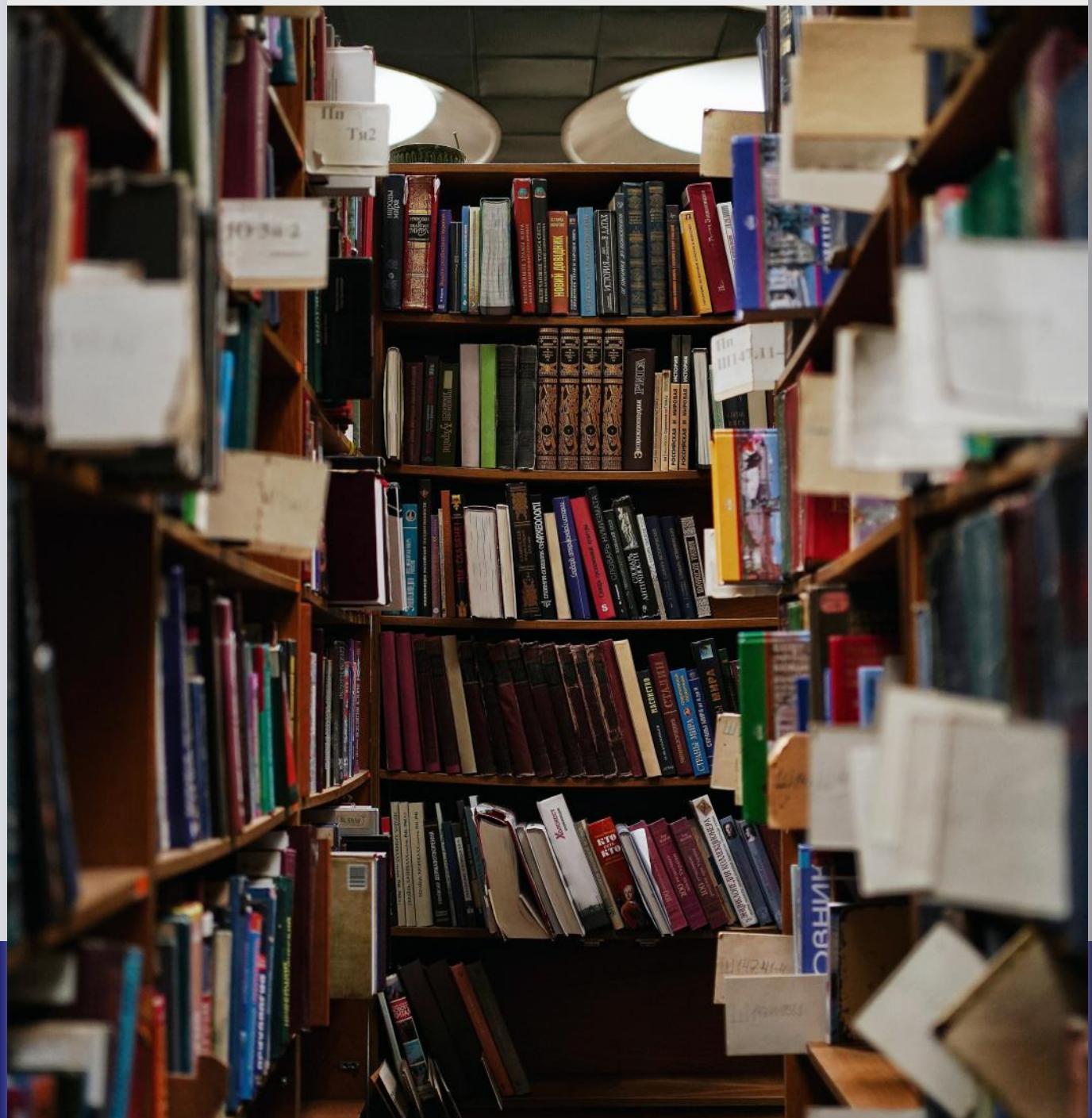


EDUCATION

2021



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

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Otilia Clipa · Erica Cîmpan

Social-Emotional Competences of Preschoolers: The Impact of Outdoor Educational Activities

Berlin, 2020. 148 pp., 12 fig. b/w, 38 tables.

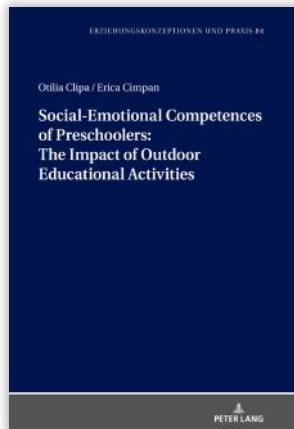
Erziehungskonzeptionen und Praxis. Vol. 84

hb. • ISBN 978-3-631-80754-5

CHF 36.– / € 29.95 / € A 30.– / € 28.60 / £ 24.– / US-\$ 34.95

eBook (SUL) • ISBN 978-3-631-83912-6

CHF 36.– / € 29.95 / € A 30.– / € 28.60 / £ 24.– / US-\$ 34.95



for sustainable management and environment has an integrated approach. These activities contribute to the social and emotional development of preschoolers.

Early childhood education is a new & priority of European trends education and a means of increasing the quality of the life. This study aims to provide an analysis of the kindergartens in nature experiences, where children's lives are conducted in close contact with nature and the outdoor activities in any season and in any weather are an important part of the daily program. These outdoor activities have a significant contribution to social and emotional development of the preschoolers. The concept of kindergartens in nature is an innovative educational concept in which the education

Julia Staiger-Engel

Service Learning in der Kindheitspädagogik

Eine qualitative Studie im Kontext der Institution Hochschule

Berlin, 2020. 290 S., 1 farb. Abb., 27 s/w Abb., 3 Tab.

Pädagogische Rahmung. Bd. 5

geb. • ISBN 978-3-631-82081-0

CHF 60.– / € 51.95 / € A 53.40 / € 48.60 / £ 40.– / US-\$ 58.95

eBook (SUL) • ISBN 978-3-631-82082-7

CHF 60.– / € 51.95 / € A 53.50 / € 48.60 / £ 40.– / US-\$ 58.95



Die Förderung eines (civil-)gesellschaftlichen Engagements war schon immer ein zentraler Bestandteil sozialpädagogischen Handelns. Mit der gezielten Einbindung pädagogischer Einrichtungen in diese Prozesse werden seit einigen Jahren auch an deutschen Hochschulen zunehmend Wege diskutiert, wie (civil-)gesellschaftliches Engagement, zum Beispiel im Rahmen einer »Third Mission«, verankert werden kann. In diesem Zusammenhang kommt dem aus dem US-amerikanischen Raum stammenden hochschuldidaktischen Ansatz »Service Learning« eine verstärkte Aufmerksamkeit zu. Die vorliegende Studie siedelt sich innerhalb der jungen Disziplin der Kindheitspädagogik an und rückt neben einer Diskussion von Möglichkeiten und Grenzen von Service Learning den Einfluss institutioneller aber auch kulturell-gesellschaftlicher Konstellationen in den Blick. Dabei steht die Analyse und Diskussion des Potentials von Service Learning im komplexen Zusammenspiel von kindheitspädagogischen Professionalisierungsbestrebungen und vielschichtigen Diskursen zur Öffnung von Hochschulen im Zentrum.

Anne Lise Ulmann · Pascale Garnier (éds)

Travailler avec les jeunes enfants

Enquêtes sur les pratiques professionnelles d'accueil et d'éducation

Berlin, 2020. 208 p., 1 ill. n/b.

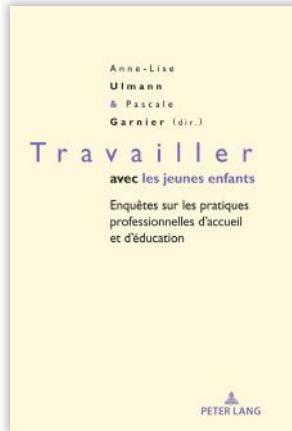
Petite enfance et éducation / Early childhood and education. Nouvelles perspectives sur l'éducation et l'accueil des jeunes enfants / New Perspectives on Early Childhood Education and Care. Vol. 5

br. • ISBN 978-2-8076-1509-0

CHF 52.– / €D 44.95 / €A 46.20 / £ 42.– / € 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-2-8076-1510-6

CHF 52.– / €D 44.95 / €A 50.40 / £ 42.– / € 35.– / US-\$ 50.95



Les publications sur la petite enfance concernent le plus souvent les politiques familiales et leurs conséquences sur l'emploi, ainsi que le développement et la socialisation des jeunes enfants. Mais que sait-on précisément du travail des professionnelles, des femmes dans leur très grande majorité, qui accueillent et prennent en charge ces enfants tout au long de leurs journées ? En fait, peu de chose, car sa fréquente naturalisation comme activité féminine fait obstacle à sa compréhension et sa reconnaissance. Ce livre a l'ambition de mettre les pratiques de travail de ces professionnelles au centre d'un travail d'enquêtes pour analyser ce qu'elles éprouvent, pensent, mobilisent, inventent, transforment... Il met en lumière les différentes facettes de ce travail méconnu : les statuts d'emploi, les conditions réelles d'exercice, les conceptions éducatives, les apprentissages qu'il requiert, les exigences nouvelles sur la qualité, l'inclusion des enfants en situation de handicap... L'ouvrage explore ainsi des complexités insoupçonnées où, pour donner sens à ce travail, se reconfigurent sans cesse demandes parentales, éthique éducative et relations aux enfants. Grâce à la pluralité des contributions et des situations analysées, l'ouvrage concerne l'ensemble des formes d'accueil et d'éducation des jeunes enfants (accueil à domicile, crèche, école maternelle, jardin d'enfants, etc.), et les différentes professions qui y exercent (éducatrice de jeunes enfants, auxiliaire de puériculture, personnels titulaires d'un CAP petite enfance, enseignante, assistante maternelle...). Avec les contributions de Geneviève Cresson, Xavier Devetter, François Ndjapou Pascale Garnier, Pascale Molinier Martine Janner Raimondi, Daniela Rodriguez, Anne Lise Ulmann, Michel Vandebroeck.

Mary M. Dalton · Laura R. Linder

Teacher TV

Seventy Years of Teachers on Television, Second Edition

New York, 2020. XVI, 290 pp., 27 b/w ill.

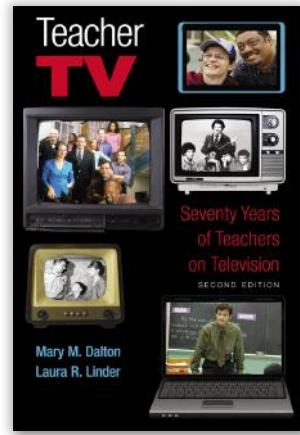
Counterpoints. Studies in Criticality. Vol. 320

pb. • ISBN 978-1-4331-7016-4

CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook (SUL) • ISBN 978-1-4331-7018-8

CHF 50.– / €D 42.– / €A 44.– / € 40.– / £ 32.– / US-\$ 47.95



Teacher TV: Seventy Years of Teachers on Television, Second Edition examines some of the most influential teacher characters presented on television from the earliest sitcoms to contemporary dramas and comedies. Both topical and chronological, the book follows a general course across decades and focuses on dominant themes and representations. Although each chapter presents an overview of the all the teachers on television for each decade, the focus will link some of the most popular shows of the era to larger cultural themes. "1950s Gender Wars: *Our Miss Brooks* and *Mr. Peepers*" looks

at acceptable behavior for men teachers and women teachers on television and offers a context for making links to how gender is socially constructed in popular culture and in society. The racial tensions of the 1960s take a more implicit form on two series and are examined in "1960s Race and Social Relevancy: *The Bill Cosby Show* and *Room 222*." In "1970s Ideology and Social Class: *Welcome Back Kotter* and *The Paper Chase*," both lower and upper ends of the class spectrum are blunted in favor of storylines that are personal and predictable instead of overtly political. Two popular television sitcoms validate educational privileges for elite students in "1980s Normalizing Meritocracy: *The Facts of Life* and *Head of the Class*." The 1980s reflect a return to conservatism, and two popular television sitcoms mark the transition by validating educational privileges for elite students. The 1990s mark a time of significant change for teachers on television. In "Gaining Ground From Margin to Center: *Hangin' With Mr. Cooper* and *My So Called Life*," the two featured shows, illustrate the mundane and the provocative in teacher depictions on television. In "Embracing Multiculturalism: *Boston Public* and *The Wire*" we use these dramas as exemplars of the 2000s to examine themes such as race, gender, and sexuality, but view them through a new lens. Chapter Eight is new to this edition and looks at the downward spiral in the depiction of educators in popular culture during 2010s and pays specific attention to *Madam Secretary* and *Teachers*. The Afterword, which is also new, explores these television texts in the larger socio-political context and makes important links between television narratives and issues of identity, the culture of testing, poverty, and dropping out. We must reestablish the importance of public education and consider its essential role in creating an informed citizenry, which is necessary for the future of democracy. Recent trends represent a dangerously skewed view of educators, and it is essential that we begin to "flip the script"—literally and figurative—to combat the cynicism of today's television narratives and stop the way those stories influence public perceptions of education in America.

Amélie Lemieux

De/construcing Literacies

Considerations for Engagement

New York, 2020. X, 154 pp., 28 b/w ill., 1 table

hb. • ISBN 978-1-4331-7282-3

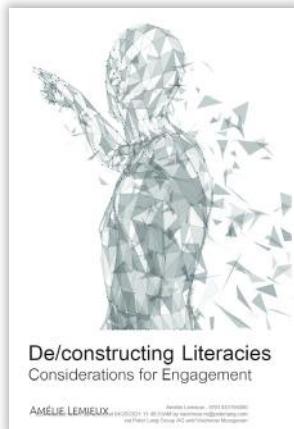
CHF 116.– / €^D 100.95 / €^A 103.60 / € 94.20 / £ 76.– / US-\$ 112.95

pb. • ISBN 978-1-4331-7283-0

CHF 41.– / €^D 35.95 / €^A 36.70 / € 33.30 / £ 27.– / US-\$ 39.95

eBook (SUL) • ISBN 978-1-4331-5609-0

CHF 41.– / €^D 34.97 / €^A 36.63 / € 33.30 / £ 27.– / US-\$ 39.95



De/construcing Literacies
Considerations for Engagement

AMÉLIE LEMIEUX | Amélie Lemieux, 1972 EST. 1996
© Peter Lang GmbH, NY and Bern, Switzerland

De/construcing Literacies: Considerations for Engagement reviews and defines the concept of engagement in literacy studies from different epistemologies. Well-suited for literacy researchers and graduate students, it considers the foundations of arts-based research, cognitive psychology, ethnography, phenomenology, posthumanism, with a final chapter on walking methodologies, to better understand how engagement can be framed and looked at in literacy studies.

Liesa Griffin Smith

Curriculum as Community Building

The Poetics of Difference, Emergence, and Relationality

New York, 2021. X, 218 pp., 1 b/w ill.

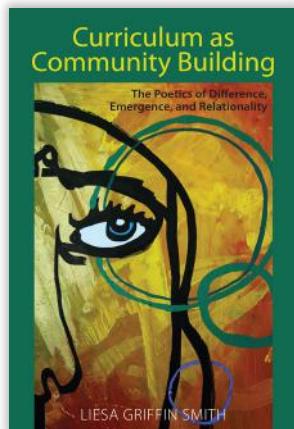
Complicated Conversation. A Book Series of Curriculum Studies. Vol. 57

pb. • ISBN 978-1-4331-8464-2

CHF 44.– / €^D 37.95 / €^A 37.60 / € 35.80 / £ 29.– / US-\$ 42.95

eBook (SUL) • ISBN 978-1-4331-8465-9

CHF 44.– / €^D 37.95 / €^A 37.60 / € 35.80 / £ 29.– / US-\$ 42.95



Our contemporary historical moment is often characterized by social, political, economic, technological, and educational complexities, as well as lived experiences of estrangement, isolation, insecurity, loss, threat, and trauma. Within this difficult context, conventional understandings of community which often rely upon assimilation or exclusion are devoid of hope, and new imaginations of community and community building are needed to cultivate generative, nurturing, sustaining experiences of life together. Through a multi-threaded exploration of the curriculum as embodied and emerging in a living ecosystem, new conceptualizations of community building may emerge. Drawing upon post-structural feminism, poetics, autobiography, and metaphors of the maternal body, this book explores the complicated intersections of difference, embodiment, emergence, and relationality within the curriculum, to reimagine the possibilities of building the other community, one inclusive of difference. Facing the challenges of our time with hope, grace, and creativity, this book is uniquely positioned in a middle space between the theoretical concerns of the academic community and the needs for accessibility by the practitioner within an instructional context.

Xavier Bonal • Eve Coxon • Mario Novelli • Antoni Verger (eds.)

Education, Globalisation and the State

Essays in Honour of Roger Dale

New York, 2020. XXII, 248 pp., 5 b/w ill., 2 tables.

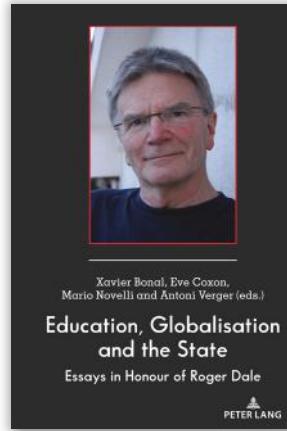
Global Studies in Education. Vol. 38

hb. • ISBN 978-1-4331-8165-8

CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-8162-7

CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95



This book pays tribute to an intellectual giant. The twenty-one succinct chapters comprising the volume, and the variety of scholars who have authored them, are indicative of his intellectual, geographical and intergenerational reach. These chapters reflect the towering influence of Roger Dale's work in fields such as the Sociology of Education, Globalization and Education Policy Studies, and Comparative and International Education. While engaging critically with Roger's intellectual ideas—and without exception the authors demonstrate the significance of these to their own theoretical and research endeavors—they also include personal reflections on his role as mentor, role model, networker, and friend. Together the chapters are testimony to the richness, quality and diversity of Roger Dale's work and the extent to which it has inspired several generations of scholars from very different world locations. In a final chapter, Roger Dale himself responds from his usual humble position to all contributors and reviews the key aspects of an exceptional and ongoing intellectual journey.

Régis Malet • Bruno Garnier (éds)

Education, Mondialisation et Citoyenneté

Enjeux démocratiques et pratiques culturelles

Berlin, 2020. 270 p., 5 tabl.

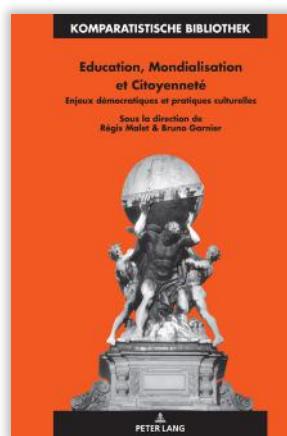
Komparatistische Bibliothek / Comparative Studies Series / Bibliothèque d'Études Comparatives. Vol. 29

rel. • ISBN 978-3-631-82384-2

CHF 53.– / €^D 44.95 / €^A 45.– / € 42.90 / £ 35.– / US-\$ 51.95

eBook (SUL) • ISBN 978-3-631-82398-9

CHF 53.– / €^D 44.95 / €^A 45.10 / € 42.90 / £ 35.– / US-\$ 51.95



Cet ouvrage traite, dans une perspective comparatiste internationale, de la construction de la notion de citoyenneté et de sa circulation dans des espaces scolaires et sociaux à l'ère de la mondialisation. Cela se réalise par la complémentarité des expertises mobilisées et par la variété des contributions et des ancrages géoculturels de leurs auteurs. Il offre ainsi une diversité de regards analytiques sur le processus de mondialisation de l'éducation, vu sous l'angle de la gestion des identités, de la diversité et de la promotion de la citoyenneté. Il invite à une lecture croisée des dynamiques culturelles, historiques et sociales dans des sociétés à la fois fragmentées et reliées entre elles.

Carlos Nevarez • J. Luke Wood

Community College Leadership and Management

Reframing Institutional Practices for Student Success

New York, 2020. XLII, 496 pp., 55 b/w ill., 40 tables.

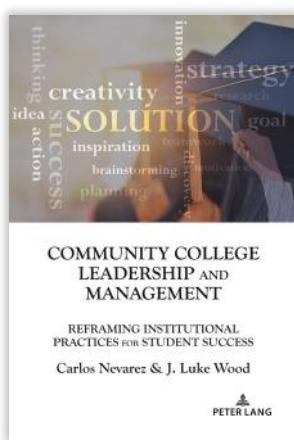
Education Management. Vol. 11

pb. • ISBN 978-1-4331-7445-2

CHF 65.– / €D 56.95 / €A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95

eBook (SUL) • ISBN 978-1-4331-7446-9

CHF 65.– / €D 62.95 / €A 63.– / € 52.50 / £ 42.– / US-\$ 62.95



authors critically analyze and call for a deconstruction of conventional practices and the construction of new approaches to understand how student success is envisioned. For example, a redefinition of what constitutes student success is advanced. A redefinition of *student success*—as the attainment of an academic, vocational, career, or personal goal—is put forth. This broader perception, definition, and meaning of student success is not limited to or constrained by an accountability paradigm. It is driven by the need to capture a more complete picture of the trajectory of contemporary and traditional enrollees from increasingly diverse backgrounds: students whose goals do not fit solely and neatly into two traditionally dominant outcomes like graduation and transfer. It is the role of community college leaders to affirm, inculcate, and communicate this more nuanced definition, allowing it to guide the vision and mission, programs, policies, and practices of the institution. Carlos Nevarez and Luke J. Wood support their arguments through various models, frameworks, research findings, case studies, and presentation of self-reflective questions aimed at advancing reflective community college scholar-practitioners.

Ellen P. McShane

Conquering Trauma and Anxiety to Find Happiness

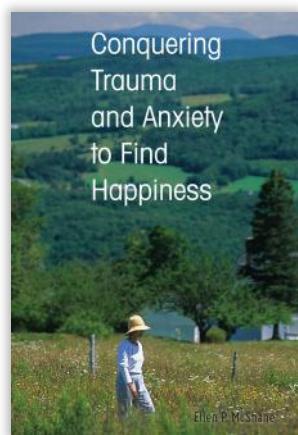
New York, 2020. XIV, 272 pp., 29 b/w ill.

hb. • ISBN 978-1-4331-6867-3

CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-6864-2

CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95



Conquering Trauma and Anxiety to Find Happiness offers trauma victims suffering from anxiety and other disorders freedom from continued emotional suffering. National mental health statistics state 60% of adults, approximately 150,000,000 people, report experiencing trauma. The National Institute of Mental health states 42,000,000 American adults live with an anxiety disorder often resulting from trauma. Through this book's focus on affect theory and affect labeling, these millions of traumatized and anxious individuals learn to stop living with chronic stress and their re-

active, inflexible, and rigid responses to life. This book offers affect theory as a biological explanation to the consequences of living as a trauma victim by understanding what happened to them and repairing the harm. Affect theory presents nine biologically-coded affects to explain emotion, motivation, behavior, and personality with two positive, one neutral, and six negative affects. Stimulus from our environment activates an affect and its preprogrammed responses within our brain and body. Through facial expressions, along with other physical manifestations, we understand when an affect activates to help us understand our feelings. Another intervention featured in this book, affect labeling or putting feelings into words, encourages us to focus attention in the present moment to read our body's sensory information and integrate our brain and mind. Trauma victims understand how therapy provides an important intervention for recovery. An affect management system offers various interventions, such as diet and exercise, to overcome the consequences of trauma and anxiety. We no longer need to suffer if we experience trauma and anxiety.

Phra Nicholas Thanissaro

The Intuitive Buddhist

Psychological Type as a new hermeneutic of Buddhist diversity in the West

Berlin, 2020. XVIII, 242 pp., 29 fig. b/w, 57 tables.

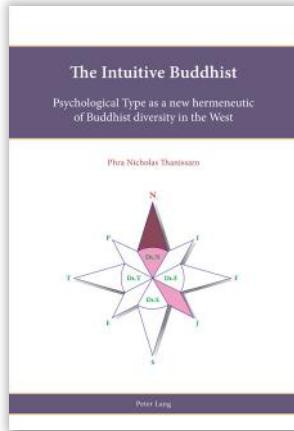
Religion, Education and Values. Vol. 15

pb. • ISBN 978-1-78997-185-9

CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78997-186-6

CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95



By examining teenage heritage and convert Buddhist communities in the West through the lens of Psychological Type, this book presents hard evidence from hundreds of self-identifying Buddhists in the UK, that the diversity of Buddhists, previously described in terms of *ethnic* dichotomy, is better explained in terms of Psychological Type preferences. By moving past biologically determined features such as ethnicity, the book represents a long overdue yardstick for the full spectrum of diversity within the Buddhist community – since Psychological Type preferences, such as

the sliding scale of Intuition, give more predictive nuance and avoid orientalist prejudice. The book puts Buddhism on the map of Psychology of Religion by showing the statistical links between personality and more than twenty individual differences, including tendency to meditate or visit the temple. The hermeneutic of intra-Buddhist diversity described in this book, apart from providing a mirror of self-understanding for individual Buddhist practitioners, can be applied by anthropologists of Buddhism, Religious Education stakeholders and chaplains to ensure equality and objectivity in their work. Meanwhile, the book's relatable 'Type Compass' style of graphic presentation represents a common 'language' for religious study that invites comparison between Buddhism and other faith traditions.

Marina Avelar

Disrupting Education Policy

How New Philanthropy Works to Change Education

Oxford, 2021. XXII, 222 pp., 11 fig. b/w, 8 tables.

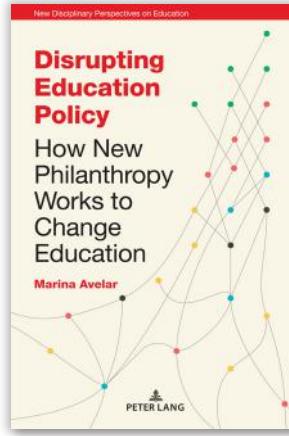
New Disciplinary Perspectives on Education. Vol. 3

pb. • ISBN 978-1-78707-688-4

CHF 62.– / €^D 52.85 / €^A 54.35 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78707-733-1

CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95



Philanthropy is on the rise around the world, working in the fields of health, development and, most often, education. Different from charity, now donations are used as "social investment" with specific goals. In education, big corporations and wealthy businessmen strive to reform education through their philanthropic "giving", and have managed to assemble considerable influence in policymaking processes in many countries. But how do new philanthropy organisations promote education reform? And how does their policy work look like in practice? In this book, the author analyses the ef-

forts of large foundations in Brazilian education governance to address these questions. Though having the main empirical setting of Brazilian institutions, this book analyses networks, policies and discourses that surpass national borders and also addresses how new philanthropists are connected to global networks. With support of network ethnography and concepts from Political Science and Human Geography, the author invites the readers to challenge preconceived ideas of how governments and new philanthropy operate, and observe the behind-the-scenes work of new philanthropy to reform education.

Giedrė Kvieskienė · Vytautas Kvieska · Gerd-Bodo von Carlsburg

Social Clustering: Paradigm of Trust

Berlin, 2021. 258 pp., 55 fig. b/w, 10 tables.

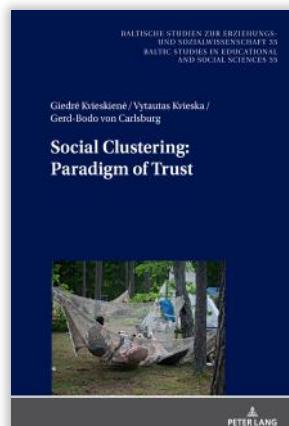
Baltische Studien zur Erziehungs- und Sozialwissenschaft. Baltic Studies in Educational and Social Sciences. Vol. 35

hb. • ISBN 978-3-631-81726-1

CHF 83.– / €^D 69.95 / €^A 70.– / € 66.70 / £ 55.– / US-\$ 80.95

eBook (SUL) • ISBN 978-3-631-83626-2

CHF 83.– / €^D 69.95 / €^A 70.– / € 66.70 / £ 55.– / US-\$ 80.95



The monograph *Social Clustering: Paradigm of Trust* combines smart education strategies, social clustering and innovative educational practices. Networking and intersectoral empowerment help leaders operate the multifunctional, multicriterion, multisector approach and develop trust-based family, community, and regional and national prosperity. Aspiration for common objective; consensus on the most important priorities of the public interest; successful social partnership between the public, private, civic

(NGO) sector; and scientific organizations and stakeholders help us create a modern and sustainable society. Trust-based social economy, smart education and social partnership research, and services models have been developed by university researchers together with social partners.

Mairi McDermott

Mapping the Terrains of Student Voice Pedagogies

An Autoethnography

New York, 2020. X, 206 pp.

Critical Qualitative Research. Vol. 28

hb. • ISBN 978-1-4331-7890-0

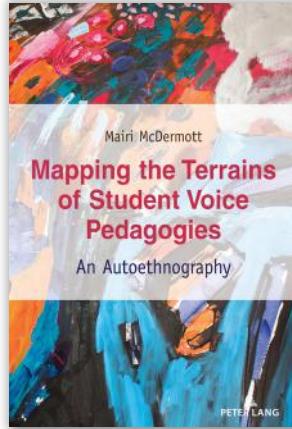
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7889-4

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7891-7

CHF 42.– / €D 36.95 / €A 41.– / € 34.20 / £ 28.– / US-\$ 40.95



Mapping the Terrains of Student Voice Pedagogies is an autoethnography of McDermott's experiences with student voice reforms. Ultimately, the author is concerned with better understanding the possibilities for student voice as a transformative teaching and learning practice within the context of neoliberal education. The discussion is anchored in two past student voice projects in which McDermott was involved, one as a researcher and one as a facilitator. As method, the author revisits these experiences through memory and various artifacts to unpack embodied voices of difference.

More specifically, McDermott is concerned with how teachers take up student voice in their pedagogies, how teachers come to understand themselves and their students in terms of student voice, and how social differences contour student voice pedagogies. The author queries: How do experiences with student voice inform teacher <--> student relationships? And, how are student voice practices shaped, organized, and inscribed through social difference? Grounding this inquiry is post-structural feminist anti-racism as an interwoven discursive orientation and politics for troubling and transforming schooling and education. Analyses address how McDermott's presence as an individual and as a member of socio-historical groups in the student voice initiatives affected the projects' dynamics. The findings amplify the necessity of time and space for educators to critically reflect on their practices when implementing reforms, time and space that were provided by engaging autoethnography. The book contributes important strategic processes towards realizing the necessary goals of critical reflexive practices in teaching and learning, addressing the question of 'how' one might do critical reflection through autoethnography.

Abdín Noboa-Ríos

Critical Issues of Latinos and Education in 21st Century America

Where Are We?

New York, 2020. XXII, 504 pp.

Critical Studies of Latinxs in the Americas. Vol. 24

hb. • ISBN 978-1-4331-6331-9

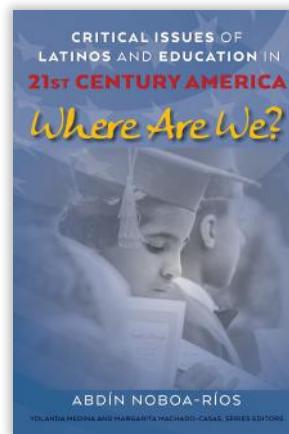
CHF 154.– / €D 133.95 / €A 137.50 / € 125.– / £ 100.– / US-\$ 149.95

pb. • ISBN 978-1-4331-7478-0

CHF 72.– / €D 62.95 / €A 64.20 / € 58.30 / £ 47.– / US-\$ 69.95

eBook (SUL) • ISBN 978-1-4331-7479-7

CHF 72.– / €D 69.95 / €A 70.– / € 58.30 / £ 47.– / US-\$ 69.95



The year 2011 marked the first time in U.S. history where more *nonwhite* babies were born than *white* babies. Academic year 2014-15 marked the first year that K-12 public school enrollment became predominantly nonwhite. Among the five largest school districts, Latinos represent the predominant group. It's all about a stemming population shift, not immigration, as more Anglo-Americans are dying than those replaced by births. Meanwhile, our public schools are in trouble, where "normalized failure" has become the new norm and international achievement has reached new lows. In this mix, Latinos are 1-in-3 newborns. As the future of America is now "intricably linked" to the fate of these children, our educational system must be more responsive or the nation is imperiled. For this book, Abdín Noboa-Ríos interviewed 112 prominent educators nationwide, including some of the best Hispanic educators and thought leaders to search for answers to America's educational challenges. What do they say? What do these leaders see? What can we learn? Their many suggestions and concerns are well highlighted. For these leading scholars and practitioners, their views are more about basic renewal, not piecemeal reform. Such action requires fundamental shifts in both mindset and attitude. Appeasement misses the point. We cannot undermine the severity of the problem.

Onur Saraphı

State Ideology and Education in Turkey, 1980–2015

New York, 2020. X, 272 pp.

hb. • ISBN 978-1-4331-8260-0

CHF 98.– / €D 83.95 / €A 83.10 / £ 79.20 / £ 64.– / US-\$ 94.95

eBook (SUL) • ISBN 978-1-4331-8257-0

CHF 98.– / €D 83.95 / €A 83.10 / £ 79.20 / £ 64.– / US-\$ 94.95



**State Ideology and Education
in Turkey, 1980–2015**

Onur Saraphı

PETER LANG

In today's Turkey under the Justice and Development administration, it seems that religion becomes or is imposed as an important element of the Turkish national identity. The education system works as the channel for promoting this change. Thus, the case of Turkey is that of a nation-state that has been under construction since it emerged from a successful war of independence, and any analysis of policies needs to pay careful attention to the dominant state ideology. Set against the general historical background, this analysis examines and interprets the educational policies and decision-making

in this area in relation to political ideologies. In fact, it is the series of Justice and Development Party (Adalet ve Kalkınma Partisi – AKP) governments which, since the party's first election victory in 2002, have implemented several reforms so as to change educational thinking in Turkey. Within this framework and especially after 2002, Islam, and most specifically the Turkish political Islam, plays an important and defining role in Turkish society. It is an agenda, consisting of market-oriented education, that includes transforming and privatising the public education system, developing policies on religious education in line with emerging notions of political Islam, promoting the growth of Islamic educational curricula, whether in Imam-Hatip schools or in higher education, and generally putting more emphasis upon Islam as an important constituent of the Turkish national identity. This book provides both historical context and state policy information in order to meet researchers' and lecturers' needs and expectation to learn about the characteristics of different policies used by Turkish governments in education. It enables civil society groups, researchers, university students and academics to identify problems and opportunities that the Turkish Government has been dealing with. Hence, it can be used both by researchers and policy makers as well as educators.

Joris Thievenaz · Jean-Marie Barbier · Frédéric Saussez (éds)

Comprendre/Transformer

Bern, 2020. VIII, 284 p., 16 ill. en couleurs, 2 ill. n/b, 1 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education.

Vol. 189

br. • ISBN 978-3-0343-3979-7

CHF 44.– / €D 38.95 / €A 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95

eBook (SUL) • ISBN 978-3-0343-4023-6

CHF 44.– / €D 38.95 / €A 39.40 / £ 35.80 / £ 29.– / US-\$ 42.95



Lorsque la recherche se donne des objets d'étude correspondant à des activités humaines, comme c'est le cas en éducation et formation, elle est de fait confrontée au défi qui consiste à rendre compte du réel et à agir sur lui. Cette question intéresse toutes les sciences humaines et sociales (SHS) qui ont pour objet le travail que la société fait sur elle-même pour se maintenir/se transformer. Comment rendre compte des rapports entre activités de compréhension et de transformation du monde, qui traversent et structurent la recherche, sans les enfermer dans des rapports d'opposition ou de disjonction ?

Comment cette tension se manifeste-t-elle et comment est-il possible au chercheur de s'en emparer et de se positionner vis-à-vis d'elle ? Cet ouvrage propose d'apporter un nouvel éclairage à cette question à la fois épistémologique, théorique et méthodologique, en réunissant diverses contributions ayant en commun d'interroger les rapports de continuité entre comprendre et transformer. Il est pour cela organisé en trois parties. La première concerne l'analyse des activités. Elle interroge dans quelle mesure il est possible de transformer les outils traditionnellement mobilisés en outils d'approche de l'activité comme transformation et en transformation. La deuxième a trait aux rapports en acte qu'entretiennent la formation/accompagnement et la recherche : elle concerne toutes les situations de recouvrement entre champs de recherche, champs de pratiques, et champs de formation. La troisième a trait à l'organisation sociale de l'enseignement supérieur au regard de l'opposition comprendre/transformer ; elle concerne la structuration d'un champ disciplinaire particulièrement porteur de ces enjeux : le champ des sciences de l'éducation. Cet ouvrage collectif se présente ainsi comme une invitation à d'autres explorations d'une question qui dépasse singulièrement le périmètre de l'éducation et qui concerne plus largement cultures de pensée et cultures d'action.

Wassilios Baros · Solveig Jobst · Ricarda Gugg · Thomas Theurer (Hrsg.)

Bildungsherausforderungen in der globalen Migrationsgesellschaft

Kritische Beiträge zur erziehungswissenschaftlichen Migrationsforschung

Berlin, 2020. 278 S., 2 farb. Abb., 4 s/w Abb., 6 Tab.

Europäische Bildung im Dialog. Wissenschaft – Politik – Praxis. Bd. 13

geb. • ISBN 978-3-631-79825-6

CHF 62.– / € 52.95 / € 54.40 / € 49.50 / £ 41.– / US-\$ 59.95

eBook (SUL) • ISBN 978-3-631-80967-9

CHF 62.– / € 51.98 / € 54.45 / € 49.50 / £ 41.– / US-\$ 59.95



Erziehungswissenschaftliche Migrationsforschung wird hier verstanden als ein wissenschaftliches Arbeiten, das sich in einer transdisziplinären Perspektive mit sowohl lebensweltlich als auch gesellschaftlich relevanten Problemlagen im Kontext von Migration und Bildung befasst. In den Beiträgen werden unterschiedliche Problemstellungen erziehungswissenschaftlicher Migrationsforschung aufgegriffen und kritisch diskutiert. Hervorgegangen ist die Textsammlung aus intensiven Auseinandersetzungen im Rahmen der Vortragsreihe Erziehungswissenschaftliche Migrationsforschung, welche mit dem Anspruch verbunden ist, neue (kritisch-reflexive) Akzente sowohl für die migrationsgesellschaftliche Öffnung von Bildungseinrichtungen als auch für erziehungswissenschaftliche Migrationsforschung zu setzen.

Noelia M. Galán-Rodríguez

Motivation in CLIL: Research in Secondary Education in the Galician Context

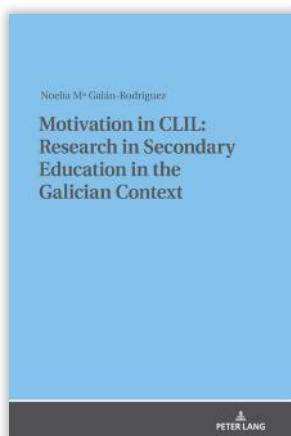
Berlin, 2020. 316 pp., 37 fig. b/w, 49 tables.

hb. • ISBN 978-3-631-82654-6

CHF 81.– / € 69.95 / € 71.90 / € 65.40 / £ 54.– / US-\$ 78.95

eBook (SUL) • ISBN 978-3-631-82888-5

CHF 81.– / € 69.95 / € 71.90 / € 65.40 / £ 54.– / US-\$ 78.95



Even though content and language integrated learning (CLIL) has been implemented in the Spanish educational system for some years now, it seems there is no consensus on whether this methodology is fulfilling its objectives. Although its practices in Spain have been studied in terms of assessment, language learning and content, research on students' and teachers' motivation in CLIL has been scarce. Taking into consideration that teaching and learning are social practices, it seems necessary to consider the affective factors such as motivation and

perceptions which may come into play in CLIL practices. This book studies the perceptions and motivation regarding CLIL in three groups of CLIL physics and chemistry students and their CLIL teacher in a plurilingual high school located in Galicia.

L. Lennie Irvin

Reflection Between the Drafts

New York, 2020. XVIII, 184 pp., 28 b/w ill., 10 tables.

hb. • ISBN 978-1-4331-7457-5

CHF 93.– / € 80.95 / € 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-7454-4

CHF 93.– / € 89.95 / € 90.– / € 75.– / £ 60.– / US-\$ 89.95



Reflection Between the Drafts

L. Lennie Irvin

PETER LANG

Reflection Between the Drafts focuses on reflection *in process* rather than reflection *on process*. Based on empirical research, the text presents a theory to describe and explain what happens when students reflect between drafts useful to teachers and scholars interested in reflection. It identifies a common dynamic found in these reflections as well as four factors that represent key dimensions within between-the-draft reflection. Writers' conception of their goal and ideas of success represents the most important controlling factor in their reflection and the role it may play in their writing.

Reflection Between the Drafts is highly rhetorical, and the text explores the special kairotic moment between drafts, the connection of this reflection to rhetorical invention, as well as the nature of the reflective knowledge generated from this particular reflective stance between drafts that guides writers' revision. The text also discusses the place of between-the-draft reflection in a writing curriculum and shares classroom practices for encouraging productive reflection between drafts.

Christian Krüger

Herausragende Schulen

Eine rekonstruktive Studie zur Logik des Gelingens von erfolgreicher Schulentwicklung aus organisationswissenschaftlicher Sicht

Berlin, 2020. 414 S., 39 s/w Abb., 32 Tab.

Studien zur Pädagogik der Schule. Bd. 40

geb. • ISBN 978-3-631-82450-4

CHF 83.– / €^D 69.95 / €^A 70.– / € 66.70 / £ 55.– / US-\$ 80.95

eBook (SUL) • ISBN 978-3-631-83283-7

CHF 83.– / €^D 69.95 / €^A 70.– / € 66.70 / £ 55.– / US-\$ 80.95



Die Studie stellt aus einer systemtheoretischen Perspektive die Vermutung auf, dass Preisträgerschulen einen hohen Innovationsfaktor aufweisen. Diese Annahme wiederum führte zu der Ableitung, dass Preisträgerschulen Strukturen entwickelten, die gemäß den Erkenntnissen aus der Organisationsforschung allgemein als förderlich für Innovation in Organisationen gelten. Zum Zwecke einer kategoriengleiteten Überprüfung dieser Annahme wurde ein Faktoren-Modell für erfolgreichen Organisationswandel aus der Praxis appliziert, organisationswissenschaftlich ausdifferenziert und erweitert. Die Ergebnisse ermöglichen einen Beitrag zur Beantwortung der Frage, wie es Einzelschulen gelingen kann, sich selbst langfristig tragende Entwicklungsprozesse zu initiieren.

Donna J. Menke

College Athletes and Their Transitions Out of Sports

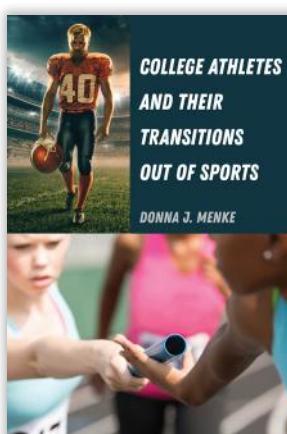
New York, 2020. X, 164 pp., 2. b/w ill., 1 tables.

geb. • ISBN 978-1-4331-6868-0

CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-6869-7

CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95



For most college athletes, the end of their athletic career comes when their college eligibility runs out. While some college athletes will move seamlessly from being a college athlete to a career professional, many others struggle to adjust to life without sports. This book fills a gap in the sport retirement literature and adds to our understanding of what it means to leave sport. Steeped in scholarly literature and narrative inquiry research, the book reveals the complexity of a strong athletic identity developed over years of sport participation. Through narratives of former college athletes

readers gain a deeper understanding of the emotions and challenges caused by leaving sports participation behind. The final chapters of the book provide strategies to improve the transition out of sport for college athletes. This book is useful for graduate programs that prepare academic advisors to work with college athletes or sports management programs

with a course on intercollegiate athletic environments. The book is also useful reading for counselors, academic advisors, coaches, and parents of athletes at all levels of sport participation.

David Paulus

Der Fall Literaturunterricht

Sequenzanalytische Rekonstruktionen unter besonderer Berücksichtigung der Konstituierung des Gegenstandes

Berlin, 2020. 326 S.

Studien zur Pädagogik der Schule. Bd. 39

geb. • ISBN 978-3-631-82574-7

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

eBook (SUL) • ISBN 978-3-631-82575-4

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



Ein Blick auf die Diskussionen innerhalb der Literaturdidaktik zeigt eine Vielfalt an Konzipierungen und Präskriptionen, die den schulischen Literaturunterricht anleiten und zu verbessern suchen. Mit dem Fokus auf Normfragen wird die empirische Erforschung des Literaturunterrichts zwar nicht ignoriert, aber zweitrangig behandelt. Die Publikation setzt an diesem Punkt an und ist als Pilotierung zu verstehen, wie das empirische Desiderat in einem qualitativ-rekonstruktiven Forschungsdesign bearbeitet werden kann. In einem interdisziplinären Zugriff werden fünf Transkripte von Deutschunterricht (objektiv-)hermeneutisch rekonstruiert. Erkenntnisleitend sind Fragen nach den Wechselwirkungen zwischen Lehrperson, Lernenden und Gegenstand im Unterrichtsprozess. Ein Fokus liegt in der Erforschung der Konstituierung der Inhaltsdimension und Fachlichkeit. Auf Basis der Fallrekonstruktionen wird diskutiert, wie der Umgang mit Literatur legitimiert werden kann, um literarisches Lernen und ästhetische Bildung in der Schule zu fördern.

Simonetta Polenghi · András Németh · Tomáš Kasper (eds.)

Education and the Body in Europe (1900-1950)

Movements, public health, pedagogical rules and cultural ideas

Berlin, 2021. 268 pp., 33 fig. b/w.

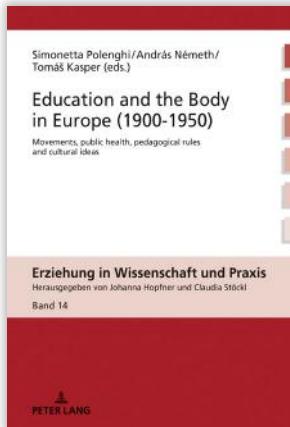
Erziehung in Wissenschaft und Praxis. Vol. 14

hb. • ISBN 978-3-631-83564-7

CHF 59.– / €D 49.95 / €A 50.– / € 47.60 / £ 39.– / US-\$ 57.95

eBook (SUL) • ISBN 978-3-631-84123-5

CHF 59.– / €D 50.95 / €A 52.40 / € 47.60 / £ 39.– / US-\$ 57.95



The public dimension of the body became paramount in the first half of the 20th century, when the image of the modern man, with his virile stereotypes, became a cliché, in strict connection with nation building first and totalitarian ideologies later. Yet, different cultural and educational trends advocated for life reform and liberation of the body. Both the metaphorical and the material body were invested by cultural, religious, political and educational theories and practices with strong links and similarities but also national differences.

Thanks to an international scholarly work about body education in ten European countries, this volume allows a wide comparative analysis about life reform; physical education and sport; children's bodies, emotions, hygiene and (ab)normality.

Marianne Zogmal

«Savoir voir et faire voir»

Les processus d'observation et de catégorisation dans l'éducation de l'enfance

Bern, 2020. XVI, 242 p., 7 ill. n/b.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 187

br. • ISBN 978-3-0343-3866-0

CHF 45.– / €D 37.95 / €A 38.– / € 36.20 / £ 30.– / US-\$ 43.95

eBook (SUL) • ISBN 978-3-0343-3867-7

CHF 45.– / €D 37.95 / €A 38.– / € 36.20 / £ 30.– / US-\$ 43.95



Les métiers de l'éducation, du social et de la prise en charge d'autrui se doivent être adaptés aux usagers cible. Pour mieux connaître leurs conduites, leurs habitudes, leurs compétences, leurs difficultés et leurs besoins, il faut les observer. De quelles compétences professionnelles les éducateurs et éducatrices disposent-elles pour observer les enfants ? Leur analyse dans une perspective interactionnelle montre que les processus d'observation ne se déplient pas selon une pensée contemplative mais dans des pratiques professionnelles elles-mêmes. Observer, élaborer des catégorisations et rendre mutuellement interprétables les connaissances acquises sont des phénomènes qui s'accomplissent et s'apprennent dans et à travers les interactions au quotidien.

mutuellement interprétables les connaissances acquises sont des phénomènes qui s'accomplissent et s'apprennent dans et à travers les interactions au quotidien.

Marta Kowalczuk-Wałędziak

Building a Research-Rich Teaching Profession

The Promises and Challenges of Doctoral Studies as a Form of Teacher Professional Development

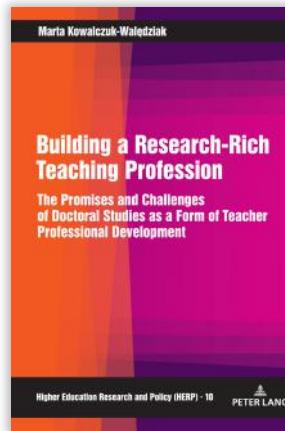
Higher Education Research and Policy. Vol. 10

hb. • ISBN 978-3-631-66403-2

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

eBook (SUL) • ISBN 978-3-653-05513-9

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



This book offers a research-based insight into a unique - and growing - group of teachers: those who have decided to undertake doctoral studies as a part of their ongoing professional development. Drawing on interviews with 30 Polish teachers with PhDs, this book illustrates how the doctorate is an important vehicle for strengthening teachers' skills and knowledge, leading them to implement research-based teaching and learning pedagogies in their classrooms. Given these promising findings, this text ultimately seeks to identify implications for policy and practice in the process of building a truly research-rich teaching profession. After all, it is time to rethink the current doctoral education landscape, with the goal of enriching the relationship between research and practice.

Manuel Fco. Romero Oliva (eds)

Escribir en la universidad: elaboración y defensa de trabajos académicos -TFG/TFM-

Berlin, 2020. 160 p., 54 il. blanco/negro, 5 tablas.

enc. • ISBN 978-3-631-81174-0

CHF 71.– / €D 59.95 / €A 60.– / € 57.10 / £ 47.– / US-\$ 68.95

eBook (SUL) • ISBN 978-3-631-82495-5

CHF 52.– / €D 43.95 / €A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95



Escribir en la universidad. Elaboración y defensa de trabajos académicos -TFG/TFM- es el resultado de una serie de actuaciones e investigaciones referidas a la alfabetización académica de los estudiantes universitarios desde una visión multidisciplinar en la que han participado no solo departamentos académicos — Didáctica de la Lengua y la Literatura, Didáctica y Filología —, sino también unidades específicas de la Universidad de Cádiz — Servicio de Atención Psicológica (SAP), desde su Programa de Apoyo al aprendizaje; o el Área de Biblioteca, Archivo y Publicaciones, con sus cursos de búsquedas bibliográficas, difusión en abierto en repositorios...—. Todos ellos han posibilitado un manual basado en la experimentación y la reflexión conjunta en la que han intervenido más de 3000 estudiantes de diversas titulaciones a lo largo de casi diez cursos académicos.

búsquedas bibliográficas, difusión en abierto en repositorios...—. Todos ellos han posibilitado un manual basado en la experimentación y la reflexión conjunta en la que han intervenido más de 3000 estudiantes de diversas titulaciones a lo largo de casi diez cursos académicos.

Donald Birx • Annette Holba • Patricia Bahr

Redesigning Higher Education

A Small New England Public University Changes Higher Education

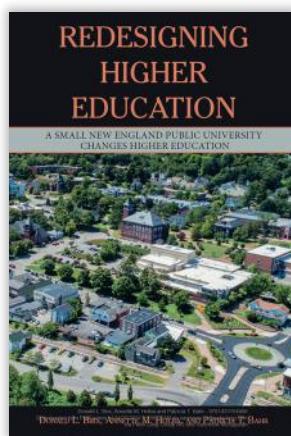
New York, 2020. XXIV, 210 pp., 10 b/w ill., 2 tables

pb. • ISBN 978-1-4331-5545-1

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-5498-0

CHF 42.– / €D 35.91 / €A 37.62 / € 34.20 / £ 28.– / US-\$ 40.95



for organizational transformation grounded in holistic integration with student-centered decision-making. The transformation began with reorganizing twenty-four academic departments and three colleges into seven Integrated Clusters of discipline-based communities. *Redesigning Higher Education* uses a storytelling narrative approach to provide

a practical application of the radical changes meant to transform the higher education experience.

Allison D. Carr • Laura R. Micciche (eds.)

Failure Pedagogies

Learning and Unlearning What It Means to Fail

New York, 2020. XX, 276 pp., 31 b/w ill.

hb. • ISBN 978-1-4331-7486-5

CHF 131.– / €D 113.95 / €A 116.40 / € 105.80 / £ 85.– / US-\$ 126.95

pb. • ISBN 978-1-4331-7487-2

CHF 52.– / €D 44.95 / €A 45.80 / € 41.70 / £ 34.– / US-\$ 49.95

eBook (SUL) • ISBN 978-1-4331-7488-9

CHF 52.– / €D 49.95 / €A 50.– / € 41.70 / £ 34.– / US-\$ 49.95



Can we all learn from failure equally?

Failure Pedagogies examines the ways failure is often appropriated to advantage those most likely to be insulated from the risks associated with pursuing it as a creative strategy. Contributors ask questions that examine what happens when failures do not necessarily lead to progress or innovation: How is risk distributed? For whom is failure “safe” and why? For whom is failure a real end rather than an opening to generative possibilities? To address these questions, we focus largely on pedagogical settings—classrooms, universities, and the conventions that

reign there—but also configure pedagogy as a broad cultural practice that teaches acceptable and unacceptable forms of resistance, subversion, and risk. Contributors focus on a range of topics, including teaching and failure, language failures, fake news, disaster response failures, academic racism, sexual harassment and gender bias, queer failure, intersectionality and infertility activism, and institutional failures to imagine disabled bodies. *Failure Pedagogies* will be of interest to scholars, students, and teachers of writing, rhetoric, and popular culture.

Amber E. George · Russell W. Waltz (eds.)

Critical Pedagogical Strategies to Transcend Hegemonic Masculinity

New York, 2021. VI, 218 pp.

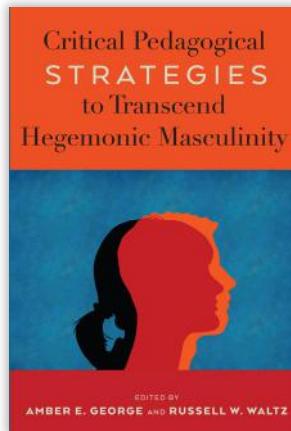
Radical Animal Studies and Total Liberation. Vol. 7

pb. • ISBN 978-1-4331-8337-9

CHF 42.– / €D 34.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-8338-6

CHF 42.– / €D 34.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



This book presents educational strategies for combating the harmful effects of hegemonic masculinity in the college classroom. The critical pedagogy presented in this book challenges some of the heteronormative tendencies present in the fields of media studies, literary studies, linguistic studies, philosophy, and critical thinking.

Natasha A. Jankowski · Gianina R. Baker · Erick Montenegro · Karie Brown-Tess (eds.)

Student-Focused Learning and Assessment

Involving Students in the Learning Process in Higher Education

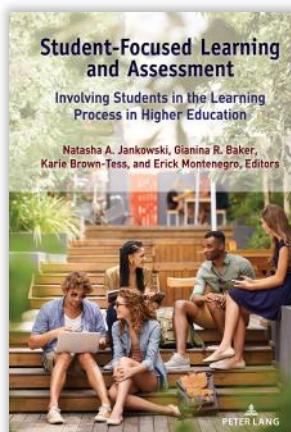
New York, 2020. XII, 232 pp., 11 b/w ill., 5 tables.

hb. • ISBN 978-1-4331-8006-4

CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-8050-7

CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95



This contributed volume explores institutional and programmatic policies and practices which actively engage students as partners in improving student learning. This entails an examination of the degree to which students are partners in the assessment and learning processes and the characteristics of these partnerships. This volume showcases student partnerships, as well as presents a history of institutional culture affecting student learning, the role of students in teaching and learning, and brings student voices and perspectives to bare through research from a variety of institutional types.

Case studies, current programs and activities, and a model for culturally-responsive assessment are highlighted to better understand student-focused learning and assessment. Implications for faculty, staff, and administrators are questioned. Overall, this volume links research to practice, and offers faculty, practitioners, and administrators different forms and methods of including students, while keeping issues of equity in mind.

Ching-Ching Lin · M. Cristina Zaccarini (eds.)

Internationalization in Action

Leveraging Diversity and Inclusion in Globalized Classrooms

New York, 2020. XVIII, 180 pp., 1 b/w ill.

hb. • ISBN 978-1-4331-7991-4

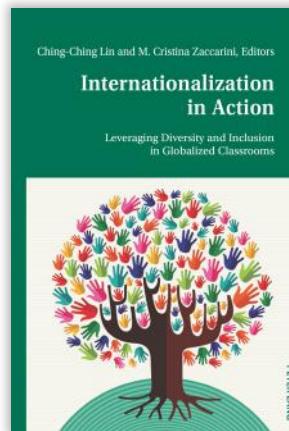
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8152-8

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7992-1

CHF 42.– / €D 35.91 / €A 37.62 / € 34.20 / £ 28.– / US-\$ 40.95



Over the past few decades, there have been growing concerns about ways in which diversity and internationalization converge and diverge with one another across different types of educational institutions. This edited volume is one of the first books to investigate meaningful ways of integrating competing goals between internationalization and diversification within the social fabric of campus life and beyond. Each chapter is a call to action that aims to leverage diversity for broader collaboration in higher education institutions in the U.S. and other sociocultural contexts, while providing insights into best practices in navigating diversity through strategic action plans.

Each author challenges issues relating to the diversity efforts of internationalization across disciplinary, cultural and national boundaries as well as strategies to strengthen the campus communities' commitment to diversity and inclusion. In addition to its theoretical depth, as well as its cultural and disciplinary breadth, this book addresses issues relevant to many different stakeholders, and hence, potential readers in diverse and international settings. This book is of particular importance to those associated with globally mobile populations, which include but are not limited to, academic faculty, higher education professionals as well as those in administrative positions and policy makers who wish to develop a critical perspective on the current practices on inter-nationalization to further their international efforts.

Luis R. Murillo-Zamorano · Carmen Bueno Muñoz · José Ángel López Sánchez

Transformación digital y creatividad en Educación Superior: La organización de eventos educativos a través de crowdsourcing gamificado

Berlin, 2020. 116 p., 15 il. blanco/negro, 5 tablas.

enc. • ISBN 978-3-631-83463-3

CHF 30.- / €D 24.95 / €A 25.- / € 23.80 / £ 20.- / US-\$ 28.95

eBook (SUL) • ISBN 978-3-631-83464-0

CHF 30.- / €D 24.95 / €A 25.- / € 23.80 / £ 20.- / US-\$ 28.95



Este libro se encuadra en el ámbito de la transformación digital y la creatividad en Educación Superior, profundizando en el crowdsourcing gamificado y exponiendo cómo este enfoque innovador puede servir de herramienta para la creación de eventos educativos que potencien la creatividad de las nuevas generaciones de estudiantes en el contexto universitario. Sus objetivos son revisar la literatura referente a ambos conceptos, crowdsourcing y gamificación, exponer una propuesta de cómo pueden ser adaptados a la organización de eventos educativos y presentar un caso real de éxito desarrollado a través de esta metodología en Educación Superior.

Saeed Nazari

Dialogue for Student and Teacher Development

My Persian Currere

New York, 2021. XX, 176 pp.

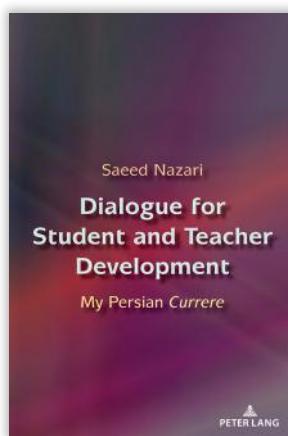
Complicated Conversation. A Book Series of Curriculum Studies. Vol. 56

pb. • ISBN 978-1-4331-8250-1

CHF 44.- / €D 38.95 / €A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95

eBook (SUL) • ISBN 978-1-4331-8285-3

CHF 44.- / €D 38.95 / €A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95



In banking education where the focus of curriculum is producing legitimate knowledge to maintain the sociocultural arrangements, the subjectivity of students and teachers is simply taken for granted. Once credentialized, students can find the source of unease within as public education—centered on conformity and competition—has overlooked their individuality. To contribute to their self-understanding and self-love, self-education starts from reconstructing student and teacher educational experiences. Once students and teachers reflect on their educational experience using autobiographical writing, they can reconstruct their understanding of their self and their education. Using emancipatory and transformative writing to liberate self through autobiographical method of *Currere*, this book takes a psychoanalytical and hermeneutic journey into student and teacher inner world. Once false self gets shattered fol-

lowing the synthetic phase of the method, students and teachers can reconnect to their true self disguised by non-ego—curriculum. As the source of aesthetic creation and inspiration, true self will connect students and teachers to their deeper layers of self-understanding and self-value using which they can recreate their lifeworlds and reconstruct their social and political spheres. Using hermeneutic dialogue following their rebirth, students and teachers will transfer their transformative and liberating understanding of lifeworld to their circumstances to reconstruct education.

Margaret Sims

Bullshit Towers

Neoliberalism and Managerialism in Universities

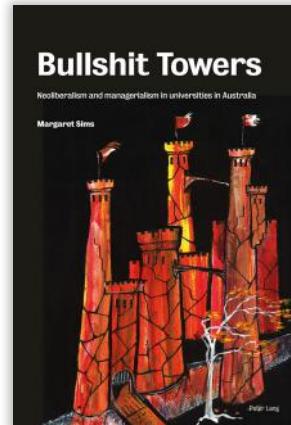
Oxford, 2020. X, 196 pp., 6 fig. col.

pb. • ISBN 978-1-78997-812-4

CHF 35.- / €D 29.95 / €A 30.60 / € 27.80 / £ 23.- / US-\$ 33.95

eBook (SUL) • ISBN 978-1-78997-809-4

CHF 35.- / €D 29.95 / €A 30.60 / € 27.80 / £ 23.- / US-\$ 33.95



This book explores the impact of neoliberal managerialism, framed by the language of bullshit, on higher education in Australia. The book explores the figured world of management, leadership and followership in seeking to understand the changes that have shaped a sector characterised by unacceptably high rates of bullying, disrespect, lack of trust, micromanagement and poor health and wellbeing. In a world context where post-truth rules, the role of the higher education sector in creating citizens unable (or unwilling) to deconstruct the post-truths to which they are exposed is foregrounded. Quality education, increasingly defined as that which transmits the values and ‘truths’ of the privileged, has become a tool designed to create a compliant neoliberal citizenship willing to accept their allocated status in life. Critical thinking is discouraged despite bullshit words that parody its importance. University staff are deprofessionalised, disrespected and disregarded and managers increasingly define themselves as ‘the university.’ Democracy is dead. Do we join the chorus shouting “long live the autocracy” or do we fight?

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Dennis Carlson

A History of Progressive Music and Youth Culture

Phishing in America

New York, 2020. XVI, 152 pp., 1 b/w ill.

Counterpoints. Studies in Criticality. Vol. 531

hb. • ISBN 978-1-4331-7689-0

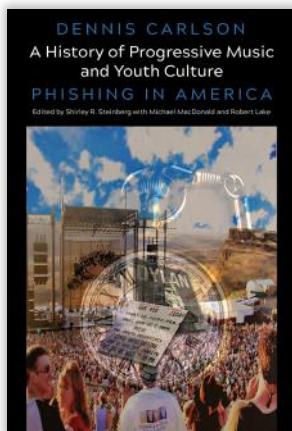
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7694-4

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7695-1

CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-\$ 40.95



The late Dennis Carlson uses the alternative nature of the Burlington, Vermont-bred band, Phish, and the larger impact of rock n' roll to look at youth and revolutionary music culture. *A History of Progressive Music and Youth Culture* is designed for those who work with or teach young people to understand the nature and origin of musical commitment and devotion. For academics, the book traces a cultural study of rock which is unlike any other discussion of music or musicology published.

objets et des réseaux à travers lesquels se sont construits, partagés et diffusés ces *internationalismes éducatifs*. Protection des plus vulnérables, accès à la scolarité, éducation à la compréhension mondiale, conscientisation des classes laborieuses, émancipation des femmes, aide intellectuelle aux prisonniers de guerre: comment penser le rôle des échanges transnationaux dans la façon dont ces causes éducatives sont traitées, négociées, conceptualisées, réappropriées sur les terrains locaux et nationaux ? L'ouvrage enrichit ici notre connaissance, en postulant que le changement d'échelle d'analyse, alternant espaces circonscrits et échelles plus globalisantes, peut mettre en lumière des facteurs d'évolution susceptibles de renouveler notre vision de cette période, et de son paysage éducatif.

Historiennes, Joëlle Droux (MER) et Rita Hofstetter (professeure) co-dirigent l'Équipe de recherche en histoire sociale de l'éducation (ERHISE) de l'Université de Genève. Leurs recherches portent sur l'histoire des politiques de protection de l'enfance et de la jeunesse, sur les déploiements des sciences de l'éducation, sur la construction de l'État enseignant et des savoirs de référence des formations enseignantes, sur les sociogenèses des internationalismes éducatifs et des réseaux transnationaux en éducation (dont l'histoire du Bureau international d'éducation).

Joëlle Droux · Rita Hofstetter (éds)

Internationalismes éducatifs entre débats et combats (fin du 19^e - premier 20^e siècle)

Open Access

Bruxelles, 2020. 312 p., 1 ill. en couleurs, 7 ill. n/b, 1 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 193

br. • ISBN 978-2-8076-1668-4

CHF 50.– / €D 39.95 / €A 44.– / € 40.– / £ 33.– / US-\$ 48.95

eBook (SUL) • ISBN 978-2-8076-1669-1



Internationaliser les questions relatives à l'éducation et l'enfance pour les résoudre à l'échelle globale afin de préserver l'avenir de la planète: tel est le dessein d'une myriade de mouvements et d'organismes pédagogiques, intellectuels, ouvriers, syndicaux, religieux, féministes, pacifistes durant les décennies marquées par l'émergence et les activités de la Société des Nations (SDN). Tout comme celle-ci, traversée de tensions et de conflits, l'internationalisation du champ éducatif a donné lieu à de multiples interprétations et incarnations, parfois convergentes, souvent contrastées, voire contradictoires. Les contributions réunies dans ce volume illustrent la variété des

Open Access

Michael E. Karpyn (eds.)

Teaching the Causes of the American Civil War, 1850–1861

New York, 2020. XIV, 196 pp., 19 b/w ill., 8 tables.

Teaching Critical Themes in American History. Vol. 2

hb. • ISBN 978-1-4331-7431-5

CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

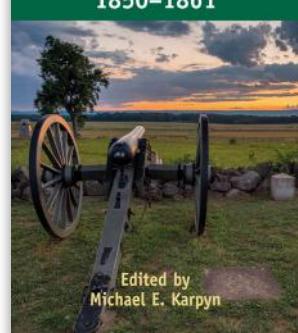
pb. • ISBN 978-1-4331-7417-9

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-5528-4

CHF 42.– / €D 40.95 / €A 41.– / € 34.20 / £ 28.– / US-\$ 40.95

Teaching the Causes of the American Civil War, 1850–1861



The American Civil War lasted from 1861 to 1865, killing nearly 700,000 Americans and costing the country untold millions of dollars. The events of this tragic war are so steeped in the collective memory of the United States and so taken for granted that it is sometimes difficult to take a step back and consider *why* such a tragic war occurred. To consider the series of events that led to this war are difficult and painful for students and teachers in American history classrooms. Classroom teachers must possess the appropriate pedagogical and historical resources to provide their students

with an appropriate and meaningful examination of this challenging time period. *Teaching the Causes of the American Civil War, 1850–1861* will attempt to provide these resources and teaching strategies to allow for the thoughtful inquiry, evaluation and assessment of this critical, complex and painful time period in American history.

Viviane Rouiller

« Apprendre la langue de la majorité des Confédérés »

La discipline scolaire de l'allemand, entre enjeux pédagogiques, politiques, pratiques et culturels (1830–1990)

Bruxelles, 2020. X, 398 p., 3 ill. n/b, 9 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 192

br. • ISBN 978-2-8076-1653-0

CHF 75.– / €D 64.95 / €A 66.80 / € 60.70 / £ 50.– / US-\$ 73.95

eBook (SUL) • ISBN 978-2-8076-1654-7



Quelles langues étrangères enseigner à l'école en Suisse ? Si cette question revient encore régulièrement au cœur de l'actualité, elle se pose dès le XIX^e siècle au moment où l'étude des langues vivantes, relevant jusqu'ici de modes d'apprentissage privés, fait son entrée au sein des écoles publiques, alors même que l'État devient garant de l'instruction. En Suisse romande, c'est l'allemand, idiome de la majorité des Confédérés, qui tire son épingle du jeu en devenant durablement la deuxième langue vivante la plus enseignée après le français, langue maternelle. Toutefois, sa place au sein de

l'instruction publique lui sera encore régulièrement contestée et sera sujet à bon nombre d'adaptations. Par une démarche d'histoire sociale et culturelle reposant sur une variation des niveaux d'analyse et des échelles d'observation, cet ouvrage retrace l'évolution de la discipline de l'allemand dans les cantons de Genève, Vaud et Fribourg entre 1830 et 1990. Il étudie les finalités plurielles qui lui sont rattachées – formative, pratique, culturelle et nationale – et la manière dont celles-ci se complètent ou s'opposent en fonction des contextes, des acteurs et publics scolaires. Sur la base de discours émanant de différentes sphères, des savoirs à enseigner au sein des manuels scolaires d'allemand et des dynamiques circulatoires ayant contribué à l'évolution de la discipline, il identifie les différentes forces à l'origine des adaptations successives de cet enseignement. L'ouvrage montre les écarts perceptibles entre les ambitions affichées et les réalisations effectives au sein du champ éducatif, mettant en exergue une dialectique entre des enjeux à la fois internes et externes à la sphère scolaire.

Connie L. Schaffer • Meg White • Martha Graham Viator

William Frantz Public School

A Story of Race, Resistance, Resiliency, and Recovery in New Orleans

New York, 2020. XXII, 302 pp., 8 b/w ill., 1 color ill., 1 tables.

History of Schools and Schooling. Vol. 65

hb. • ISBN 978-1-4331-5868-1

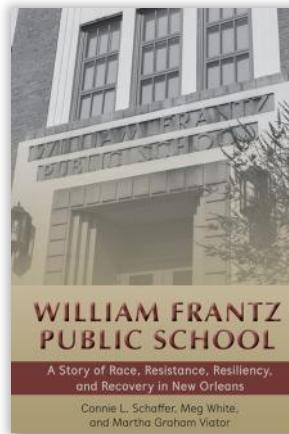
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8300-3

CHF 48.– / €D 41.95 / €A 42.20 / € 38.30 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-1-4331-8123-8

CHF 48.– / €D 41.95 / €A 42.20 / € 38.30 / £ 31.– / US-\$ 45.95



Why should you care about what happened to William Frantz Public School? Yes, Ruby Bridges entered the iconic doors of William Frantz in 1960, but the building's unique role in New Orleans school desegregation is only one part of the important history of this school. Many additional and equally important stories have unfolded within its walls and the neighborhoods surrounding it. These stories matter. It matters that society has historically marginalized Black students and continues to do so. It matters that attempts to dismantle systemic racism in schools and other institutions still face strong resistance, and these issues continue to deeply divide the United States. It matters that the building remains standing as an indomitable symbol of the resiliency of public education despite decades of waning support, misguided accountability, and a city devastated by Hurricane Katrina. It matters that opportunism, under the guise of recovery, reshaped public education in New Orleans. *William Frantz Public School: A Story of Race, Resistance, Resiliency, and Recovery in New Orleans* provides more than an examination of education in one school and one city. It recounts a story that matters to anyone who cares about public education.

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Till Eble

Gelehrter Eklektizismus und Schulpolitik

Ideologie und Unterrichtsorganisation im Spanien des konservativen Liberalismus (1834–1900)

Berlin, 2020. 530 S., 27 farb. Abb., 13 s/w Abb., 3 Tab.

Studia Educationis Historica. Bildungsgeschichtliche Studien / Studies in the History of Education / Estudios de Historia de la Educación. Bd. 6

geb. • ISBN 978-3-631-79981-9

CHF 99.– / €D 84.95 / €A 87.30 / € 79.40 / £ 65.– / US-\$ 95.95

eBook (SUL) • ISBN 978-3-631-81715-5

CHF 99.– / €D 84.95 / €A 87.30 / € 79.40 / £ 65.– / US-\$ 95.95



Im 19. Jahrhundert ereigneten sich in Spanien die Errichtung eines liberalen Systems sowie die Institutionalisierung des staatlichen Massenschulwesens. Der Autor untersucht diese parallelen Systembildungsprozesse unter dem Brennglas der Unterrichtsorganisation von Primarschulen. Insbesondere anhand von Berichten der Schulinspektion der kastilischen Provinzen Cuenca und Ciudad Real analysiert Eble sowohl die pädagogischen als auch ideologischen Normen, die der Schulpolitik vorgelagert waren, und deren Durchdringungskraft in den Provinzschulen der zweiten Hälfte

des 19. Jahrhunderts. Damit leistet der Autor zudem einen Beitrag zur Erforschung des konservativen Liberalismus Spaniens und setzt dem gängigen Bild von dessen Scheitern eine differenzierte Einordnung entgegen.

Jane Weiß · Ingrid Thea Miethe (eds.)

Socialist Educational Cooperation and the Global South

Berlin, 2020. 308 pp., 5 fig. col., 9 fig. b/w.

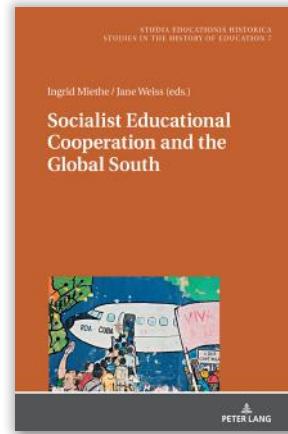
Studia Educationis Historica. Bildungsgeschichtliche Studien / Studies in the History of Education / Estudios de Historia de la Educación. Vol. 7

hb. • ISBN 978-3-631-82483-2

CHF 53.– / €D 44.95 / €A 45.– / € 42.90 / £ 35.– / US-\$ 51.95

eBook (SUL) • ISBN 978-3-631-83435-0

CHF 53.– / €D 44.95 / €A 45.10 / € 42.90 / £ 35.– / US-\$ 51.95



During the struggles for independence in the global south, education became an important motor of emancipation. The postcolonial countries put the development of a democratic and de-racialized educational system on the agenda of urgent problems to be solved. In the course of this development, many cooperative education projects were undertaken between established socialist countries, including the Soviet Union, East Germany and Cuba, and African countries, Southern and Northern Asian countries, countries of the Middle East, and Latin American countries. *Socialist Educational Cooperation and the Global South* brings together a variety of topics, perspectives, and research approaches in this heterogeneous field, integrating for the first time a very broad interdisciplinary discourse and offering new insights into this important component of socialist globalization.

Kay Traille

Teaching History to Black Students in the United Kingdom

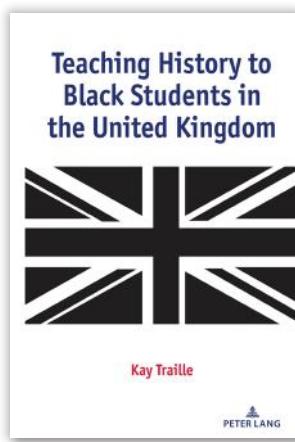
New York, 2020. VIII, 174 pp., 7 b/w ill., 5 tables.

hb. • ISBN 978-1-4331-7278-6

CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-7279-3

CHF 93.– / €D 80.95 / €A 90.– / € 75.– / £ 60.– / US-\$ 89.95



At a time when populist movements have gained ground across the globe and migrants have taken center stage as unwanted pariahs in the eyes of many, this book dares to tackle a culturally relevant threat, much talked about but seldom systematically uncovered or analyzed: the socio-cultural domination that permeates the minds of many Black students in the United Kingdom as they negotiate between what they learn as history at school and their lived experiences and expectations. Kay Traille shed light on this visible invisible specter and uncovers the rich tapestry of forgotten ordinary histories that should make societies richer and better. Using the words of students, teachers, government reports and fictional narratives this book challenges the audience to place themselves into this historical stream of culture to better understand and teach black students. Through the means of critical race theory, social constructivism and aspects of social constructionism, a narrative approach and personal experiences the author excavates points of personal connection through the gateway of stories to enter worlds and make meaning. Traille points out the study of history is socially constructed and not impartial academic information and most history teachers in the United Kingdom are White, female and middle class and increasingly the students they teach are not, undoubtedly making for cultural dissonance between students and teachers. Furthermore, students and teachers knowingly and unwittingly grapple with silent vivid racist experiences in and outside of the classroom that bleed into history lessons. The way students are socialized and taught may impact on their ability to function with alternative narratives or participate as active and engaged contributors to democratic life. This book invites the audience to uncover and acknowledge cultural biases, oppressive power relationships and dominating epistemologies to emerge better equipped to plan for and teach these students, allowing them to know they are valued and an integral part of British society.

Beatrix Vincze · Katalin Kempf · András Németh (eds.)

Hidden Stories – the Life Reform Movements and Art

Berlin, 2020. 372 pp., 14 fig. col., 31 fig. b/w, 1 tables

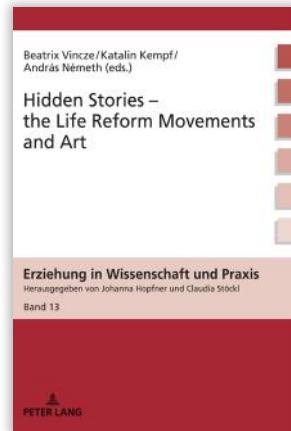
Erziehung in Wissenschaft und Praxis. Vol. 13

hb. • ISBN 978-3-631-81148-1

CHF 81.– / €D 69.95 / €A 71.90 / € 65.40 / £ 54.– / US-\$ 78.95

eBook (SUL) • ISBN 978-3-631-81728-5

CHF 81.– / €D 69.95 / €A 71.90 / € 65.40 / £ 54.– / US-\$ 78.95



Around 1900, a series of reform movements emerge that break through the mainstream of modern, technocratic and industrial developments, and in many areas of life seek alternative possibilities and new ways. Enthusiastic, open-minded and inspired by an attitude to life that ventures ideologically, artistically and socially into hitherto unknown zones, one wants to oppose the harsh realities to a different, creative, profound and experiential reality. These diverse aspects and their interdisciplinary interweaving often remained hidden in historical retrospectives. In 2018, an exhibition

in an art gallery in Budapest titled *Hidden Stories - The Life Reform Movements and Art* offered unique and surprising insights into the interconnectedness of people and works. In the subsequent conference of the same name, experts from science, art and culture devoted themselves to the hitherto little-known relationships between artists and individual reform movements. The resulting volume reveals and presents the international effectiveness of artists from Hungary as well as from other countries, who have shaped a changed attitude to life in the expressions of music, dance and performing arts. In artist colonies, garden centers and educational reform projects, they created specially places that allowed a changed lifestyle. There are always different ideological, religious and spiritual views in the background that are analyzed here.

Emer Ring · Lisha O'Sullivan · Marie Ryan · Patricia Daly (eds.)

Leading Inclusion from the Inside Out

A Handbook for Parents and Early Childhood Teachers in Early Learning and Care, Primary and Special School Settings

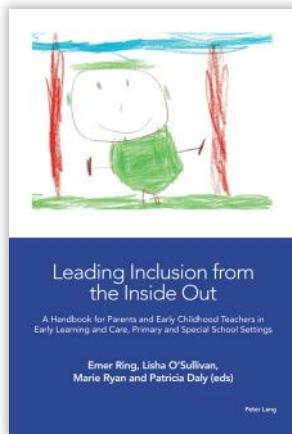
Oxford, 2021. XXII, 324 pp., 77 fig. b/w, 12 tables.

pb. · ISBN 978-1-78997-189-7

CHF 33.– / €D 27.95 / €A 28.60 / € 26.– / £ 21.– / US-\$ 31.95

eBook (SUL) · ISBN 978-1-78997-190-3

CHF 33.– / €D 27.95 / €A 28.60 / € 26.– / £ 21.– / US-\$ 31.95



Following on from the phenomenal success of the Peter Lang publication 'Autism from the Inside Out', 'Leading inclusion from the Inside Out' is the first book to focus on providing Irish parents, early childhood teachers in early learning and care, primary and special school settings with practical and effective strategies for supporting the inclusion of all children at this critical phase of their education journey. With a foreword by Prof Seamus Hegarty, University of Warwick/University College Dublin, and emerging from the experiences of the authors during the delivery and evaluation of

the multi-award winning Leadership for INclusion in the Early Years (LINC) Programme, the book is located in contemporary research on inclusion. The volume is presented in three interconnected sections focused on placing the child at the centre of a bioecological framework; realising inclusive pedagogy and cultivating effective leadership for including all children. Believing that language is a significant contributor to progressing an education system where all children are valued equally, the authors have directed specific attention to the use of terminology that communicates a philosophy of universality, within which difference and diversity are embedded, rather than disability and uniformity. In essence, the publication looks towards a new era, where leading inclusion from the inside out progresses to leading early childhood education from the inside out and advocating for inclusion is relegated to history.

Klaus Peter Freitag · Wilfried Gabriel · Jürgen Peters (Hrsg.)

Fürs Leben gelernt - Die berufsbildende Waldorfschule

Berlin, 2020. 162 S., 7 farb. Abb., 3 s/w Abb.

Kulturwissenschaftliche Beiträge der Alanus Hochschule für Kunst und Gesellschaft. Bd. 15

geb. · ISBN 978-3-631-82910-3

CHF 42.– / €D 34.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95

eBook (SUL) · ISBN 978-3-631-83505-0

CHF 42.– / €D 34.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95



Die gegenwärtigen Herausforderungen unseres Bildungswesens benötigen zukunftsweisende Konzepte, die Lernen und Arbeiten, allgemeine und berufliche Bildung miteinander verbinden. Die vorliegende Publikation zeigt, welche konkreten Ansätze und langjährigen Erfahrungen die (berufsbildende) Waldorfschule hierzu beisteuern kann. Durch eine empirisch biografische Langzeitstudie der Absolventen der Hiberniaschule – als Waldorfschule ehemals Träger eines BLK-Modellversuchs – wird deren Nachhaltigkeit wissenschaftlich bestätigt.

Aktuelle Modelle und Konzepte verweisen auf Weiterentwicklungsmöglichkeiten zu einem neuen Bildungsverständnis im Kontext gesellschaftlicher Reformbemühungen.

Axel Grimm (Hrsg.)

Didaktik der beruflichen Fachrichtung Informationstechnik/Informatik

Band 1: Theoriebildung

Berlin, 2021. 428 S., 2 farb. Abb., 53 s/w Abb., 9 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 1

geb. · ISBN 978-3-631-82998-1

CHF 83.– / €D 69.95 / €A 70.– / € 66.70 / £ 55.– / US-\$ 80.95

eBook (SUL) · ISBN 978-3-631-84032-0

CHF 83.– / €D 69.95 / €A 70.– / € 66.70 / £ 55.– / US-\$ 80.95



Die Didaktik der beruflichen Fachrichtung Informationstechnik/Informatik steht historisch, berufswissenschaftlich und ordnungspolitisch in einem Spannungsverhältnis. Eine auch nur in Ansätzen geschlossene Theoriebildung zu einer Didaktik der Informationstechnik liegt nicht vor. Ausgehend von diesem Desiderat soll mit dieser Veröffentlichung eine erste Lücke geschlossen werden. Ziel dieses Buches ist es, Gegenstandsbereiche vorzustellen, die für eine Theoriebildung einer Didaktik der beruflichen Fachrichtung Informationstechnik/Informatik von Bedeutung sind. Dazu sind Beiträge eingeholt worden, die eine theoretische Einordnung auf verschiedenen Analyseebenen ermöglichen. Band 1 „Theoriebildung“ schafft somit ein erstes Fundament, das im Weiteren ausgebaut werden wird. Ziel ist es, der beruflichen Fachrichtung Informationstechnik/Informatik und deren Didaktik ein eigenständiges Profil zu geben, damit sie sich gegenüber dem Status quo emanzipieren kann.

Bedeutung sind. Dazu sind Beiträge eingeholt worden, die eine theoretische Einordnung auf verschiedenen Analyseebenen ermöglichen. Band 1 „Theoriebildung“ schafft somit ein erstes Fundament, das im Weiteren ausgebaut werden wird. Ziel ist es, der beruflichen Fachrichtung Informationstechnik/Informatik und deren Didaktik ein eigenständiges Profil zu geben, damit sie sich gegenüber dem Status quo emanzipieren kann.

Paul Kühl

Konzeption und Evaluation handlungsorientierter Fachschulausbildung im maritimen Notfallmanagement

Berlin, 2021. 236 S., 55 s/w Abb., 51 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 3

geb. • ISBN 978-3-631-84699-5

CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-84886-9

CHF 52.– / €^D 44.95 / €^A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95



An Bord von Schiffen droht stets die Gefahr eines Seenotfalls. Daher nimmt der Bereich der Brandbekämpfung und Rettung eine zentrale Stellung in der Ausbildung von Seeleuten ein. Untersucht werden die Auswirkungen von handlungsorientiertem Unterricht im maritimen Notfallmanagement in der Fachschulausbildung. Dabei zeigen sich, je nach angewandtem Ausbildungskonzept, unterschiedliche Entwicklungen der Kompetenz und des Wissens der Fachschüler.

Katharina Kronsfoth

Phasenübergreifende Kooperation in der Lehramtsausbildung zur Verzahnung von Theorie und Praxis

Erfahrungen aus dem Modellprojekt Master Berufliche Bildung Integriert im QLB-Projekt Teach@TUM an der Technischen Universität München

Berlin, 2020. 286 S., 62 s/w Abb., 3 Tab.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 40

geb. • ISBN 978-3-631-82611-9

CHF 62.– / €^D 51.95 / €^A 54.40 / € 49.50 / £ 41.– / US-\$ 59.95

eBook (SUL) • ISBN 978-3-631-83655-2

CHF 62.– / €^D 51.95 / €^A 54.50 / € 49.50 / £ 41.– / US-\$ 59.95



zeigen die Ausprägungen der Kooperation einerseits sowie Gelingensaspekte und Herausforderungen andererseits, die bei den Kooperationsprozessen im phasenübergreifenden Studiengang Master Berufliche Bildung Integriert von den Lehrenden wahrgenommen wurden. Die Publikation gibt somit Hinweise auf besonders förderliche Aspekte für phasenübergreifende Kooperationen in der Lehramtsausbildung.

Tim Richter

Fahrzeugdiagnose und Erfahrung

Ein Kompetenzmodell zur Aufklärung beruflichen Diagnosehandelns

Berlin, 2020. 432 S., 46 s/w Abb., 3 Tab.

Berufliche Bildung in Forschung, Schule und Arbeitswelt / Vocational Education and Training: Research and Practice. Bd. 16

geb. • ISBN 978-3-631-82573-0

CHF 85.– / €^D 71.95 / €^A 75.40 / € 68.60 / £ 56.– / US-\$ 82.95

eBook (SUL) • ISBN 978-3-631-82647-8

CHF 85.– / €^D 71.95 / €^A 75.50 / € 68.60 / £ 56.– / US-\$ 82.95



Das Ziel von Kfz-Diagnosearbeit ist es, die Ursache(n) einer oder mehrerer Abweichung(en) vom Fahrzeug-Sollzustand zu identifizieren und zielführende Reparaturmaßnahmen zu definieren. Um das Wissen und Können der Kfz-Diagnoseexpertinnen und Kfz-Diagnoseexperten erschließen und die Erkenntnisse unter anderem für die Gestaltung von Lehr-Lern-Arrangements in der Berufsbildung nutzen zu können, wurde eine qualitative Untersuchung durchgeführt. Die Untersuchungsergebnisse zeigen, dass das Handeln der Kfz-Diagnoseexperten unterschiedlichen Diagnosestrategien folgt und sich das Erfahrungswissen bei der Störungsdiagnose an modernen Fahrzeugen als ein besonderes Potenzial und Vermögen der Kfz-Diagnoseexperten erweist. Aufbauend auf diesen Erkenntnissen wird ein Kompetenzmodell vorgestellt.

Georg Spöttl · Gert Loose · Matthias Becker

Work-Process Based Development of Advanced Detailed Curricula

Berlin, 2020. 224 pp., 21 fig. b/w, 19 tables.

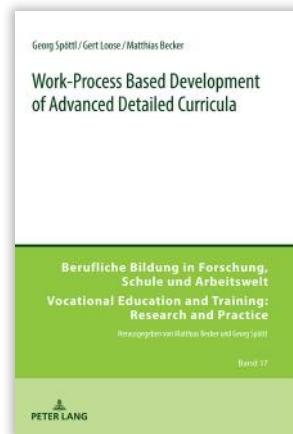
Berufliche Bildung in Forschung, Schule und Arbeitswelt / Vocational Education and Training: Research and Practice. Vol. 17

geb. • ISBN 978-3-631-66241-0

CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.– / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-82838-0

CHF 55.– / €^D 49.95 / €^A 50.40 / € 42.– / £ 35.– / US-\$ 50.95



How can it be ensured that vocational education matches the requirements of the increasingly complex world of work? In search of a suitable approach, it has become evident that Competence-Based Training cannot provide this service since it focuses on static "work" instead of encompassing dynamic "work-processes." Consequently it is necessary to rely on the analysis of work-processes when designing a detailed curriculum for a digitalized environment and Industry 4.0. The results of the work-process analyses reflect the spectrum of requirements and are applied as the core elements for the shaping of detailed curricula. This ensures a state of the art of curricula and facilitates their swift development in matching changes in the world of work.

Barbara Thiel

Spuren von Flucht und Asyl in Zweitsprachbiografien

Berlin, 2020. 366 S., 14 s/w Abb., 6 Tab.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 39

geb. • ISBN 978-3-631-82706-2

CHF 70.– / €^D 59.95 / €^A 61.60 / £ 56.10 / £ 46.– / US-\$ 67.95

eBook (SUL) • ISBN 978-3-631-83086-4

CHF 70.– / €^D 59.95 / €^A 61.70 / £ 56.10 / £ 46.– / US-\$ 67.95



Es geht um die Frage, welche Aneignungsprozesse der deutschen Sprache sich bei Geflüchteten im jungen Erwachsenenalter rekonstruieren lassen. Der Beantwortung liegt eine soziokulturelle Auffassung von Sprachaneignung zugrunde, die den Lebens- und Lernkontext als konstitutiv für den Spracherwerb erachtet. Datengrundlage sind biografisch-narrative Interviews mit Geflüchteten an Berufsschulen, die narrationsanalytisch ausgewertet wurden. Die Ergebnisse zeigen, dass die Aneignung des Deutschen eng mit weiteren biografischen Entwicklungen verknüpft ist,

wie dem Zugang zu beruflicher Bildung. Zudem wird deutlich, dass ein Leben vor dem Hintergrund von Flucht und Asyl Auswirkungen auf die Zweitsprachbiografie hat. Aus den Forschungserkenntnissen lassen sich Ansätze zur Unterstützung von Sprachaneignungsprozessen bei Geflüchteten in der beruflichen Bildung und darüber hinaus ableiten.

Philipp Eigenmann · Philipp Gonon · Markus Weil (eds.)

Opening and Extending Vocational Education

Bern, 2021. 396 pp., 1 fig. col., 8 fig. b/w, 2 tables.

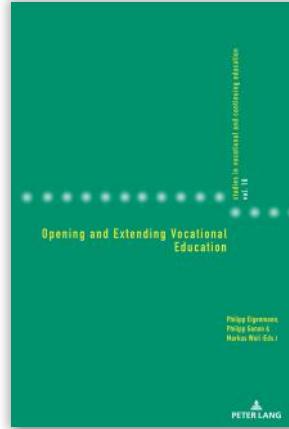
Studies in Vocational and Continuing Education. Vol. 18

pb. • ISBN 978-3-0343-3487-7

CHF 65.– / €^D 54.95 / €^A 55.– / € 52.40 / £ 43.– / US-\$ 63.95

eBook (SUL) • ISBN 978-3-0343-3606-2

CHF 65.– / €^D 54.95 / €^A 55.– / € 52.40 / £ 43.– / US-\$ 63.95



Vocational education has been opened up and extends to various directions: Higher education tends to take on vocational education models. Vice versa, vocational education development partially follows the structures of higher education. In addition, informal learning and recognition of competences widen the perspectives on vocational education. This book highlights a variety of developments and analyses from countries like Australia, Germany, Spain, Switzerland, South Africa, India, Ukraine and the United States, but also from a more global perspective. It reveals that regardless of national pathways a new shape of vocational education and educational provision with a specific focus on vocations, workplace and learning is emerging.

Yesim Bektas Cetinkaya (eds.)

Intercultural Competence in ELT

Raising Awareness in Classrooms

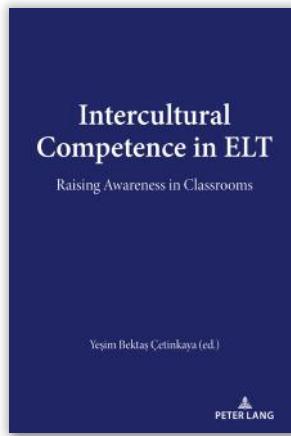
Berlin, 2020. 194 pp., 22 fig. b/w, 10 tables.

hb. • ISBN 978-3-631-82014-8

CHF 30.– / €^D 24.95 / €^A 25.– / € 23.80 / £ 20.– / US-\$ 28.95

eBook (SUL) • ISBN 978-3-631-82015-5

CHF 30.– / €^D 24.95 / €^A 25.– / € 23.80 / £ 20.– / US-\$ 28.95



The 21st-century technological revolution has facilitated worldwide communication and expanded personal and cultural relationships between individuals and groups on an unprecedented scale. People from different countries and backgrounds are now in constant communication. As a result of this increased contact, in the field of English language education, the importance of developing learners' intercultural competence has been strongly emphasized on both sides of the Atlantic, by national and intergovernmental organizations such as the Council of Europe, and ACTFL in the USA. The main aim of this book is to provide language teachers with comprehensive guidance on developing their students' intercultural competence in the classroom.

Katharina Böhnert · Idris Chouk · Moez Maataoui (Hrsg.)
Gute Hochschullehre aus interkultureller Perspektive

Theorie – Empirie – (Best-)Practice

Berlin, 2020. 206 S., 19 s/w Abb., 1 Tab.

geb. • ISBN 978-3-631-77623-0

CHF 59.– / €^D 49.95 / €^A 50.– / € 47.60 / £ 39.– / US-\$ 57.95

eBook (SUL) • ISBN 978-3-631-83387-2

CHF 59.– / €^D 49.95 / €^A 50.– / € 47.60 / £ 39.– / US-\$ 57.95



Der Sammelband beschäftigt sich aus deutsch-tunesischer Perspektive mit der Frage danach, wie ‚gute‘ Lehre an der Hochschule aussehen kann. Hierfür werden theoretische und praktische Beispiele aus der tunesischen sowie deutschen Hochschullehre versammelt, die vom Einsatz dramendidaktischer Konzepte an der Hochschule bis zur Sensibilisierung von Studierenden für Tabuthemen reichen. Die Autorinnen und Autoren reflektieren darüber, welche Anforderungen und Ziele mit einer für Lehrende wie Lernende gelingenden Hochschullehre verbunden sind.

Krystyna Nowak-Fabrykowski (eds.)

Helping Immigrant Children Succeed

A Look Through Research, Experiences, and Practical Solutions

New York, 2020. VIII, 246 pp.

hb. • ISBN 978-1-4331-7444-5

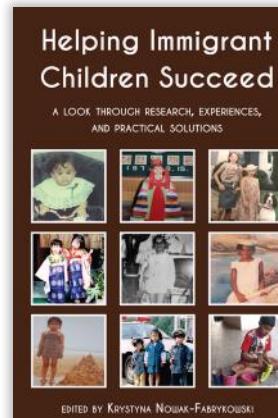
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-7679-1

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook (SUL) • ISBN 978-1-4331-7617-3

CHF 50.– / €^D 42.– / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



Helping Immigrant Children Succeed examines current research on the educational development of immigrant children and the unique challenges that they, their parents, and their teachers face. The central argument of this book is that immigrant children will be successful if culturally and developmentally appropriate practices are applied in teaching them. The chapters of this book give an in-depth investigation into handling different challenges such as negotiated identities, transition to a new culture, and different learning styles as well as the role of parents and teachers in helping immigrant children. *Helping Immigrant Children Succeed* is a must read for the teachers and parents and should be on the reading list for courses on multicultural education.

Louis Henri Seukwa · Uta Wagner (Hrsg.)

Pädagogik angesichts von Vulnerabilität und Exklusion

Bummeln durch die Landschaft der Randständigkeit

Berlin, 2021. 344 S., 10 farb. Abb., 19 s/w Abb., 4 Tab.

Interkulturelle Pädagogik und postkoloniale Theorie. Bd. 8

geb. • ISBN 978-3-631-83289-9

CHF 71.– / €^D 59.95 / €^A 60.– / € 57.10 / £ 47.– / US-\$ 68.95

eBook (SUL) • ISBN 978-3-631-83590-6

CHF 71.– / €^D 59.95 / €^A 60.– / € 57.10 / £ 47.– / US-\$ 68.95



Die Ränder der Gesellschaft sind diffus und bewohnt. Randständigkeit umschreibt dabei den Zustand des oft vulnerablen und exkludierten Lebens, abseits bürgerlicher Milieus, losgelöst von monetärer Sicherheit und weitgehend entkoppelt von gesellschaftlichen Institutionen. Die verschiedenen Areale der Ränder sind gekennzeichnet durch Deprivationen, gesellschaftliche Stigmatisierung, Diskriminierung und Ausgrenzung, die alle die Pädagogik herausfordern. Die in diesem Buch versammelten Beiträge explorieren und analysieren die Vielfalt der Lebenslagen der Bewohner*innen und der verschiedenen Areale. Sie behandeln Fragen zur Konstitution dieser Areale,

zur Annäherung an diese und unterbreiten eine Vielzahl an Vorschlägen unterschiedlichen Ausmaßes, wie die Pädagogik damit umgehen kann.

Ana Gonçalves Matos · Silvia Melo-Pfeifer (eds.)

Literature and Intercultural Learning in Language and Teacher Education

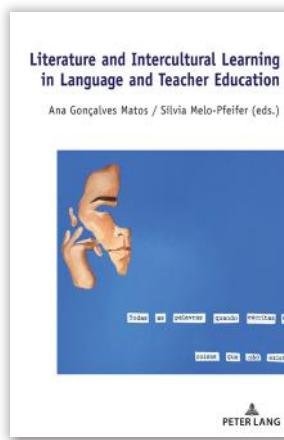
Berlin, 2020. 220 pp., 8 fig. b/w, 19 tables

hb. • ISBN 978-3-631-81985-2

CHF 71.– / €^D 59.95 / €^A 60.– / € 57.10 / £ 47.– / US-\$ 68.95

eBook (SUL) • ISBN 978-3-631-82542-6

CHF 70.– / €^D 58.95 / €^A 58.90 / € 56.10 / £ 46.– / US-\$ 67.95



This book addresses the value of literature in intercultural perspective in two interrelated spheres: foreign or second language learning and language teacher education. It brings together researchers of several disciplinary fields who crisscross research and empirical evidence about the valuable role of literature in the development of intercultural competence. The authors, through their different approaches and diverse contexts, from lower to higher education, hope to encourage others to explore literature in a foreign or second language as a space for readers of all ages to generate critical thinking, empathy, and intercultural learning.

Sinan Bayraktaroğlu

Issues in English Pronunciation Teaching

Turkish-English Interlanguage Case

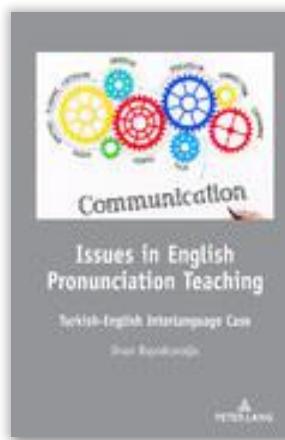
Berlin, 2020. 188 pp., 1 fig. b/w, 3 tables.

hb. • ISBN 978-3-631-81980-7

CHF 50.– / €^D 42.20 / €^A 44.20 / € 40.20 / £ 33.– / US-\$ 48.95

eBook (SUL) • ISBN 978-3-631-81229-7

CHF 50.– / €^D 42.21 / €^A 44.22 / € 40.20 / £ 33.– / US-\$ 48.95



Traditionally, the teaching of English pronunciation has been a marginalized, or indeed neglected, area in many English language teaching (ELT) programs despite the crucial role it plays in effective communication. In recent years, however, with the global spread of English as the means of international communication, there has been a growing recognition of the importance of pronunciation in the teaching and learning of English and its close link to other aspects of language learning, such as listening, speaking and vocabulary. Students as well as non-native English-speaking teachers

(NNEST) place great importance on the mastery of English pronunciation, from which they can gain confidence, develop a greater sense of professional and linguistic competence and achieve greater intelligibility through the development of communicative skills in speaking, listening and vocabulary. With the emergence of paradigms of English as an international language (EIL), World Englishes (WE), English as a lingua franca (ELF) and the worldwide impact of the Common European Framework of Reference for Languages (CEFR) on foreign language learning/teaching, this study presents a critical survey of these areas expressing the author's own views on the specific issue concerned while incorporating the views of other scholars. The book deals with both traditional and most recent viewpoints in pronunciation teaching, such as the nature of learning to pronounce, the pedagogical aims and objectives of teaching pronunciation, the role of the teacher and the notion of "intelligibility", which is considered to be a highly controversial issue for international communication within the paradigms of EIL, ELF and WE. The 'Turkish-English Interlanguage Talk' has been dealt with as a case study proposing pedagogical recommendations particularly for the Turkish academics/teacher trainers and the student-teachers of English language teaching (ELT) in mind as English pronunciation teaching is a very much neglected area in the Turkish ELT today.

Anna Camps · Xavier Fontich (eds.)

Research and teaching at the intersection

Navigating the territory of grammar and writing in the context of metalinguistic activity

Bruxelles, 2020. 676 pp., 20 fig. b/w, 103 tables.

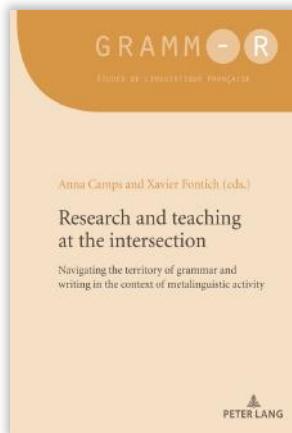
GRAMM-R. Études de linguistique française. Vol. 50

pb. • ISBN 978-2-8076-1446-8

CHF 87.– / €D 73.95 / €A 73.50 / € 70.– / £ 57.– / US-\$ 84.95

eBook (SUL) • ISBN 978-2-8076-1447-5

CHF 87.– / €D 73.95 / €A 73.50 / € 70.– / £ 57.– / US-\$ 84.95



The studies included in this volume describe the process embedded in learning to write in Language Arts, as well as in teaching it and assessing it, focusing on the metalinguistic activity triggered in this process. Because of the latter, they also examine students' grammar concepts and the process of learning and teaching grammar. These four objectives are included in the overarching objective of elaborating a theoretical frame that accounts for metalinguistic activity as a social and cognitive activity oriented towards the learning of language use. A qualitative, descriptive, and interpretative perspective is adopted, based on case study and action-research; also, the tenets of sociocultural psychology, contributions from cognitive psychology and functional linguistics, and pedagogic studies concerned with peer and small group interaction in dealing with classroom complexity. The chapters result from the necessary collaboration between researchers and teachers, who contribute their specific knowledge both to the design as well as to the monitoring and analysis of the results of the different projects. We believe that the interest of the book lies precisely in this diversity. This book highlights "the remarkable epistemological, theoretical and methodological coherence of the research program in language teaching conducted by GREAL research group over the past three decades." (Jean-Paul Bronckart, from the "Foreword").

una comunidad. El lector encontrará en este volumen un nuevo enfoque en educación bilingüe para la infancia, que aúna un sólido bagaje teórico (alojado en el Bloque I de esta obra). El enfoque PETaL (*Play, Education, Toys and Languages*) se caracteriza por su flexibilidad para adaptarse a distintos entornos culturales, porque solo así cobra sentido. Su objetivo es educar al niño de este siglo para que sea capaz de desarrollarse en (y promover) una sociedad diversa, plural y cambiante.

Elena Gómez Parra

Educación bilingüe en la infancia

El enfoque PETaL

Berlin, 2021. 228 p., 10 il. en color, 7 il. blanco/negro, 11 tablas.

enc. • ISBN 978-3-631-74639-4

CHF 42.– / €D 34.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-3-631-83456-5

CHF 42.– / €D 34.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95



La educación infantil de calidad se erige en la base de la sociedad del siglo XXI, cuyo signo de identidad más evidente es el cambio incesante. El lugar que ocupan las lenguas y la cultura en cualquier paradigma educativo es, sin duda, prevalente, y la ciencia concluye que el constructo lingüístico constituye el núcleo de la esencia humana. La lengua nos ofrece la identidad que nos diferencia del resto de las especies del planeta y la cultura va inextricablemente unida a ella, dotándola de complejos significados y posibilitando la transmisión de valores, creencias, actitudes y conductas de

una comunidad. El lector encontrará en este volumen un nuevo enfoque en educación bilingüe para la infancia, que aúna un sólido bagaje teórico (alojado en el Bloque I de esta obra). El enfoque PETaL (*Play, Education, Toys and Languages*) se caracteriza por su flexibilidad para adaptarse a distintos entornos culturales, porque solo así cobra sentido. Su objetivo es educar al niño de este siglo para que sea capaz de desarrollarse en (y promover) una sociedad diversa, plural y cambiante.

Cristina A. Huertas Abril

Tecnologías para la educación bilingüe

Berlin, 2021. 232 p., 32 il. blanco/negro, 19 tablas.

enc. • ISBN 978-3-631-83521-0

CHF 42.– / €D 35.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-3-631-83522-7

CHF 42.– / €D 34.95 / €A 35.– / € 33.30 / £ 28.– / US-\$ 40.95



Las tecnologías educativas y, concretamente, el uso de las Tecnologías para el Aprendizaje y el Conocimiento (TAC) son aliadas magníficas para la educación bilingüe. Sin embargo, hasta la fecha son limitados los estudios que realmente estudien el potencial de las TAC de manera específica para contextos de educación bilingüe. Este volumen, partiendo de estos conceptos, aborda aspectos clave como el diseño y la creación de materiales didácticos digitales o la importancia de las metodologías activas que tienen al alumnado como motor de los procesos de enseñanza-aprendizaje (incluyendo

flipped learning o *visual thinking*, entre otras). El libro se cierra estudiando de manera específica la accesibilidad y la atención a la diversidad en educación bilingüe mediante el uso de la tecnología.

Nagore Ipiña Larrañaga · Ainara Imaz Agirre ·
Begoña Pedrosa · Eneritz Garro (eds.)

Teachers' Perspectives, Practices and Challenges in Multilingual Education

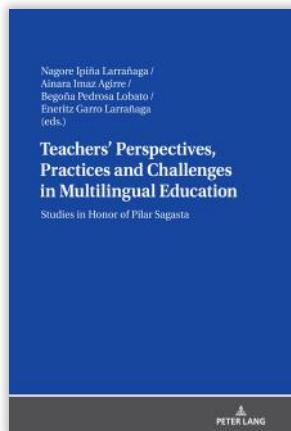
Berlin, 2020. 212 pp., 8 fig. b/w, 29 tables.

hb. • ISBN 978-3-631-81979-1

CHF 53.– / €D 44.95 / €A 45.– / € 42.90 / £ 35.– / US-\$ 51.95

eBook (SUL) • ISBN 978-3-631-82557-0

CHF 53.– / €D 44.95 / €A 45.10 / € 42.90 / £ 35.– / US-\$ 51.95



The aim of this book is to address teachers' perspectives, practices and challenges in multilingual education. The book that brings together perspectives and practices in multilingual contexts could be of great interest for researchers, practitioners and stakeholders because it also provides ideas for pedagogical practice and new language policies. It covers key concepts such as emotional aspects of multilingualism, innovation in language teaching and teacher training and challenges in (foreign) language teaching.

Manuel Jiménez Raya · Terry Lamb · Borja Manzano Vázquez (eds.)

Insights into Language Education Policies

Berlin, 2020. 188 pp., 6 fig. b/w, 11 tables.

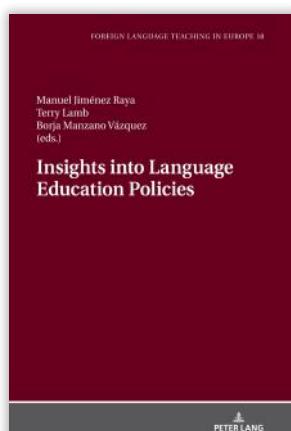
Foreign Language Teaching in Europe. Vol. 18

hb. • ISBN 978-3-631-71606-9

CHF 52.– / €D 44.95 / €A 46.20 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-81014-9

CHF 42.– / €D 35.39 / €A 37.07 / € 33.70 / £ 28.– / US-\$ 40.95



Insights into Language Education Policies is of particular interest to academic researchers, policymakers, and teaching professionals interested in language education. It aims to provide the reader with critical insights into language education policies in diverse countries around the world. The chapters examine from different perspectives (for instance, migration and minority languages, indigenous languages, and content and language integrated learning [CLIL] instruction) the measures adopted in these settings to foster (modern) language learning, underlining their strengths and weaknesses and suggesting future avenues and courses of action to enhance plurilingual education in these particular contexts and beyond.

Melanie Buser

Two-Way Immersion in Biel/Bienne, Switzerland: Multilingual Education in the Public Primary School Filière Bilingue (FiBi)

A Longitudinal Study of Oral Proficiency Development of K-4 Learners in Their Languages of Schooling (French and (Swiss) German)

Bern, 2020. 302 pp., 16 fig. col., 28 tables.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 191

pb. • ISBN 978-3-0343-3929-2

CHF 64.– / €D 54.95 / €A 56.50 / € 51.40 / £ 42.– / US-\$ 61.95

eBook (SUL) • ISBN 978-3-0343-3994-0

CHF 64.– / €D 54.95 / €A 56.50 / € 51.40 / £ 42.– / US-\$ 61.95



The two-way immersion program Filière Bilingue (FiBi) is a choice-based educational alternative in a public school in Biel/Bienne. It integrates French-speaking, German-speaking and allophone students and strives to promote bilingualism and biliteracy in addition to grade-level academic achievement. This book presents a longitudinal study of oral proficiency development of K-4 learners in French and German (languages of schooling). Data were collected over four years and analyzed by using a mixed-method approach. Whereas the quantitative analysis shows the emergent multilinguals' ability to use the two languages communicatively, the qualitative analysis provides some illustrative translanguaging examples of learners in their beginning stages of moving along a bilingual continuum.

Slavka Pogranova

Les pratiques des enseignants en formation initiale : la construction des savoirs, les gestes didactiques et l'alternance des langues en classe d'allemand et d'anglais à l'école primaire

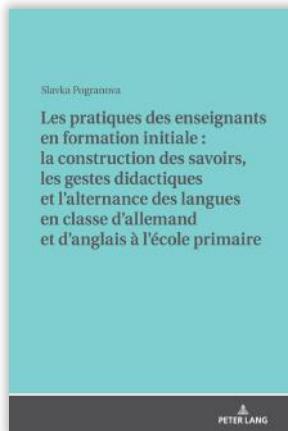
Berlin, 2020. 340 p., 4 ill. n/b, 62 tabl.

rel. • ISBN 978-3-631-82127-5

CHF 64.- / €^D 54.95 / €^A 56.50 / £ 51.40 / £ 42.- / US-\$ 61.95

eBook (SUL) • ISBN 978-3-631-82129-9

CHF 64.- / €^D 54.95 / €^A 56.50 / £ 51.40 / £ 42.- / US-\$ 61.95



des fonctions précises facilitant le passage d'une langue à une autre.

Ce livre décrit la construction des savoirs, les gestes didactiques et l'alternance des langues de futurs enseignants primaires genevois. Il montre qu'enseigner l'allemand et l'anglais, c'est débuter l'enseignement par des actes de parole insérés dans les dialogues. Enseigner l'allemand et l'anglais, c'est utiliser une diversité de gestes. En anglais, cela se traduit par la recherche d'une réflexion métalinguistique lors des moments d'institutionnalisation, et en allemand, par la continuité du travail scolaire lors de la création de la mémoire didactique. Enseigner l'allemand et l'anglais, c'est aussi alterner les langues avec

Thomas Szende

Form, Use, Consciousness

Key topics in L2 grammar instruction With a Preface by Anthony J. Liddicoat (Professor of Applied Linguistics, University of Warwick)

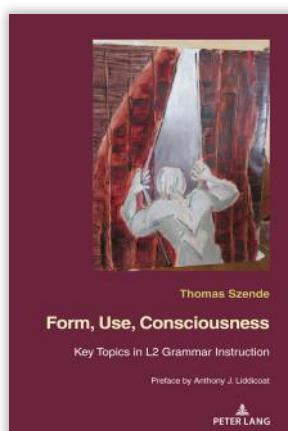
Berlin, 2020. 252 p.

hb. • ISBN 978-2-8076-1585-4

CHF 56.- / €^D 47.95 / €^A 49.50 / £ 45.- / £ 37.- / US-\$ 54.95

eBook (SUL) • ISBN 978-2-8076-1586-1

CHF 56.- / €^D 47.95 / €^A 49.50 / £ 45.- / £ 37.- / US-\$ 54.95



Every language universe is both close to and far removed from our own. In a way, learning a foreign language is like not getting off at our usual stop and staying on the bus until we arrive at the terminal. The unfamiliar neighborhoods we discover are both similar to and different from what we know. Learners tackle an L2 using a variety of experiences acquired in their L1, and this new language system works as part of a network of previously existing grammar models and social categories. The purpose of this book is not to revisit the pros and cons of teaching grammar. Learning an L2 appears as the gradual ability to realize which language features to select and prioritize to express a particular idea. Speaking in any L2 requires specific tools, and describing reality through new linguistic means involves a mental restructuring to which learners—particularly adults and older adolescents—are sometimes resistant. Indeed, not all information produced in an L2 and disclosed to the learners will necessarily be applied to language acquisition. If, by some miracle, this were the case, there would be no need for any reflection on the teaching and learning of grammar.

John Baldacchino

Educing Ivan Illich

Reform, Contingency and Disestablishment

New York, 2020. XII, 186 pp.

Teaching Contemporary Scholars. Vol. 12

hb. • ISBN 978-1-4331-7643-2

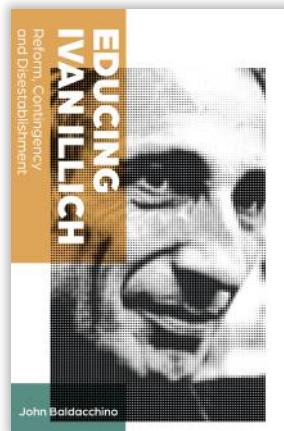
CHF 118.- / €^D 102.95 / €^A 105.40 / £ 95.80 / £ 77.- / US-\$ 114.95

pb. • ISBN 978-1-4331-7642-5

CHF 42.- / €^D 36.95 / €^A 37.60 / £ 34.20 / £ 28.- / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7644-9

CHF 42.- / €^D 40.95 / €^A 41.- / £ 34.20 / £ 28.- / US-\$ 40.95



More than a book about Illich, this is a conversation with Illich's work as we enter the third decade of the 21st century, just under twenty years after his passing, and almost fifty years since his *Deschooling Society* was first published. As Illich is beatified and demonised in equal measure, *Educing Ivan Illich* chooses to focus on the relationship between reform, contingency and disestablishment. As reform stands for a plurality of reiterations that seek effective forms of accordance, in our recognition of contingency we freely claim that even as we might recognize the presence of universality in how

everything appears on a shared horizon, we are not denied the existence and dynamic reality of plural possibilities in their inherent contradictions. In this bargain of synchronicity, we find that disestablishing the reified universe by which we have, for so long, traded, staked and even lost our freedom and intelligence, is not just a desire but it becomes a must. Unlike other commentators of Illich's work, Baldacchino argues that what is radical about Illich is not a freestanding concept of *deschooling* but in how, in disestablishing social life, he exits the walls of the polis by upholding tradition as a disruptive force. In such light Illich's work is read in what remains overdue. Odd though it may sound, this is an urgent need for anyone interested in Illich's unique and irreplaceable contribution. To that end, *Educing Ivan Illich* has far more to offer than is usually expected from a commentary on someone else's work.

Barbara Dennis

Walking with Strangers

Critical Ethnography and Educational Promise

New York, 2020. XXVI, 298 pp., 3 color ill., 8 tables.

Critical Qualitative Research. Vol. 29

hb. • ISBN 978-1-4331-8023-1

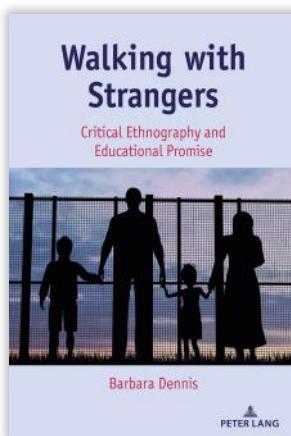
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-1047-4

CHF 33.– / €^D 22.45 / €^A 23.10 / € 21.– / £ 18.90 / US-\$ 32.95

eBook (SUL) • ISBN 978-1-4331-8024-8

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



This book tells the methodological tale of a long term critical ethnography with a midwestern school district whose new language learning, trans-national population was increasing. Rather than report on the findings of the study, the author shares the intimate methodological details of doing participatory ethnography of a school under transformation. Approaches aimed at shifting attitudes and possibilities included the use of Theatre of the Oppressed and analyses of monocultural mythmaking introducing new concepts. The author introduces an analysis of change that builds from a

David Wood's deconstruction of time. Taken all together, the book illustrates creative and novel ways to engage in social justice transformation with school partners using participatory critical ethnography.

Zenon Gajdzica · Robin McWilliam · Miloň Potměšil · Guo Ling

Inclusive Education of Learners with Disability – The Theory versus Reality

Berlin, 2020. 206 pp., 7 fig. b/w, 23 tables.

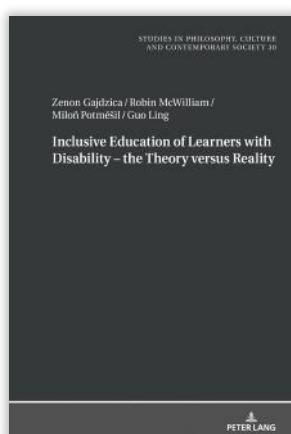
Studies in Philosophy, Culture and Contemporary Society. Vol. 30

hb. • ISBN 978-3-631-83418-3

CHF 47.– / €^D 39.95 / €^A 40.– / € 38.10 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-84021-4

CHF 48.– / €^D 39.95 / €^A 40.– / € 38.10 / £ 31.– / US-\$ 45.95



Many factors have impact on the development of inclusive education, including social, cultural, economic context and the advancement of educational sciences. Analysing and comparing these issues provides a basis for understanding the problems of inclusion of learners with disabilities in mainstream education. The book familiarises readers with the historical and cultural conditions for the development of inclusive education. It presents concepts and everyday practices (financing, preparation of teachers and institutions). The book also takes a challenge to discuss the development prospects of inclusive education. The structure of the book allows for comparing the situation of learners with disability and the structural solutions of inclusive education in the countries of the study.

David Ridley

The Method of Democracy

John Dewey's Theory of Collective Intelligence

Oxford, 2021. X, 220 pp., 5 fig. b/w.

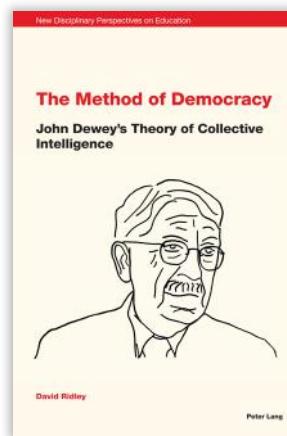
New Disciplinary Perspectives on Education. Vol. 2

pb. • ISBN 978-1-78997-337-2

CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78997-338-9

CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95



In this book, David Ridley argues that John Dewey's theory of collective intelligence provides a unique critical social theory that speaks directly to the present moment. Escaping some of the dead ends of Frankfurt School critical theory, whilst also representing a continuity of the Marxist 'philosophy of praxis' tradition, the book reconstructs Dewey's 'method of democracy' to reveal a forgotten alternative to both left-wing pessimism and neoliberal populism. Since the 2007-8 Financial Crisis, neoliberal governments, for example in the UK, have turned to higher education to kick-start a stagnating economy. Marketisation has turned English universities into multi-national corporations and students into consumers. Academics now have no choice, Ridley insists, but to join with the public in the political struggle against 'third wave neoliberalism'. In the final part of the book, Ridley applies Dewey's theory of collective intelligence to the reconstruction of UK higher education, concluding with a vision of radical democracy supported by 'socially useful' universities and a democratic academic and sociological profession.

Joni Schwartz · Rebecca Schwartz

Learning to Disclose

A Journey of Transracial Adoption

New York, 2020. XIV, 166 pp., 10 b/w ill.

hb. • ISBN 978-1-4331-8395-9

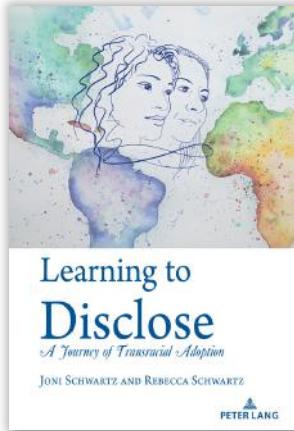
CHF 118.– / €D 95.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8392-8

CHF 42.– / €D 34.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-8389-8

CHF 42.– / €D 34.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



Joni and Rebecca Schwartz in their collaborative autoethnography, *Learning to Disclose: A Journey of Transracial Adoption*, are doing soul work. This adult white mother and black daughter reflect and dialogue around the places and histories that shaped their relationship. Through three voices: the voice of critical history, the daughter and the mother, the co-authors excavate the past to see if and how it lives in their present. In an intriguing mix of critical history of places like Port-au-Prince, Haiti and Gulu, Uganda as well as lesser-known narratives of W.E.B. Dubois, Jean-Bertrand Aristide, and Shirley Chisholm, the co-authors tell their own personal and moving stories of becoming mother and daughter engaging such topics as racial identity, disclosure, racial appropriation, colonialism, and the complex history of transracial adoption. For anyone interested in racial identity in the complex world of blended families and adult mother and daughter relationships, this is a must read. This book is ideal for all humanities and social science courses across disciplines from sociology, education, qualitative research, and social work to race and communication studies. In this era of strained and confusing racial dialogue, this book is refreshing in its honesty, moving in its personal narratives, and instructive in its engagement in how the historical lives in the social imagination of our present lives and relationships.

Edmund Adjampong · Ian Levy (eds.)

HipHopEd: The Compilation on Hip-Hop Education

Volume 2: Hip-Hop as Praxis & Social Justice

New York, 2020. VIII, 160 pp., 3 b/w ill., 5 tables

Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 2

hb. • ISBN 978-1-4331-7491-9

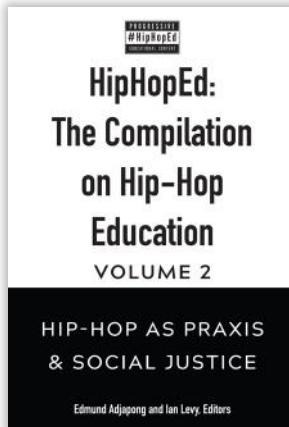
CHF 93.– / €D 80.95 / €A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

pb. • ISBN 978-1-4331-7221-2

CHF 29.– / €D 24.95 / €A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95

eBook (SUL) • ISBN 978-1-4331-7492-6

CHF 29.– / €D 24.95 / €A 25.70 / € 23.30 / £ 19.– / US-\$ 27.95



This second volume in the Hip-Hop Education series highlights *knowledge of self* as the fifth and often forgotten element of hip-hop. In many cases, a connection to hip-hop culture is one that has been well embedded in the identity of hip-hop educators. Historically, academic spaces have had misperceptions and misunderstand the authentic culture of hip-hop, often forcing hip-hop educators to abandon their authentic hip-hop selves to align themselves to the traditions of academia. This edited series highlights the realities of hip-hop educators who grapple with cultivating and displaying

themselves authentically in practice and offers examples of how hip-hop can be utilized in educational spaces to promote social justice. It provides narratives of graduate students, practitioners, junior and senior scholars who all identify as part of hip-hop. The chapters in this text explore the intersections of the authors' lived experiences, hip-hop, theory, praxis and social justice.

Vernon L. Andrews

Policing Black Athletes

Racial Disconnect in Sports

New York, 2020. XXXVIII, 286 pp., 11 color ill.

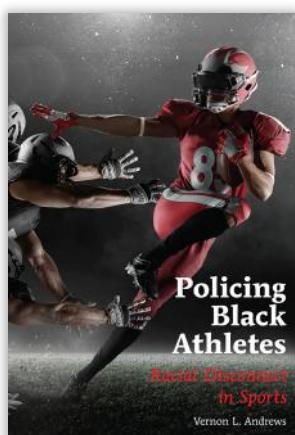
Global Intersectionality of Education, Sports, Race, and Gender. Vol. 2

pb. • ISBN 978-1-4331-6787-4

CHF 67.– / €D 57.95 / €A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95

eBook (SUL) • ISBN 978-1-4331-8107-8

CHF 67.– / €D 57.95 / €A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95



"Why isn't sport played the way it used to be played, when football was for men who loved America, who saluted the flag, and who respected our men in blue and our troops by standing—and not kneeling—for our National Anthem!" This sentiment permeates American football today, and represents the feelings of many fans who can appreciate their Black heroes, but find the issue of "Blackness" via the two extremes of celebratory expression and protest, regressive. "This should be about sport, not politics," many feel. The author concurs. As

much as we may wish the sporting arena didn't have to be the last battlefield for Civil Rights, here we are. This book explores how conflicts over diversity, culture, inclusion, exclusion, protest and control have been played out over the twentieth century in various sports and institutions. Are there lessons to be learned from our overlapping—though at times, separate—cultural histories of Black and White? This book is about how we learn to act when in public and when playing sports. Infused in this conversation is the ever-present policing of Black bodies in sport and society, and the disconnect we have as citizens living in the same country perpetually divided by race. Interwoven throughout are solutions for moving forward.

Christopher S. Collins · Alexander Jun

White Evolution

The Constant Struggle for Racial Consciousness

New York, 2020. XXIV, 184 pp., 17 b/w ill.

pb. • ISBN 978-1-4331-7608-1

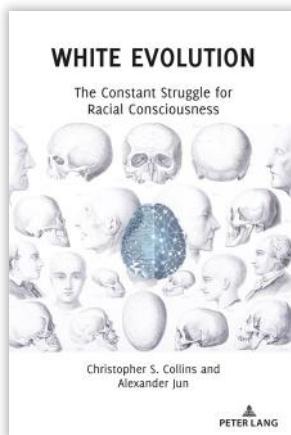
CHF 35.– / €^D 30.95 / €^A 31.20 / € 28.30 / £ 23.– / US-\$ 33.95

hb. • ISBN 978-1-4331-7607-4

CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95

eBook (SUL) • ISBN 978-1-4331-7609-8

CHF 35.– / €^D 33.95 / €^A 34.– / € 28.30 / £ 23.– / US-\$ 33.95



Two fundamental and underlying principles drive *White Evolution*. The first is that evolution means constant movement in the fight against the virus of White supremacy. If the virus is evolving rapidly, then our critical consciousness needs to evolve faster in order to outpace the supremacy. The second is that this evolution is not an individual act—it must be done in community. The genetic makeup of human beings points to the necessity of interdependence. Growth and development do not lead to a solitary life so much as to being a dependable person rooted in community. The origin of White supremacy, on the other hand, is in reproducing uniformity and eradicating diversity. In an ecological framework, uniformity and monoculture is harmful to an ecosystem that needs diversity of thought, creativity, culture, perspective, history, and economy to survive. The White supremacy intended to "preserve the race" has created an enduring system of violence against people of color and is simultaneously hurting the endurability of humanity in exchange for the immediate gains of supremacy. The book, *White Evolution*, recounts the historical movement toward supremacy and casts the possibility of a White evolution toward racial justice through collective critical consciousness. The constant struggle for racial consciousness has no arrival point. White consciousness will never be woke because there is no past tense and no plateau. When privilege and supremacy are akin to a constantly evolving and insidious virus (Whitefluenza), and the antidote is to outpace White evolution for supremacy with a White evolution for racial justice. This is not an individual task, but rather a systemic redesign and reconstruction of social systems and requiring the cultivation of a collective critical consciousness. *White Evolution* covers a great deal of historical detail and contemporary examples to explain and explore new possibilities for recognizing the importance of interdependence of humanity.

Ayanna Cooper · Awad Ibrahim (eds.)

Black Immigrants in the United States

Essays on the Politics of Race, Language, and Voice

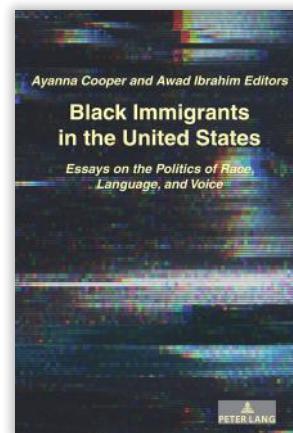
New York, 2020. XXVI, 194 pp., 10 b/w ill., 3 tables.

pb. • ISBN 978-1-4331-7397-4

CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7393-6

CHF 42.– / €^D 40.95 / €^A 41.– / € 34.20 / £ 28.– / US-\$ 40.95



In the United States, 'immigrant' is a complicated category. It is used interchangeably with 'refugee' and it is, most of the time, linked to South America, especially Latina/os. *Black Immigrants in the United States* is arguing that *immigrants are not refugees* and, whether coming from the Caribbean, Latin America or Africa, Black immigrants are oft-silenced in immigration studies and unsystematically researched. Being one of the first books on the topic in the United States, *Black Immigrants in the United States* is a crack, a verse in the syntax which links Blackness and immigration; a required

reading for anyone who is interested in immigration generally and Black immigration in particular. For example, did you know that 12-13% of the statistically defined as African Americans are 'Black immigrants' (both immigrants and refugees) (Ogunipe, 2011)? Out of this 12-13%, did you know the first and second-generation constitute 41% of Black first-year students in Ivy League? *Black Immigrants in the United States* is an attempt to answer these questions and paint a picture for this population, where they come from, what languages and histories they bring with them to the United States, and discusses their challenges as well as their triumphs. With this book, as children of migration ourselves, we are turning researching and writing about Black immigrants into acts of love and reading about them into an expression of *jouissance*.

Theron N. Ford • Blanche Jackson Glimps

Religion and Racism

Exploring the Paradox—Can You Be a Christian and a Racist?

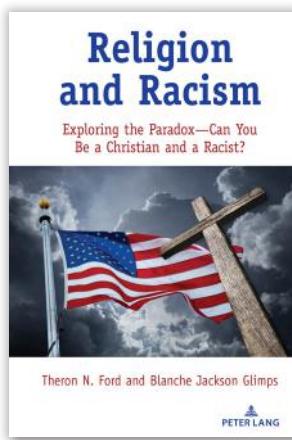
New York, 2020. XIV, 142 pp., 1 tables.

hb. • ISBN 978-1-4331-7917-4

CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-6005-9

CHF 93.– / €^D 80.95 / €^A 90.– / € 75.– / £ 60.– / US-\$ 89.95



have always designated “churches” as places of refuge and sanctuary. The binary of whiteness and Christianity emerged and came to dominate much of the world. In the United States and other parts of the world, whiteness and Christianity have served to subjugate people of color even as such people themselves also came to embrace Christ’s teachings, often at the cost of the loss of their traditional forms of religion and culture. Armed with the Bible and deep-seated belief in racial superiority, European colonizers came to shape most of the world as we know it today. The result has been an unequal control of the world’s resources and vastly disparate living standards for people of color and whites, both internationally and within specific nations. People of color have been treated as highly valued commodities, while simultaneously being stripped of their humanity—with the sanction of the Christian faith.

Alejandro J. Gallard Martínez • Wesley B. Pitts • Belinda Flores Bustos • S. Lizette Ramos de Robles • Lorena Claeys

Latinas Pathways to STEM

Exploring Contextual Mitigating Factors

New York, 2021. XVI, 120 pp., 3 b/w ill.

Critical Studies of Latinxs in the Americas. Vol. 26

hb. • ISBN 978-1-4331-7553-4

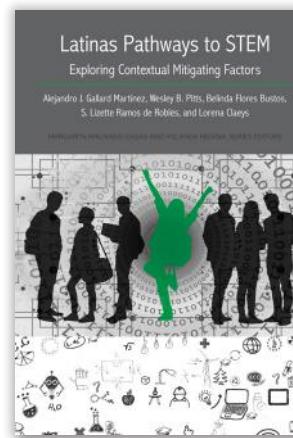
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7555-8

CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7554-1

CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



Latinas Pathways to STEM: Exploring Contextual Mitigating Factors presents transnational case studies of Latinas and Mexicanas pursuing a STEM degree/career from the United States (Georgia, New York, Texas) and México. The authors underscore that the experiences of the participants highlighted in this book provide insights into how to support successful Latinas and Mexicanas in STEM career pipelines and pathways. In doing so, the authors address the need for a set of approaches to STEM education policy that acknowledges that institutionalized pipelines often create replication

by funding intervention programs that attempt to sterilize context by identifying variables and ignoring the associated contextual mitigating factors (CMFs). Researchers and funders of STEM intervention efforts can learn from the analysis of these case studies that successful Latinas and Mexicanas developed tactical understanding, which reinforced their identity and resisted how they were positioned by negative CMFs, reaffirming their aspirations and successes in STEM. Education graduate students, research methodologists, policy makers, and practitioners will find CMF analysis a useful methodological tool to interrogate how sociocultural factors position designated underrepresented people in STEM pipelines and pathways. Education policies that advocate for the existence and maintenance of pipelines that increase underrepresented Latinas and Mexicanas in STEM are important but are often crafted with blind spots that leave out how context mitigates policy especially at the individual level.

Irene Murphy Lietz

Teaching and Race

How to Survive, Manage, and Even Encourage Race Talk

New York, 2020. XII, 170 pp.

hb. • ISBN 978-1-4331-7190-1

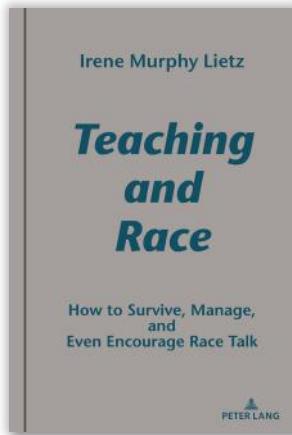
CHF 88.– / €^D 75.95 / €^A 77.90 / € 70.80 / £ 57.– / US-\$ 84.95

pb. • ISBN 978-1-4331-8292-1

CHF 36.– / €^D 31.95 / €^A 32.10 / € 29.20 / £ 24.– / US-\$ 34.95

eBook (SUL) • ISBN 978-1-4331-7191-8

CHF 88.– / €^D 84.95 / €^A 85.– / € 70.80 / £ 57.– / US-\$ 84.95



Teaching and Race: How To Survive, Manage, and Even Encourage Race Talk provides an in-depth interdisciplinary analysis of some common student talk about race, its flavor, character, rhetorical, sociological, psychological and educational development sources, and manageable tools for responding to students. The book recommends an accessible two-step, compassionate listening followed by critical challenges, to make the transformative connection between emotion and evidence. The book helps teachers embrace the moments of difficult conversation, confront student denial (as well

as their own), and take advantage of the unique opportunity the classroom provides to advance the students' anti-racist identity development. *Teaching and Race* narrates common, sometimes offensive, language in four student interviews that are tied to strong feelings of confusion, denial, guilt, resistance and more. The student interviews help college teachers name and analyze loaded racial discussion so that they can thoughtfully address it in the classroom, rather than feel their only choices are explosive confrontation, gloss-overs or redirection. The book empowers teachers to shift potentially confrontational race talk to open-minded race dialogues that ultimately defuse the shock, sting, alarm and confusion of race talk by well-intentioned but unpracticed voices. The book creates a compassionate but informed moment for teachers, preparing them to confidently raise a critical challenge to misinformation at the moment it arises, and providing a beginning response for the teacher.

Lidia Marte

Cimarrón Pedagogies

Notes on Auto-ethnography as a Tool for Critical Education

New York, 2020. XII, 198 pp., 10 b/w ill.

Critical Studies of Latinxs in the Americas. Vol. 25

hb. • ISBN 978-1-4331-7536-7

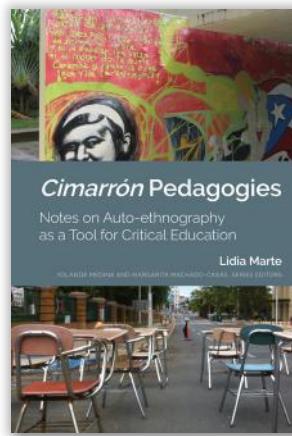
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7535-0

CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7537-4

CHF 42.– / €^D 35.91 / €^A 37.62 / € 34.20 / £ 28.– / US-\$ 40.95



Cimarrón Pedagogies is a testimonial account of how to use Critical Auto-Ethnography as main strategy for undergraduate research projects. The pedagogical approach here shared is a form of marronage, that help us create—at least in the classroom and for one semester—small liberated spaces, bridging the individual and the collective, private and public, past and present, the poetic and the political, and the local/global negotiations in our students' lives. Researching the ground of student's everyday experiences through their personal perspectives is a form of engaged pedagogy

utilizing experiential, project-based and place-based assignments, as well as other experimental strategies. Through an auto-ethnographic project the feminist phrase "the personal is political" is felt, not just pondered, researched and theorized, generating multiple insights and empowering students to create their own ways of liberation and to document their own cultural histories. This auto-ethnographic narrative is an homage to teachers and mentors, and a celebration of life-long selfdirected learning as embodied in the author's own educational roots and routes. The book will be useful for college instructors and teachers as well as undergraduate and graduate students for diverse courses ranging from anthropology to the humanities. The guide to the research project and the appendix are also useful for any reader interested in researching and documenting topics of significance to their local lives and to their communities.

Edwin Mayorga · Uju Aggarwal · Bree Picower (eds.)

What's Race Got To Do With It?

How Current School Reform Policy Maintains Racial and Economic Inequality, Second Edition

New York, 2020. XIV, 216 pp.

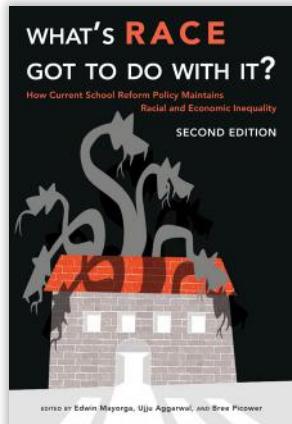
Critical Multicultural Perspectives on Whiteness. Vol. 7

pb. • ISBN 978-1-4331-3496-8

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7386-8

CHF 42.– / €D 35.91 / €A 37.62 / € 34.20 / £ 28.– / US-\$ 40.95



The first edition of *What's Race Got to Do With It* (2015) addressed a moment when those working on the ground—activists, educators, young people, and families—were trying to understand and fight back against neoliberal education reforms (e.g., high stakes testing, school closings, and charter schools), while uncovering what race had to do with it all in the context of a supposedly post-racial United States. In the years since, the steady and grounded work of social movements has increased the visibility and critique of privatization, market-based reforms, and segregation; demonstrating

the interlocking connections between racism and capitalism. In this period we have also seen an intensified attack on public education (alongside other public infrastructures) and a return to a more overt “racism as we knew it.” This new edition of *What's Race* continues the examination of neoliberal education reforms as they are being rolled back (or reworked) to track the changes and continuities of recent years—revealing the ways in which market-driven education reforms work with and through race—and share grassroots stories of resistance to these reforms. It is hoped that this new edition will continue to sharpen readers’ analyses concerning what we are working to defend and what we are working to transform, and provides a guide to action that emboldens the collective struggle for justice.

Marva McClean · Marcus Waters

Indigenous Epistemology

Descent into the Womb of Decolonized Research Methodologies

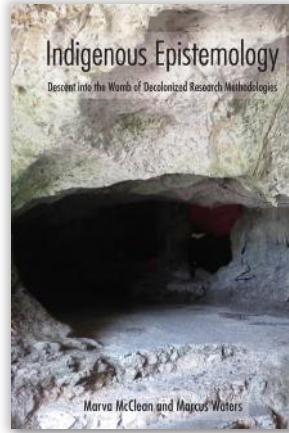
New York, 2020. VIII, 118 pp.

hb. • ISBN 978-1-4331-7305-9

CHF 82.– / €D 71.95 / €A 73.30 / € 66.70 / £ 54.– / US-\$ 79.95

eBook (SUL) • ISBN 978-1-4331-7306-6

CHF 82.– / €D 70.04 / €A 73.37 / € 66.70 / £ 54.– / US-\$ 79.95



Indigenous Epistemology problematizes the self-reflexive inquiry between two researchers engaged in transnational collaboration that asserts experiential pedagogy as a tool to decolonize research methodology and honor the inter-generational stories that empower Indigenous people across the globe. The authors demonstrate the direct connection between Black Lives Matter, SOSBlakAustralia and the Maroons of Jamaica as examples of contemporary Indigenous people disrupting hegemony through agentive action that inspires global awareness and pushes for systemic change. In elevating the critical epistemologies of the ancient cultures of the Aboriginals of Australia and the African Diaspora, the authors assert that the legacies and current operations of colonialism must be disrupted and replaced with an emancipatory epistemology.

evating the critical epistemologies of the ancient cultures of the Aboriginals of Australia and the African Diaspora, the authors assert that the legacies and current operations of colonialism must be disrupted and replaced with an emancipatory epistemology.

Serie McDougal III

Black Men's Studies

Black Manhood and Masculinities in the U.S. Context

New York, 2020. XXXVIII, 468 pp.

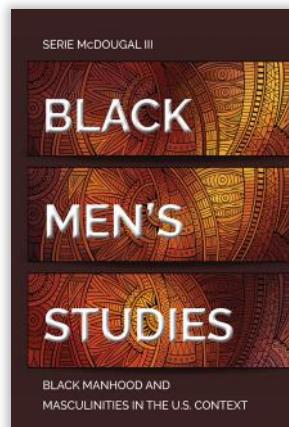
Black Studies and Critical Thinking. Vol. 115

pb. • ISBN 978-1-4331-7675-3

CHF 67.– / €D 57.95 / €A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95

eBook (SUL) • ISBN 978-1-4331-7676-0

CHF 67.– / €D 56.91 / €A 59.62 / € 54.20 / £ 44.– / US-\$ 64.95



Black Men's Studies offers an approach to understanding the lives and the self determination of men of African descent in the U.S. context. It not only frames their experiences, it also explores the multidimensional approaches to advancing the lives of Black men. Particular attention is given to placing Black men in their own unique historical, cultural, and socio-political contexts.

Juan A. Ríos Vega

High School Latinx Counternarratives

Experiences in School and Post-graduation

New York, 2020. X, 122 pp., 12 b/w ill.

Critical Studies of Latinxs in the Americas. Vol. 27

hb. • ISBN 978-1-4331-8129-0

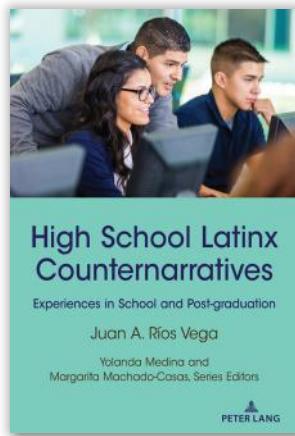
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8130-6

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-8131-3

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



This book represents an ethnographic study of the experiences and counter-narratives of twelve Latinx young adults. All of the participants in this study are first generation immigrants to the United States, representing different cultural and socioeconomic backgrounds and immigration statuses. Drawing from Latino Critical Theory (LatCrit) and Queers of Color Epistemologies as a theoretical framework, this book analyzes the personal experiences of Latinx during and after finishing high school. This book uses a classroom project (dialogue journals) to reconnect with twelve former English language learners (ELLs) from the Southeast after ten years. Through the use of dialogue journals as an English as a second language (ESL) strategy to support writing, the participants in this book document personal and communal experiences as Latinx immigrants in the United States. This book will represent an excellent asset for teachers, school administrators, counselors, staff, preservice teachers, practicing educators, graduate students, scholars, and policymakers.

Youcef Sai

Islamic Religious Education in Ireland

Insights and Perspectives

Oxford, 2020. X, 224 pp., 1 fig. b/w, 2 tables.

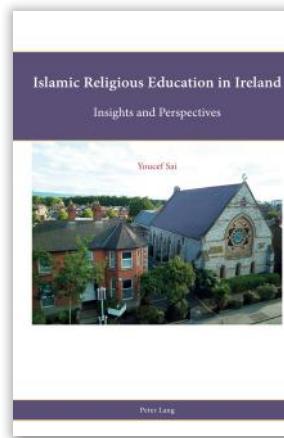
Religion, Education and Values. Vol. 16

pb. • ISBN 978-1-78874-607-6

CHF 62.– / €D 51.95 / €A 51.90 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78874-608-3

CHF 62.– / €D 51.95 / €A 51.90 / € 49.40 / £ 40.– / US-\$ 60.95

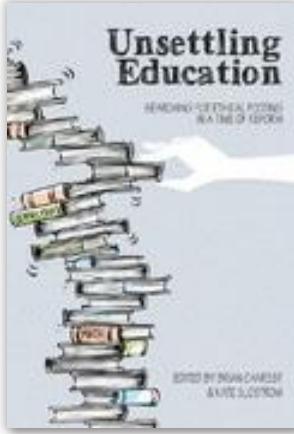


This book is a timely and significant contribution to the growing body of empirical studies in Islamic education but also to the wider public at a time when intercultural understanding is so urgently needed. This invaluable research is of relevance to not only those interested in the world of religions and religious education but also those interested in understanding the dynamics of Muslims and Islam in the West. —Professor Jenny Berglund, Department of Humanities and Social Sciences Education, Stockholm University Islam is the fastest growing religion in Ireland. Given the debate over

the role of faith-based schools in secular societies in the twenty-first century, this book provides deeper insight and understanding into the role of ethos and the teaching and learning of Islamic religious knowledge (IRE) in two primary Irish state funded Muslim schools.

AWARD WINNER!

2021 Society of Professors of Education Outstanding Book Award



Brian Charest · Kate Sjostrom (eds.)

Unsettling Education

Searching for Ethical Footing in a Time of Reform

New York, 2019. XIV, 236 pp., 1 table

Social Justice Across Contexts in Education. Vol. 11

pb.	ISBN 978-1-4331-6701-0 CHF 42.- / €D 35.90 / €A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook	ISBN 978-1-4331-6702-7 CHF 42.- / €D 35.91 / €A 37.62 / € 34.20 / £ 28.- / US-\$ 40.95
hb.	ISBN 978-1-4331-6350-0 CHF 118.- / €D 100.60 / €A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95

Unsettling Education: Searching for Ethical Footing in a Time of Reform offers a counter-narrative to the prevailing orthodoxies of schooling and school reform that conflate education and learning with that which can be measured on state-mandated examinations. Despite the push to “settle” the purposes of teaching and schooling in ways that see education as the teaching of a discrete set of skills that align with standardized exams, there are teachers and students who continue to resist standardization and whose stories suggest there are many ways to organize schools, design curriculum, and understand the purposes of education. *Unsettling Education* shares stories of how teachers have resisted state and local mandates to teach to the test in dehumanizing ways, how such teachers have sought to de-commodify educational spaces, how they have enacted their ethical commitments to students and communities, and how they have theorized such practices, sometimes even reconsidering their roles as teachers and the very purposes of schooling. Volume contributors offer concrete ways in which teachers might challenge the structures of schooling to reveal the full humanity and potential of students through different forms of resistance pedagogy, institutional critiques, and critical self-reflection. Featuring a wide range of voices and contexts, the collections’ chapters blend story and theory, resulting in a volume both accessible and thought-provoking to varied audiences—from undergraduate students of education and concerned citizens to veteran educators, teacher educators, administrators, and policymakers.

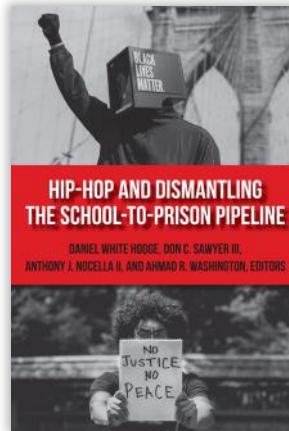
Daniel White Hodge · Don C. Sawyer III · Anthony J. Nocella II · Ahmad R. Washington (eds.)

Hip-Hop and Dismantling the School-to-Prison Pipeline

New York, 2020. XVI, 148 pp.

Hip Hop Studies and Activism. Vol. 1

hb. • ISBN 978-1-4331-7439-1 CHF 118.- / €D 102.95 / €A 105.40 / € 95.80 / £ 77.- / US-\$ 114.95
pb. • ISBN 978-1-4331-7440-7 CHF 42.- / €D 36.95 / €A 37.60 / € 34.20 / £ 28.- / US-\$ 40.95
eBook (SUL) • ISBN 978-1-4331-7441-4 CHF 42.- / €D 40.95 / €A 41.- / € 34.20 / £ 28.- / US-\$ 40.95



Hip-Hop and Dismantling the School-to-Prison Pipeline was created for K-12 students in hopes that they find tangible strategies for creating affirming communities where students, parents, advocates and community members collaborate to compose liberating and just frameworks that effectively define the school-to-prison pipeline and identify the nefarious ways it adversely affects their lives. This book is for educators, activists, community organizers, teachers, scholars, politicians, and administrators who we hope will join us in challenging the predominant preconceived notion held by many

educators that Hip-Hop has no redeemable value. Lastly, the authors/editors argue against the understanding of Hip-Hop studies as primarily an academic endeavor situated solely in the academy. They understand the fact that people on streets, blocks, avenues, have been living and theorizing about Hip-Hop since its inception. This important critical book is an honest, thorough, powerful, and robust examination of the ingenious and inventive ways people who have an allegiance to Hip-Hop work tirelessly, in various capacities, to dismantle the school-to-prison pipeline.

Régis Malet · Liu Baocun (éds)

Politiques éducatives, diversité et justice sociale

Perspectives comparatives internationales

Berlin, 2021. 258 p., 4 ill. en couleurs, 3 ill. n/b, 18 tabl.

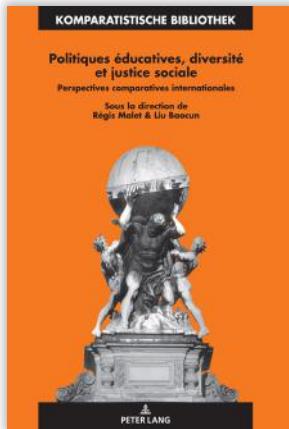
Komparatistische Bibliothek / Comparative Studies Series / Bibliothèque d'Études Comparatives. Vol. 30

rel. • ISBN 978-3-631-83880-8

CHF 59.– / €D 49.95 / €A 50.– / € 47.60 / £ 39.– / US-\$ 57.95

eBook (SUL) • ISBN 978-3-631-83944-7

CHF 59.– / €D 49.95 / €A 50.– / € 47.60 / £ 39.– / US-\$ 57.95



Ce volume aborde les questions de justice sociale sous l'angle des politiques éducatives menées dans des espaces géo-culturels qui se signalent par une grande diversité interne, qu'elle soit sociale, ethnique ou linguistique. Il propose une lecture comparative des conceptions contemporaines qui orientent les politiques publiques dans les domaines de l'éducation, de l'équité, de l'accessibilité et de la promotion individuelle. Les contributions rassemblées proposent des analyses qui éclairent différentes perceptions - principalement françaises et chinoises - des enjeux d'équité et de justice en éducation, ainsi que des politiques qui en rendent compte et des débats publics qu'elles suscitent.

édition, ainsi que des politiques qui en rendent compte et des débats publics qu'elles suscitent.

Jeremiah J. Sims · Jennifer Taylor-Mendoza · Lasana O. Hotep · Jeremy Wallace · Tabitha Conaway

Minding the Obligation Gap in Community Colleges and Beyond

Theory and Practice in Achieving Educational Equity

New York, 2020. XXVI, 250 pp.

Educational Equity in Community Colleges. Vol. 1

hb. • ISBN 978-1-4331-7713-2

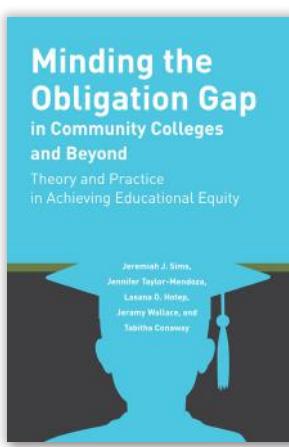
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7712-5

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-5745-5

CHF 42.– / €D 35.91 / €A 37.62 / € 34.20 / £ 28.– / US-\$ 40.95



It is difficult to find justice-centered books geared specifically for community college practitioners interested in achieving campus wide educational equity. It is even more difficult to find a book in this vein written, exclusively, by community college practitioners. *Minding the Obligation Gap in Community Colleges and Beyond* is just that: a concerted effort by a cross-representational group of community college practitioners working to catalyze conversations and eventually practices that attend to the most pressing equity gaps in and on our campuses. By illuminating the constitutive parts of

the ever-increasing obligation gap, this book offers both theory and practice in reforming community colleges so that they function as disruptive technologies. It is our position that equity-centered community colleges hold the potential to call out, impede, and even disrupt institutionalized polices, pedagogies, and practices that negatively impact poor, ethno-racially minoritized students of color. If you and your college is interested in striving for educational equity campus-wide please join us in this ongoing conversation on how to work for equity for all of the students that we serve.

Lucy Wenham

Misunderstood, Misinterpreted and Mismanaged

Voices of Students marginalised in a Secondary School

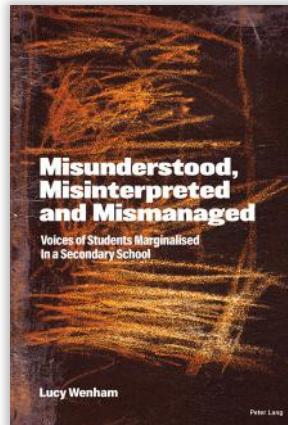
Oxford, 2021. XX, 330 pp., 13 fig. b/w, 2 tables.

pb. • ISBN 978-1-78997-561-1

CHF 62.– / €D 52.95 / €A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95

eBook (SUL) • ISBN 978-1-78997-562-8

CHF 62.– / €D 52.95 / €A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95



This ethnography gives a voice to a small group of students who are required to spend time in a school withdrawal-unit away from the mainstream classroom setting, most commonly following a period of sustained low-level disruption; students who all too often feel that their voice is not heard. What emerges through the telling of their lived experiences, is the breadth and diversity of ways – from the blatant to the inadvertent, the minuscule to the looming, the inter-personal to the structural – through which they make sense of their tangled, intricate, oftentimes deeply-individual marginalisation.

alisation, as they navigate schooling day-by-day. Structural issues of transition, ability groups and pathways are seen to fuel marginalisation, as are aspects of classroom practice, such as behaviour management policy enactment or the choice of pedagogical approach. Teacher-student relationships matter hugely, as does being known, respected and understood. Individual factors also play a role, with special educational needs, mental health concerns and family breakdown, all feeding into engagement and attitudes to school. Taking the experiences of these students seriously, the analysis shows that what is actually needed to tackle the assorted, messy, multi-dimensional nature of such lived marginalisation, is a radically comprehensive education system structure, with the social at its heart, where critical pedagogy is embedded classroom practice.

Anne-Claire Blanc · Vincent Capt (éds)

La tête et le texte

Formation initiale des enseignants primaires en didactique de la lecture et de l'écriture

Bern, 2020. X, 232 p., 7 ill. en couleurs, 13 ill. n/b, 8 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 183

br. • ISBN 978-3-0343-3863-9

CHF 41.– / €D 34.95 / €A 35.90 / € 32.70 / £ 27.– / US-\$ 39.95

eBook (SUL) • ISBN 978-3-0343-4083-0

CHF 41.– / €D 34.34 / €A 35.97 / € 32.70 / £ 27.– / US-\$ 39.95



La formation des étudiants à l'enseignement primaire de la lecture et de l'écriture ne peut séparer les approches cognitives des approches linguistiques et littéraires, suivant la position de Dominique Bétrix, à qui ce volume rend hommage.

L'accent est mis sur la convocation de certains savoirs théoriques, sur la présentation de dispositifs didactiques éprouvés, ainsi que sur la description de situations de formation et celle de gestes professionnels à acquérir.

Unir la tête et le texte en situation de formation initiale au lire-écrire, c'est ouvrir à une perspective professionnelle soucieuse de la vie même de la littératie en contexte scolaire.

Susan K. Brondyk · Nancy L. Cook

How One Educator Preparation Program Reinvented Student Teaching

A Story of Transformation

New York, 2020. XIV, 172 pp., 12 b/w ill., 2 tables.

hb. • ISBN 978-1-4331-6329-6

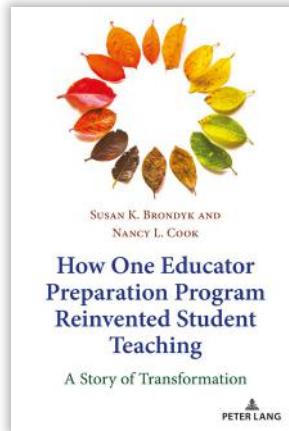
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8251-8

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-8282-2

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



Changing people's practice is difficult, shifting the culture of an organization even more so. This book is a description of how one education preparation program did both. This is the story of how they transformed their student teaching program, creating tools and structures that resulted in mentors and student teachers working together in new ways. At the heart of their model is an assessment tool—STAT, for short—used to track the growth and development of student teachers and guide conversations between the college supervisor, cooperating teacher and student teacher. Although this book describes Hope College's new student teaching model it is really about change. This story takes the reader through the complex change process of one institution, examining the loosely coupled dynamic between leaders and individuals. It describes the natural tension between support and autonomy as program leaders walk alongside individuals as they enact a new practice. This book is intended for teacher educators interested in a developmental model of mentor support, but also for those faced with the daunting task of making changes in their own program. There are lessons learned, however, that go beyond teacher preparation and may serve as a catalyst for others as they engage in their own change process.

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Kia Caldwell • Emily Chávez (eds.)

Engaging the African Diaspora in K-12 Education

New York, 2020. XXVIII, 326 pp., 12 b/w ill., 4 tables

hb. • ISBN 978-1-4331-7222-9

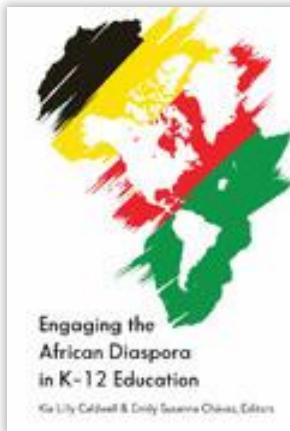
CHF 129.– / €D 111.95 / €A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-7223-6

CHF 50.– / €D 42.95 / €A 44.– / € 40.– / £ 32.– / US-\$ 47.95

eBook (SUL) • ISBN 978-1-4331-6025-7

CHF 50.– / €D 42.– / €A 44.– / € 40.– / £ 32.– / US-\$ 47.95



Engaging the African Diaspora in K-12 Education provides in-service and pre-service teachers with valuable information and resources related to African diaspora communities in the United States, Europe, and Latin America. This unique anthology fills an important gap in current pedagogical and curricular publications by combining the writings of leading scholars of the African diaspora with practical, hands-on tips and resources from middle and high school teachers and administrators. Drawing on cutting-edge academic scholarship, chapters of the book address topics such as the transatlantic slave trade, slavery in Latin America, the Haitian Revolution, the U.S. Civil Rights Movement, Pan-Africanism, Black German Studies, and literature and art by Black women in the diaspora. In addition, *Engaging the African Diaspora in K-12 Education* includes chapters on anti-racist education, use of the performing arts to teach African American history, and critical reflections by several middle and high school teachers on practices they have adopted to increase their students' exposure to the African diaspora in the classroom.

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Gabriel Peters-Lazaro • Sangita Shresthova

Practicing Futures

A Civic Imagination Action Handbook

New York, 2020. XXII, 176 pp., 6 b/w ill.

New Literacies and Digital Epistemologies. Vol. 83

hb. • ISBN 978-1-4331-6180-3

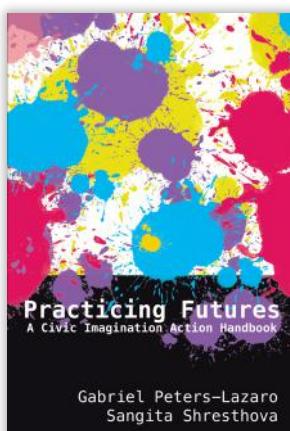
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-7270-0

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-7267-0

CHF 42.– / €D 36.95 / €A 41.– / € 34.20 / £ 28.– / US-\$ 40.95



The real world is full of challenges and the sheer weight of problems facing us can stifle the genius of our collective human creativity at exactly the time when we desperately need imaginative and innovative solutions. Responding to this, *Practicing Futures: A Civic Imagination Action Handbook* harnesses our connections to popular culture and taps the boundless potential of human imagination to break free of assumptions that might otherwise trap us in repetitive cycles of alienation. Utopias and dystopias have long been used to pose questions, pro-

voke discussions, and inspire next steps and are helpful because they encourage long view perspectives. Building on the work of the Civic Imagination Project at the University of Southern California, the Handbook is a practical guide for community leaders, educators, creative professionals, and change-makers who want to encourage creative, participatory, and playful approaches to thinking about the future. This book shares examples and models from the authors' work in diverse communities. It also provides a step-by-step guide to their workshops with the objective of making their approach accessible to all interested practitioners. The tools are adaptable to a variety of local contexts and can serve multiple purposes from community and network building to idea generation and media campaign design by harnessing the expansive capacity for imagination within all of us.

Craig Wynne (eds.)

Preserving Emotion in Student Writing

Innovation in Composition Pedagogy

New York, 2021. VIII, 258 pp., 24 b/w ill., 7 tables.

Writing in the 21st Century. Interdisciplinary Approaches to Instruction, Practice, and Theory. Vol. 2

hb. • ISBN 978-1-4331-8172-6

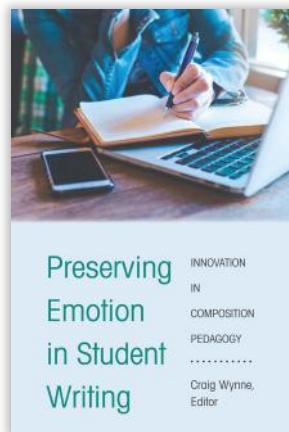
CHF 118.– / €D 102.95 / €A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8171-9

CHF 42.– / €D 36.95 / €A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-8190-0

CHF 42.– / €D 35.95 / €A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95



INNOVATION
IN
COMPOSITION
PEDAGOGY
Craig Wynne,
Editor

The student-instructor dynamic has become more complex in recent years. Writing instructors, in particular, see the vulnerabilities expressed by students in their writing. This book provides a wide variety of theories and techniques for writing teachers on the integration of emotion into writing instruction. Current writing instructors, as well as students of the craft, can benefit from the ideas and strategies offered by a variety of practitioners in the field. This book includes offerings, such as theories in development, empirical studies, and lesson plans designed to benefit writing instructors and their students.

Briana Asmus • Charles H. Gonzalez (eds.)

Engaging the Critical in English Education

Approaches from the Commission on Social Justice in Teacher Education

New York, 2020. XVI, 170 pp., 5 b/w ill., 4 tables.

Social Justice Across Contexts in Education. Vol. 12

hb. • ISBN 978-1-4331-6367-8

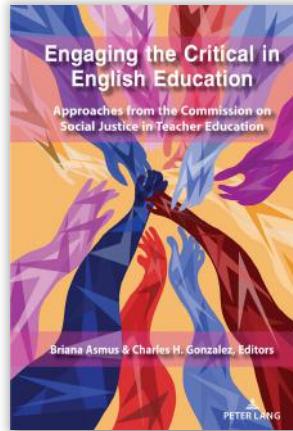
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The chapters in this collection explore the implementation of social justice pedagogies with preservice teachers by members of the Commission on Social Justice in Teacher Education; a group of teacher educators from across the country whose primary goal is to prepare teachers to use socially just models to reach all groups of students and to create a more equitable educational system. In this collection, each member/author presents a critical model of social justice teaching by considering the ways in which gender, race, class, and other intersections function in the classroom. Individually,

authors enact critical models by interrogating inequitable systems of oppression in their own professional and pedagogical environments. Collectively, the chapters ask what thoughtful, participatory social justice pedagogy looks like in multidimensional pedagogical spaces. At all levels, this collection explores the rewards and challenges of social justice pedagogy within and outside of preservice teacher preparation programs influenced by a constantly shifting political landscape. Ultimately, this collection seeks to discover *how ideas of social justice are conceptualized and understood by English educators and K-12 teachers*. As a possible approach to this question, the chapters in this collection support ELATE-SJ's paradigm for advocacy. This paradigm includes three areas of enactment: research, scholarship, and action. Within these areas, members of the commission (authors) seek to better understand how preservice ELA teachers see themselves and others, to develop flexible teaching models grounded in social justice pedagogy (SJP), and to delineate opportunities for transformation, growth, and change in and through our profession.

Antonella Cagnolati (eds.)

Women and Children's Literature. A Love Affair?

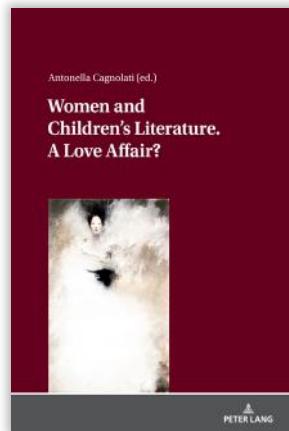
Berlin, 2021. 182 pp.

hb. • ISBN 978-3-631-83459-6

CHF 53.– / €D 44.95 / €A 45.– / € 42.90 / £ 35.– / US-\$ 51.95

eBook (SUL) • ISBN 978-3-631-83460-2

CHF 53.– / €D 44.95 / €A 45.10 / € 42.90 / £ 35.– / US-\$ 51.95



The purpose of the book is to emphasize the role of some women writers (who lived from 19th century to the present) who have devoted a large part of their editorial production to the field of children's literature. Specifically, the research aims at highlighting how the female contribution has modified the antiquated structures and categories used within the literature for childhood. These writers proposed in their books dissonant and divergent characters compared to the custom of having courageous boys and silent and submissive girls as protagonists. Finally, the pedagogical

value of some topics that appear repeatedly in their works is emphasized in order to make them fully usable at an educational level. The chapters also offer a comparative look at some European realities thanks to the scientific contribution of researchers from various geographical and scientific areas such as Italy, Slovenia, Russia, Greece, Austria, Germany, Poland, Portugal, UK and USA.

Justin B. Hopkins

Autoethnography in Undergraduate Writing Courses

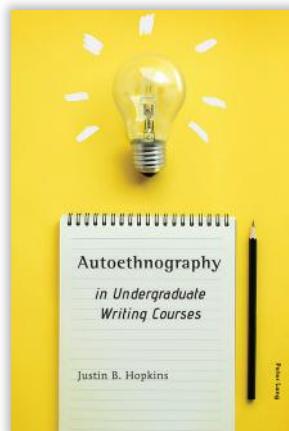
New York, 2020. XXII, 190 pp., 1 b/w ill.

pb. • ISBN 978-1-4331-8143-6

CHF 44.– / €D 38.95 / €A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95

eBook (SUL) • ISBN 978-1-4331-8144-3

CHF 44.– / €D 38.95 / €A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Autoethnography in Undergraduate Writing Courses blends narrative and analysis in an engaging and applicable account of how the genre of autoethnography can be a valuable addition or alternative to traditional research assignments. Many writing teachers struggle to motivate and equip students to conduct meaningful and effective research. Practicing autoethnography—the scholarly combination of personal reflection, artistic representation, and social/cultural research—provides an opportunity for students to research and write about something that genuinely interests

them: their own experiences. A genre of personal writing, autoethnography is comparable to pedagogy pioneered by expressivists like Donald Murray, Peter Elbow, and Wendy Bishop, among others. However, combining personal writing with research—as autoethnography does—is more rare. Some compositionists have already used autoethnogra-

phy in their own research and teaching, but this book demonstrates why more compositionists should consider adopting autoethnography into their pedagogy. The author shares his own experience teaching autoethnography at the undergraduate level, modeling its potential and demonstrating its impact. Written in a lively, conversational voice, the book presents substantial qualitative research, including samples of student writing, supplemented by student interviews and surveys. These data indicate that practicing autoethnography can have unusually, if not uniquely, positive effects on students' lives. Specifically, the author identifies and illustrates eight outcomes of practicing autoethnography: increased reflexivity, improved research and writing skills, greater awareness of ethical issues, critical empowerment, therapeutic catharsis, enjoyment, and the development of a sense of community.

Aaron D. Knochel · Christine Liao · Ryan M. Patton (eds.)

Critical Digital Making in Art Education

New York, 2020. XIV, 258 pp., 10 b/w ill., 1 table.

hb. • ISBN 978-1-4331-7762-0

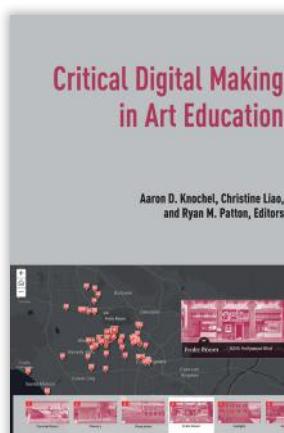
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eBook (SUL) • ISBN 978-1-4331-7763-7

CHF 50.– / €D 47.95 / €A 48.– / € 40.– / £ 32.– / US-\$ 47.95



This book integrates the three fields critical theory, digital art making, and pedagogy, drawing from scholarship and practices of new media, social practice and community-based arts interventions, and arts education pedagogy. With a collection of essays from an international group of authors, we guide readers through steps artists and art educators use to explore digital media, using new media art making to enable voices and interrupt power structures. The three sections of formation, co-construction, and intervention through critical digital practice, provide a survey of current research in new media art pedagogy and social practice. The first section explores interaction techniques, sound technology, 3D printing, pedagogy as sociomaterial, and data visualization as forms of critical digital media. The second section demonstrates examples of social media as means to engage communities and digital art making to critically investigate citizenship, local and international issues, and bring together intergenerational conversation. The last section offers examples of new media art practices addressing the sociopolitical status quo to empower socially disadvantaged and relegated groups of people. Our collection offers an important survey to university new media art and social practice courses to show the range of ways media arts technology can be used in art practice.

Brigitte Louichon (dir.)

Un texte dans la classe

Pratiques d'enseignement de la littérature au cycle 3 en France

Bruxelles, 2020. 398 p., 4 ill. en couleurs.

ThéoCrit. Vol. 15

br. • ISBN 978-2-8076-1424-6

CHF 61.– / €D 51.95 / €A 51.50 / € 49.– / £ 40.– / US-\$ 59.95

eBook (SUL) • ISBN 978-2-8076-1425-3

CHF 61.– / €D 51.95 / €A 51.50 / € 49.– / £ 40.– / US-\$ 59.95



Comment enseigne-t-on la littérature ? Cet ouvrage s'intéresse aux pratiques effectives et ordinaires d'enseignants de cycle 3 en France. Ce cycle présente la particularité de regrouper les classes de fin d'école primaire (Cours Moyen) et de début de collège (6^e). Autrement dit, la littérature y est enseignée par des enseignants polyvalents, professeurs des écoles, et des enseignants spécialistes, professeurs de français. Ils n'ont ni la même formation, ni le même rapport à la littérature et pourtant l'institution leur impose le même programme. Le projet de recherche dont cet ouvrage rend compte s'est appuyé

sur une méthodologie articulant observations de séances et entretiens d'autoconfrontation afin de mettre au jour les préoccupations des professeurs lorsqu'ils enseignent la littérature. Les participants à cette recherche ont accepté de travailler sur des œuvres et des extraits de littérature jeunesse proposés par les chercheurs. Que font-ils de l'œuvre ? Comment configurent-ils l'extrait ? Comment prennent-ils en compte la question de la langue, du vocabulaire ? Comment se saisissent-ils des questionnements éthiques portés par les textes ? Sur quelles notions littéraires s'appuient-ils ? Que font-ils de la parole de leurs élèves ? Quels modèles didactiques plus ou moins sédimentés informent leurs pratiques ? Telles sont quelques-unes des questions traitées dans l'ouvrage.

Shirley Steinberg · Joe L. Kincheloe · Edmund Adjapong ·
Deborah J. Tippins

The Stigma of Genius

Einstein, Consciousness and Critical Education, Second Edition

New York, 2021. XXXII, 252 pp.

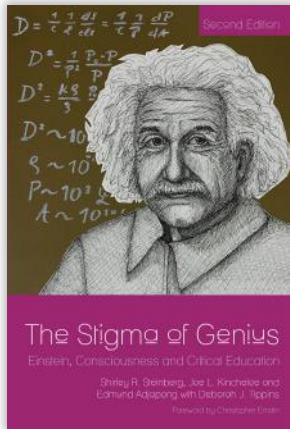
Counterpoints. Studies in Criticality. Vol. 111

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eBook (SUL) • ISBN 978-1-4331-8074-3

CHF 50.– / €D 42.95 / €A 42.– / € 40.– / £ 32.– / US-\$ 47.95



The Stigma of Genius

Einstein, Consciousness and Critical Education

Shirley R. Steinberg, Joe L. Kincheloe and

Edmund Adjapong with Deborah J. Tippins

Foreword by Christopher Emdin

engaged, discouraged, and failing. Teachers are exhausted and overworked and lack respect and administrative support in districts controlled by local and national politics. Using Einstein as an example, but also a metaphor for educators, *The Stigma of Genius* is straight talk about the needs for schools/teachers/administrators/students to become critically and contextually aware. We argue for an education which is conscious of students' needs and the nuances within each school and each classroom. Discussing cognition, classes, urban education and diversity, we have attempted to circle back to Einstein and understand ways to support and encourage today's geniuses.

Kieran McCartney

Mobile Education

Personalised Learning and Assessment in Remote Education:
A Guide for Educators and Learners

New York, 2021. XVIII, 166 pp., 13 fig. col., 1 table.

Digital Learning and the Future. Vol. 1

pb. • ISBN 978-1-78997-945-9

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Mobile Education

Personalised Learning and Assessment in Remote Education:
A Guide for Educators and Learners

Kieran McCartney

Now that remote education has become mainstream, how can we best use mobile technology to promote learning? How can we personalise our assessment of learning remotely?

This book explores these questions and more, considering strategies for using mobile devices for more personalised teaching. The proliferation of mobile technology provides a unique opportunity to enable a wider variety of learning and assessment opportunities for students to help them achieve learning outcomes. The research in this book indicates that students' proficiency with and awareness of the affordances presented by mobile technology for both learning and assessment outweigh that of educators, and this book seeks to redress this balance.

Originally focused on two further and higher education colleges in Northern Ireland, the strategies for teaching and assessment presented here have wider generalisability for educators in any sector, whether that be in education or specialist training.

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High School Latinx Counternarratives

Experiences in School and Post-graduation

Juan A. Ríos Vega

Yolanda Medina and
Margarita Machado-Casas, Series Editors

PETER LANG

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Critical Studies of Latinxs in the Americas

Edited By Yolanda Medina and Margarita Machado-Casas

The Latinx presence continues to grow and intersect with every aspect of life in the 21st century. This is evident when one considers the appointment of Sonia Sotomayor as Associate Justice to the United States Supreme Court. As well as the prominence of distinct Latinx individuals in various spheres of social, cultural, and political life such as Mario J. Molina, Nobel Prize winner and recipient of the Medal of the Presidential Medal of Freedom in 2013; and Jorge María Bergoglio (Pope Francis) who has revolutionized the Catholic church since he became the highest ecclesiastical authority of the Catholic world in 2013.

Latino Studies, as an academic field of inquiry, began to emerge during the early 1990s surfacing from the more recognized field of Chicano Studies. As such, the major contributions to the field first emerged from Mexican/Chicano scholarship—publications such as *Aztlan*, the most important journal in the field of Chicano Studies since 1970; Gloria Anzaldúa's groundbreaking memoir/essay, *Borderlands/La Frontera: The New Mestiza* (1987); George J. Sanchez's historical account, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945* (1995); and the two volumes of *The Chicano Studies Reader: An Anthology of Aztlan, 1970-2010*. These are a few examples of the consolidation and the continuing development of Chicano Studies in the United States.

Volume 27

Juan A. Ríos Vega

High School Latinx Counternarratives

Experiences in School and Post-graduation

Volume 26

Alejandro J. Gallard Martínez • Wesley B. Pitts • Belinda Flores Bustos •
S. Lizette Ramos de Robles • Lorena Claeys

Latinas Pathways to STEM

Exploring Contextual Mitigating Factors

Volume 25

Lidia Marte

Cimarrón Pedagogies

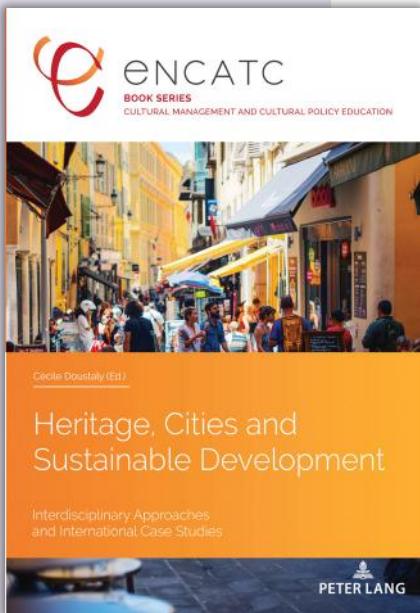
Notes on Auto-ethnography as a Tool for Critical Education

Volume 24

Abdín Noboa-Ríos

Critical Issues of Latinos and Education in 21st Century America

Where Are We?



ISSN: 2466-7137

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Cultural Management and Cultural Policy Education

Edited by ENCATC

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Created in 1992, ENCATC is the «European Network of Cultural Administration Training Centers». It is a membership NGO gathering over 100 Higher Educational Institutions and cultural organisations in 40 countries. It holds the status of official partner of UNESCO and of observer to the Steering Committee for Culture of the Council of Europe.

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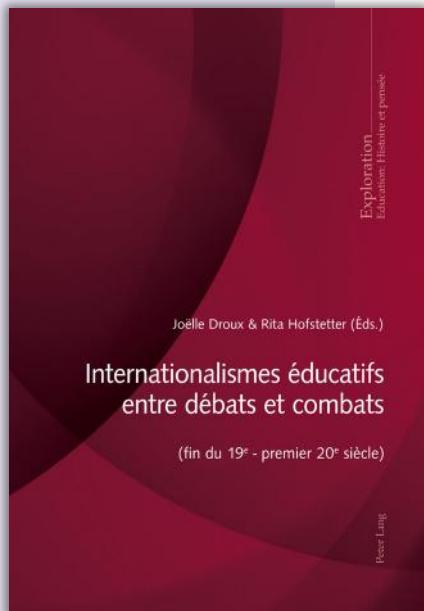
New strategies, new business models

Volume 4

Elena Borin

Public-Private Partnership in the Cultural Sector

A Comparative Analysis of European Models



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Edited By Bernard Schneuwly, Rita Hofstetter, Bernard Wentzel and Isabelle Capron Puzo

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Volume 193

Joëlle Droux • Rita Hofstetter (éds)

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(fin du 19e – premier 20e siècle)**

Volume 192

Viviane Rouiller

« Apprendre la langue de la majorité des Confédérés »

La discipline scolaire de l'allemand, entre enjeux pédagogiques, politiques, pratiques et culturels (1830–1990)

Volume 191

Melanie Buser

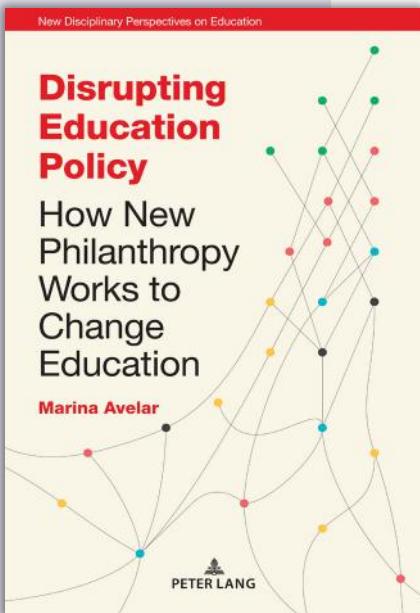
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Volume 190

Vincent Capt • Mathieu Depersinge • Sonya Florey (éds)

L'enseignement du français et le défi du numérique



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Educational theory has always been framed within a wider context including philosophy, psychology, sociology and history. In the last ten years, educational discourse has been characterized by the emergence of a more managerialist paradigm and increased emphasis on the delivery of particular educational 'outcomes'. This has taken place in the context of the huge expansion of tertiary education from the national level, a process in which education has come to be understood as a lucrative global commodity. But alongside these developments, there has also been a resurgence of interest in the educational insights provided by the disciplines of education: for example, renewed emphasis on enquiry-based approaches to learning (Dewey), social constructivist pedagogy (Vygotsky), educational critique (Bourdieu, Freire), new inter-religious pedagogies (Grimmit, Jackson) and fresh perspectives on the 'spiral' curriculum (Bruner). Much of this work takes the form of a critique of the instrumentalism of outcome-driven approaches. As the debt-laden student emerges as a political subject, educational discourse has come to represent a particularly contested terrain.

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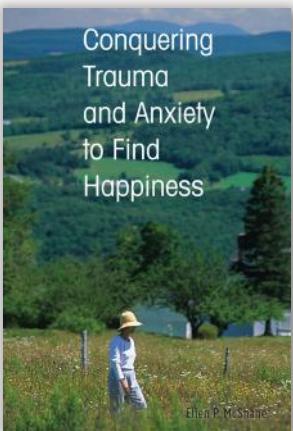
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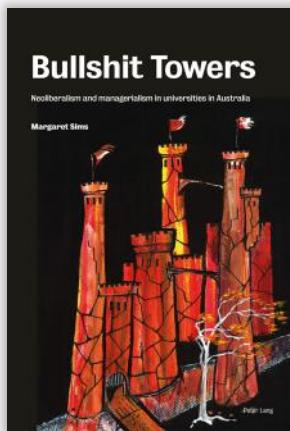
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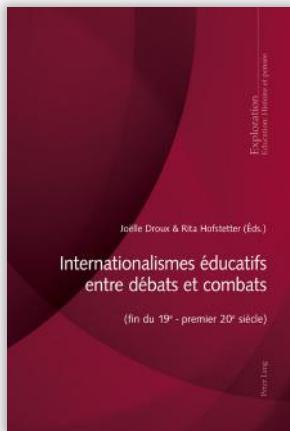
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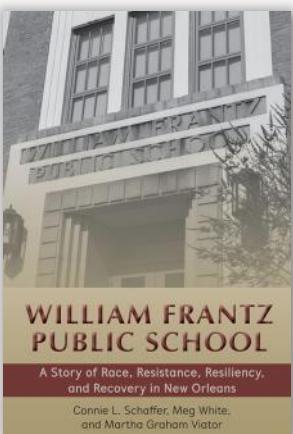
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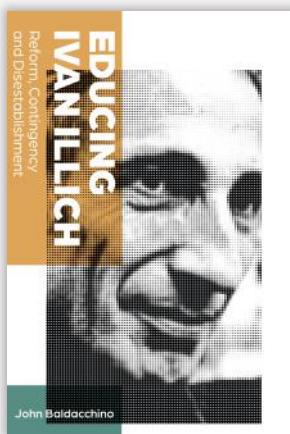
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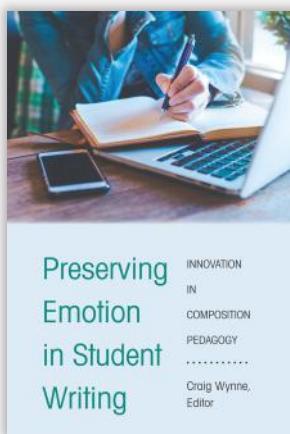
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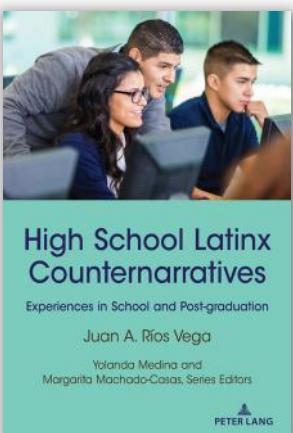
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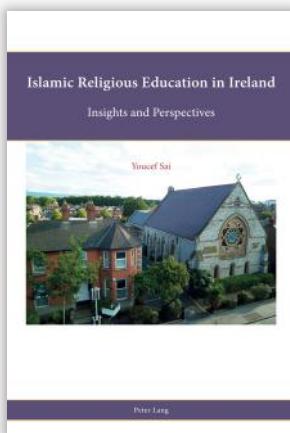
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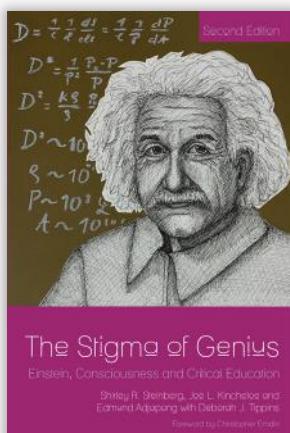
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