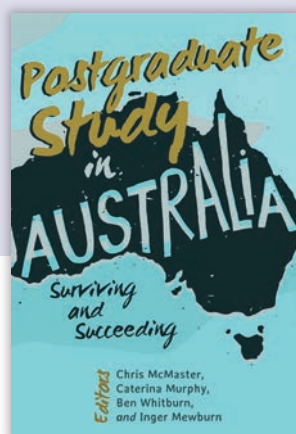
Dissertation is the work of a laborer, a craftsman, and an artist. Long hours of hard labor with our hands and head go into developing ideas, planning, and implementing research projects such as dissertations. But what ultimately drives our academic pursuits and, therefore makes them successful and enjoyable is inspiration that sets our hearts on fire and makes it impossible not to venture on the journey. The uncharted territories of the dissertation process – life events and happenings – make the path toward the highest academic degree attainment both exciting and challenging. Just like life itself with its unplanned and unpredictable twists and turns, the dissertation journey requires strength of character and an unwavering faith in one's self and in the ultimate value of the pursuit of knowledge. So, why merely survive? Let's enjoy the dissertation journey!

The guide is intended primarily for doctoral students pursuing dissertations in social sciences, as well as for faculty who teach doctoral-level research courses and seminars and supervise doctoral dissertations.

New York, 2017. XXXII, 210 pp.

Counterpoints. Studies in Criticality. Vol. 428

|                                                                                         |                        |
|-----------------------------------------------------------------------------------------|------------------------|
| hb.                                                                                     | ISBN 978-1-4331-3202-5 |
| CHF 98.– / € <sup>D</sup> 84.95 / € <sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95 |                        |
| pb.                                                                                     | ISBN 978-1-4331-3201-8 |
| CHF 55.– / € <sup>D</sup> 47.95 / € <sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95 |                        |



Christopher McMaster ·

Caterina Murphy · Benjamin Whitburn ·

Inger Mewburn (eds.)

### Postgraduate Study in Australia

Surviving and Succeeding

Each contributor to this book was given the remit: «If you could go back in time to talk with yourself when you began your studies, what advice would you give?» Hindsight is such a bonus, especially, when vying for your doctorate or postgraduate degree. *Postgraduate Study in Australia: Surviving and Succeeding* addresses this with advice from postgraduate students and recent graduates that will assure that you are not alone in your endeavors. This project follows similar editions that focus on Aotearoa/New Zealand, South Africa,

the United States, and the United Kingdom, and is currently being replicated in Scandinavia. This down-to-earth anthology shares personal stories from postgraduate students and recent graduates, employing a practical approach and focusing on the context of postgraduate studies in Australia. This first-person approach to research about postgraduate study helps curate the current understanding, with critical reflections adding to our collective knowledge. Both prospective and current postgraduate students will find this collection insightful.

New York, 2017. XVI, 250 pp.

|                                                                                         |                        |
|-----------------------------------------------------------------------------------------|------------------------|
| hb.                                                                                     | ISBN 978-1-4331-4161-4 |
| CHF 98.– / € <sup>D</sup> 84.95 / € <sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95 |                        |
| pb.                                                                                     | ISBN 978-1-4331-4162-1 |
| CHF 55.– / € <sup>D</sup> 47.95 / € <sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95 |                        |



Michael Adrian Peters · Petar Jandrić

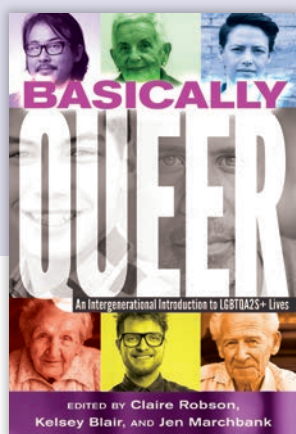
### The Digital University

A Dialogue and Manifesto

*The Digital University: A Dialogue and Manifesto* focuses on teaching, learning, and research in the age of the digital reason and their relationships to the so-called knowledge economy. The first part of the book, 'The University in the Epoch of Digital Reason,' presents the authors' insights into the nature of the contemporary university. The second part, 'Collective Intelligence and the Co-creation of Social Goods,' explores various collective ways of knowledge creation, dissemination, and education. The final part, 'Digital Teaching, Digital Learning and Digital Science,' presents an ongoing series of one-to-one dialogues between Michael Adrian Peters and Petar Jandrić about philosophy of education in the age of digital reason, relationships between learning, creative col(labor)ation, and knowledge cultures, digital reading, digital self, digital being, radical openness, creative labour, and the co-production of symbolic goods. Situated in, against, and beyond the current state of affairs, the book ends with the Digital University Manifesto, which explores what is to be done in and for a better future of the digital university.

New York, 2018. X, 376 pp., 1 b/w ill., 1 table

|                                                                                            |                        |
|--------------------------------------------------------------------------------------------|------------------------|
| hb.                                                                                        | ISBN 978-1-4331-4513-1 |
| CHF 113.– / € <sup>D</sup> 98.95 / € <sup>A</sup> 100.80 / € 91.70 / £ 74.– / US-\$ 109.95 |                        |
| eBook (SUL)                                                                                | ISBN 978-1-4331-4514-8 |
| CHF 119.– / € <sup>D</sup> 109.95 / € <sup>A</sup> 110.– / € 91.70 / £ 74.– / US-\$ 109.95 |                        |



Claire Robson • Kelsey Blair •  
Jen Marchbank (eds.)

### Basically Queer

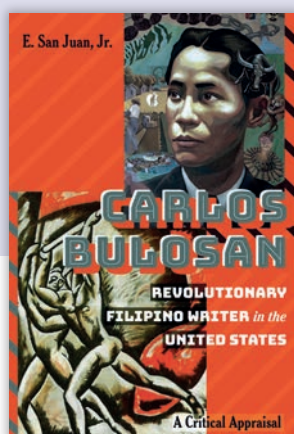
An Intergenerational Introduction to  
LGBTQA2S+ Lives

*Basically Queer* offers an introduction to what it can look and feel like to live life as lesbian, gay, bisexual, asexual, two spirited and trans. Written by youth and elders who've lived these lives first hand, the book combines no-nonsense explanations, definitions, and information with engaging stories and poetry that bring them to life. *Basically Queer* answers those questions that many want to ask but fear will give offence: What is it really like to be queer? What's appropriate language? How can I be an ally? It also provides a succinct and readable account of queer history and legal rights worldwide, addresses intergenerational issues, and offers some tips and tricks for living queer. It does so in an easy and conversational style that will be accessible to most readers, including teens. The text will be of interest to those teaching courses in gender, sexuality, queer and women's studies. It will be a useful resource for those who are questioning or examining their sexual or gender identities and those who are in relationship with them, such as doctors, teachers, parents, or friends.

New York, 2017. XVIII, 264 pp.

**Counterpoints. Studies in Criticality. Vol. 485**

hb. ISBN 978-1-4331-3346-6  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3345-9  
CHF 43.– / €<sup>D</sup> 37.95 / €<sup>A</sup> 38.50 / € 35.– / £ 28.– / US-\$ 41.95



E. San Juan, Jr.

### Carlos Bulosan – Revolutionary Filipino Writer in the United States

A Critical Appraisal

*Carlos Bulosan – Revolutionary Filipino Writer in the United States: A Critical Appraisal* is an in-depth, critical evaluation of Bulosan's major works in the context of the sociopolitical changes that configured his sensibility during the Depression, the united-front mobilization prior to World War II, and the Cold War witch-hunting of the fifties. Unprecedented for its thorough historical-materialist analysis of the symbolic dynamics of the texts, this book uses original research into the Sanora Babb papers that have never before been linked to Bulosan. Sophisticated dialectical analysis of the complex contradictions in Bulosan's life is combined with a politico-ethical reading of U.S.-Philippines relations. San Juan takes the unorthodox view that Bulosan's career was not an immigrant success story but instead a subversive project of an organic intellectual of a colonized nation-in-the-making. Today, Bulosan is hailed as a revolutionary Filipino writer, unparalleled in the racialized, conflicted history of the Philippines as a colony/dependency of the United States. This book follows San Juan's pioneering 1972 study *Carlos Bulosan and the Imagination of the Class Struggle*.

New York, 2017. XIV, 134 pp., 5 b/w ill.

**Education and Struggle. Narrative, Dialogue and the  
Political Production of Meaning. Vol. 12**

hb. ISBN 978-1-4331-4244-4  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
eBook (SUL) ISBN 978-1-4331-4245-1  
CHF 47.– / €<sup>D</sup> 42.95 / €<sup>A</sup> 43.– / € 35.80 / £ 29.– / US-\$ 42.95



Anne Vanessa Schreiber

### Biographische Identitätsarbeit beim Übergang vom Beruf in die Hochschule

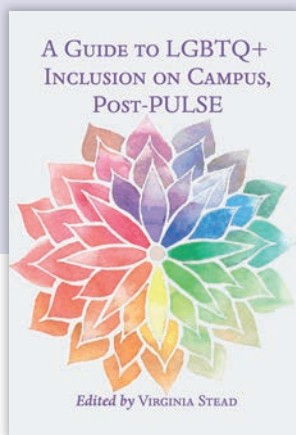
Eine explorative Studie zur Bestimmung  
von Motiven, Realisationen  
und Identitätskonstruktionen  
von Studierenden mit beruflicher  
Qualifikation

Die Autorin diskutiert die Begriffe Sozialisation, Biographie und Identität und entwickelt ein Modell mit Bezug zu den Fachdisziplinen Berufspädagogik, Pädagogik, Soziologie, Psychologie. Sie untersucht dieses Modell in einer qualitativen Studie mit beruflich qualifizierten Studierenden in der Forschungspraxis, um unterschiedliche Konzepte biographischer Identitätsarbeit sowie Motivkonstellationen und Realisationen in Bezug auf das Studium beruflich Qualifizierter zu ermitteln. Das Buch behandelt die Darstellung biographischer Identitätsarbeit von Studierenden mit beruflicher Qualifikation aus subjektiver und bildungspolitischer Perspektive vor dem Hintergrund, ein Beschreibungs- beziehungsweise Erklärungswissen über diese Studierenden-gruppe zu erlangen.

Frankfurt am Main, 2017. XIV, 303 S., 30 s/w Abb.

**Berufliche Bildung im Wandel. Bd. 20**

geb. ISBN 978-3-631-72198-8  
CHF 64.– / €<sup>D</sup> 54.95 / €<sup>A</sup> 56.50 / € 51.40 / £ 42.– / US-\$ 61.95  
eBook (SUL) ISBN 978-3-631-72206-0  
CHF 67.– / €<sup>D</sup> 60.95 / €<sup>A</sup> 61.70 / € 51.40 / £ 42.– / US-\$ 61.95



Virginia Stead (ed.)

### **A Guide to LGBTQ+ Inclusion on Campus, Post-PULSE**

The research in *A Guide to LGBTQ+ Inclusion on Campus, Post-PULSE* is premised on the notion that, because we cannot choose our sexual, racial, ethnic, cultural, political, geographic, economic, and chronological origins, with greater advantage comes greater responsibility to redistribute life's resources in favor of those whose human rights are compromised and who lack the fundamental necessities of life. Among these basic rights are access to higher education and to positive campus experiences. Queer folk and LGBTQ+ allies have collaborated on this new text in response to the June 16, 2016 targeted murder of 49 innocent victims at the PULSE nightclub, Orlando, Florida. Seasoned and novice members of the academy will find professional empowerment from these authors as they explicitly discuss multiple level theory, policy, and strategies to support LGBTQ+ campus inclusion. Their work illuminates how good, bad, and indeterminate public legislation impacts LGBTQ+ communities everywhere, and it animates multiple layers of campus life, ranging from lessons within a three-year-old day care center to policy-making among senior administration. May the power of well-chosen words continue to deepen our understanding, clarify our communication, and empower us all as pro-LGBTQ+ campus activists.

New York, 2018. xxvi, 342 pp., 4 b/w ill., 3 tables

**Equity in Higher Education Theory, Policy, and Praxis. Vol. 7**

hb. ISBN 978-1-4331-4628-2  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-4625-1  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Gerhard Banse · Dieter Kirchhöfer · Christa Uhlig (Hrsg.)

### **Schulreform 1946 in der Sowjetischen Besatzungszone Deutschlands**

Der Sammelband thematisiert die Schulreform in der Sowjetischen Besatzungszone im Jahr 1946. Ziele, Inhalte und gesetzliche Grundlegung dieser Reform werden unter historischen, juristischen, schulgeschichtlichen und pädagogischen Aspekten analysiert. Geprägt wurde die Reform von der vielfältigen politischen, sozialen und kulturellen Suche nach neuen rationellen und nachhaltigen Wegen einer umfassenden antifaschistischen Demokratisierung, die einen grundlegenden Wandel der Bildung und Erziehung der heranwachsenden Generation anstrebte. Erstmalig in der Geschichte der deutschen Schule wurden gleiche Bildungschancen über Klassen-, Geschlechts- und regionale Unterschiede hinweg zum bildungspolitischen und pädagogischen Programm.

Frankfurt am Main, 2017. 300 S.

**Gesellschaft und Erziehung. Historische und systematische Perspektiven. Bd. 17**

geb. ISBN 978-3-631-72134-6  
CHF 64.– / €<sup>D</sup> 54.95 / €<sup>A</sup> 56.50 / € 51.40 / £ 42.– / US-\$ 61.95  
eBook (SUL) ISBN 978-3-631-72135-3  
CHF 67.– / €<sup>D</sup> 60.95 / €<sup>A</sup> 61.70 / € 51.40 / £ 42.– / US-\$ 61.95



Jost Biermann

### **Der Schwelmer Kreis (1952-1975)**

Eine deutsch-deutsche Friedens- und Bildungsreforminitiative in den Spannungen des Kalten Krieges – Teil 1 / Teil 2

Die Untersuchung rekonstruiert Entstehung und Entwicklung des nach seinem Gründungsort benannten «Schwelmer Kreises» (1952–1975), einer linken, vornehmlich in den 1950er Jahren gesamtdeutsch agierenden Gruppierung von «politischen Pädagogen» aus der Bundesrepublik und der DDR. Auf breiter Basis zuvor ungenutzter Quellen bietet der Autor neue Perspektiven auf die deutsche Teilungs- und Bildungsgeschichte und fragt nach Verbindendem in dieser Zeit der Systemkonfrontation. Er analysiert die West-Ost-Vernetzungen des «Kreises», dessen Schriftzeugnisse sowie seine Veranstaltungen zu friedenspädagogischen und bildungsreformerischen Themen. Die Möglichkeiten und Grenzen des deutsch-deutschen Dialoges im Kalten Krieg stehen hierbei im Mittelpunkt, ohne darüber staatliche Repression bzw. Vereinnahmungsbestrebungen zu ignorieren.

Frankfurt am Main, 2017, 1032 S., 41 Abb., 3 Faltblätter  
**Studien zur Bildungsreform. Bd. 52**

geb. ISBN 978-3-631-67436-9  
CHF 161.– / €<sup>D</sup> 138.95 / €<sup>A</sup> 142.90 / € 129.90 / £ 106.– / US-\$ 156.95  
eBook (SUL) ISBN 978-3-653-06860-3  
CHF 170.– / €<sup>D</sup> 154.95 / €<sup>A</sup> 155.90 / € 129.90 / £ 106.– / US-\$ 156.95



Melanie Jendretzki

### Einflussfaktoren der Weiterbildungsbereitschaft von Projektkernteams in der Schienenfahrzeugindustrie

Die Schienenfahrzeugindustrie steht vor der Herausforderung, die künftige Entwicklung ihres Personals zu gestalten. Eine Maßnahme, um Mitarbeiter zu qualifizieren, ist eine betriebliche Weiterbildung. Die Autorin untersucht Einflussfaktoren auf die betriebliche Weiterbildungsbereitschaft des Projektkernteams. Als Grundlage für die empirische Studie eines Schienenfahrzeugherstellers dienen verschiedene theoretische Ansätze. Die Studie zeigt auf, dass externe Kontextfaktoren und institutionelle Rahmenbedingungen im Umfeld der Schienenfahrzeugindustrie permanenten Veränderungen unterliegen. Diese werden beispielsweise durch die steigende technische Komplexität der Fahrzeuge hervorgerufen. Die betriebliche Weiterbildungsbereitschaft der Mitarbeiter steht in Abhängigkeit zu dem Verhalten des Vorgesetzten, beispielsweise im Umgang mit auftretenden Schwierigkeiten.

Frankfurt am Main, 2017. 568 S., 47 Abb., 14 Tab.

geb. ISBN 978-3-631-72638-9  
CHF 93.– / €<sup>D</sup> 79.95 / €<sup>A</sup> 82.20 / £ 74.80 / £ 61.– / US-\$ 90.95  
eBook (SUL) ISBN 978-3-631-72639-6  
CHF 98.– / €<sup>D</sup> 88.95 / €<sup>A</sup> 89.80 / £ 74.80 / £ 61.– / US-\$ 90.95



Nadine von Blücher

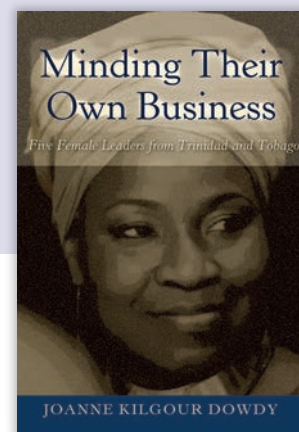
### Konzeption eines Modells der beruflichen Handlungskompetenz für die betriebliche Weiterbildung

Eine Kompetenzerhebung von drei Berufsgruppen aus dem pädagogischen und ökonomischen Tätigkeitsbereich

Das Buch behandelt die Förderung der beruflichen Handlungskompetenz durch eine betriebliche Weiterbildung. Die Autorin betrachtet zunächst den Kompetenzerwerb theoretisch und analysiert hierbei den aktuellen Kompetenzdiskurs. Anschließend folgt eine empirische Studie, die eine quantitative Untersuchung der beruflichen Handlungskompetenz von drei Berufsgruppen umfasst. An die Studie anknüpfend entwickelt die Autorin ein Kompetenzmodell, das sich auf eine duale Kompetenzförderung ausrichtet.

Frankfurt am Main, 2017. 368 S., 30 s/w Abb., 44 s/w Tab.

br. ISBN 978-3-631-71799-8  
CHF 72.– / €<sup>D</sup> 61.95 / €<sup>A</sup> 63.70 / £ 57.90 / £ 48.– / US-\$ 69.95  
eBook (SUL) ISBN 978-3-631-71800-1  
CHF 76.– / €<sup>D</sup> 68.95 / €<sup>A</sup> 69.50 / £ 57.90 / £ 48.– / US-\$ 69.95



Joanne Kilgour Dowdy

### Minding Their Own Business

Five Female Leaders from Trinidad and Tobago

*Minding Their Own Business: Five Female Leaders from Trinidad and Tobago* is a narrative project that illuminates the historical legacy of entrepreneurship, self-employment, and collective economics within the African diaspora, particularly in the lives of five women leaders of African descent from Trinidad and Tobago, in the Caribbean. By using the financial literacy lens as an analytical tool to interpret these biographies, this book documents the journeys of these independent business women, uncovers the literacy skills they employed, and describes the networking skills that they relied upon personally and professionally. The qualitative data collection methods utilized in this project help to identify lessons that will inform professionals, educators, and business and lay persons about the innovative ways in which teaching and learning take place outside of "formal" business schooling. Information gleaned from this study also serves to broaden traditional understandings of entrepreneurship and economic strategies inherited from majority African descended communities. Additionally, this book illuminates the creative and intellectual modes of learning within the Afrocentric communities that foster successful business practices. Finally, these five successful women pass on to interested learners their methods of modeling, encouraging, and celebrating the means by which independent business people make a positive impact on society.

New York, 2017. XII, 138 pp., 2 tables

**Black Studies and Critical Thinking, Vol. 94**

hb. ISBN 978-1-4331-3386-2  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3385-5  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Laetitia Progin

### Devenir chef d'établissement

Le désir de leadership à l'épreuve de la réalité

Devenir directeur, c'est apprendre à exercer une fonction hiérarchique à laquelle, en tant qu'enseignant, on n'est pas initialement préparé, en assumant une autorité que l'on est désormais censé incarner. Afin d'analyser cette phase particulière durant laquelle les directeurs apprennent à se positionner et à exercer du leadership, l'auteure identifie les contradictions et les tiraillements auxquels les cadres scolaires sont soumis, et qui génèrent des épreuves spécifiques à ce métier et à ses débuts. Cet ouvrage offre des pistes quant aux ressources mobilisées par les cadres scolaires afin de surmonter les épreuves qu'ils rencontrent. Il interpelle également l'ensemble des acteurs du monde de l'éducation et de la formation en proposant, pour la première fois en Suisse romande, des données probantes sur les spécificités de l'entrée dans le métier de cadre scolaire. Enfin, il questionne les dispositifs actuels de formation des cadres scolaires en proposant des perspectives pour penser une formation adaptée aux besoins des formés.

Bern, 2017. 210 p.

**Exploration. Collection de la Société Suisse pour la Recherche en Éducation. Vol. 176**

br. ISBN 978-3-0343-2616-2  
CHF 56.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 49.50 / £ 45.– / US-\$ 54.95  
eBook (SUL) ISBN 978-3-0343-2755-8  
CHF 59.– / €<sup>D</sup> 53.95 / €<sup>A</sup> 54.– / £ 45.– / US-\$ 54.95



Carrie Rogers · Kofi Lomotey ·  
Adriell Hilton (eds.)

### Innovative Approaches to Educational Leadership

Selected Cases

Of late, leadership has come to include individuals in elementary, secondary and tertiary institutions who do not necessarily carry leadership titles. Faculty in preK-16 institutions, along with other staff and community people, have increasingly begun to take on leadership responsibilities as shared leadership is articulated and practiced more and more in education. This volume focuses on educational leadership--broadly defined. More specifically, following several research-based thought pieces in which the authors define and discuss this new conception of leadership, contributors offer preK-16 case study illustrations of this recent conception of educational leadership. Readers will use this casebook as a foundational text for courses in teacher education, educational leadership, business and higher education. It includes detailed chapters focused on teacher leadership, principal leadership and higher educational leadership.

New York, 2017. XIV, 252 pp.

**Higher Ed. Questions About the Purpose(s) of Colleges and Universities. Vol. 27**

hb. ISBN 978-1-4331-3312-1  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / US-\$ 94.95  
pb. ISBN 978-1-4331-3311-4  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / US-\$ 52.95



Patricia A. Mitchell (ed.)

### African American Males in Higher Education Leadership

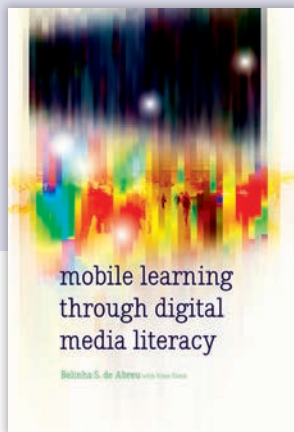
Challenges and Opportunities

*African American Males in Higher Education Leadership: Challenges and Opportunities* presents narratives from thirteen African American males working in higher education leadership. Their narratives describe the barriers and roadblocks that continue to impede them while climbing the ivory tower ladder to leadership. This book highlights a number of topics relevant to the experiences of Black males on what it means to hold a leadership position at a historically black college and at a predominantly white institution. This is an opportunity to hear the voices of African American males and to look at leadership through their lens. What have been some of the challenges and opportunities they have faced during their journey in higher education? What specific strategies helped them cope with barriers impeding their climb to a leadership position in higher education? What specific programs make a difference for emerging Black male leaders? Did they have a mentor or did they feel isolated during their journey? How are they feeling now? What tips can be passed down to our next generation of Black leaders? These narratives provide inspiration for all African American men aspiring to advance their careers in higher education. Hopefully, African American males will find these narratives useful as they prepare to enter the landscape of higher education leadership and avoid some of the pitfalls discussed in the book.

New York, 2017. XXVI, 202 pp., 1 table

**Black Studies and Critical Thinking. Vol. 90**

hb. ISBN 978-1-4331-3208-7  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3207-0  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / US-\$ 52.95



Belinha S. de Abreu

### Mobile Learning through Digital Media Literacy

*Mobile Learning through Digital Media Literacy* proposes media literacy education as a conceptual framework for bridging mobile technologies in teaching and learning. As cell phones have become more advanced and applications more innovative and fitting, candid conversations are taking place as to how technology can be a purposeful tool in the classroom. Mobile technology already attracts students and encourages text-language development; yet its accessibility affords the potential for more extended use, offering enhancement and flexibility for instructional development. In light of a shared vision of collaboration and growth developing globally within educational circles, this book examines mobile learning as a formal literacy, as a productivity environment for creative growth in and out of the classroom, and as an advancement to social learning through online networks. The book surveys media literacy education—both within the classroom and its extended implications—for concerns of civic participation and data privacy, as more educators and policymakers internationally consider the possibilities of connected classrooms and m-learning on a universal scale.

New York, 2017. XXXIV, 214 pp.

**New Literacies and Digital Epistemologies. Vol. 73**

hb. ISBN 978-1-4331-2895-0  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-2894-3  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Michele Knobel · Colin Lankshear (eds.)

### Researching New Literacies

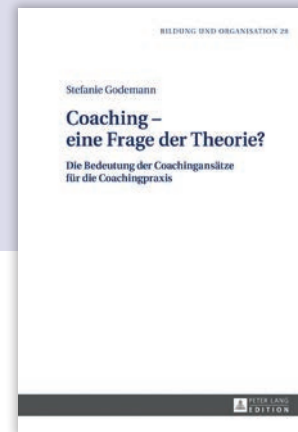
Design, Theory, and Data in Sociocultural Investigation

This book provides an expansive guide for designing and conducting robust qualitative research across a diverse range of purposes concerned with understanding new literacies in theory and in practice. It is based on the idea that one of the best ways of learning how to do good research is by closely following the approaches taken by excellent researchers. This volume brings together a group of internationally reputed qualitative researchers who have investigated new literacies from a sociocultural perspective. These contributors offer «under the hood» accounts of how they have adapted existing research approaches and, where appropriate, developed new ones to frame their research theoretically and conceptually, collected and analyzed their data, and discussed their analytic results in order to achieve their research purposes. Each chapter, based on a substantial and successful study undertaken by the researchers, addresses the research process from one or more of the following emphases: theory and design, data collection, and data analysis and interpretation. Core elements discussed in each chapter include research purposes and questions; theoretical and conceptual framing; data collection and analysis; research findings and implications; and limitations, glitches, and difficulties experienced in the research process.

New York, 2017. X, 254 pp.

**New Literacies and Digital Epistemologies. Vol. 76**

hb. ISBN 978-1-4331-3146-2  
CHF 113.– / €<sup>D</sup> 98.95 / €<sup>A</sup> 100.80 / € 91.70 / £ 74.– / US-\$ 109.95  
pb. ISBN 978-1-4331-3145-5  
CHF 67.– / €<sup>D</sup> 57.95 / €<sup>A</sup> 59.60 / € 54.20 / £ 44.– / US-\$ 64.95



Stefanie Godemann

### Coaching – eine Frage der Theorie?

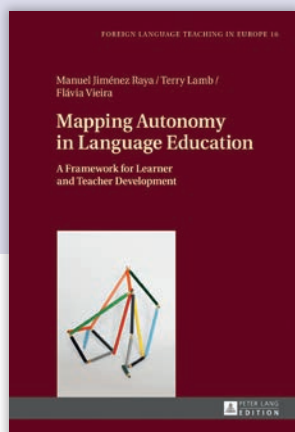
Die Bedeutung der Coachingansätze für die Coachingpraxis

Die Autorin evaluiert eine Coachingtheorie, die den Ansprüchen von Praxis und Wissenschaft Rechnung trägt. Eine solche muss aus systematischen Entscheidungsmöglichkeiten bestehen, die das praktische Kommunikationsverhalten von Coaches faktisch leiten. Diese sind zwar durch wissenschaftliche Theorie beeinflusst, nicht aber durch sie in dem Sinne geprägt, dass sich in ihnen relativ ungebrochen bestimmte wissenschaftliche Theorien spiegeln. Das führt zu der Annahme, dass die Entscheidungsmöglichkeiten so individuell sind wie die Coaches selbst. Um diese These zu überprüfen, analysierte die Autorin eine Coachingsitzung mit einer Methode, die an die Prinzipien der Objektiven Hermeneutik anschließt und das von Geißler für die Analyse von Coachingprozessen entwickelte Kategoriensystem nutzt.

Frankfurt am Main, 2017. 322 S., 27 s/w Abb.

**Bildung und Organisation. Bd. 28**

geb. ISBN 978-3-631-71547-5  
CHF 64.– / €<sup>D</sup> 54.95 / €<sup>A</sup> 56.50 / € 51.40 / £ 42.– / US-\$ 61.95  
eBook (SUL) ISBN 978-3-631-71559-8  
CHF 67.– / €<sup>D</sup> 60.95 / €<sup>A</sup> 61.70 / € 51.40 / £ 42.– / US-\$ 61.95



Manuel Jiménez Raya · Terry Lamb ·  
Flávia Vieira

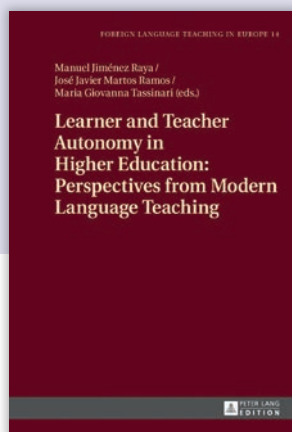
### Mapping Autonomy in Language Education

A Framework for Learner and Teacher Development

This book proposes a comprehensible, context-sensitive and flexible framework for the development of pedagogy for autonomy in language education. The «framework» metaphor highlights the effort to identify structuring elements in the authors' stance towards pedagogy for autonomy, which fall into three domains -the context, the learner, and the teacher. In each domain, the authors raise ethical, conceptual and practical issues that are crucial to their perspective and offer a basis for reflection on learner and teacher development towards learner and teacher autonomy. The book proposes a common definition for learner and teacher autonomy within a vision of education as transformation and empowerment. Pedagogy for autonomy is operationalized through a set of ten general principles.

Frankfurt am Main, 2017, 158 pp., 3 fig., 9 tables  
**Foreign Language Teaching in Europe. Vol. 16**

hb. ISBN 978-3-631-67360-7  
CHF 29.– / €<sup>D</sup> 24.95 / €<sup>A</sup> 25.70 / € 23.40 / £ 19.– / US-\$ 28.95  
eBook (SUL) ISBN 978-3-631-72220-6  
CHF 31.– / €<sup>D</sup> 27.95 / €<sup>A</sup> 28.10 / € 23.40 / £ 20.– / US-\$ 28.95



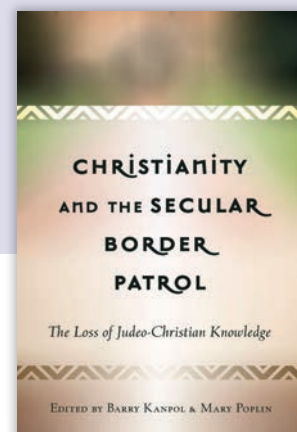
Manuel Jiménez Raya ·  
José Javier Martos Ramos ·  
Maria Giovanna Tassinari (eds.)

### Learner and Teacher Autonomy in Higher Education: Perspectives from Modern Language Teaching

This volume seeks to foster the development of teacher and learner autonomy in language learning in higher education. It pools the insights and experiences of a group of international researchers who present their reflections and research on different aspects of autonomy and related issues. Although autonomy is acknowledged as one of the main goals of education, in higher education the need for accountability and standardisation of learning outcomes may constitute external limitations to its development. In order to overcome teaching traditions and mainstream academic culture, teachers may need to reorient themselves and face the challenge of a substantial change involving their own and their learners' beliefs, their practice and their role in the institution.

Frankfurt am Main, 2017, 208 pp., 3 fig., 17 tables  
**Foreign Language Teaching in Europe. Vol. 14**

hb. ISBN 978-3-631-65984-7  
CHF 58.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / € 46.70 / £ 38.– / US-\$ 56.95  
eBook (SUL) ISBN 978-3-653-05464-4  
CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / € 46.70 / £ 38.– / US-\$ 56.95



Barry Kanpol · Mary Poplin (eds.)

### Christianity and the Secular Border Patrol

The Loss of Judeo-Christian Knowledge

*Christianity and the Secular Border Patrol: The Loss of Judeo-Christian Knowledge* centrally looks at how secular universities have dominated academic knowledge on the one hand and have also been a part of bias against Christian academics on the other. Authors generally ask for borders of understanding and collegial dialogue to bridge gaps of knowledge that exist because of this bias. Theoretical analysis and narratives from the field describe how overcoming extreme theoretical positions may allow for productive knowledge construction and a more harmonious relationship within the culture wars of our times, especially in higher education.

New York, 2017, XIV, 222 pp., 1 fig., 3 tables  
**Critical Education and Ethics. Vol. 9**

hb. ISBN 978-1-4331-3275-9  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-3274-2  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Xavier Roegiers

### De la connaissance à la compétence

Évaluer le potentiel d'action par un QCM – « Recherche fondamentale inédite »

Nous possédons des connaissances, nous obtenons des résultats scolaires, des diplômes ... Mais cela nous permet-il pour autant d'agir dans les situations concrètes qui nous sont proposées dans toute leur diversité, du diagnostic médical à la dissertation, en passant par le problème mathématique ou l'évaluation d'un projet ? Cet ouvrage évoque le déroulement et les résultats d'une recherche tout à fait originale autour de la question : qu'est-ce qui fait que nous sommes compétents ? Qu'est-ce qui fait que nous pouvons agir concrètement pour traiter des situations qui requièrent bien plus que des connaissances ? Elle démonte ces mécanismes inscrits au fond de nous et montre le rôle que jouent respectivement des facteurs cognitifs et émotionnels dans notre capacité à traiter des situations complexes. Établis à partir d'une base de données de plus de 11 000 personnes, en provenance de 8 pays, sur 3 continents et dans 4 régimes linguistiques différents, les résultats de la recherche font apparaître des résultats parfois saisissants sur ce qui caractérise le potentiel à agir à différents âges, selon le genre, selon les cultures, selon les domaines de compétences. De manière concrète, elle offre – à partir d'une série de questions à choix multiples (QCM) – la possibilité de déterminer de façon très précise les forces et les faiblesses de chacun(e) en matière de passage à l'action, aussi bien sur le plan émotionnel que cognitif, et pose ainsi les bases de pistes ciblées d'amélioration du potentiel de chacun.

Bruxelles, 2017. 301 p., 79 ill. n/b, 94 tabl.

br. ISBN 978-2-8076-0274-8  
CHF 54.– / €<sup>D</sup> 45.95 / €<sup>A</sup> 47.30 / £ 43.– / £ 35.– / US-\$ 51.95  
eBook (SUL) ISBN 978-2-8076-0322-6  
CHF 56.– / €<sup>D</sup> 50.95 / €<sup>A</sup> 51.60 / £ 43.– / £ 35.– / US-\$ 51.95



Bernd Tesch

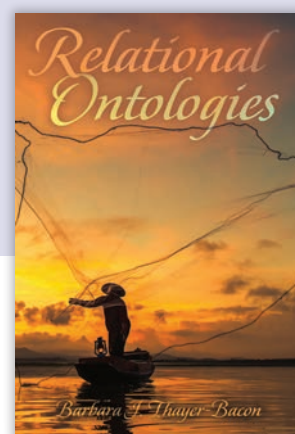
### Sinnkonstruktion im Fremdsprachenunterricht

Rekonstruktive Fremdsprachenforschung mit der Dokumentarischen Methode

Das Buch führt in die rekonstruktive Fremdsprachenforschung mit Hilfe der Dokumentarischen Methode ein. Dabei betrachtet der Autor den Fremdsprachenunterricht praxeologisch, d.h. nicht wie er idealerweise sein sollte oder könnte, sondern im Hinblick darauf, welche Sinnkonstruktionen in der Alltagspraxis stattfinden. Es werden dazu Unterrichtsbeobachtungen in natürlicher Lernumgebung, aber auch Gruppengespräche mit Lehrenden und Lernenden sowie Einzelinterviews genutzt. Im Ergebnis stellt sich der Fremdsprachenunterricht als Konstruktionsprozess auf verschiedenen Ebenen dar. Der Autor illustriert das Verfahren an konkreten Beispielen aus der 'Fallwerkstatt', so dass das Buch auch als methodisch-methodologisches Lehr- und Arbeitsbuch verwendet werden kann.

Frankfurt am Main, 2016. 191 S., 3 farb. Abb., 9 s/w Abb., 4 farb. Tab., 8 s/w Tab.

geb. ISBN 978-3-631-67556-4  
CHF 61.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / £ 46.70 / £ 38.– / US-\$ 56.95  
eBook (SUL) ISBN 978-3-631-07083-5  
CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / £ 46.70 / £ 38.– / US-\$ 56.95



Barbara Thayer-Bacon

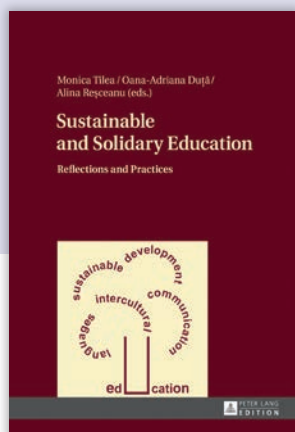
### Relational Ontologies

*Relational Ontologies* uses the metaphor of a fishing net to represent the epistemological and ontological beliefs that we weave together for our children, to give meaning to their experiences and to help sustain them in their lives. The book describes the epistemological threads we use to help determine what we catch up in our net as the warp threads, and our ontological threads as the weft threads. It asks: what kind of fishing nets are we weaving for our children to help them make sense of their experiences? What weft threads are we including and working to strengthen, and what threads are we removing or leaving out? It is important to carefully re/examine these most basic ways of catching up what sustains us in our ocean of infinite experiences, as the threads we weave for our children will determine what they catch up in their nets, until they are old enough to re/weave their own. *Relational Ontologies* reweaves America's epistemological and ontological fishing net on a larger scale, turning to indigenous cultures and diverse spiritual beliefs for assistance in reforming American schools.

New York, 2017. XVIII, 172 pp.

Counterpoints. Studies in Criticality. Vol. 505

hb. ISBN 978-1-4331-3223-0  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3222-3  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



Monica Tilea · Oana-Adriana Duță ·  
Alina Reșceanu (eds.)

### **Sustainable and Solidary Education**

Reflections and Practices

This volume of thematic studies offers multifaceted interpretations of education for sustainable and solidary development (ESSD). It is a joint work of academics, teachers and researchers covering the domain of education from the perspective of economy, social sciences, language studies, communication and pedagogy. The authors propose a range of reflections and empirical studies which refer to: various means and methods for an effective teaching/learning process; transversal skills related to ESSD; and the importance of financial resources and quality assurance in education. The unitary and original endeavour of this volume establishes a common meeting point for devising up-to-date methods and practices across disciplines, with a view to supporting sustainable and solidary education.

Frankfurt am Main, 2017. 414 pp., 21 b/w ill., 48 coloured ill., 57 b/w tables, 2 coloured tables

hb. ISBN 978-3-631-72066-0  
CHF 75.– / €<sup>D</sup> 64.95 / €<sup>A</sup> 66.80 / € 60.70 / £ 50.– / US-\$ 73.95  
eBook (SUL) ISBN 978-3-631-72087-5  
CHF 79.– / €<sup>D</sup> 71.95 / €<sup>A</sup> 72.80 / € 60.70 / £ 50.– / US-\$ 73.95



Gerd-Bodo von Carlsburg (Hrsg.)

### **Denk- und Lernkulturen im wissenschaftlichen Diskurs** **Cultures of Thinking and Learning in the Scientific Discourse**

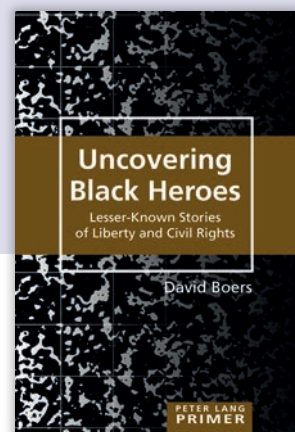
Dieser Band dokumentiert eine Reihe von Beiträgen der XXI. Internationalen wissenschaftlichen Konferenz «Bildungsreform und Lehrerausbildung» zum Thema «Denk- und Lernkulturen im wissenschaftlichen Dialog». Im Fokus standen neue Bildungsstandards für die Hochschul- und Schulbildung. Der Erwerb dieser interaktiven Kompetenzen in der wissenschaftlichen Forschung im Bildungs- und Erziehungsbereich sind Voraussetzung für die Bildung einer Identität, um den Herausforderungen unserer Gesellschaft im kommenden Jahrzehnt gerecht zu werden.

This volume presents a series of contributions from the XXI<sup>st</sup> International Scientific Conference on «The Reform of Education and Teacher's Training» on the topic «Cultures of Thinking and Learning in the Scientific Dialogue». The articles consider new educational standards of Higher and Secondary Education. The acquisition of interactive competence in scientific research and the educational sector is a prerequisite for achieving an identity in order to meet the challenges of our society in the coming decade.

Frankfurt am Main, 2017. 670 S., 60 Abb.

**Baltische Studien zur Erziehungs- und Sozialwissenschaft. Bd. 32**

geb. ISBN 978-3-631-73580-0  
CHF 116.– / €<sup>D</sup> 99.95 / €<sup>A</sup> 102.80 / € 93.50 / £ 76.– / US-\$ 112.95  
eBook (SUL) ISBN 978-3-631-73665-4  
CHF 122.– / €<sup>D</sup> 110.95 / €<sup>A</sup> 112.20 / € 93.50 / £ 77.– / US-\$ 112.95



David Boers

### **Uncovering Black Heroes**

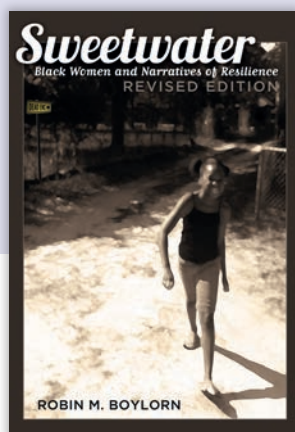
Lesser-Known Stories of Liberty and Civil Rights

*Uncovering Black Heroes: Lesser-Known Stories of Liberty and Civil Rights* is a series of stories regarding real people who are not so well known in the mainstream of American freedom and civil rights discussions. These people have made a difference by the events of their lives and by the deliberate contributions they made. In some chapters depictions of fugitive slaves create awareness of the perils of freedom runs and of the desperate, dangerous, and terrifying life of being a hunted person. In other chapters the degree of local level blockage individuals needed to confront is exposed. Still other chapters point out major efforts by diligent, but for the most part unknown, local people that result in court case settlements and state laws to advance civil rights, in particular suffrage. One chapter takes a close look at leaders in women's clubs and how those leaders defined women's roles in the Black freedom and civil rights movements. Themes stand out as they all build upon each other and are seen from one chapter to the next. In the end, a subtle evolution of ideas can be realized that forms the notion that the great and recognized Black leaders in history have their important place but that freedom and civil rights advancements are made on the backs of the local unknowns who need to be recognized for what they have contributed. This uncovering of unknown players involved in crucial events of their times in the quest for social, political, civil, and personal equality and freedom provides a unique perspective somewhat counter to mainstream thinking.

New York, 2017. XII, 128 pp.

**Peter Lang Primer. Vol. 37**

pb. ISBN 978-1-4331-4165-2  
CHF 34.– / €<sup>D</sup> 29.95 / €<sup>A</sup> 30.20 / € 27.50 / £ 22.– / US-\$ 32.95



Robin Boylorn

### Sweetwater

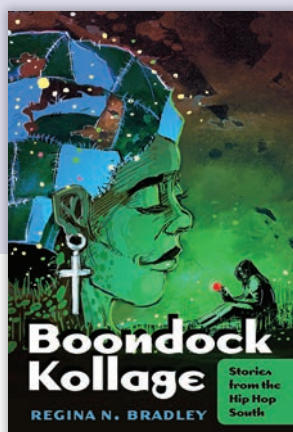
Black Women and Narratives of Resilience, Revised Edition

*Sweetwater: Black Women and Narratives of Resilience* is a multi-generational story of growing up black and female in the rural south. At times heartbreaking, at times humorous, *Sweetwater* captures the artistry, strength, language and creativity shared by first-hand accounts of black women in small-town North Carolina during the twentieth century. The book uncovers the versatility and universality of black women's experiences and their exceptional capacity to love in the face of adversity, and hope in the midst of calamity. *Sweetwater* is about the black female experience as it relates to friendship, family, spirituality, poverty, education, addiction, mental illness, romantic relationships, and everyday survival. The merging themes show the resilience and resistance that black women exhibit while negotiating the intersecting oppressions of racism, classism, and sexism. Written from field notes and memory, the author reveals the complexities of black women's lived experiences by exposing the communicative and interpersonal choices black women make through storytelling. Narrative inquiry and black feminism are offered as creative educational tools for discussing how and why black women's singular and interior lives are culturally and globally significant. This revised edition preserves the original narratives but features new content including re-views, re-visions and re-considerations for re-writing autoethnography.

New York, 2017. XXXIV, 216 pp.

**Black Studies and Critical Thinking. Vol. 100**

pb. ISBN 978-1-4331-3493-7  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Regina N. Bradley

### Boondock Kollage

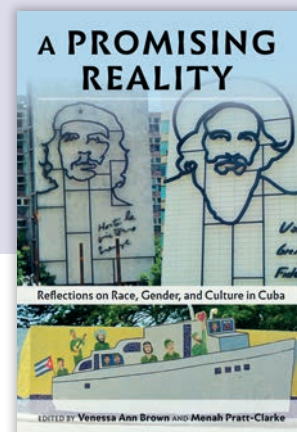
Stories from the Hip Hop South

*Boondock Kollage: Stories from the Hip Hop South* is a collection of twelve short stories that addresses issues of race, place, and identity in the post-Civil Rights American South. Using historical, spectral, and hip hop infused fiction, *Boondock Kollage* critically engages readers to question the intersections of regionalism and black culture in current American society.

New York, 2017. XXII, 140 pp.

**Black Studies and Critical Thinking. Vol. 102**

hb. ISBN 978-1-4331-3304-6  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3303-9  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Venessa Ann Brown •

Menah Pratt-Clarke (eds.)

### A Promising Reality

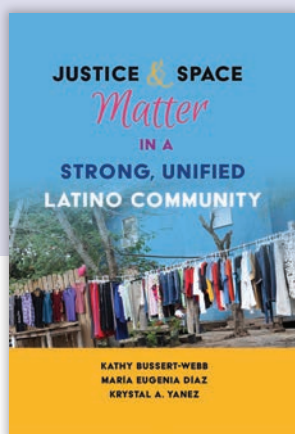
Reflections on Race, Gender, and Culture in Cuba

*A Promising Reality: Reflections on Race, Gender, and Culture in Cuba* is a compilation of the reflections of a group of chief diversity officers, faculty, and educators from the United States about Cuba. As part of the National Association of Diversity Officers in Higher Education delegation to Cuba in July, 2015, *A Promising Reality* represents a collection of voices, experiences, and perspectives about issues of race, gender, cultural identity, and the African experience in Cuba. Key themes explored include Cuban culture, the Cuban Revolution, politics, economics, education, equity, and social change. Utilizing narrative inquiry, some of the reflections are comparative with the United States, and some reflections focus exclusively on Cuba. The book takes readers on a journey of thought-provoking stories that reflect the excitement, uncertainty, complexity, and promising possibilities on the cusp of changing diplomatic, political, economic, and social relationships between the United States and Cuba. *A Promising Reality* seeks to broaden the perspectives of its readers regarding US-Cuban relations. This book is ideal for courses on international relations, international studies, international affairs, comparative cultures, political science, education, politics, sociology, history, race, gender, and social justice. It is a must-read for anyone traveling to Cuba as part of study-abroad, professional development, or personal adventure.

New York, 2018. XX, 138 pp., 10 coloured ill.

**Black Studies and Critical Thinking. Vol. 105**

hb. ISBN 978-1-4331-3308-4  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3307-7  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Kathy Bussert-Webb ·  
María Eugenia Díaz · Krystal A. Yanez

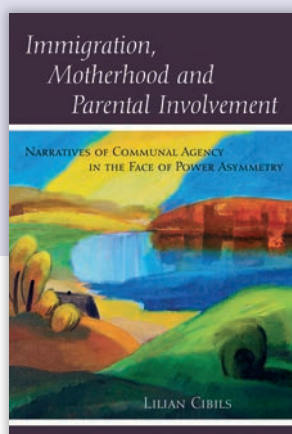
### Justice and Space Matter in a Strong, Unified Latino Community

*Justice and Space Matter in a Strong, Unified Latino Community* provides a detailed analysis of colonias along the Mexico–United States border, examining the intersection of culture, education, language, literacy, race, religion, and social class in Latino immigrant communities. The researchers investigated *Corazón*, a colonia in South Texas, as a case study of these unincorporated border settlements, consisting of mostly Mexican heritage residents and lacking many basic living necessities. Highlighting over ten years of research findings, the authors consider structural inequalities alongside the unique strengths of *Corazón*. Their acute observations dispel myths about such high-poverty communities and demonstrate how residents overcome the odds through activism, faith, and *ganas*. In presenting a portrait of the *Corazón* colonia, the authors offer a deeper level of understanding of one Latino community to inspire the development of a more equitable, compassionate world. This book will be invaluable to students and scholars of all fields who work with culturally diverse people in poverty, and will be ideal for courses in ethnic studies, multicultural studies, ethnographic methods, and socio-cultural applications for education.

New York, 2017. XXXVI, 242 pp.

**Critical Studies of Latinos/as in the Americas. Vol. 3**

hb. ISBN 978-1-4331-3206-3  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-3205-6  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Lilian Cibils

### Immigration, Motherhood and Parental Involvement

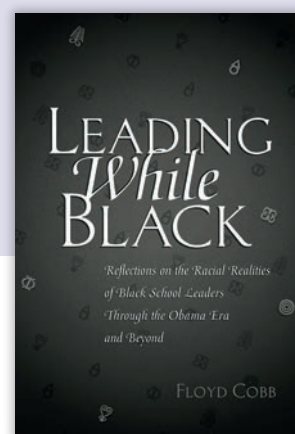
Narratives of Communal Agency in the Face of Power Asymmetry

*Immigration, Motherhood and Parental Involvement* is based on the vivid accounts of seven Latina immigrant women of how they learned to navigate the school system in the rural south-west of the United States. Their stories are presented within several contexts, the socio-political conditions of immigration overarching them all. The process of acquiring a new socio-cultural script offers a common frame to the narratives, which illustrate the central role of the community in finding spaces for agency in circumstances of vulnerability. As a contribution to educational theory, this book explores the official discourse of parental involvement within the broader context of social policy by pointing to a common underlying ideal parent norm across areas of policy related to family and women. It also revisits the concept of parental involvement through contrasting ideologies of motherhood, as it applies the concept of participation parity in everyday institutional interactions as a fundamental measure of social justice. *Immigration, Motherhood and Parental Involvement* offers deep insight into the institutionalized patterns of formal inclusion/informal exclusion in the relationship of schools with Latina immigrant mothers, even within the best intended programs. Its focus on the persistent need for the implementation of culturally and linguistically sensitive approaches to home-school relations makes this a must-read for undergraduate and

New York, 2017. X, 296 pp.

**Counterpoints. Studies in Criticality. Vol. 439**

hb. ISBN 978-1-4331-3089-2  
CHF 113.– / €<sup>D</sup> 98.95 / €<sup>A</sup> 100.80 / € 91.70 / £ 74.– / US-\$ 109.95  
pb. ISBN 978-1-4331-3088-5  
CHF 65.– / €<sup>D</sup> 56.95 / €<sup>A</sup> 58.10 / € 52.80 / £ 43.– / US-\$ 63.95



Floyd Cobb

### Leading While Black

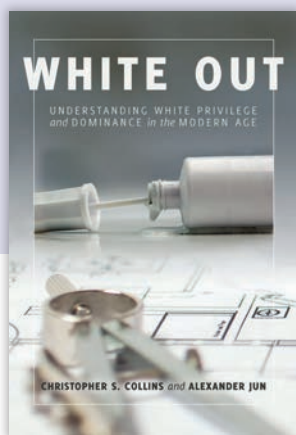
Reflections on the Racial Realities of Black School Leaders Through the Obama Era and Beyond

What does it mean to lead while Black in America? How do Black educators lead for equity to ensure a quality academic experience for Black children when calls for equality are routinely discredited in our post-racial context? Through this book, Floyd Cobb passionately and honestly draws from his personal and professional experiences to describe his path to accepting the harsh realities of being an equity-minded Black leader in K–12 schools. Offered through the performance of autoethnography, Cobb highlights and gives voice to the often-unacknowledged vulnerability of equity-minded Black leaders who work in suburban contexts. Using the era of the Obama presidency as the backdrop for this work, Cobb illuminates the challenges and complexities of advocating for marginalized children who come from a shared racial heritage in a society that far too often are reluctant to accept such efforts. Through *Leading While Black*, emerging and aspiring Black leaders will be reminded that they are not alone in their struggles, but must nonetheless persist if we are to do our part in making education a better experience for our children.

New York, 2017. XXXVI, 116 pp., 4 b/w ill., 2 tables

**Black Studies and Critical Thinking. Vol. 76**

hb. ISBN 978-1-4331-3444-9  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / € 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3443-2  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Christopher S. Collins • Alexander Jun

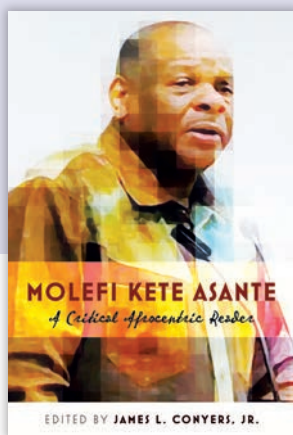
### White Out

Understanding White Privilege and Dominance in the Modern Age

Colleges across the country, and the nation as a whole continue to be divided along racial lines. *White Out: Understanding White Privilege and Dominance in the Modern Age* is about the role of Whiteness and a defense of White dominance in an increasingly diverse society. Whiteness is socially constructed, just as race is undoubtedly a social construct, documented through various periods in history. This book proposes that White Out is a learned habit that serves to defend White dominance in a multicultural age. White Out is a strategy that covers systems, dispositions, and actions that cannot cover the full indentation or impact. However, the action of blotting, either intentional or unintentional, serves to obscure experiences of people of color in lieu of a competing definition of reality. The authors introduce the White Architecture of the Mind as a metaphor highlighting the mind as a collection of walls, doors, windows, and pathways that influence individuals to react based on a systemic logic that was socially constructed reason. White Out, a byproduct of a White architecture of the mind, is a set of individual actions, choices, behaviors, and attitudes that are guided by a system that predisposes these attitudes and perpetuates privilege for core members of a dominant majority. The often-unconscious purpose in denying privilege and articulating colorblind ideology is to support a larger system and view of reality. The concepts covered in this volume include: White Pain, Whitefluena (privilege as a virus), White 22 (White if you do, White if you don't), Wh-itrogressions, Angry White Men, White Pilgrims, and Good White Friends.

New York, 2017. XVI, 124 pp., 5 b/w ill.

pb. ISBN 978-1-4331-3541-5  
CHF 31.- / €<sup>D</sup> 26.95 / €<sup>A</sup> 27.50 / £ 25.- / £ 20.- / US-\$ 29.95



James L. Conyers, Jr. (ed.)

### Molefi Kete Asante

A Critical Afrocentric Reader

Conceptually, *Molefi Kete Asante: A Critical Afrocentric Reader* is a reflexive analysis of the editor's space in higher education over the past three decades. As a historical assessment, this reader is a narrative that offers a constructive perspective of Afrocentricity, as the sheer mention of the word draws reaction and fear from either uniformed or conventional personnel. The book organizes Asante's writings into four categories: history, mythology, ethos, and motif. Arranged theoretically, these are the four concepts that describe and evaluate culture from an Afrocentric perspective. This study offers an assessment of Asante's body of literature that continues to position the philosophy and ideals of the Afrocentric movement internationally. In the context of being a public intellectual, the core of Asante's analysis draws inferences in locating Africana occurrences in place, space, and time. Advancing this idea further, the purpose of these presages is to motivate scholars in the field of Africana studies to contribute to the intellectual history of W. E. B. Du Bois, Maria Stewart, Carter G. Woodson, John Henrik Clarke, and the countless others who have advanced Africana research and writing. For many cynics and associates, the scholarship of Asante has not been thoroughly vetted. Directly or indirectly, Asante offers a foundation of optimism in forming the outliers of breakdown and breakthroughs for victorious thought of an Afrocentric perspective.

New York, 2017. XXII, 238 pp.

**Black Studies and Critical Thinking. Vol. 15**

hb. ISBN 978-1-4331-1246-1  
CHF 98.- / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / £ 64.- / US-\$ 94.95  
pb. ISBN 978-1-4331-1245-4  
CHF 55.- / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.- / US-\$ 52.95



Isabel Ann Dwornik

### Dreams and Deception

Sports Lure, Racism, and Young Black Males' Struggles in Sports and Education

This book helps young black males, educators, policy makers, parents, and all other interested parties to understand the importance of education alongside athletic pursuits. In the world today, many young black males view athletic participation as the way to secure a successful future. Yet for the majority of them, dreams of playing professional sports rarely pan out. Many end up returning to a life of poverty as a result of the sports lure which deceives them and entices them to focus exclusively on athletic talent at the expense of their education. This book presents a social historical and critical deconstruction introducing readers to this sports lure, revealing what makes it so powerful in the lives of these youths. As Isabel Ann Dwornik documents, centuries-worth of racism in the United States is at the core of this phenomenon, which has affected the academic identity development of black male youths and has discouraged them from taking full advantage of their schooling.

New York, 2017. XXII, 230 pp.

**Adolescent Cultures, School, and Society. Vol. 66**

hb. ISBN 978-1-4331-3374-9  
CHF 98.- / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / £ 79.20 / £ 64.- / US-\$ 94.95  
pb. ISBN 978-1-4331-3373-2  
CHF 55.- / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.- / US-\$ 52.95



Belinda Bustos Flores •  
Ellen Riojas Clark (eds.)

### Despertando el Ser

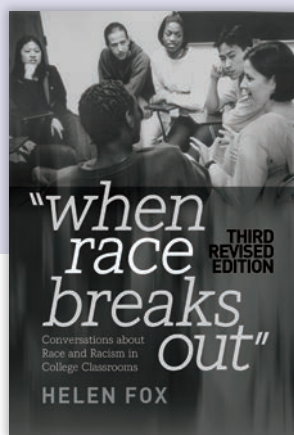
Transforming Latino Teachers' Identities, Consciousness, and Beliefs

This collection of essays presents a theoretically grounded and research-based process in which the multiple facets of self are explored. While these facets have been studied in the literature using universal theories, *Despertando el Ser* posits that it is important to generate our own epistemological understandings grounded in the lived experience of Latina/o educators. Moving away from majoritarian perspectives of teacher personal development, using a sociocultural and critical theory kaleidoscopic lens, this book critically examines the notion of Latino teacher identities and other facets of self. *Despertando el Ser* theorizes that a Latino teacher's identity is an intersection between the personal and professional selves consisting of ethnic/cultural identities, consciousness, beliefs, and motives for teaching. Presented in *Despertando el Ser* is an awakening of self as an ethnic/cultural being, exploring positionality and consciousness, and unearthing our beliefs about learning and teaching. Using varied methodologies, this book provides chapters in which the facets of self are uncovered and explored within diverse educational contexts. Each chapter provides questions to assist the reader to engage in critical reflection. This book can be used for teacher candidates, teachers in practice, teacher educators, and researchers.

New York, 2017. XVIII, 202 pp., 2 b/w ill., 7 tables

**Critical Studies of Latinos/as in the Americas. Vol. 11**

hb. ISBN 978-1-4331-3367-1  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-3366-4  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Helen Fox

### When Race Breaks Out

Conversations about Race and Racism in College Classrooms

3<sup>rd</sup> Revised edition

The third revised edition of «*When Race Breaks Out*» is a guide for college and high school teachers who want to promote honest and informed conversations about race and racism. Based on the author's personal practice and interviews with students and faculty from a variety of disciplines, this book combines personal memoirs, advice, teaching ideas, and lively classroom vignettes. A unique insider's guide to the salient ideas, definitions, and opinions about race helps instructors answer students' questions and anticipate their reactions, both to the material and to each other. An extensive annotated bibliography of articles, books, and videos with recommendations for classroom use is included.

New York, 2017. XXIV, 262 pp.

**Higher Ed. Questions about the Purpose(s) of Colleges and Universities. Vol. 29**

pb. ISBN 978-1-4331-3478-4  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



Conra D. Gist (ed.)

### Portraits of Anti-Racist Alternative Routes to Teaching in the U.S.

Framing Teacher Development for Community, Justice, and Visionaries

*Portraits of Anti-racist Alternative Routes to Teaching in the U.S.: Framing Teacher Development for Community, Justice, and Visionaries* portrays how a critical teacher development framework for Teachers of Color can be applied to alternative routes to teaching and professional development program initiatives to actualize commitments to communities, social justice and visionaries. The types of anti-racist structures, vehicles for justice, tailored and responsive preparation, and community-based partnerships and leadership identified by program initiatives provide a sketch of possibilities for school principals, policymakers, community organizers, teacher education programs, and district personnel to work together as key stakeholders to begin challenging and dismantling systems of oppression that restrict the recruitment and retention of Teachers of Color in schools. *Portraits of Anti-racist Alternative Routes to Teaching in the U.S.* compels us to stir up a radical imagination to strengthen communities, work for justice, and grow visionaries.

New York, 2017. XIV, 156 pp., 9 tables, 9 b/w ill.

**Black Studies and Critical Thinking. Vol. 104**

hb. ISBN 978-1-4331-2789-2  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
pb. ISBN 978-1-4331-2788-5  
CHF 44.– / €<sup>D</sup> 38.95 / €<sup>A</sup> 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Serie McDougal III

### Research Methods in Africana Studies

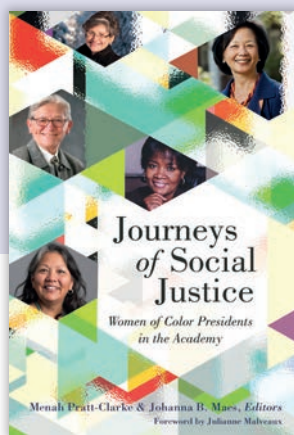
Revised Edition

The revised edition of *Research Methods in Africana Studies* is a major contribution to the discipline of Africana studies and social science involving people of African descent in general. The first edition was the first of its kind, offering instruction on how to conduct culturally relevant critical research on Africana communities in the American context, in addition to the African diaspora. The revised edition contains a collection of the most widely used theories and paradigms designed for exploring, explaining, and advancing Africana communities through science. The relevance, strengths, and weaknesses of every major method of data collection are explained as they relate to the lived experiences of the Black world. It stands alone as the only textbook that details empirical methods in the service of the collective advancement of Africana peoples.

New York, 2017. XX, 408 pp.

**Black Studies and Critical Thinking. Vol. 97**

pb. ISBN 978-1-4331-3473-9  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Menah Pratt-Clarke ·  
Johanna B. Maes (eds.)

### Journeys of Social Justice

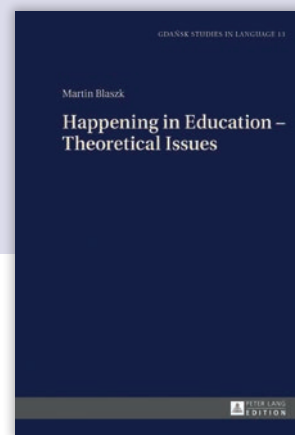
Women of Color Presidents in the Academy

This edited volume documents the unique experiences of women of color in higher education administration. From full professors, senior administrators, deans, presidents, and chancellors, women of color share their social justice journeys to leadership roles in the academy. With a focus on women of color presidents, a rich landscape is painted through their own voices of their experiences as they ascend and lead higher education institutions, navigating complex dynamics influenced by their race, culture, class, and gender status. The narratives of African American, Native American, Asian American, Mexican American, and Puerto Rican women leaders reflect the importance of their cultural heritage; the role of family values; the necessity of professional mentorship and support; the presence of personal resiliency; and the need to lift others while climbing and thriving. This book affirms the social justice imperative of diversifying the academy to include the scholarship, voices, perspectives, viewpoints, and leadership of women of color. Through this work, we clearly see that women of color can climb to the highest rung; can penetrate the abode ceiling, the bamboo ceiling, and the plantation roofs; can sit in the president's chair; and can thrive as leaders in the academy. This volume can be used in higher education, gender and women's studies, leadership, and sociology courses on education and identity.

New York, 2017. XVIII, 220 pp.

**Black Studies and Critical Thinking. Vol. 88**

hb. ISBN 978-1-4331-3183-7  
CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
pb. ISBN 978-1-4331-3182-0  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Martin Blaszk

### Happening in Education – Theoretical Issues

The book explores possibilities for happening in education. It outlines characteristics for happening which are viewed in relation to educational discourses to determine how learners and teachers might be involved. In connection with this, the author considers critical pedagogy, teaching as a liminal practice, creative pedagogy and multiple intelligences. The book also provides details of a participatory research strategy, based upon bricolage and the rhizome, implemented for an inquiry into happening and EFL teaching in a Polish school. The author suggests there may be resistance to the use of happening in schools due to the dominance of transmission-based teaching and unfavourable attitudes towards creativity.

Frankfurt am Main, 2017. 168 p., 2 b/w ill.

**Gdańsk Studies in Language. Vol. 13**

hb. ISBN 978-3-631-72242-8  
CHF 58.– / €<sup>D</sup> 49.95 / €<sup>A</sup> 51.40 / € 46.70 / £ 38.– / US-\$ 56.95  
eBook (SUL) ISBN 978-3-631-72243-5  
CHF 61.– / €<sup>D</sup> 55.95 / €<sup>A</sup> 56.– / € 46.70 / £ 38.– / US-\$ 56.95



Maria Große

### **Pons Latinus – Latein als Brücke zum Deutschen als Zweitsprache**

Modellierung und empirische Erprobung eines sprachsensiblen Lateinunterrichts

Pons Latinus ist ein interdisziplinäres Forschungsprojekt zur Modellierung und Evaluation eines sprachsensiblen Lateinunterrichts zur Unterstützung von Lernenden nichtdeutscher Herkunftssprache. Das Lateinische fungiert dabei – so die These – als Brücke zwischen Erst- und Zweitsprache und unterstützt durch die Initiierung verschiedener Sprachhandlungen den Zweitspracherwerb. Die Autorin hat im Rahmen einer zweijährigen Studie an einem Berliner Gymnasium neben Interventionen in Form sprachbildender Arbeitsmaterialien umfangreiche Evaluationen durchgeführt. Sie vergleicht in ihrer Studie die Leistungsentwicklung von Lernenden im Deutschen und Lateinischen und stellt signifikante Unterschiede fest, die die Verwendung des Lateinischen als «Sprachbrücke» befürworten.

Frankfurt am Main, 2017. 442 S., 21 s/w Abb., 62 s/w Tab.

geb. ISBN 978-3-631-73366-0  
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Brigitte Louichon · Marie-France Bishop ·  
Christophe Ronveaux (éd.)

### **Les fables à l'école**

Un genre patrimonial européen ?

Cet ouvrage s'intéresse aux fables à l'école car le genre est présent au sein des écoles publiques européennes depuis le XIX<sup>e</sup> siècle. Des chercheurs européens en didactique de la littérature, regroupés au sein du réseau HELICE, analysent quels enjeux didactiques sont impliqués dans l'enseignement des fables.

Bern, 2017. VII, 279 p. 5 ill. en couleurs, 5 ill. n/b, 15 tabl.

**Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 178**

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Lisa Röder

### **Kollegiale Teamarbeit an berufsbildenden Schulen in Hessen**

Empirische Befunde zu Implementierung und Qualität

Der Band stellt dar, inwiefern Teamarbeit bei Lehrkräften an berufsbildenden Schulen in Hessen mittlerweile implementiert ist und inwiefern ihre Einstellung und Motivation bezüglich Teamarbeit deren Qualität beeinflusst. Die Autorin nutzt standardisierte Items als methodischen Zugang. Ihre deskriptiv und inferenzstatistische Analyse bezieht sich auf eine große Stichprobe von Lehrpersonen an verschiedenen berufsbildenden Schulen in Südhessen. Die Autorin stellt fest, dass Teamarbeit mittlerweile an berufsbildenden Schulen etabliert ist, wenngleich deren jeweilige Ausprägungen von Team zu Team zwischen relativ pragmatischen und sehr internalen Ansätzen schwanken. Übergreifend sind die befragten Lehrkräfte tendenziell positiv gegenüber Teamarbeit eingestellt und schätzen deren Qualität mehrheitlich als hoch ein.

Frankfurt am Main, 2017. XIV, 170 S.

**Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 35**

geb. ISBN 978-3-631-72279-4  
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*Martine Wirthner*

### **Outils d'enseignement : au-delà de la baguette magique**

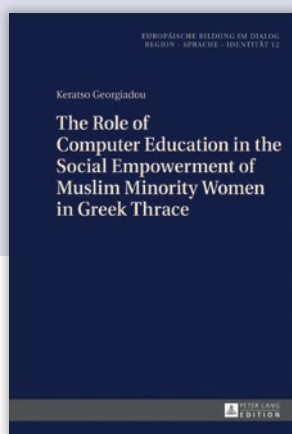
Outils transformateurs, outils transformés dans des séquences d'enseignement en production écrite

Un nouveau dispositif – un outil de travail – transforme les pratiques des enseignants qui, à leur tour, interprètent le nouvel outil et le réinventent. Comment cela se passe-t-il précisément dans les classes ? En quoi ces transformations sont-elles source de développement professionnel ? Cet ouvrage rend compte des résultats d'une recherche en didactique du français, menée avec des enseignants du secondaire I de Suisse romande (élèves de 13–14 ans). Quatre enseignants ont expérimenté un dispositif original qui leur était présenté touchant à l'enseignement de l'écriture d'un résumé informatif. Avant cela, ils ont réalisé une séquence d'enseignement sur un objet similaire selon leur façon habituelle de le traiter. Les observations faites dans les classes montrent comment les enseignants ont organisé les séquences d'enseignement, quels sont les outils qu'ils ont retenus, la manière dont ils les ont utilisés et les changements qu'ils ont choisi d'y apporter. Démarche, constats et conclusions intéresseront aussi bien les chercheurs, les formateurs que les responsables scolaires concernés par l'introduction de nouveaux dispositifs d'enseignement dans les classes.

Bern, 2017. XI, 259 p., 12 tabl.

**Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 177**

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*Keratso Georgiadou*

### **The Role of Computer Education in the Social Empowerment of Muslim Minority Women in Greek Thrace**

This book explores the Muslim minority women's perceptions of how computer education can lead them to social participation. Moreover, it discusses the contribution of (administrative) members of the community to this effort. The analysis of quantitative findings shows that Muslim women in Greek Thrace exhibit a more western-oriented behavioural intention to use computers. By evaluating multiple interviews, the author presents how women use the potential of computer education for social participation and empowerment. In doing so, she emphasises the role of information and communications technology as a window to the outside world.

Frankfurt am Main, 2017. 236 pp., 64 b/w ill., 14 b/w tables

**Europäische Bildung im Dialog. Wissenschaft – Politik – Praxis. Vol. 12**

hb. ISBN 978-3-631-71444-7  
CHF 52.– / €<sup>D</sup> 44.95 / €<sup>A</sup> 46.20 / £ 42.10 / £ 35.– / US-\$ 50.95  
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*Nga-Wing Anjela Wong*

### **Opening Doors**

Community Centers Connecting Working-Class Immigrant Families and Schools

In 2014—for the first time—over 50% of those in U.S. public schools are students of color. Furthermore, children of immigrants, the majority of whom are of Asian and Latinx origin, are the fastest-growing population in the U.S. Addressing their needs has become an important issue facing educators, researchers, and policy makers nationwide. More importantly, working-poor and low-income immigrant families of color need support and resources to negotiate and navigate between their home/community and their school/dominant society. *Opening Doors: Community Centers Connecting Working-Class Immigrant Families and Schools* examines the role and impact of a community-based organization (the Harborview Chinatown Community Center) and its youth program (the Community Youth Center), which is located in an East Coast city. Framed by the «Community Cultural Wealth» framework (Yosso, 2005) and Youth (Comm) Unity, *Opening Doors* argues that the Harborview Chinatown Community Center helps low-income Chinese immigrant families negotiate and navigate their multiple worlds. Specifically, this book examines the services and support for low-income and working-poor Chinese American immigrant families during out-of-school hours.

New York, 2018. XX, 162 pp., 1 table

**Social Justice Across Contexts in Education. Vol. 7**

hb. ISBN 978-1-4331-4685-5  
CHF 93.– / €<sup>D</sup> 80.95 / €<sup>A</sup> 82.50 / £ 75.– / £ 60.– / US-\$ 89.95  
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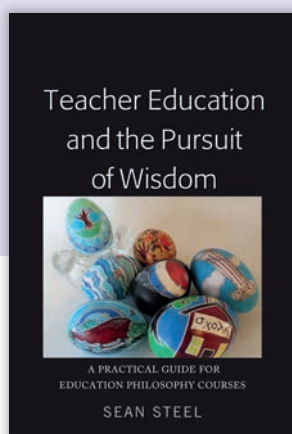


Mary M. Dalton • Laura R. Linder (eds.)

### Screen Lessons

What We Have Learned from Teachers on Television and in the Movies

This unprecedented volume includes 30 essays by teachers and students about the teacher characters who have inspired them. Drawing on film and television texts, the authors explore screen lessons from a variety of perspectives. Arranged in topical categories, the contributors examine the «good» teacher; the «bad» teacher; gender, sexuality, and teaching; race and ethnicity in the classroom; and lessons on social class. From such familiar texts as the *Harry Potter* series and *School of Rock* to classics like *Blackboard Jungle* and *Golden Girls* to unexpected narratives such as the Van Halen music video «Hot for Teacher» and Linda Ellerbee's *Nick News*, the essays are both provocative and instructive. Courses that could use this book include Education and Popular Culture, Cultural Foundations, Popular Culture Studies, other media studies and television genre classes.



Sean Steel

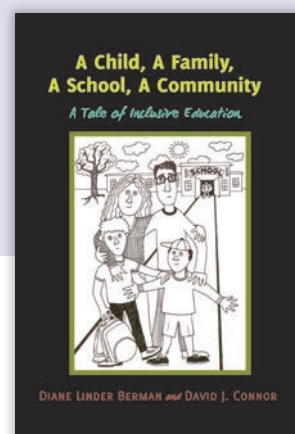
### Teacher Education and the Pursuit of Wisdom

A Practical Guide for Education Philosophy Courses

*Teacher Education and the Pursuit of Wisdom* takes its readers into the deep waters of investigating teaching not simply as a profession but as a precious «way of life.» The author begins by investigating the nature of teaching as both an «active» and a «contemplative» endeavor and inquires into the resonance between the nature of teaching on the one hand and what has been said classically about genuine philosophizing on the other hand. Having laid the groundwork for students to be able to recognize this intimate connection, readers are next challenged to take up the notion of teaching as a «way of life» in the pursuit of wisdom experimentally and to record their observations in a personalized journal format. Thorough explanations are provided concerning the value of journaling for self-knowledge, and exemplar texts by master journal writers are discussed. This book is designed for use as a primary textbook in philosophy of education courses. Instructors will find it helpful as a means to organize engaging classes at both the undergraduate and graduate levels for genuine philosophic practices and inquiry. It contains a well-defined program of work that is modelled upon the latest research concerning «authentic task design.» Its rich experimental approach is replete with a broad array of learning tasks, assessment tools, and practices that are aligned with the competencies-based approach taken in most professional certification and BED Programs.

New York, 2018. XXII, 382 pp., 11 b/w ill.

hb. ISBN 978-1-4331-4691-6  
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Diane Linder Berman • David J. Connor

### A Child, A Family, A School, A Community

A Tale of Inclusive Education

This book is a true story of one family's journey into inclusive education. Having previously been told that her son Benny had «failed to function» in two exclusionary special education classrooms in New York City, Berman's family set off in search of a school where Benny would be accepted for who he was, while having the opportunity to grow and flourish academically, socially, and emotionally alongside his brother, Adam. Connor's interest was piqued when Berman shared her desire to document the ways in which the new school community had supported Benny throughout the years. Together, they thought, surely other teachers, school and district level administrators, parents of children with and without disabilities, teacher educators, and student teachers, could learn from such a success story? The result of their collaboration is this book in which Berman skillfully narrates episodes across time, describing ways in which children, teachers, educational assistants, parents, and a principal came to know Benny—developing numerous and often creative ways to include him in their classrooms, school, and community. Connor's commentaries after each chapter link practice to theory, revealing ways in which much of what the school community seems to «do naturally» is, in fact, highly compatible with a Disability Studies in Education (DSE) approach to inclusive education. By illuminating multiple approaches that have worked to include Benny, the authors invite educators and families to envision further possibilities within their own contexts.

New York, 2017. XXVI, 258 pp.

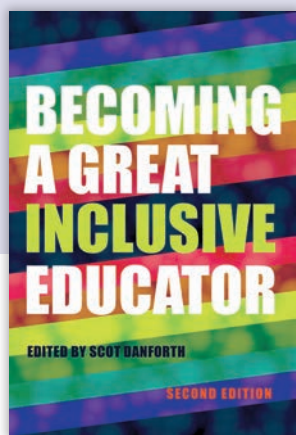
**Inclusion and Teacher Education. Vol. 4**

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New York, 2017. XIV, 242 pp.

**Counterpoints. Studies in Criticality. Vol. 486**

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CHF 98.– / €<sup>D</sup> 84.95 / €<sup>A</sup> 87.10 / € 79.20 / £ 64.– / US-\$ 94.95  
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Scot Danforth (ed.)

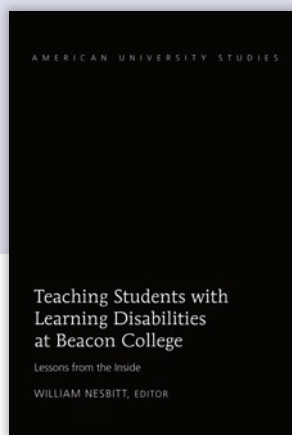
### **Becoming a Great Inclusive Educator – Second edition**

*Becoming a Great Inclusive Educator, Second Edition* offers educators the guidance and resources to become great inclusive educators by engaging in a powerful process of personal and professional transformation. Inclusive education continues to grow in popularity and acceptance in the United States. But most teachers – general and special educators – are poorly prepared to be successful in inclusive classrooms and schools. Undoubtedly, the challenge to professionals involves the acquisition of new knowledge and skills. But inclusion requires far more. It calls upon educators to trouble everything they think they know about disability, to question their deepest ethical commitments, to take up the work of the Disability Rights Movement in the public schools, and to leap headlong into the deepest waters of the rich craft tradition of inclusive teaching.

New York, 2017. VIII, 368 pp.

**Disability Studies in Education. Vol. 21**

pb. ISBN 978-1-4331-3485-2  
CHF 55.– / €<sup>D</sup> 47.95 / €<sup>A</sup> 48.60 / £ 44.20 / £ 36.– / US-\$ 52.95



William Nesbitt (ed.)

### **Teaching Students with Learning Disabilities at Beacon College**

Lessons from the Inside

*Teaching Students with Learning Disabilities at Beacon College* is a collection of essays written by professors and learning specialists (educational support personnel) at Beacon College, an accredited four-year institution for students with learning disabilities, ADHD, and other learning differences. The purpose of this book is to help fill the massive gap in the literature on teaching students with learning disabilities at the college level. The attrition rate of students with learning disabilities at traditional colleges and universities is very high. With a 70% four-year graduation rate, Beacon College is well-positioned to be an instructional model for other institutions. The essays discuss institutional practices, alternative teaching strategies, and personal instructor experiences.

New York, 2017. XIV, 148 pp.

**American University Studies. Series 14: Education. Vol. 48**

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Fernanda de Castro Modl

### **Rules of Behavior and Interaction in German and Brazilian Classrooms**

(Inter)cultural Uses of the Word in Schools

This book synthesizes the results of fieldwork conducted using the method of participant observation in German and Brazilian classrooms at the same level of education (the German «vierte Klasse» of the «Grundschule» and the Brazilian 5<sup>th</sup> grade of elementary school). The author analyzes the phenomenon of distancing as related to linguistic and discursive behavior which is manifest through the use of the word in classroom interactions. This intercultural research contributes to a reevaluation of the understanding of classroom culture and to the perception of what cultural aspects inform institutional behavior within schools. The discursive analyses of transcribed classroom scenes and of narrative vignettes reveal aspects of the school within both culture and school culture.

Frankfurt am Main, 2017. 184 pp., 2 coloured ill.

**European University Studies. Series 11: Education. Vol. 1036**

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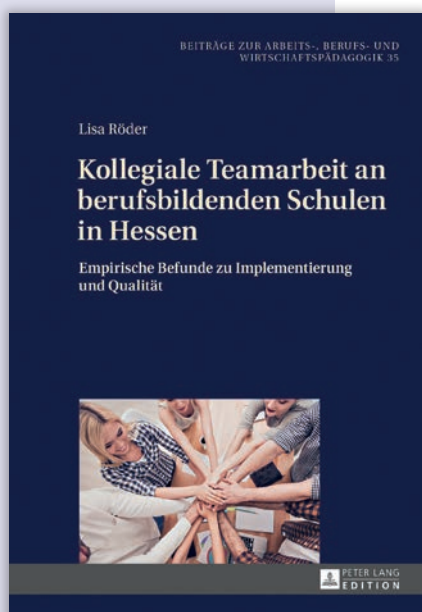
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## Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik

Herausgegeben von Alfred Riedl und Ralf Tenberg

Die Reihe *Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik* bezieht sich auf jenes Teilsegment der Pädagogik, welches sich mit der Kategorie Beruf und den damit zusammenhängenden Bildungsprozessen auseinandersetzt. Die Reihe wird von den Professoren Alfred Riedl und Ralf Tenberg herausgegeben. Ihre Forschungsschwerpunkte liegen in der Unterrichtsforschung, Personal- und Organisationsforschung an beruflichen Schulen, technikdidaktischen Forschung, betrieblichen Aus- und Weiterbildung und Hochschulforschung in technischen Disziplinen.

### Band 35

Lisa Röder

## Kollegiale Teamarbeit an berufsbildenden Schulen in Hessen

Empirische Befunde zu Implementierung und Qualität

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Barbara Baumann • Alfred Riedl

## Neu zugewanderte Jugendliche und junge Erwachsene an Berufsschulen

Ergebnisse einer Befragung zu Sprach- und Bildungsbiografien

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Tobias Greiner

## Die Tätigkeit von Schulpsychologen

Eine Untersuchung an beruflichen Schulen in Bayern



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## Beiträge zur Sonderpädagogik

Herausgegeben von Herwig Baier, Konrad Bundschuh, Manfred Grohnfeldt, Ulrich Heimlich, Annette Leonhardt, Reinhard Markowetz und Andreas Mayer

Die *Beiträge zur Sonderpädagogik* bieten ein Forum für Forscher der Pädagogik. Seit Erscheinen des ersten Bandes 1986 werden grundlegenden Studien sowohl zur angewandten Praxis als auch zur Geschichte der Sonderpädagogik publiziert. Schwerpunkte sind dabei Sprachtherapie, Förderpädagogik und Förderschulen, letztere auch in internationalem Zusammenhang.

Die Bände 1 – 29 sind unter dem Reihentitel *Münchener Beiträge zur Sonderpädagogik* erschienen.

### Band 31

Kathrin Mahlau

## Zur Förderung von Kindern mit spezifischen Sprachentwicklungsstörungen nach dem Response-to-Intervention-Ansatz

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Christina Ostertag

## Rechenschwierigkeiten vorbeugen

Kinder mit Lernschwierigkeiten in der Entwicklung ihrer frühen mathematischen Kompetenzen unterstützen

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Ute Schikora

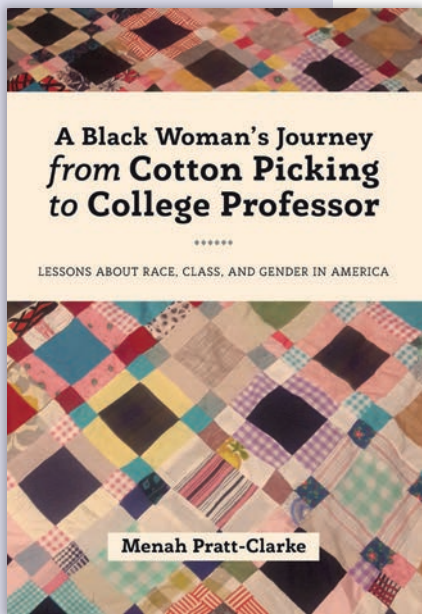
## Wortschatz und Prosodie bei sprachauffälligen und sprachunauffälligen Kindern

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Milada Vysoka

## Ergänzender therapeutischer Unterricht für und mit Migranten

Hat ein interdisziplinärer Sprachunterricht Auswirkungen auf das Wohlbefinden und die psychosomatischen Symptome der Migranten?



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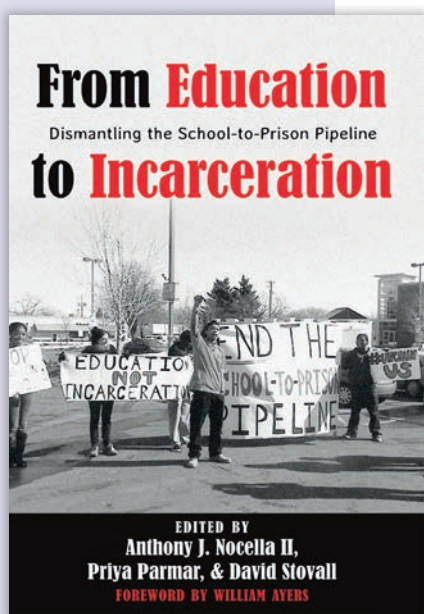
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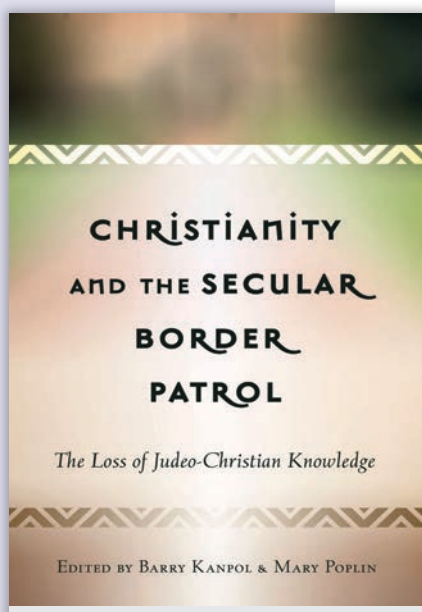
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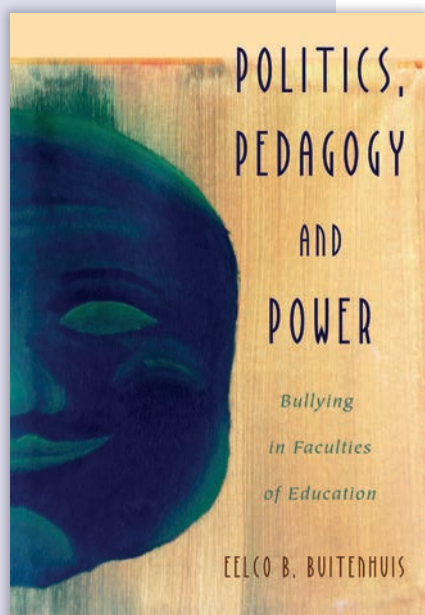
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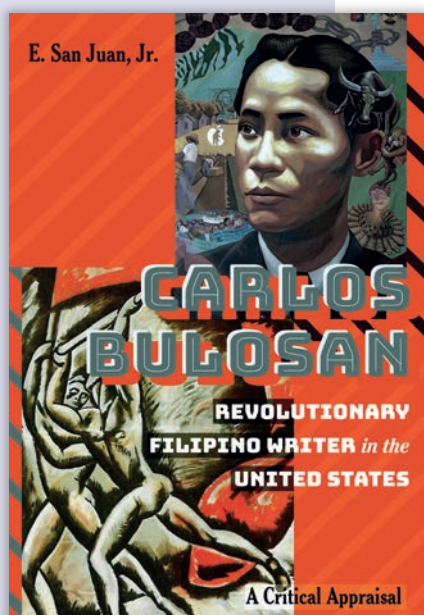
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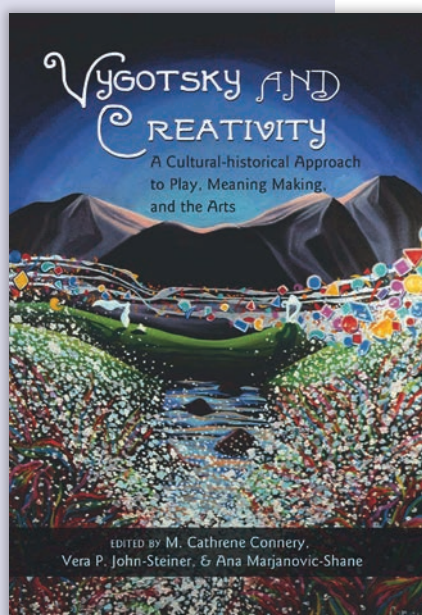
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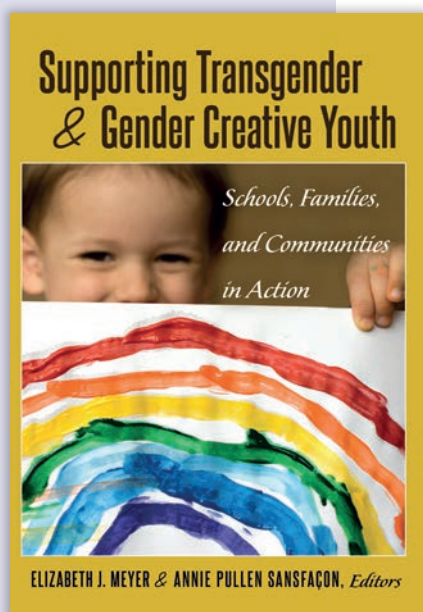
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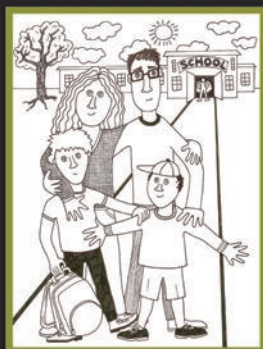
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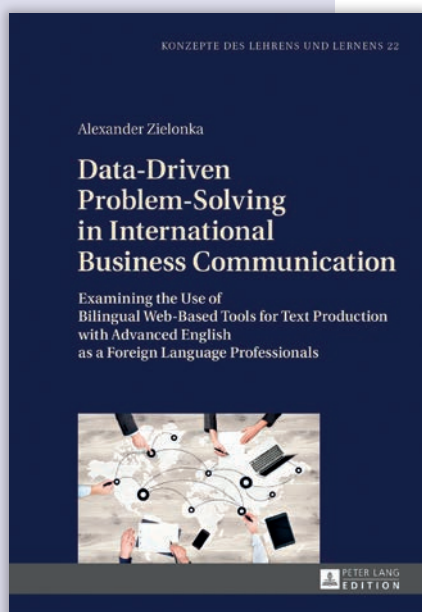
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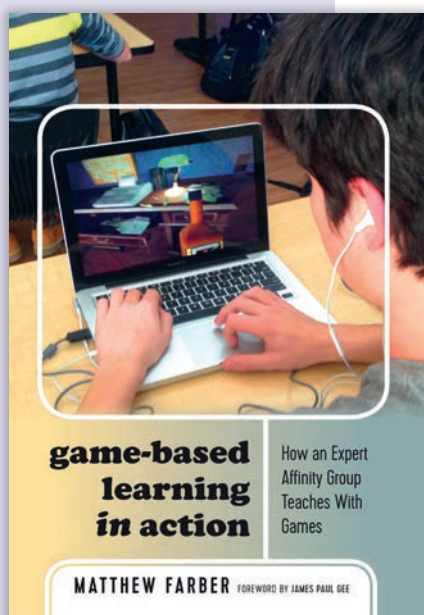
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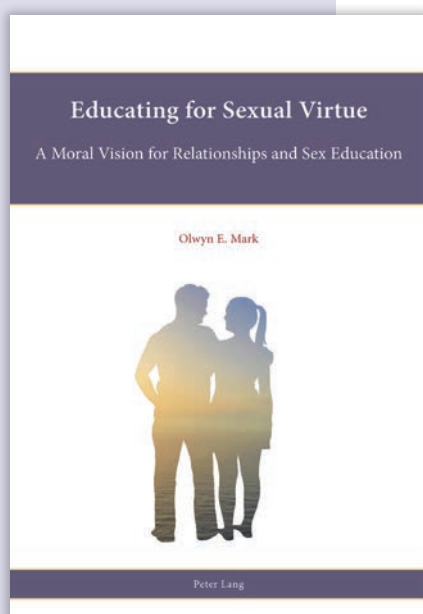
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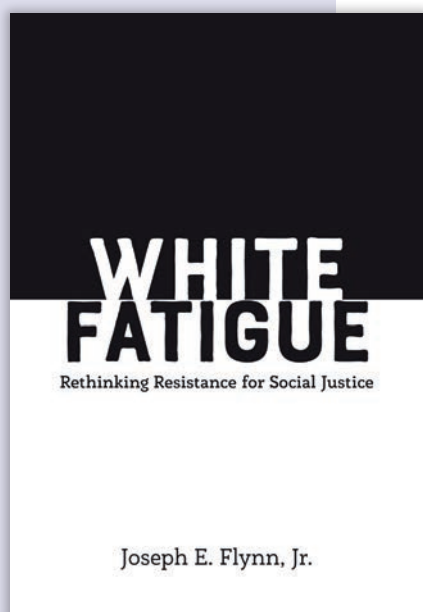
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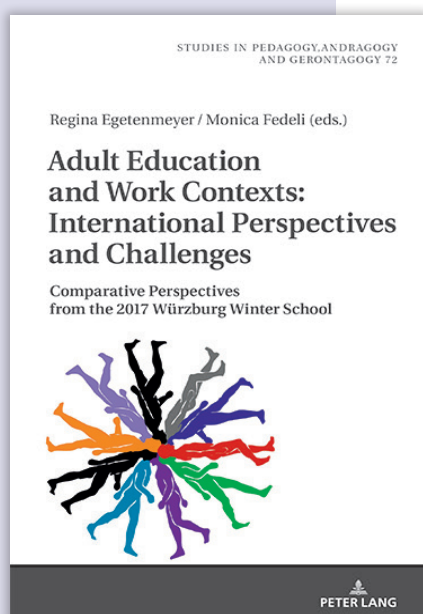
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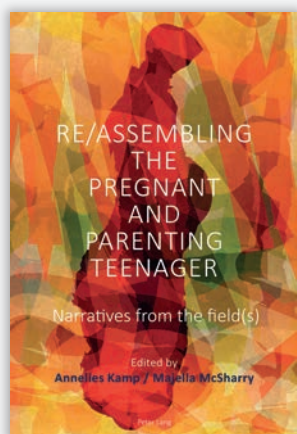
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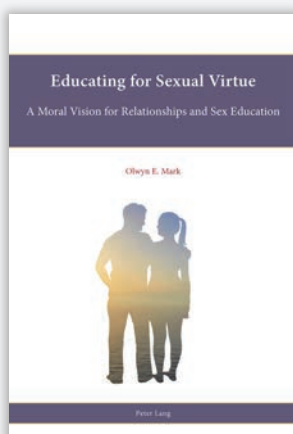
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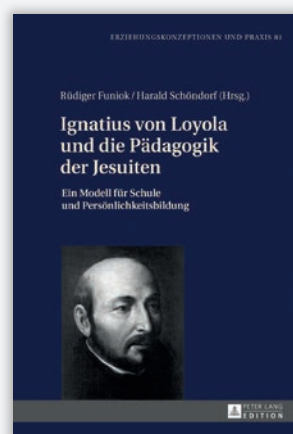
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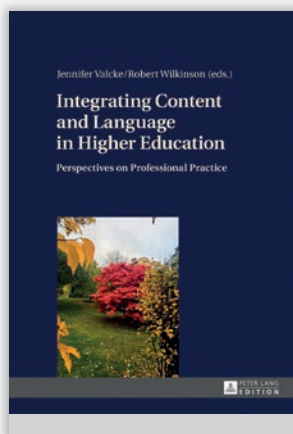
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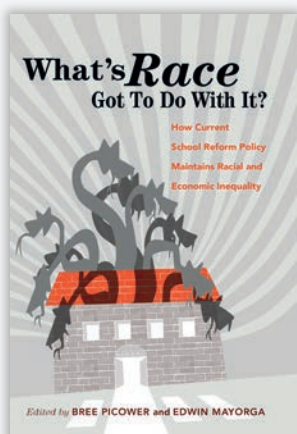
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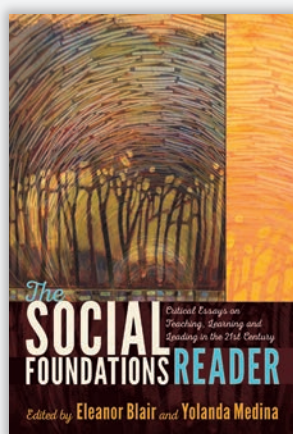
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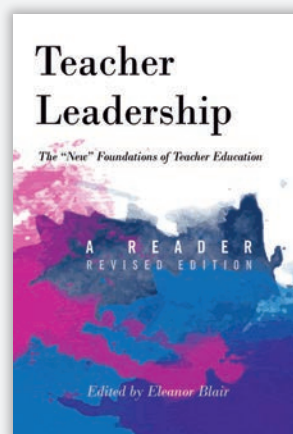
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