

EDUCATION 2022



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

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María José Chisvert-Tarazona · Mónica Moso Diez ·
Fernando Marhuenda-Fluixá (eds.)

Apprenticeship in dual and non-dual systems

Between tradition and innovation

Bern, 2021. 310 pp., 7 fig. col., 5 fig. b/w, 25 tables.

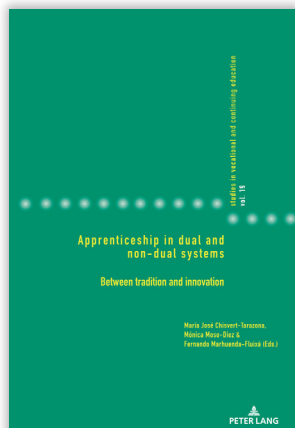
Studies in Vocational and Continuing Education. Vol. 19

pb. • ISBN 978-3-0343-4305-3

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

eBook (SUL) • ISBN 978-3-0343-4334-3

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



Vocational education, apprenticeship included, is subject to reviews and updates that the recent crises are demanding. The role of education and training systems in different welfare regimes is key in shaping what it involves becoming an adult, a worker and a citizen. Nevertheless, policy-makers often indicate dual systems as the most successful, efficient and intelligent way to provide vocational education. This volume contributes with research that discusses the appropriateness of dual systems in Germany and Switzerland and shows some of its current weaknesses. It also portrays

effective and non-effective ways of introducing apprenticeships in non-dual systems in Sweden and Spain. The authors want to contribute to the debate on the internationalization of VET and particularly of dual systems, to clarify differences between apprenticeship and alternance (too often taken as synonymous). Particularly relevant is the seldom-cited case of France.

Wesley Stroud

Education for Liberation, Education for Dignity

The Story of St. Monica's School of Basic Learning for Women

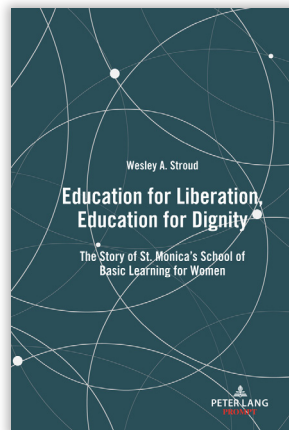
New York, 2021. XVI, 140 pp., 47 b/w ill., 8 tables.

hb. • ISBN 978-1-4331-7911-2

CHF 47.– / €^D 40.95 / €^A 41.30 / € 37.50 / £ 30.– / US-\$ 45.95

eBook (SUL) • ISBN 978-1-4331-8749-0

CHF 47.– / €^D 40.95 / €^A 41.30 / € 37.50 / £ 30.– / US-\$ 45.95



This work focuses on creating a narrative concerning the development of St. Monica's School of Basic Learning for Women in Gulu, Uganda, which was started by Sister Rosemary Nyirumbe and is an adult primary education program for women. This study utilized a narrative inquiry design to describe the experiences and significant relationships of individuals who contributed to the development of St. Monica's School of Basic Learning for Women. The story offers insight into the challenges and successes of developing educational opportunities for women in the post-conflict setting

of northern Uganda. The narrative contributes to the knowledge base concerning leadership strategies in education positioned within a multi-cultural collaborative effort. Sister Rosemary's motivations, purpose, and vision provide an inspirational example of how pioneering educational opportunities for others can be accomplished.

Gilberto Arriaza · Lyn Scott

Community-Owned Knowledge

The Promise of Collaborative Action Research

New York, 2022. XXIV, 200 pp., 29 b/w ill., 1 color ill., 24 tables.

hb. • ISBN 978-1-4331-8901-2

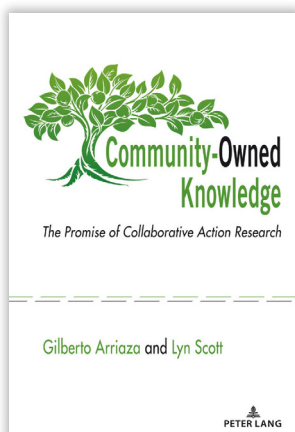
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8897-8

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

eBook (SUL) • ISBN 978-1-4331-8898-5

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



This book aims at providing the framework and the tools for the transformation of the workplace. The core framework here proposed to teachers, school administrators, counselors, parents, and education leaders from kindergarten to college consists of building domestic knowledge. Unearthing and fostering an organization's own knowledge, the book posits, translates into collectively shared understandings, skills, and dispositions which, in the aggregate translates into local capacity. The more members of an organization become involved in knowledge production, the denser its ability to

deliver its stated mission. When an organization systematically implements a critical, intentional, and collective action to dig into its own day-to-day practices and brings up to the surface knowledge that has not been systematized, the higher the chances for the organization to create a shared sense of purpose and the know-how to deliver its promises. Thus, the book walks the reader from the very first to the last step of this knowledge making through an innovative approach to collaborative action research.

Sandra Bellet

Gesamtsprachliche Bildung und früher Englischunterricht

Professionalisierung von Lehramtsstudierenden im Kontext von Mehrsprachigkeit

Berlin, 2022. 346 S., 25 s/w Abb., 31 Tab.

Inquiries in Language Learning. Forschungen zu Psycholinguistik und Fremdsprachendidaktik. Bd. 29

geb. • ISBN 978-3-631-86755-6

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

eBook (SUL) • ISBN 978-3-631-86806-5

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



Die Ausbildung von Lehramtsstudierenden im Kontext von Mehrsprachigkeit steht im Fokus der aktuellen Bildungsdebatte. Unklar ist, wie Studierende konkret auf den Umgang mit Mehrsprachigkeit im Klassenzimmer vorbereitet werden können. Zu diesem Zweck wurde eine Lehrveranstaltung/Intervention für den Fachbereich Englisch Primarstufe mit dem Anspruch konzipiert, Studierende für das Unterrichten in Klassen mit sprachlicher und kultureller Diversität vorzubereiten. Die Ergebnisse eines Textvignetten-Tests (Pretest-Posttest) zeigen einen sofortigen Wissenszuwachs

durch die Intervention und einen langfristigen Effekt. Durch die Nutzung von spezifischen Lerngelegenheiten im Studium kann Wissen erworben werden, das Lehramtsstudierende für den Umgang mit Mehrsprachigkeit im Klassenzimmer vorbereitet.

Bertrand Bergier

Retours gagnants

De la sortie sans diplôme au retour diplômé

Bruxelles, 2022. 234 p., 36 ill. n/b.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 198

br. • ISBN 978-2-8076-1884-8

CHF 47.– / €^D 40.95 / €^A 41.80 / € 38.– / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-2-8076-1885-5

CHF 47.– / €^D 40.95 / €^A 41.80 / € 38.– / £ 31.– / US-\$ 45.95



N'est-il pas étonnant de voir des jeunes qui étaient pour certains dans une relation d'étrangeté sinon d'hostilité à l'école, qui avaient rompu avec celle-ci, jurant – un peu tôt – qu'on ne les y prendrait plus, revenir aux études, s'y tenir, et obtenir une première diplomation, faisant de ce retour un retour (académiquement) gagnant ? L'improbable incarné constitue une figure stimulante pour le chercheur à condition toutefois de ne pas céder à l'illusion héroïque ou à la tentation de l'exception méthodologique (Dobry). La probabilité d'apparition de l'impro-

nable n'est pas distribuée au hasard des appartenances et des conditions sociales et contextuelles. Pour le dire dans un langage plus familier, n'importe quoi (d'ordinaire ou d'extraordinaire) n'arrive pas à n'importe qui, dans n'importe quel contexte. L'auteur s'aventure sur les terrains empiriques en jouant sur le qualitatif et le quantitatif, en se donnant les moyens d'avoir du qualitatif en quantité. Il analyse ainsi les récits de parcours de 215 jeunes (16-30 ans). À bas bruit ou tonitruante, leur sortie sans diplôme ne scelle pas leur destin scolaire, mais ouvre une période hors les murs qu'il convient de caractériser, non de pathologiser en la réduisant à un ensommeillement de la pensée ou à un comas intellectuel. Il dévoile les facteurs dispositionnels et contextuels qui mettent les jeunes sur le chemin du retour. Avéré, celui-ci ne préjuge pas de la persévérance scolaire. Aussi étend-il la recherche aux conditions permettant le maintien. En fait, il s'agit de ne pas isoler le processus de sortie sans diplôme des processus de retour et maintien aux études. Si le premier peut contenir les germes d'une reprise d'études, les seconds peuvent charrier les conditions d'une nouvelle interruption.

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

Gamification and Artificial Intelligence during COVID-19: Case Studies in Health and Education

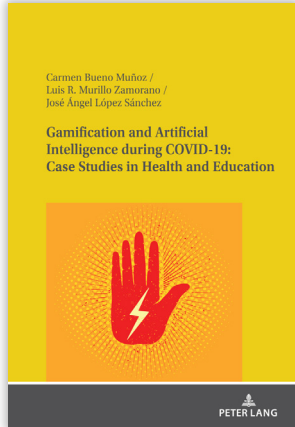
Berlin, 2022. 130 pp.

hb. • ISBN 978-3-631-86987-1

CHF 35.- / €^D 29.95 / €^A 30.80 / € 28.- / £ 23.- / US-\$ 33.95

eBook (SUL) • ISBN 978-3-631-87042-6

CHF 35.- / €^D 29.95 / €^A 30.80 / € 28.- / £ 23.- / US-\$ 33.95



The health emergency caused by COVID-19 has been a global challenge. During this period, it was necessary to quickly develop solutions that were able to cope with the pandemic and help mitigate the effects that the new coronavirus was causing in many sectors. This book analyzes how gamification and artificial intelligence (AI) have been used during the COVID-19 pandemic in health and education. To this end, a review of the main applications of gamification and AI during this period is made. We also analyze four cases framed in health care and education in which both resources,

gamification and AI, are combined and their usefulness in the context characterized by COVID-19 is analyzed. Finally, some of the ethical issues surrounding gamification and AI in this scenario are examined.

Regula Bürgi · Philipp Gonon (eds.)

Governance Revisited

Challenges and Opportunities for Vocational Education and Training

Bern, 2022. 432 pp., 5 fig. col., 8 fig. b/w, 19 tables.

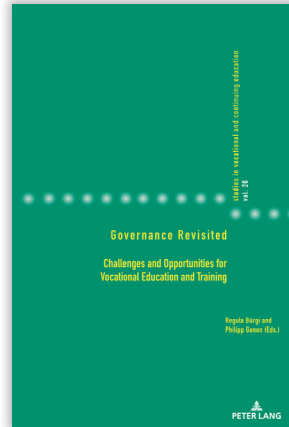
Studies in Vocational and Continuing Education. Vol. 20

pb. • ISBN 978-3-0343-4287-2

CHF 84.- / €^D 71.95 / €^A 74.- / € 67.30 / £ 55.- / US-\$ 81.95

eBook (SUL) • ISBN 978-3-0343-4382-4

CHF 84.- / €^D 71.95 / €^A 74.- / € 67.30 / £ 55.- / US-\$ 81.95



Global trends, such as an ever-rising service economy, rapid technological change and digitalization, challenge skill formation systems. Focussing on European countries, this edited volume examines the variety of European VET governance and VET governance research. In particular, it provides insights into regional, local and decentralized governance at meso (e.g. professional associations) as well as micro level (e.g. learning arrangements). As such, the edited volume sheds light on the hitherto far less explored dimensions of VET governance and highlights challenges as well as opportunities in VET governance in the 21st century.

opportunities in VET governance in the 21st century.

Marcelo Caruso

El espíritu o la mecánica

La enseñanza mutua y la culturalidad del orden de la enseñanza (Prusia, Dinamarca/Schleswig-Holstein, España, 1800–1870)

Berlin, 2021. 464 p., 1 il. en color, 13 il. blanco/negro, 3 tablas.

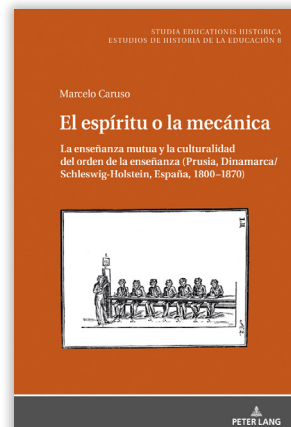
Studia Educationis Historica. Bildungsgeschichtliche Studien / Studies in the History of Education / Estudios de Historia de la Educación. Tomo 8

enc. • ISBN 978-3-631-81835-0

CHF 93.- / €^D 79.95 / €^A 82.20 / € 74.80 / £ 61.- / US-\$ 90.95

eBook (SUL) • ISBN 978-3-631-83749-8

CHF 93.- / €^D 79.95 / €^A 82.30 / € 74.80 / £ 61.- / US-\$ 90.95



La enseñanza moderna de masas se consolidó definitivamente en el siglo XIX. Los viejos sistemas de instrucción estaban desprestigiados. En este contexto, el sistema de enseñanza mutua, sistematizando la idea de que unos niños instruyeran a otros, emergió en Inglaterra hacia el 1800. La promesa de una enseñanza racional, barata y eficaz motivó a grupos influyentes en los cinco continentes a adoptar esta forma de organización escolar. Enfrentados al desafío común de escolarizar a un gran número de niños, educadores alemanes y españoles adoptaron la enseñanza mutua con diversa suerte.

La historia comparada de la importación y transformación de este sistema muestra la existencia y efectividad de culturas diferenciadas de la enseñanza en la época de institucionalización de la escuela-mundo.

Şakir Çinkır (ed.)

Empowering Education: Research, Theory And Practice

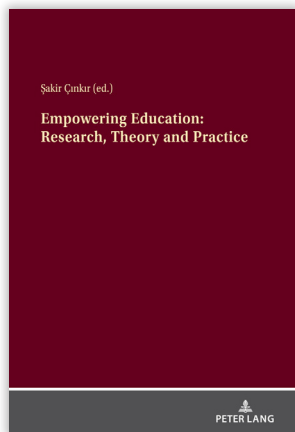
Berlin, 2020. 332 pp., 15 fig. b/w, 74 tables.

hb. • ISBN 978-3-631-80340-0

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

eBook (SUL) • ISBN 978-3-631-84343-7

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



In the last 20 years, in order to improve the education system and increase the quality of education, many countries made many attempts including developing a studentcentered education program, competencies for teachers and principals, and hundreds of projects. The problem is; “How can education systems, teachers, students and schools fail despite these changes and developments in science and technology in the 21st century?” The answer is, many education systems have entered a kind of VICIOUS CIRCLE.

The most effective solution to the problems of a system is “NOT WITH AN EMOTIONAL APPROACH,” but WITH THE SYSTEM ANALYSIS APPROACH. “A SYSTEM CAN BE AS SMART AS ITS DESIGNERS AT MOST.”

Otilia Clipa (ed.)

Challenges in Education – Policies, Practice and Research

Berlin, 2021. 198 pp., 33 fig. b/w, 43 tables.

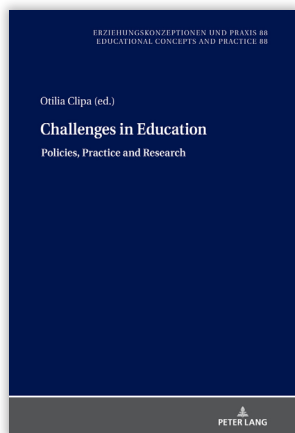
Erziehungskonzeptionen und Praxis. Vol. 88

hb. • ISBN 978-3-631-86119-6

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

eBook (SUL) • ISBN 978-3-631-86861-4

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



This book contains ten state-of-the-art articles about current challenges in education. They go back to the international conference “Teacher Education for Promoting Well-Being in Schools” (S.tefan cel Mare University of Suceava / Romania, July 2020), organized by the Association for Teacher Education in Europe. The articles are concerned with the following: diversity in special education; research through photovoice; sentiments, attitudes and concerns about inclusive education of pre-primary education students; teacher education; new trends in education; influence of the COVID

19 pandemic on education; digital competences of teachers.

Arash Daneshzadeh · Anthony J. Nocella II · Chandra Ward · Ahmad R. Washington (eds.)

Fight the Power

Breakin Down Hip Hop Activism

New York, 2022. XVIII, 94 pp.

Hip Hop Studies and Activism. Vol. 3

hb. • ISBN 978-1-4331-9108-4

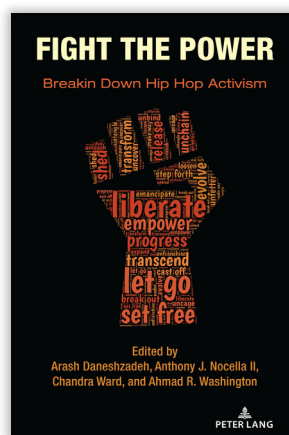
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9013-1

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

eBook (SUL) • ISBN 978-1-4331-9014-8

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



Fight the Power: Breakin Down Hip Hop Activism, co-edited by provocative and Fiercely intelligent Hip Hop heads Arash Daneshzadeh, Anthony J. Nocella II, Chandra Ward, and Ahmad Washington, is a fresh thought-provoking book that engages in social justice, Black Lives Matter, Hip Hop, youth culture, and current affairs. This must-read is a timely and powerfully engaging collection of interviews by outstanding, brilliant BIPOC Hip Hop activists from around the United States. Their stories are a poignant testimony for what is happening in the streets against racism, classism, police brutality, prisons, hate groups, and white supremacy. This dope-ass book that screams loud FTP is perfect for any reader at any age.

tality, prisons, hate groups, and white supremacy. This dope-ass book that screams loud FTP is perfect for any reader at any age.

Glauco De Vita · Jason Begley · David Bowen

Roadmap to a successful PhD in Business & management and the social sciences

The definitive guide for postgraduate researchers

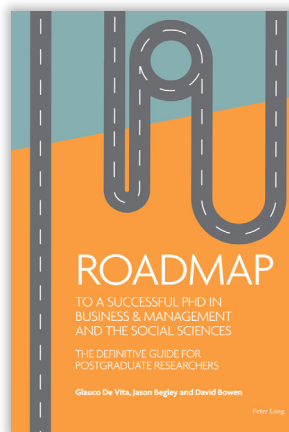
Oxford, 2021. XX, 332 pp., 1 fig. b/w, 2 tables.

pb. • ISBN 978-1-80079-568-6

CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95

eBook (SUL) • ISBN 978-1-80079-569-3

CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95



This book provides the most comprehensive roadmap to a successful PhD completion, thus offering a useful guide for *aspiring* and *existing* doctoral students in business and management disciplines and the social sciences (including, *inter alia*, international business, marketing, management, management education, organisation studies, tourism and hospitality, accounting, finance, law, and economics). The book is written for a global audience of prospective and existing postgraduate researchers (PGRs) and can be used and implemented as a core text in PhD induction programmes, across countries.

Academic supervisors too should find this book a valuable resource on how they can fulfil their responsibility to guide PGRs toward a success-

ful completion of their doctorate. Specific practical guidance is informed, at strategic points throughout the text, by stories of the lived experience of past PGRs as well as the authors' personal professional anecdotes and real-life examples of «how to» and «how not to». This compendium of useful information and tools draws from the authors' decades of experience in teaching at all levels of educational provision (from undergraduate programmes through to the Doctorate of Business Administration), publishing in academic journals of high repute, successful PhD supervision and examining (in the UK and abroad), and in their roles as strategic and academic directors of doctoral programmes in different UK universities.

Franziska Eckensberger

Hospizpädagogik

Pädagogisch handeln in der Sterbephase des Menschen

Berlin, 2021. 300 S., 7 s/w Abb., 9 Tab.

Grundfragen der Pädagogik. Studien - Texte - Entwürfe. Bd. 23

geb. • ISBN 978-3-631-85939-1

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

eBook (SUL) • ISBN 978-3-631-85940-7

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



Die Untersuchung über Aufgaben pädagogischer Fachkräfte in Hospizen sowie die Interaktion zwischen Pädagogen und Sterbenden, leistet einen wichtigen Beitrag, um die Bedeutung pädagogischen Handelns auch am Lebensende zu veranschaulichen. Auf Basis mehrerer Interviews wird gezeigt, dass die Pädagogen wertvolle Arbeit leisten können, insbesondere dann, wenn sie den Menschen bei der fürsorglichen, gestalterischen und geselligen Begleitung im Sterbeprozess immer auch als selbstbestimmtes, lernfähiges und freies Individuum anerkennen.

Leslie J. Francis · Stephen Parker · David W. Lankshear (eds.)

New directions in Religious and Values education

International perspectives

Oxford, 2021. X, 320 pp., 12 tables.

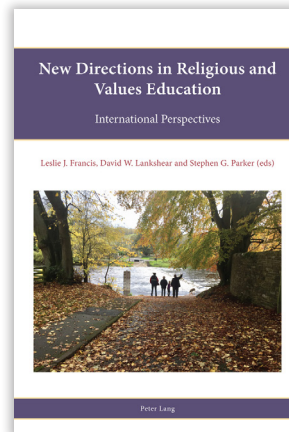
Religion, Education and Values. Vol. 17

pb. • ISBN 978-1-78997-876-6

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

eBook (SUL) • ISBN 978-1-78997-877-3

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



This volume brings together 15 studies reporting the latest international research on developments and trends in religious education. Together these 15 studies illustrate recurrent themes affecting the development of religious education in diverse locations and also illustrate the distinctive trajectories of locations shaped by different histories and by different contemporary contexts. These contributions were brought together in a recent seminar convened by the International Seminar on Religious Education and Values, the leading international association for religious educators and values educators across the world. This volume has selected key contributions made to the seminar, spanning both conceptual and empirical perspectives, rooted in both religious and secular traditions.

Jan Friederichs

Schulreformen als Antwort auf gesellschaftliche Veränderungen

Die Gemeinschaftsschule im Spannungsfeld der Bildungspolitik in Baden-Württemberg

Berlin, 2021. 440 S.

Erziehungskonzeptionen und Praxis. Bd. 87

geb. • ISBN 978-3-631-85413-6

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

eBook (SUL) • ISBN 978-3-631-85927-8

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



Die Studie behandelt die Schulsystemreform von 2011 in Baden-Württemberg am Beispiel der Gemeinschaftsschule. Dabei vergleicht der Autor die bildungspolitischen Ziele der rot-grünen Landesregierung und der grün-schwarzen Nachfolgeregierung, er arbeitet Unterschiede und Gemeinsamkeiten vor dem Hintergrund von Kontinuität oder Kurswechsel heraus. Das Buch soll die Frage beantworten, ob ein Zwei-Säulen-Modell durchgesetzt werden kann, bei dem das Gymnasium (einschließlich der Beruflichen Gymnasien) und die Gemeinschaftsschule als gleichberechtigte Partner jeweils einen eigenen Weg zur Hochschulreife anbieten, und welche Rahmenbedingungen nötig sind, damit das Zwei-Wege-Modell dauerhaft Bestand hat.

Stephanie Gebert

Raumgestaltung als pädagogische Aufgabe im Elementarbereich

Legitimationskritik und Prinzipienanalyse

Bern, 2021

Grundfragen der Pädagogik. Studien - Texte - Entwürfe. Bd. 22

geb. • ISBN 978-3-631-85274-3

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

eBook (SUL) • ISBN 978-3-631-85664-2

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



Der Ausbau von Kindertageseinrichtungen ist eine bildungspolitische Aufgabe, welche nicht nur den Faktor Personal, sondern auch das Raumangebot und dessen pädagogische Gestaltung betrifft. Aus einer prinzipienwissenschaftlichen Perspektive heraus analysiert die Autorin sowohl grundlegende als auch praktische Gestaltungsorientierungen für den Elementarbereich, die zeigen, wie eine pädagogische Raumgestaltung im Elementarbereich umgesetzt werden kann.

Zübeyde Sinem Genc • Işıl Günseli Kaçar (eds.)

TESOL in the 21st Century: Challenges and Opportunities

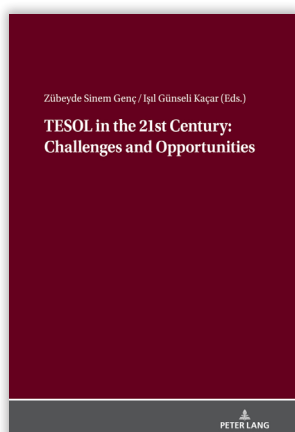
Berlin, 2020. 594 pp., 43 fig. b/w, 45 tables.

hb. • ISBN 978-3-631-82825-0

CHF 110.– / €^D 94.95 / €^A 97.60 / € 88.80 / £ 73.– / US-\$ 106.95

eBook (SUL) • ISBN 978-3-631-84288-1

CHF 110.– / €^D 94.95 / €^A 97.70 / € 88.80 / £ 73.– / US-\$ 107.95



In the 21st century, there is a great need to rigorously examine "old" issues through newer perspectives and to put forth contemporary ones for thorough and proper consideration. With the widespread use of English in diverse contexts, the accumulation of knowledge and the innovations in all fields of study as well as the changes in every step of life around the world, things got more complicated and, at times, it has become harder for English language scholars and practitioners to find their ways. The book is an attempt to address the affordances and caveats regarding TESOL-related

issues in the 21st century. The aim of the volume is to provide a comprehensive picture of the TESOL-focused research on an international level by shedding light onto the status of TESOL in the 21st century with the challenges and opportunities. The volume is intended to address the state-of-the-art TESOL-related issues for prospective and in-service teachers, language teacher educators, course developers and researchers.

Nina Gregori

Lehrpersonenhandeln im Klassenrat

Eine interaktionsanalytische Untersuchung

Bern, 2021. 352 S., 86 farb. Abb., 2 s/w Abb., 4 Tab.

br. • ISBN 978-3-0343-4303-9

CHF 89.– / €^D 76.95 / €^A 79.10 / € 72.– / £ 59.– / US-\$ 86.95

eBook (SUL) • ISBN 978-3-0343-4391-6



Die interaktionsanalytische Studie untersucht das Handeln der Lehrperson im Klassenrat. Ziel des Klassenrats ist es, dass die Lernenden diesen möglichst selbstständig – d. h. ohne Eingreifen der Lehrperson – durchführen. Dies bringt ein Spannungsverhältnis mit sich, da die Rolle(n) der Schüler*innen und der Lehrperson neu ausgehandelt werden bzw. werden müssen. Die Studie analysiert, was die Lehrperson tut, wenn sie (dennoch) interveniert. Auf der Datengrundlage von 38 Klassenratssitzungen einer Klasse des 5. und 6. Schuljahres werden in zwei analytischen Teilschritten die kommunikativen

Lehrpersonenhandlungen eruiert und Wirkungspotenziale dieser Lehrpersonenhandlungen herausgearbeitet. Die Publikation ist interdisziplinär zwischen Interaktionslinguistik und Fachdidaktik verortet.

Theo Harden • Arnd Witte (eds.)

Rethinking Intercultural Competence

Theoretical Challenges and Practical Issues

Oxford, 2021. VIII, 264 pp., 22 b/w ill., 7 tables.

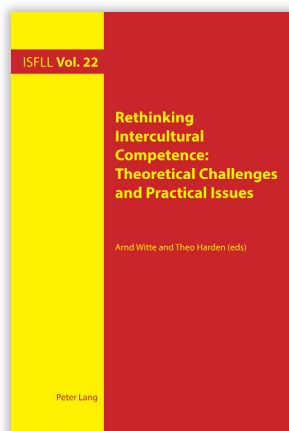
Intercultural Studies and Foreign Language Learning. Vol. 22

pb. • ISBN 978-1-80079-171-8

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

eBook (SUL) • ISBN 978-1-80079-172-5

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



This book examines the concept of «intercultural competence» from the perspective of analysing theoretical challenges and practical issues. Despite its ongoing popularity across various disciplines, «intercultural competence» has remained a necessarily vague and oscillating concept that lends itself to continual rethinking and redefinition. The essays in this volume approach the complexity of the concept from a number of different angles. The essays range from theoretical considerations of redefining and expanding the concept in terms of hitherto neglected dimensions

and ideas; critically contextualising issues of assessing intercultural competence; analysing the virtual dimension of intercultural competence for the development of critical digital pedagogies; application of the concept for the teaching and learning of foreign/second languages, including for migrant learners; the impact of study abroad on developing intercultural and democratic literacy; analysis of the concept in classroom practice across different cultures; and querying the concept for its lack of teachability.

Open Access

Nicholas D. Hartlep · Daisy Ball · Kevin E. Wells (eds.)

Asian/American Scholars of Education

21st Century Pedagogies, Perspectives, and Experiences, Second Edition

New York, 2022. XXVIII, 266 pp., 2 b/w ill., 6 tables.

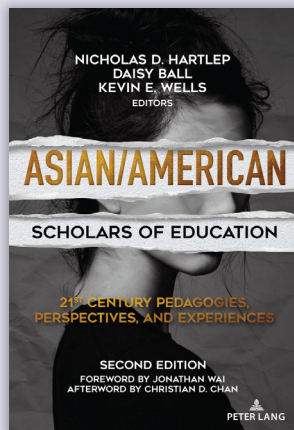
Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 22

pb. • ISBN 978-1-4331-8679-0

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

eBook (SUL) • ISBN 978-1-4331-8680-6

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



This second edition of *Asian/American Scholars of Education: 21st Century Pedagogies, Perspectives, and Experiences* shares an updated number of Asian/American luminaries in the field of education. The updated collection of essays and national data analyses acknowledges the struggle that Asian/American education scholars have faced when it comes to being regarded as legitimate scholars deserving of endowed or distinguished status in the

field of education. The chapter contributors in this second edition include postdoctoral mentees, former students, and colleagues of the newly added Asian/American endowed and distinguished professors featured in the book: Hua-Hua Chang, Nicholas D. Hartlep, Guofang Li, Justin Perry, and Kui Xie. *Asian/American Scholars of Education* makes an important impact by continuing to ask: Why are there so few Asian/American endowed and distinguished faculty members in education?

Nicholas D. Hartlep (Ph.D., University of Wisconsin, Milwaukee) is the Robert Charles Billings Endowed Chair in Education at Berea College where he Chairs the Department of Education Studies. Dr. Hartlep has published 23 books, the most recent being *Racial Battle Fatigue in Faculty: Perspectives and Lessons from Higher Education* (2020). His book *The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education* (2017), with Lucille L. T. Eckrich and Brandon O. Hensley, was named an Outstanding Book by the Society of Professors of Education. In 2020 he received three national awards: (1) Diverse: Issues in Higher Education named him an Emerging Scholar, (2) the American Association for Access, Equity & Diversity (AAAED) granted him the first Emerging Scholar Award, and (3) the Global Forum for Education and Learning (GFEL) named him a “Top 100 Leaders in Education.” In 2018, the Association of State Colleges and Universities (AASCU) granted Dr. Hartlep the John Saltmarsh Award for Emerging Leaders in Civic Engagement Award.

Daisy Ball (Ph.D., Virginia Tech) is Assistant Professor and Coordinator of the Criminal Justice Program in the Department of Public Affairs at Roanoke College (Salem, VA). Her research focuses on the intersection of race and the criminal justice system, with an emphasis on the criminal justice contact of Asian Americans. Recent publications have appeared in *Sociological Spectrum* and *Deviant Behavior*.

Kevin E. Wells (Ph.D., Baylor University) is Assistant Professor of Research and Educational Foundations at The University of

Southern Mississippi. His research focuses on quantitative research methodology with emphases in structural equation modeling and non-linear longitudinal growth. He has recently authored or coauthored a series of articles dealing with temporal psychology that have appeared in a variety of journals, including *Psychological Assessment*, *Psychiatry Research*, *Journal of Adolescence*, and *International Journal of Behavioral Development*. He is currently teaching courses in research methodology, educational statistics, and missing data.

Nóirín Hayes · Thomas Walsh (eds.)

Early Childhood Education and Care in Ireland

Charting a Century of Developments (1921-2021)

Oxford, 2022. XIV, 284 pp., 1 fig. b/w, 3 tables.

pb. • ISBN 978-1-78997-868-1

CHF 54.– / €^D 46.95 / €^A 47.60 / € 43.30 / £ 35.– / US-\$ 52.95

eBook (SUL) • ISBN 978-1-78997-869-8

CHF 54.– / €^D 46.95 / €^A 47.60 / € 43.30 / £ 35.– / US-\$ 52.95



This edited book explores the origins and evolution of the early childhood education and care (ECEC) system on the island of Ireland since the establishment of the Irish Free State in 1921. While the book acknowledges and celebrates the role of parents in caring for and educating their young children within the home, the key focus is on the provisions outside the home for children from birth to six years. It critiques the historical and contemporary pro-

vision under a number of key themes including curriculum, the policy and legislative landscapes, inspection and regulation, Irish language provision and professionalisation. Written by key experts and actors from the sector, it makes a unique contribution to the existing literature by bringing together in one collection a critical analysis of the key themes relating to the development of ECEC in Ireland. Moreover, signposts and signals for the future development of the sector are integral to the book.

Prof. Nóirín Hayes is Visiting Academic at the School of Education, Trinity College Dublin and Professor Emerita, Centre for Social and Educational Research, Technological University Dublin. She teaches and researches in early childhood education and care (ECEC) with a particular focus on early learning, curriculum and pedagogy and ECEC policy. She is also the first OMEP Champion and Advocate for Early Childhood Education and Care Ireland.

Dr Thomas Walsh is an Associate Professor and Deputy Head of the Department of Education, Maynooth University. His teaching and research interests include history of education, education policy, early childhood education and curriculum studies. He has previously worked as a primary school teacher, an ECEC researcher and as a primary school inspector.

Kandace G. Hinton · Valerie Grim · Mary F. Howard-Hamilton ·
O. Gilbert Brown · Mona Y. Davenport (eds.)

Unleashing Suppressed Voices on College Campuses

Diversity Issues in Higher Education, Second Edition

New York, 2021. XIV, 332 pp., 2 b/w ill.

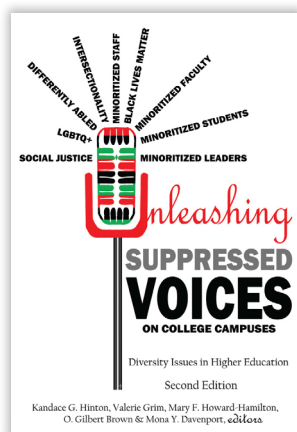
Higher Ed. Questions about the Purpose(s) of Colleges and Universities. Vol. 19

pb. • ISBN 978-1-4331-8602-8

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

eBook (SUL) • ISBN 978-1-4331-8603-5

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



To be unleashed is to be unbridled, set free, not controlled, or loosed. This second edition of *Unleashing Suppressed Voices on College Campuses* is all of these descriptors and more. The contributors of this volume released the often captive voices of students, faculty, and staff on college campuses who are mostly marginalized and silenced. The cases that are shared in the book are from actual experiences that many have faced in recent years. As such, the use of cases in teaching and training relative to diversity, equity, inclusion, and belonging are important and useful tools. This book is

a must use for courses in student affairs prep, higher education leadership, human resource development in higher education, and counseling programs. The cases provide rich context, detailed storytelling, theoretical frameworks, and thought provoking questions to encourage dialogue within the classroom or training sessions. Finally, each case provides a reading list to build upon the literature base that connects to the issues related to diversity, equity, inclusion, and belonging.

Michał Klichowski · Paulina Pospieszna · Anna Sakson-Boulet (eds.)

In Search of Academic Excellence

Social Sciences and Humanities in Focus (Vol. II)

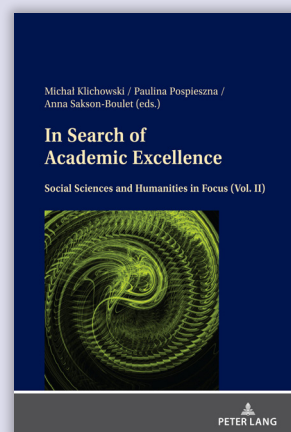
Berlin, 2022. 246 pp., 10 fig. b/w, 4 tables.

hb. • ISBN 978-3-631-86941-3

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

eBook (SUL) • ISBN 978-3-631-86959-8

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



All papers of this edition give an opportunity for reflection on the chances, challenges and difficulties associated with the long-term transformation of higher education and scientific activities. Therefore, the concept of “scientific excellence” has been perceived as a guiding idea in the academics’ efforts. On the other hand, it seems to be an ideal that can never be achieved but towards which one ought to strive persistently. Furthermore, the pursuit of excellence is accom-

panied by contradictions which have been pointed out many times in the history of academia in Poland. This publishing series embodies the belief in the existence of the so-called invisible college, i.e., the research community, exemplified by young scientists starting their academic path inspired by recognized professors.

Michał klichowski – Professor at the Adam Mickiewicz University (AMU), Poznań, Poland. His current research and projects belong primarily to the area of technology-enhanced learning and educational neuroscience.

Paulina pospieszna – Associate Professor of Political Science at AMU. Her main research interests are democracy promotion, democratization and democracy backsliding, and the civil society.

Anna sakson-boulet – Assistant Professor at the Faculty of Political Science and Journalism, AMU. Her research focuses on global issues, especially hunger and malnutrition, political ecology and environmental security.

Clara Kühlen

Differenzierungspraktiken in der Erwachsenenbildung

Eine Situationsanalyse zu Diversity im Programmplanungshandeln

Berlin, 2021. 382 S., 1 farb. Abb., 32 s/w Abb., 5 Tabs.

Studien zur Pädagogik, Andragogik und Gerontagogik / Studies in Pedagogy, Andragogy, and Gerontology. Bd. 79

geb. • ISBN 978-3-631-85031-2

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

eBook (SUL) • ISBN 978-3-631-85032-9

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



Programmplanende agieren in einem komplexen Gefüge, das bei der Zielgruppenorientierung und Angebotsentwicklung durch Selbst- und Fremdzuschreibungen von Differenzen geprägt ist. Durch die Untersuchung von Diversity im Programmplanungshandeln verdeutlicht die Studie die dahinterliegenden Differenzierungspraktiken in der Erwachsenenbildung. In einer Situationsanalyse rekonstruiert die Autorin Begründungsmuster für die Zuschreibung von Differenzkategorien und daraus resultierende Antizipationen zielgruppenspezifischer Bedarfe zur Partizipation im Bildungs-

und Arbeitsmarkt. Die intendierte Förderung von gesellschaftlicher Teilhabe als Ziel von Programmplanungshandeln und die Forderung zur eigenverantwortlichen Partizipation der Teilnehmenden werden im Diskurs um Gouvernementalität verortet.

Justine Martin

Favoriser l'engagement des participants par la formation des groupes et le choix des moyens de communication dans un projet COIL en contexte universitaire

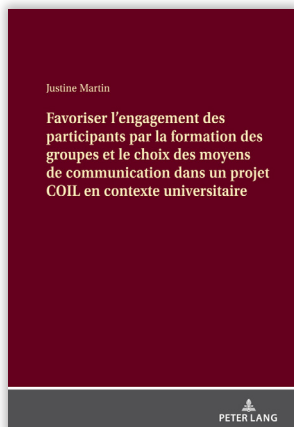
Berlin, 2022. 202 p., 37 ill. n/b, 48 tabl.

rel. • ISBN 978-3-631-86756-3

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

eBook (SUL) • ISBN 978-3-631-87082-2

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



Ce travail est le fruit d'un projet *Collaborative Online International Learning* – COIL en français langue étrangère entre les apprenants de deux universités européennes. L'ouvrage analyse l'une des trois composantes de la collaboration : l'engagement. Il présente un scénario pédagogique *type* pour favoriser l'engagement des apprenants en prenant en compte deux variables: les moyens de communication utilisés (forum et vidéoconférence) et les regroupements par niveaux de langue. Une méthode d'analyse de l'engagement est proposée pour la réalisation de ce projet de télécollaboration.

Gisela Mayr

Translanguaging and Critical Literacy

A Theoretical Introduction, Descriptors, and Lesson Plans for Teachers and Practitioners

Berlin, 2022. 160 pp., 1 fig. b/w, 31 tables.

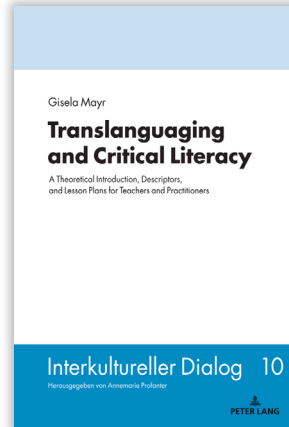
Interkultureller Dialog. Vol. 10

hb. • ISBN 978-3-631-86697-9

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-86698-6

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95



Translanguaging pedagogy values the dynamic interaction of languages. In doing so it promotes creative forms of learning in which critical literacy can develop in a trans-systemic approach. Thanks to the creation of translanguaging spaces, secondary school learners are engaged in plurilateral and multidirectional meaning making processes. While they are enquiring topical as well as socially and culturally relevant issues, they can develop critical engagement and civic empathy. The present volume provides a theoretical framework with descriptors for multilingual critical literacy.

In addition, it showcases lesson-plans on rap-literature(s) in more languages (German, Italian, English, Spanish) and other multimodal and plurilingual inputs, as well as translanguaging tasks.

Kieran McCartney

Mobile Education

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

Oxford, 2021. XVIII, 166 pp., 13 fig. col., 1 table.

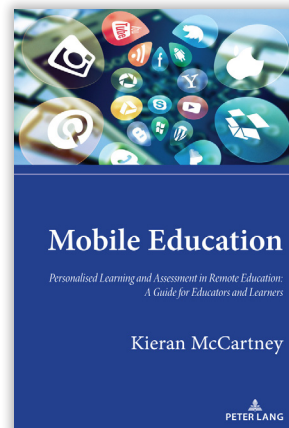
Digital Learning and the Future. Vol. 1

pb. • ISBN 978-1-78997-945-9

CHF 54.– / €^D 45.95 / €^A 47.60 / € 43.30 / £ 35.– / US-\$ 52.95

eBook (SUL) • ISBN 978-1-80079-036-0

CHF 54.– / €^D 45.95 / €^A 45.40 / € 43.30 / £ 35.– / US-\$ 52.95



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

the imbalance between students' and educators' proficiency with and awareness of the affordances presented by mobile technology for both learning and assessment.

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.

Guy Merchant • Cathy Burnett • Jeannie Bulman • Emma Rogers

Stacking stories

Exploring the hinterland of education

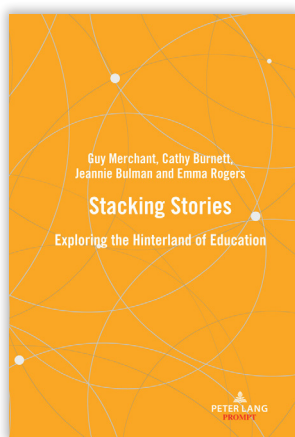
Oxford, 2022. X, 90 pp., 1 colour ill.

hb. • ISBN 978-1-80079-686-7

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

eBook (SUL) • ISBN 978-1-80079-687-4

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



What happens when a small group of educators get together? What could they do, what could they make, what could they become? Not necessarily what you might think. This book describes an alternate journey, one that departs from the busy traffic of goal-oriented projects, over-determined aims, and the doorstep delivery of interventions in order to wander reflectively across a more expansive landscape. We came together to record the successes and failures of a small research project, witnessing it gather momentum and then dissipate, but always holding open the space for a

nuanced way of working that allowed for – even celebrated – humour, deviation, distraction, and dissatisfaction. This is a record of that journey, told through story fragments and reflective commentary.

Philip Mullen

Challenging Voices

Music Making with Children Excluded from School

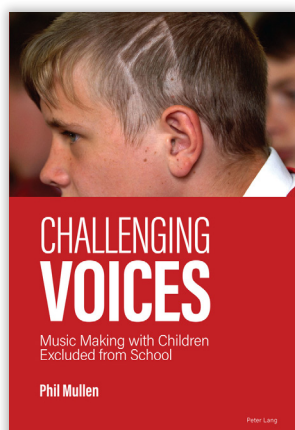
Oxford, 2022. XII, 280 pp., 2 fig. col., 2 tables.

pb. • ISBN 978-1-80079-127-5

CHF 65.– / €^D 55.95 / €^A 57.10 / € 51.90 / £ 42.– / US-\$ 63.95

eBook (SUL) • ISBN 978-1-80079-128-2

CHF 65.– / €^D 55.95 / €^A 57.10 / € 51.90 / £ 42.– / US-\$ 63.95



Children with challenging behaviour who get excluded from school often go on to have some of the worst life outcomes of any group in society. Often relocated into Pupil Referral Units or PRUs, few of them do well academically and when they leave school many get caught up in the criminal justice system or become homeless. Yet these young people can be very creative and frequently have a passion for music, although they often do not get the opportunity to play or get involved in music making. This book looks at these children, who they are and how they

are treated by the education system. The book's aim is to illustrate successful ways musicians work with these children, how they treat them with respect and enable them to grow as young musicians. Drawing on his decades of experience working with these young people, his PhD research and interviews with over forty educators and community musicians, the author shares a very different methodology to that used in mainstream music education, a methodology that values the child more than the curriculum and puts equal emphasis on musical, personal and social development.

Anthony J. Nocella II • Amber E. George (eds.)

Vegans on Speciesism and Ableism

Ecoability Voices for Disability and Animal Justice

New York, 2022. XX, 102 pp.

Radical Animal Studies and Total Liberation. Vol. 9

hb. • ISBN 978-1-4331-9288-3

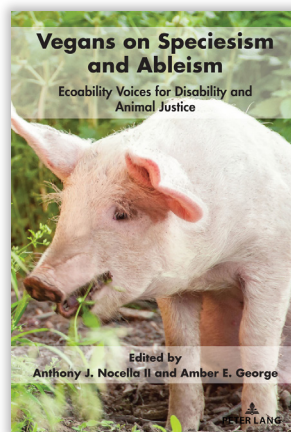
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9009-4

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

eBook (SUL) • ISBN 978-1-4331-9010-0

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



This powerful intersectional social justice book examines animal, disability, and environmental oppression and justice. Located in disability studies, sociology, environmental justice, food justice, and critical animal studies, this book engages the reader in an intersectional ecological manner for an inclusive interdependent global community. This outstanding collection of original articles by scholars from around the world discusses the need to acknowledge the relationships among nonhuman animals, those with disabilities, and the environment. Adaptive sports from mountain biking

to rock climbing is saving the lives of those with disabilities from extreme depression and suicide at the same time those with disabilities are becoming some of the most loyal advocates for defending the environment from human destruction. Those with disabilities are being welcomed into the animal rights movement and also introduced to nonhuman animals not as merely service animals, but as friends, allies, and companions.

Anthony J. Nocella II • Kim Socha (eds.)

Radical Animal Studies

Beyond Respectability Politics, Opportunism, and Cooptation

New York, 2022. XX, 104 pp.

Radical Animal Studies and Total Liberation. Vol. 8

hb. • ISBN 978-1-4331-9156-5

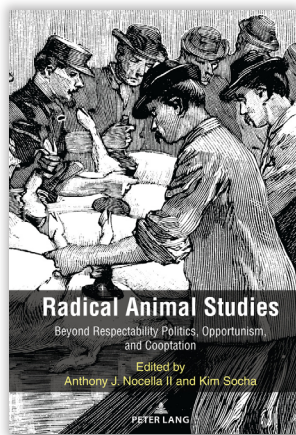
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9157-2

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

eBook (SUL) • ISBN 978-1-4331-9158-9

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



Radical Animal Studies: Beyond Respectability Politics, Opportunism, and Cooptation is a scholar-activist book emerging out of the field of Critical Animal Studies (CAS). *Radical Animal Studies* (RAS) edited by Anthony J. Nocella II and Kim Socha recognizes and values the goal of total liberation and the importance of underground revolutionary direct action. RAS is a complement to, not in conflict with, CAS. Indeed, RAS is dedicated to two of the ten CAS principles: seven (total liberation) and nine (radical politics and strategies). This book is an essential read for social justice community organizers, animal liberation activists, and intersectional total liberation scholars.

imal liberation activists, and intersectional total liberation scholars.

Nathaniel Norment, Jr.

African American Studies

The Discipline and Its Dimensions

New York, 2019. XXXIV, 684 pp., 17 b/w ill., 31 tables

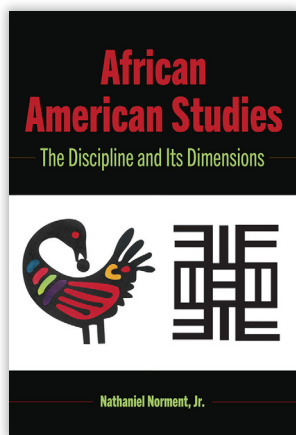
Black Studies and Critical Thinking. Vol. 110

hb. • ISBN 978-1-4331-6130-8

CHF 154.– / €^D 131.30 / €^A 137.50 / € 125.– / £ 100.– / US-\$ 149.95

eBook (SUL) • ISBN 978-1-4331-5937-4

CHF 72.– / €^D 61.22 / €^A 64.13 / € 58.30 / £ 47.– / US-\$ 69.95



African American Studies: The Discipline and Its Dimensions is a comprehensive resource book that recounts the development of the discipline of African American Studies and provides a basic reference source for sixteen areas of knowledge of the discipline: anthropology, art, dance, economics, education, film, history, literature, music, philosophy, psychology, religion, sociology, political science, science and technology, sports and religion. *African American Studies* defines bodies of knowledge, methodologies, philosophies, disciplinary concepts, contents, scope, topics scholars have concerned themselves, as well as the growth, development, and present status of the discipline. *African American Studies* validates that African American Studies is a unique and significant discipline—one that intersects almost every academic discipline and cultural con-

struct—and confirms that the discipline has a noteworthy history and a challenging future. The various bodies of knowledge, the philosophical framework, methodological procedures, and theoretical underpinnings of the discipline have never been clearly delineated from an African-centered perspective.

Sofie Olbers

Theater im Fluchtkontext

Für ein widerspruchssensibles Re-Präsentieren in der Kulturellen Bildung

Berlin, 2022. 282 S.

Interkulturelle Pädagogik und postkoloniale Theorie. Bd. 9

geb. • ISBN 978-3-631-84794-7

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

eBook (SUL) • ISBN 978-3-631-86520-0

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



(Selbst-) Re-Präsentieren ist im Theater im Fluchtkontext eine notwendige wie problematische Strategie. Mit einem postkolonialen Zugang untersucht die Autorin die diskursive Praxis von postdramatischen Theateraufführungen mit *Geflüchteten*. Die alltäglich essenzialisierenden Darstellungen *geflüchteter* Menschen findet sie auch hier, obwohl die Theateraufführungen Schlüsselthemen wie Humanismus, Grenze und Willkommenskultur in ihren Aporien offenlegen. Dabei werden theaterimmanente Re-Präsentationsverhältnisse riskiert und paradoxe Problemkonstellationen ge-

spielt, wie Anwesenheit trotz Abwesenheit, ungleiche Rollenverhältnisse, Authentizität und Übersetzung. Die Autorin entwickelt einen sensiblen Blick für die Bearbeitung des Re-Präsentationsdilemmas *Geflüchteter* und zeigt perspektivisch auf, wie Widersprüche in der Kulturellen Bildung im Sinne eines *playing the double bind* neu gestaltet werden können.

Carolin Paul

Resilienz und Stressempfinden bei Fernstudierenden

Berlin, 2021. 248 S., 28 s/w Abb., 42 Tab.

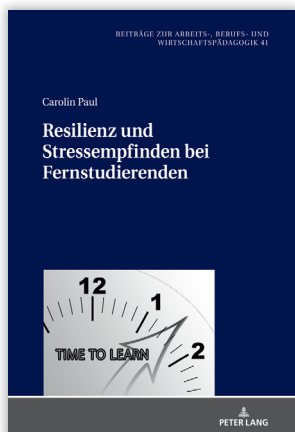
Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 41

geb. • ISBN 978-3-631-81966-1

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

eBook (SUL) • ISBN 978-3-631-82069-8

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



Zur Exploration der Resilienz als Grundlage für mögliche Maßnahmen der Prävention- und Gesundheitsförderung bei Fernstudierenden in Assoziation mit studienbezogenen sowie intrapersonellen Aspekten der Mehrbelastung soll diese Publikation einen Beitrag leisten. Zur Generierung der Daten wurde ein retrospektives Querschnittsdesign, unter der Verwendung der Resilienzskala (RS-13), der Perceived Stress Scale (PSS), der Satisfaction with Life Scale (SWLS) und einem Teil des Stress- und Coping-Inventars (SCI) als standardisierte Messverfahren gewählt. Als zentrales Ergebnis der Untersuchung ist zu berichten, dass die Teilnahme an einem Fernstudium einen direkten Zusammenhang zwischen Stress und Resilienz intendiert. Auf dieser Basis, sowie weiterer bestätigter Hypothesen, erweitert diese Publikation den Forschungsstand hinsichtlich der Beschreibung des Gesundheitszustandes im Zusammenhang mit einem stress-assozierten Belastungspotenzials durch ein Fernstudium.

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Andrej Rajsčký • Marek Wiesenganger (eds.)

Relationality in Education of Morality

Berlin, 2021. 166 pp., 6 fig. b/w, 9 tables.

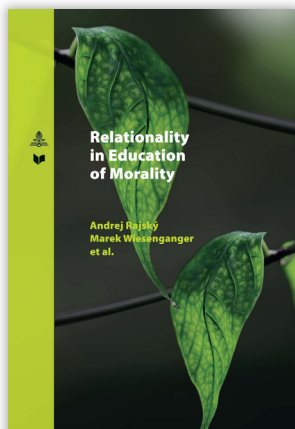
Spectrum Slovakia. Vol. 36

pb. • ISBN 978-3-631-85264-4

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-86094-6

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95



The field of moral development and moral education has witnessed a relatively huge and differentiated growth in the recent decades both in the area of empirical research and theory and in the area of school practice. In this context, key questions about the importance of «the other» and «interpersonal relationship» in regard to the development of abilities to realise one's life in a truly human way arise. In this book, an international team of researchers examines *if and what kind of a relationship with the other is necessary for morality development and vice versa, what kind of relationality is*

required by specific models of morality. These and other relevant questions are not related only to a strictly philosophical framework, but there is a significant pedagogical overlapping.

David Schwarzer • Mary Petrón • Clarena Larrotta (eds.)

Bilingualism and Bilingual Education

Conceptos Fundamentales

Oxford, 2021. X, 168 pp., 6 fig. b/w.

hb. • ISBN 978-1-4331-8450-5

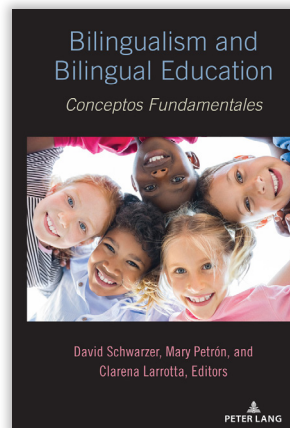
CHF 118.– / €^D 100.95 / €^A 100.60 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8497-0

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

eBook (SUL) • ISBN 978-1-4331-6105-6

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



Bilingualism and Bilingual Education: Conceptos Fundamentales explores relevant concepts of bilingualism for pre-service Spanish/English bilingual teachers in the United States. This volume is reader friendly while presenting complex theoretical content. It is the first of its kind to seamlessly switch between English and Spanish languages for academic purposes. This book fills a gap in the academic literature related to translanguaging as a modern and global phenomenon. The authors invite bilingual educators to develop translingual classrooms with bilingual students in which academic English and Spanish are intentionally mixed. Volume contributors center their discussions on theory, practice, and action as they reflect on their own bilingual journeys. Features such as glossary terms, discussion questions, and intentional reflection on each author's bilingual journey make it innovative and a must read in all bilingual teacher preparation programs in the nation.

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Lada Smirnova

Exploring perezhivanie

A new tool for teacher development in the digital transformation in education

Oxford, 2021. XX, 218 pp., 8 fig. b/w, 3 tables.

pb. • ISBN 978-1-78997-884-1

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

eBook (SUL) • ISBN 978-1-78997-885-8

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



This book uses the notion of perezhivanie, a psychological response to an issue that an individual cannot solve using their habitual actions, to describe why and how teachers make decisions and act the way they do, and develop professionally in the push to digital transformation, which is shaping teaching and learning. Unlike earlier work in teacher development, where cognition predominantly served the thinking and decision making processes, here the focus is on the emotion, cognition, and context, united in the notion of perezhivanie. To demonstrate the work of perezhivanie as

a unit, the author applies a conceptual framework to the data from qualitative interviews with ten university language teachers about their experience of using technology in their teaching. While teachers responded to issues of technology integration in various ways, a broad pattern emerged, when teachers could not do what they had planned for the lesson due to struggles with technology. Additionally, since *perezhivanie* exists in several forms, here the author defines them as *perezhivanie-experiencing*, *perezhivanie-apprehension*, and *perezhivanie-reflection*. The author exemplifies how these forms can provide a theoretically powerful frame for understanding and researching teacher development and, more broadly, human consciousness.

Jurik Stiller · Christin Laschke · Lennart Goecke (Hrsg.)

Berlin-Brandenburger Beiträge zur Bildungsforschung 2022

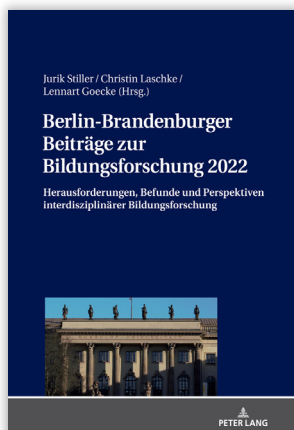
Herausforderungen, Befunde und Perspektiven interdisziplinärer Bildungsforschung

Berlin, 2022. 276 S., 23 s/w Abb., 4 Tab.

geb. • ISBN 978-3-631-86169-1

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

eBook (SUL) • ISBN 978-3-631-86187-5



Die Reihe »Berlin-Brandenburger Beiträge zur Bildungsforschung« bietet ein Forum zur Veröffentlichung von Studien aus der empirischen Bildungsforschung. Der Fokus liegt auf Arbeiten mit besonderem Bezug zum Raum Berlin und Brandenburg. Dabei finden qualitative und quantitative Zugänge gleichermaßen Berücksichtigung.

Open Access

Claudia Stöckl · Agnes Trattner (Hrsg.)

Erziehen in einer unübersichtlich gewordenen Welt

Positionen, Widersprüche, Utopien

Berlin, 2020. 216 S., 3 s/w Abb., 1 Tab.

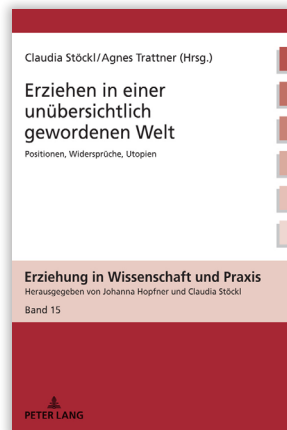
Erziehung in Wissenschaft und Praxis. Bd. 15

geb. • ISBN 978-3-631-83596-8

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

eBook (SUL) • ISBN 978-3-631-84575-2

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



Allem Anschein nach wird unsere gegenwärtige Welt immer unübersichtlicher, wodurch besonders Erziehung, Unterricht und Bildung vor neue Herausforderungen gestellt werden und die darin forschend und praktisch Tätigen verunsichert sind. Der Band thematisiert diese Gegenwartsdiagnose und die zugehörigen Herausforderungen aus historischen, ethischen, didaktischen und kritischen Perspektiven und zeigt die Bandbreite und Vielfalt erziehungswissenschaftlicher Forschungen, sowie deren Relevanz für praktische Fragen.

Jenice View · Andrea Guiden Pittman (eds.)

Teaching the New Deal, 1932-1941

New York, 2022. XII, 238 pp., 1 b/w ill., 6 tables.

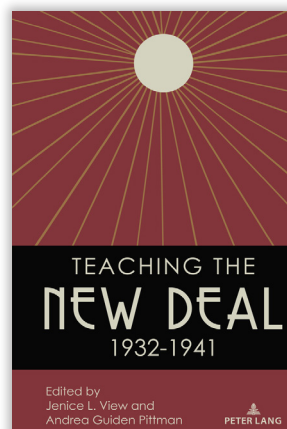
Teaching Critical Themes in American History. Vol. 8

hb. • ISBN 978-1-4331-8441-3

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

eBook (SUL) • ISBN 978-1-4331-8442-0

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



This volume provides pre-service teachers, in-service teachers, social studies methods teachers, and college level social studies content faculty a variety of resources for teaching and learning about the New Deal Era. Written with teachers in mind, each chapter introduces content that both addresses and disrupts master narratives concerning the historical significance of the New Deal era, while offering a creative pedagogical approach to reconciling instructional challenges. The book offers teachers a variety of ways to engage middle and high school students in economic and political argu-

ments about American capitalism and the role of the federal government in defining and sustaining capitalism, as sparked by President Franklin Delano Roosevelt's New Deal policies. Among the significant actors in the chapters are women, Indigenous/Native, African-descended, Latinx, Asian Pacific Island, and LGBTQ+ people. The New Deal generation included farmers, sharecroppers, industrial workers, and homemakers who were more willing than ever to question the capitalists and politicians in official leadership, and also willing to demand an economy and government that served the working and middle classes, as

well as the wealthy. Roosevelt's New Deal offered such a promise. For some, he was considered a class traitor who went too far. To others, he was considered a coward who did not go far enough. The legacies of the New Deal inform much of the public debate of the early 21st century and are, therefore, relevant for classroom examination.

Gerd-Bodo von Carlsburg · Annette Stross (Hrsg.)

(Un)pädagogische Visionen für das 21. Jahrhundert / (Non-)Educational Visions for the 21st Century

Geistes- und sozialwissenschaftliche Entwürfe nach dem Ende der «großen» Menschheitsgeschichte / Humanities and Social Science Concepts after the End of the «Great» History of Mankind

Berlin, 2021. 560 S., 1 farb. Abb., 54 s/w Abb., 4 Tab.

New Approaches in Educational and Social Sciences / Neue Denkansätze in den Erziehungs- und Sozialwissenschaften. Bd. 37

geb. • ISBN 978-3-631-84397-0

CHF 110.– / €^D 94.95 / €^A 97.60 / € 88.80 / £ 73.– / US-\$ 106.95

eBook (SUL) • ISBN 978-3-631-85270-5

CHF 110.– / €^D 94.95 / €^A 97.70 / € 88.80 / £ 73.– / US-\$ 107.95



Sind Visionen Phantasievorstellungen, Einbildungen oder gar Trugbilder vergangener Zeiten? Oder ist Visionen, retro- wie auch prospektiv gesehen, ein Potential zu eigen, das Geistes- und Sozialwissenschaftler.innen in der Gegenwart nutzen können und sollten? In diesem Band zeigen Wissenschaftlerinnen und Wissenschaftler aus Deutschland, Litauen, Estland, Polen, Schweden und China, dass die aktuellen Debatten in den Geistes- und Sozialwissenschaften zu Themen wie Ökologie, interreligiöser Dialog, Identitätsbildung, Gesundheitserziehung, digitale Partizipation, (Welt-)Frieden,

Sakrotourismus, Kulturmanagement durch die Einbeziehung visionärer Perspektiven aus unterschiedlichen Disziplinen neu belebt werden können. Are visions imaginations of fantasies and illusions or even hallucinations of past times? Or has a vision, in retrospect and in preview, a potential that humanists and social scientists can and should use in the present? In this volume scientists from Germany, Lithuania, Estonia, Poland, Sweden and China show that current debates in the humanities and social sciences on topics such as ecology, interreligious dialogue, identity learning, health education, digital participation, (world) peace, sacrotourism, cultural management can be revitalized by including visionary perspectives from different scientific disciplines.

Matthew Rhoads

Navigating the Toggled Term

A Guide for K-12 Classroom and School Leaders

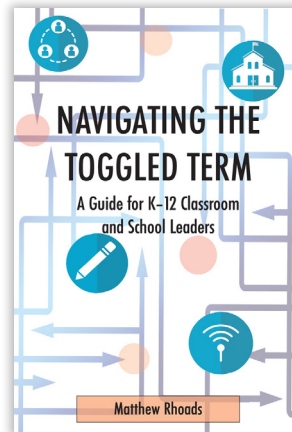
New York, 2021. XXII, 256 pp., 20 tables.

pb. • ISBN 978-1-4331-8629-5

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

eBook (SUL) • ISBN 978-1-4331-8630-1

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



Online learning, blended learning, socially distanced classrooms, educational technology, safety protocols, instructional models, organizational logistics, and educator burnout are all realities presented by the toggled term. *Navigating the Toggled Term: A Guide for K-12 Classroom and School Leaders* sets the stage not only for the present but also well into the future to help K-12 classroom and school leaders navigate online learning, blended learning, integrating educational technology tools with effective research-based instructional strategies, and moving

between various educational settings at the instructional and organizational level. This book provides experienced and novice classroom teachers and school leaders with best practice instructional and organizational frameworks integrated with mainstream educational technology tools to navigate the challenges of teaching students of all ages in an ever-changing world. Beyond the major instructional and organizational frameworks, this book touches on differentiating instruction for all learners, communicating to students and families within digital environments, and provides strategies for educator self-care. Last, this book includes teacher and school leader voice in the form of twelve narrative case studies of practicing educators that align with each chapter's theme to show the strategies and frameworks in motion for readers.

Emilee Moore · Claudia Vallejo (eds.)

Open Access

Learning English Out of School: An Inclusive Approach to Research and Action

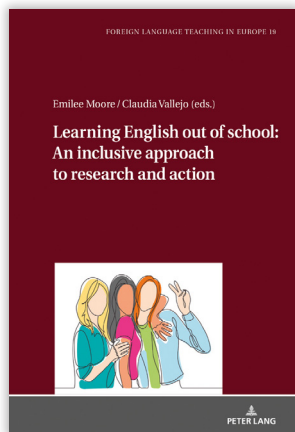
Berlin, 2021. 172 pp., 20 fig. b/w.

Foreign Language Teaching in Europe. Vol. 19

hb. • ISBN 978-3-631-83057-4

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

eBook (SUL) • ISBN 978-3-631-86226-1



This volume reports on the main results of the research project Inclusive epistemologies and practices of out-of-school English learning. The study reacts to low attainment levels in English as a foreign language among socioeconomically disadvantaged youth. The contributors to this volume research teenagers' existing practices of using and learning English out of school time and implement new, inclusive, nonformal English language educational initiatives. They evaluate the impact of the nonformal English language educational initiatives implemented and support their sustain-

ability and transferability. The project embeds collaborative and arts-based methods into its methodology, fostering inclusive and creative educational practices and ways of knowing.

Mariana Sirotová · Veronika Michvocíková · Marián Hostovecký

Serious Games in University Education of Future Teachers

Berlin, 2021. 220 pp., 9 fig. b/w, 17 tables.

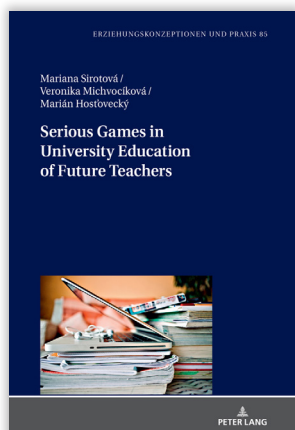
Erziehungskonzeptionen und Praxis. Vol. 85

hb. • ISBN 978-3-631-84579-0

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

eBook (SUL) • ISBN 978-3-631-84832-6

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



This scientific monograph, while dealing with the issue of supervised teaching practice, points out the importance of implementing serious games into pre-graduate preparation of teachers. Current trends in education point towards the ever-increasing integration of information and communication technology into educational processes. The digitalisation of education brings us to the question if it is possible to meaningfully employ information and communication technology in bridging the theoretical and practical preparation for the teaching profession and to improve the standard of

supervised teaching practice realisation for students – the future teachers.

Matthew Farber

Gaming SEL

Games as Transformational to Social and Emotional Learning

New York, 2021. XVI, 204 pp., 12 b/w ill.

hb. • ISBN 978-1-4331-8642-4

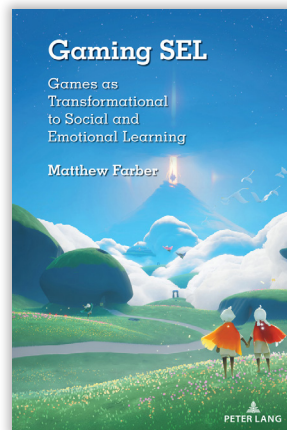
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8595-3

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

eBook (SUL) • ISBN 978-1-4331-8596-0

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



Games enable children to practice emotions in spaces that are free from actualized consequences. With thoughtful guidance, games can help children manage emotions, perspective-take, demonstrate empathic concern, and exhibit prosocial behaviors. Emerging research suggests that these competencies—also known as social and emotional learning (SEL) skills—are, in fact, teachable. In *Gaming SEL: Games as Transformational to Social and Emotional Learning*, Matthew Farber investigates the rich opportunities games have in supporting SEL skill development. Experts from the fields

of education, game development, and SEL—including folks from CASEL, the Fred Rogers Center, Greater Good in Education, iThrive Games, Minecraft Education, and UNESCO MGIEP—share advice. Games themselves cannot be responsible for children's learning. Having a supportive educator or caregiver guiding experiences can be crucial. This book also includes recommendations for embedding games in classrooms in ways that support meaningful SEL skill development. Regardless of your experience, content area, or grade level, this book is for you!

Natalija Mazeikiene (ed.)

Learning the Nuclear: Educational Tourism in (Post)Industrial Sites

Open Access

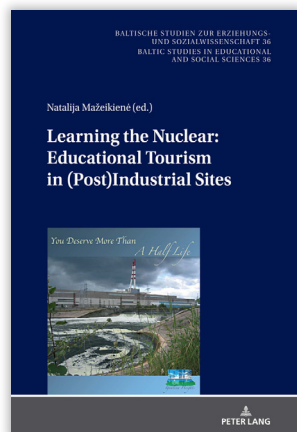
Berlin, 2021. 386 pp., 47 fig. b/w, 12 tables.

New Approaches in Educational and Social Sciences / Neue Denkansätze in den Erziehungs- und Sozialwissenschaften. Vol. 36

hb. • ISBN 978-3-631-84163-1

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

eBook (SUL) • ISBN 978-3-631-84734-3



This book illuminates the educational potential of nuclear tourism and learning about nuclear power in informal and non-formal learning settings. The authors present a case of elaboration of the educational virtual nuclear route in the Ignalina Power Plant Region, Lithuania. Nuclear tourism takes its shape at the junction of several types of tourism – energy, industrial, cultural, and heritage and it becomes a site of outdoor and place-based education, promotes STEM, energy literacy, critical thinking, and environmental skills, and creates a valuable source for virtual learning. The book

reveals peculiarities of learning and experience at nuclear power plants and disaster tourism destinations such as the Chernobyl Museum and the Chernobyl Exclusion Zone.

Zbigniew Drozdowicz

Academic Culture

Traditions and the Present Days

Berlin, 2021. 186 pp.

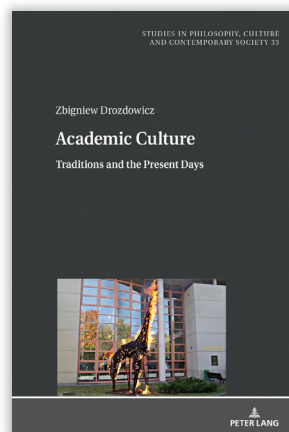
Studies in Philosophy, Culture and Contemporary Society. Vol. 33

hb. • ISBN 978-3-631-85411-2

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-85499-0

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95



The author of this book formulates a general thesis that in the academic culture, since the emergence of the first universities until this very day, two types of that culture have competed with each other, i.e., a corporate and templar one. In his remarks, the author tries to highlight it through the presentation of: 1. The functioning of academia in different time periods, 2. The beliefs of scholars, 3. The ways scholarly achievements have been evaluated, 4. The legal acts for science and academia. A considerable part of this study is devoted to the analysis of the Polish academic cul-

ture, including the attempts of adjusting the existing standards of conducting research and educating students to the ones prevailing in the leading Western countries.

Teresa Lloro

Animal Edutainment in a Neoliberal Era

Politics, Pedagogy, and Practice in the Contemporary Aquarium

New York, 2021. XVIII, 170 pp., 2 b/w ill., 6 color ill.

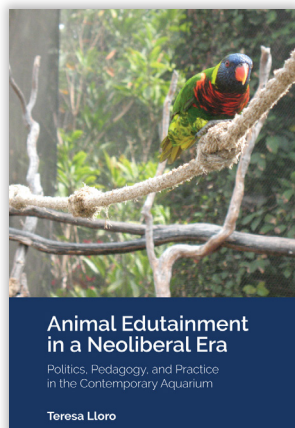
[Re]thinking Environmental Education. Vol. 15

hb. • ISBN 978-1-4331-4721-0

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

eBook (SUL) • ISBN 978-1-4331-7414-8

CHF 93.– / €^D 78.75 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95



Animal Edutainment in a Neoliberal Era is a rich and beautifully written multispecies ethnographic monograph that explores pedagogy and practice at a Southern California aquarium housing and displaying over 10,000 animals. Drawing on extensive interviews with aquarium staff and visitors, as well as fieldwork interacting with and observing human-animal interactions, the book demonstrates the complex ways in which aquarium animals are politically deployed in teaching and learning processes. Weaving together insights from anthropology, critical geography, environmental

education, and political ecology, Teresa Lloro crafts a three-pronged “political ecology of education lens,” illuminating how neoliberal ideologies interact at various scales (local, regional, national, and global) to deeply shape aquarium decision-making and practice. Acknowledging that neoliberalism enrolls humans and other animals in teaching and learning in new and often poorly understood ways, this study challenges the anthropocentrism of contemporary informal educational approaches, suggesting that imaginative ways forward will require a paradigm shift in regarding the role of animals in education.

Joseph N. Cooper

A Legacy of African American Resistance and Activism Through Sport

New York, 2021. XII, 378 pp., 3 tables.

Global Intersectionality of Education, Sports, Race, and Gender. Vol. 4

pb. • ISBN 978-1-4331-8498-7

CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95

eBook (SUL) • ISBN 978-1-4331-8499-4

CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95



In recent years, there has been increased attention garnered toward activism in sport within the United States. In 2016, Colin Kaepernick's activist act of taking a knee during the national anthem before National Football League games sparked a nationwide debate on the intersection of sports, race, and politics. Kaepernick's actions were a part of a long lineage of activism in and through sport. Prior accounts of African American activism in and through sport have been limited in the following eight areas: (1) primarily focused on one type of activism (e.g., symbolic protests/boycotts); (2) a lack of differentiation between activism and borderline activist actions (e.g., agency, pioneering, and advocacy); (3) a lack of emphasis on hybrid resistance; (4) a focus on athletes and teams versus sportspersons (i.e., media, scholars, business leaders, and community members) and institutions (i.e., historically Black colleges and universities, athletic programs, and conferences) more broadly; (5) largely focused on one era of prominent athlete activism in the 1960s; (6) principally excluded and marginalized the importance of women's role in resistance efforts (e.g., activism for social change); (7) primarily focused on activism at the intercollegiate and professional levels with less attention toward youth and interscholastic levels; and (8) a lack of theoretically driven analyses of the resistance efforts exhibited by African American sportspersons, teams, groups, organizations, and institutions.

Instead of exclusively using the term activism, the author uses the broader encompassing term of resistance as the focal framework for this text. Resistance is defined as intentional and/or unintentional actions by individuals, groups, organizations, and/or institutions that challenge oppressive systems and ideological hegemony. Using adaptive race- and ethnicity-centric typologies and interdisciplinary theories, this book offers a critical analysis of African Americans' intra- and inter-generational resistance actions; where, when, why, and how sport has been utilized to express their humanity; preserve their cultural heritages; empower themselves and their communities; project political views, and pursue freedom, equality, and justice.

Monique Lane

Engendering #BlackGirlJoy

How to Cultivate Empowered Identities and Educational Persistence in Struggling Schools

New York, 2021. XVI, 208 pp., 8 b/w ill., 1 table.

Urban Girls. Vol. 1

hb. • ISBN 978-1-4331-5879-7

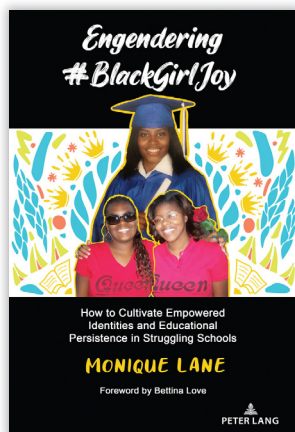
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-5878-0

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

eBook (SUL) • ISBN 978-1-4331-5880-3

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



We are living in historic times and negotiating multiple national crises. The confluence of the COVID-19 pandemic and unrelenting state-sanctioned murders of Black people has disproportionately impacted our women and girls at the intersections of employment, citizenship, housing, health-care, and motherhood statuses. As many individuals rally for liberation on the frontlines, how might educational institutions intervene as sources of *respite* and *reparation*? Historically, racialized sexism in U.S. schools has manifested uniquely for Black girl-identified adolescents (including cis-

gender, queer, and transgender youth). These learners face heightened exposure to malicious discourses and exclusionary disciplinary policies. *Engendering #BlackGirlJoy* identifies the teaching practices that equip young Black women to locate, analyze, heal from, and ultimately thrive through the suffering they face inside and outside of schools. The book is rooted in the author's experience as a South Los Angeles high school teacher working at her alma mater, trying to cultivate the life-affirming education that she desired as a child. Centering her students' perspectives, Monique Lane outlines a Black feminist pedagogical framework that inspired bountiful #BlackGirlJoy in one embattled public school. This text is a heartfelt offering to educators committed to taking courageous and innovative action—in solidarity with Black girl learners—toward the betterment of their lives!

Joanne Turner-Sadler

African American History

An Introduction, Third Edition

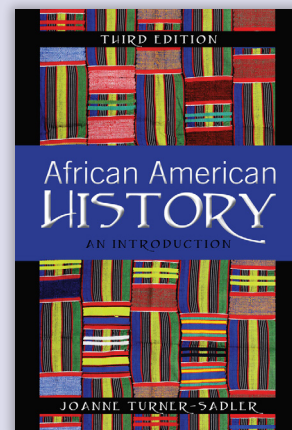
New York, 2021. XXXVI, 408 pp., 43 b/w ill.

pb. • ISBN 978-1-4331-7477-3

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

eBook (SUL) • ISBN 978-1-4331-5478-2

CHF 41.– / €^D 39.95 / €^A 40.– / € 33.30 / £ 27.– / US-\$ 39.95



Every year more colleges and high schools are offering classes (and often making them required classes) in Black history. Joanne Turner-Sadler provides a concise and probing treatment of 400 years of Black history in America that can be used with age groups ranging from high school through college and beyond. Equally the book provides a digestible overview for anyone interested in African American history and the constructs of the culture. In *African American History: An Introduction, Third Edition* the author touches on key figures and events that have shaped African American culture beginning with a look at Africa and its various civilizations and the migration of the African people to America. Some essential topics covered in this updated edition:

An Introduction, Third Edition the author touches on key figures and events that have shaped African American culture beginning with a look at Africa and its various civilizations and the migration of the African people to America. Some essential topics covered in this updated edition:

- African Kingdoms and Rise of Slavery in Europe
- The Roots of Oppression in the Americas
- The Origins of the Black Middle Class
- Emancipation, Civil Rights, and the Quest for Equality
- The First Black President and the Growth of New Coalitions
- Demographic and Ethnic Change beyond the 20th Century
- Them Vs. Us: Tribalism and Voter Suppression

This book is an indispensable addition to all library collections as well as a teaching tool for instructors. It is heavily illustrated (photos, maps, timelines) with useful end-of-the-chapter questions, summaries, and activities for further study. Additionally, this book contains a handy bibliography of suggested readings.

joanne turner-sadler is Assistant Professor of Education at Daemen College in Amherst, New York. She has a bachelors in sociology, a M.A. in education, and a doctorate in education administration. She has been an elementary school teacher, Supervisor of Curriculum, and Coordinator of the African American Program for the Buffalo public schools. Dr. Sadler is also a member of the Alpha Kappa Alpha Sorority, an international women's community service organization.

Fujia Yang

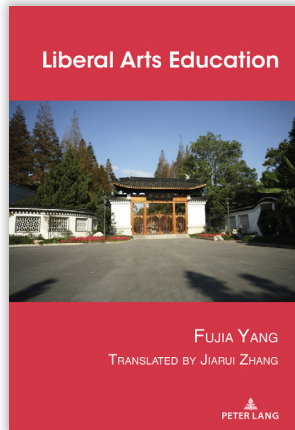
Liberal Arts Education

New York, 2021. XX, 182 pp., 13. b/w ill.

hb. • ISBN 978-1-4331-7201-4

CHF 93.– / €^D 75.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-8371-3

CHF 93.– / €^D 75.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

This book traces the historical background of liberal arts education from west to east, expounds its implication and fundamental goal of universities, and introduces its application in Western and Chinese universities, particularly its experimentation at University of Nottingham Ningbo China. It takes the University of Nottingham Ningbo China as an example to introduce readers to the achievements and shortcomings of British education in the process of implementing liberal arts education. The author summarizes the five elements of liberal arts education: “Bo”: integration of arts

and sciences, cross-discipline, seeking in-depth knowledge on the basis of extensive learning, understanding the new and gaining a wide knowledge of the old; “Ya”: human beings first, professionals second; being committed to student-centred idea, prioritizing education among all work; encouraging questioning; and very abundant, organized extra-curriculum classes. This book will appeal to anyone who is interested in liberal arts education and the comparison between Western and Chinese education. It advocates that in order to meet the needs of all aspects of society, the structure of China’s education must be diversified for the realization of the China dream. This book will appeal to teachers and students, educators, and readers interested in education.

Connie Kendall Theado • Samantha NeCamp (eds.)

Working with and against Shared Curricula

Perspectives from College Writing Teachers and Administrators

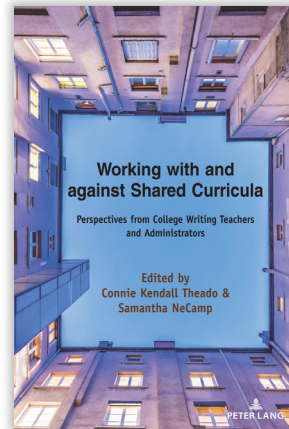
New York, 2021. XIV, 136 pp., 1 table.

Studies in Composition and Rhetoric. Vol. 17

hb. • ISBN 978-1-4331-8841-1

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

eBook (SUL) • ISBN 978-1-4331-8872-5

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

Working with and against Shared Curricula: Perspectives from College Writing Teachers and Administrators explores the complexities surrounding the expanding use of shared curricula—syllabi and assignments intended to work universally, for all teachers and all students within a given writing program. Chapters in this collection offer the experiential accounts and research-based arguments needed to prepare teachers and administrators to respond to calls to scale up writing programs for delivery by contingent instructors, in online courses, or at distant sites. Speaking from a variety

of perspectives and institutional locations, these authors grapple with questions increasingly common in writing programs: In what ways do shared curricula forward noble goals, such as reducing workload for teachers or ensuring an equitable educational experience for all?; In what ways do shared curricula undermine teacher efficacy and student learning?; When syllabi and assignments are exported from one location to another, what contexts are gained, lost, or changed in the process? In the end, what emerges from this collection is not a clear or simplified argument either for or against shared curricula and pre-designed courses. Instead, readers gain a nuanced picture of both the affordances and limitations of these instructional models for writing programs, and their potential impacts for teachers and students. By exploring the lived experiences, material conditions, political economies, and ideological conflicts of shared curricula environments for multiple stakeholders, this collection serves as a thoughtful interrogation of scalability in writing instruction.

Crystal Garcia · Antonio Duran (eds.)

Moving Culturally-Based Sororities and Fraternities Forward

Innovations in Practice

New York, 2021. XXII, 250 pp., 3 b/w ill., 3 tables.

hb. • ISBN 978-1-4331-8824-4

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

pb. • ISBN 978-1-4331-8763-6

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

eBook (SUL) • ISBN 978-1-4331-8764-3

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



From their founding, Greek letter organizations have maintained legacies of exclusion that have particularly targeted minoritized people including Black, Indigenous, People of Color as well as queer and transgender individuals. In response to larger societal oppression and, more specifically, historical discriminatory practices within historically white sororities and fraternities, culturally-based sororities and fraternities emerged to serve and lift up minoritized communities. Culturally-based sororities and fraternities (CBSFs) include Asian American, Black, Latinx/a/o, LGBTQ, Multicultural, and Historically Native American sororities and fraternities. Unfortunately, conversations on sorority and fraternity life (SFL) have prioritized historically white organizations, perpetuating the same legacies of oppression that led to the formation of culturally-based groups to begin with. This book is a form of resistance to these power dynamics and brings to light the histories, legacies, and strengths of CBSFs as well as ways to re-envision equitable support for these organizations. This book will be instrumental to SFL practitioners, (inter)national sorority and fraternity leadership, and for all SFL members in their efforts to increase their awareness of CBSFs. Additionally, campuses are increasingly embracing opportunities to understand minoritized students' experiences on campus and to center equitable practice. This book could be used during professional development workshops for deans, faculty, and student affairs professionals to consider how well they are supporting minoritized students and, more specifically, those who are in culturally-based sororities and fraternities. This text can also serve as an important resource for college courses focused on college students, student affairs, and social justice in higher education.

Maria B. Hopkins · Rachel Bailey Jones (eds.)

Innovations in Conversations About Teaching

Beyond the Workshop

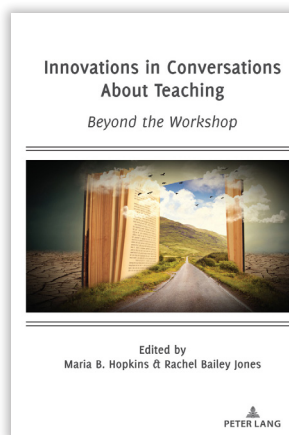
New York, 2021. X, 240 pp., 5 b/w ill., 10 tables.

hb. • ISBN 978-1-4331-8514-4

CHF 93.– / €^D 78.95 / €^A 78.80 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-8515-1

CHF 93.– / €^D 78.95 / €^A 78.80 / € 75.– / £ 60.– / US-\$ 89.95



Centers for teaching and learning all face the same dilemma: In a context where faculty are not required to partake in our services, how do we provide transformative learning experiences to which faculty willingly give their limited time? The answer, Maria B. Hopkins and Rachel Bailey Jones propose, is to move away from a workshop model of faculty development and toward a model that supports the kinds of connections among faculty that lead to self-sustaining growth and development. This edited book provides a breadth of innovative alternatives to fixed-schedule faculty development workshops that faculty are rarely attending due to the increasing complexity of their professional lives. The audience for this book is higher education administrators, faculty, and staff responsible for faculty development related to teaching and learning. Each chapter provides a detailed description of a faculty development initiative in practice that provide opportunities for creativity, adaptability, and collaboration among faculty. Public, private, and community colleges, small and large, research-focused and teaching-focused institutions are represented. The editors have taken on this project because this is the resource they wish they had when they began their work as directors of the teaching lab at their institution.

Valdonė Indrašiėnė • Violeta Jegelevičienė •
 Odeta Merfeldaitė • Daiva Penkauskienė •
 Jolanta Pivorienė • Asta Railienė •
 Justinas Sadauskas • Natalija Valavičienė

Open Access

Critical Thinking in Higher Education and Labour Market

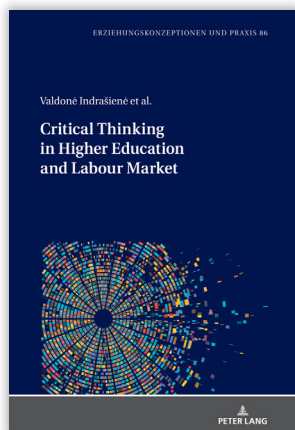
Berlin, 2021. 524 pp., 40 fig. b/w, 45 tables.

Erziehungskonzeptionen und Praxis. Vol. 86

hb. • ISBN 978-3-631-83370-4

CHF 104.– / €^D 89.95 / €^A 92.50 / € 84.10 / £ 69.– / US-\$ 101.95

eBook (SUL) • ISBN 978-3-631-86147-9



This book presents the comprehensive investigation of critical thinking in higher education from the perspectives of the study and labor market. It looks for an answer to the vibrant question of what and to whom critical thinking is. The study brings together findings from systematic literature review, analysis of descriptions of higher education study programs and study subjects, phenomenographical research and survey and supplements the existing perceptions of critical thinking with novel data-driven insights. The book reveals how critical thinking manifests itself in the contexts of

higher education and the labor market and advocates for the significance of the critical thinking at personal, interpersonal, and social levels.

Pierre Caspard

La famille, l'école, l'État

Un modèle helvétique, XVIIe-XIXe siècles

Bruxelles, 2021. 236 p., 5 ill. n/b, 10 tabl.

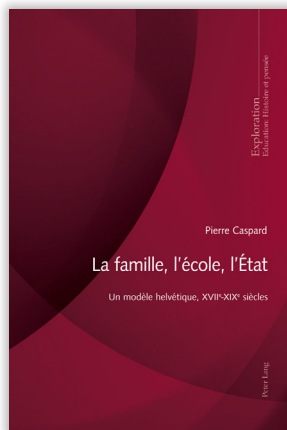
Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 196

br. • ISBN 978-2-87574-416-6

CHF 25.– / €^D 20.95 / €^A 22.– / € 20.– / £ 17.– / US-\$ 24.95

eBook (SUL) • ISBN 978-2-87574-417-3

CHF 25.– / €^D 20.95 / €^A 22.– / € 20.– / £ 17.– / US-\$ 24.95



Dans les régions développées de l'Occident moderne, les parents ont été nombreux à vouloir assurer à leurs enfants, garçons et filles, une bonne maîtrise de leur langue, parlée, lue et écrite. Les raisons qui étaient les leurs, les moyens qu'ils se sont donnés, les résultats qu'ils ont atteints, font l'objet du présent livre. Le contexte régional observé est celui de l'actuel canton suisse de Neuchâtel. Les principes, valeurs et intérêts qui motivaient ses paysans, artisans, ouvriers, commerçants, petits notables, à instruire ou faire instruire leurs enfants, se donnent à voir dans leurs écrits personnels,

mais aussi dans les programmes de leurs écoles, dont ils décidaient collectivement, dans un contexte de démocratie directe exercée au niveau communal. Par cette pratique de la démocratie directe, le pays de Neuchâtel appartient au monde helvétique. Socialement et culturellement, il est proche aussi d'autres régions de l'Occident développé. Le livre propose diverses comparaisons avec la France mais invite, plus largement, à une réflexion sur les politiques d'instruction menées par des acteurs localement situés, avant que les États nationaux ne privilégient une scolarisation généralisée sous leur contrôle, dans le courant du XIXe siècle.

John M. Heffron

The Rise of the South in American Thought and Education

The Rockefeller Years (1902-1917) and Beyond

New York, 2022. XII, 268 pp.

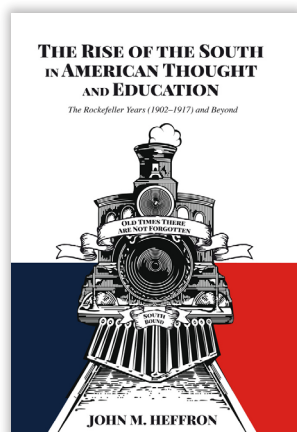
History of Schools and Schooling. Vol. 66

pb. • ISBN 978-1-4331-9332-3

CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95

eBook (SUL) • ISBN 978-1-4331-9446-7

CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



The Rise of the South in American Thought and Education documents the generalization of southern values and institutions northward at the close of the nineteenth and beginning of the twentieth century. The traditional emphasis in the South on vocational education (a reflection of the Christian ethic of work as redemption, not the Republican one of free labor), country life and living, racial segregation, and the centrality of nature study as a source of both science and religion, added up to a coherent vision that responded to “undesirable” economic and social change in the urban North.

The survival of Southern cultural traditions, as antiquated as they were, posed no threat to the plans of corporate progressives; indeed, as the book argues, it facilitated them, and nowhere more so than in the field of education. Modern educators wanting to put into historical context relations of class, race, and ethnicity as they persist in today’s schools will find much here to inform them, putting to rest, for example, false distinctions in the history of school reform between a liberal-progressive North and a conservative and reactionary South. The book will appeal as well as to a popular audience of Americans curious to understand the illiberal foundations of the modern liberal state.

Rita Hofstetter · Érhise

Le Bureau international d'éducation, matrice de l'internationalisme éducatif (premier 20e siècle)

Open Access

Pour une charte des aspirations mondiales en matière éducative

Bruxelles, 2022. 706 p., 56 ill. en couleurs, 36 ill. n/b, 15 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 195

br. • ISBN 978-2-8076-1919-7

CHF 73.– / €^D 62.95 / €^A 64.90 / € 59.– / £ 48.– / US-\$ 71.95

eBook (SUL) • ISBN 978-2-8076-1920-3



Cet ouvrage retrace la sociogenèse de l'internationalisme éducatif durant le premier 20^e siècle à partir de l'une de ses matrices, le Bureau international d'éducation (BIE). Créé à Genève par l'Institut Rousseau, en 1925, pour construire la paix par la science et l'éducation, ce Bureau se conçoit d'abord comme caisse de résonance des mouvements réformistes; dès 1929, sous la direction de Jean Piaget, le BIE devient la première institution intergouvernementale en

éducation puis lie ses destinées à celles de l'Unesco en 1952, dont il constitue un organe précurseur. L'ouvrage s'attache à montrer comment le BIE tente de rallier tous les États de la planète, pour construire une *charte des aspirations mondiales de l'instruction publique*. Il témoigne des causes promues et négociées, non sans résistances : droit des populations juvéniles – même les plus vulnérables – à une pédagogie adaptée et à une large culture; justice scolaire, corolaire de la justice sociale; éducation à la paix et à l'esprit critique; amélioration des conditions de travail et de formation des enseignants. Tout en élargissant l'empan de ses partenaires et de son audience, le BIE bute sur de substantielles contradictions. Comment asseoir sa légitimité sans renforcer les rivalités avec les organisations investissant elles aussi l'enfance d'une puissance rédemptrice ? Comment appliquer à l'éducation les méthodes de la coopération internationale, alors que l'école demeure la chasse gardée des nations ? Comment courtiser simultanément des gouvernements qui incarnent la démocratie et des États-nations aux régimes autoritaires, sans déroger aux principes de neutralité et pacifisme ? Quel mode opératoire instituer pour préserver les Conférences du BIE des interférences politiques qui s'exacerbent en ces décennies de tous les excès ? Grâce aux riches archives dépouillées, cet ouvrage permet, pour la première fois, d'accéder aux coulisses des négociations menées au sein du BIE et met en lumière les défis auxquels se confrontent, aujourd'hui encore, nombre d'organisations internationales.

Rita Hofstetter co-dirige l'Équipe de recherche en histoire sociale de l'éducation de l'Université de Genève (**érhise**). Leurs travaux privilégient une approche transnationale des phénomènes éducatifs au fil du 20^e siècle. <https://www.unige.ch/fapse/erhise/fr/accueil/>

Bernard Schneuwly · Irina Leopoldoff Martin ·
Daniele Nunes Henrique Silva (éds)

Imagination. Textes choisis

Avec des commentaires et des essais sur l'imagination dans l'œuvre de Vygotskij

Bruxelles, 2022. 604 p., 18 ill. n/b, 1 tabl.

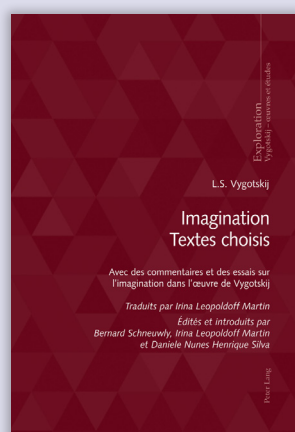
Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 197

br. • ISBN 978-2-87574-404-3

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 33.– / US-\$ 48.95

eBook (SUL) • ISBN 978-2-87574-405-0

CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 33.– / US-\$ 48.95



L'imagination joue un rôle central dans l'œuvre de Vygotskij: c'est la thèse qu'explore ce livre. La totalité des textes vygotksiens sur l'imagination y est réunie à cet effet : dans la partie I, la traduction d'Imagination et activité créatrice publiée en 1930, dans la partie II, l'ensemble des textes et notes de l'auteur sur l'imagination rédigés entre 1922 et 1934, tous traduits directement du russe. Il s'agit d'un recueil inédit au niveau mondial. Ces traductions sont discutées sous trois

formes par le groupe de chercheurs international qui les édite: brefs commentaires en marge du texte; encarts en fin d'ouvrage, auxquels réfèrent des QR en marge, qui précisent des concepts ou signalent des liens intertextuels; et études réunies dans la troisième partie qui font écho aux textes de Vygotskij, analysant sa conception du développement, le rôle du jeu comme précurseur de l'imagination ou encore le contexte historique de l'œuvre vygotskienne. Un index des matières et des auteurs cités par Vygotskij permet de parcourir autrement encore l'ouvrage. Entrer par le biais de l'imagination dans l'œuvre de Vygotskij ouvre de nouvelles et fascinantes perspectives de compréhension.

Lev s. vygotkij est né en 1896 à Orcha (Biélorussie) et mort en 1934 à Moscou. Professeur de pédologie et de psychologie, il est connu pour ses recherches sur le développement de l'enfant, la psychologie de l'art et sa théorie de la construction du psychisme humain par l'appropriation d'instruments sémiotiques historiquement construits dans l'interaction sociale.

Zehra Gabillon

Apprentissage de langues additionnelles dans un cadre scolaire plurilingue

Langues autochtones, étrangères, régionales et patrimoniales

Bruxelles, 2022. 214 p., 29 ill. n/b, 6 tabl.

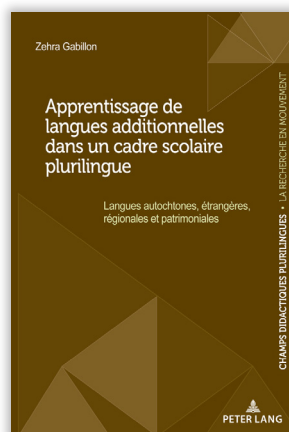
Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" / "Savoirs pour savoir faire". Vol. 7

br. • ISBN 978-2-8076-1926-5

CHF 45.– / €^D 38.95 / €^A 39.60 / € 36.– / £ 30.– / US-\$ 43.95

eBook (SUL) • ISBN 978-2-8076-1927-2

CHF 45.– / €^D 38.95 / €^A 39.60 / € 36.– / £ 30.– / US-\$ 43.95



Cet ouvrage destiné aux lecteurs s'intéressant au plurilinguisme et à l'enseignement de langues additionnelles examine les approches pédagogiques qui intègrent l'enseignement de contenus disciplinaires. Il présente un compte rendu de

l'enseignement d'une matière par l'intégration d'une langue étrangère, il explique les raisons des transformations qui ont influencé la perception, la pratique et l'apprentissage des langues et ont conduit à l'émergence des positions épistémologiques actuelles sur l'enseignement des langues additionnelles. L'ouvrage aborde ces chan-

gements de paradigmes théoriques, didactiques et pratiques et établit des liens entre la recherche, la théorie et la pédagogie.

Pierre Demers

Elements of Second and Foreign Languages Teaching to Indigenous Learners of Canada

Theories, Strategies and Practices

Bruxelles, 2021, 152 pp., 2 b/w ill., 1 color ill., 3 tables.

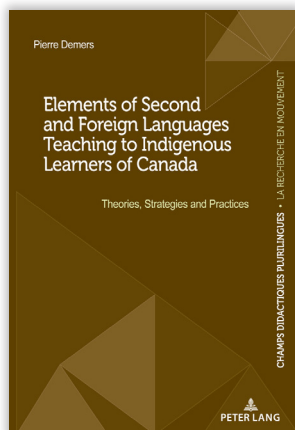
Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" / "Savoirs pour savoir faire". Vol. 5

pb. • ISBN 978-2-8076-1872-5

CHF 44.- / €^D 37.95 / €^A 38.50 / € 35.- / £ 29.- / US-\$ 42.95

eBook (SUL) • ISBN 978-2-8076-1873-2

CHF 44.- / €^D 37.95 / €^A 38.50 / € 35.- / £ 29.- / US-\$ 42.95



For an Aboriginal, to learn a foreign or second dominant language such as English, French or Spanish, can constitute a threat to his or her identity. The book presents a theoretical framework for different second and foreign language didactics paradigms used today in second or foreign language teaching and describes practical procedures and techniques that can be used with Aboriginal learners with respect to their own language, identity, cultural values and traditions. The emphasis is put on the radical paradigm because it is this paradigm that best answers Aboriginal learners needs.

Delin Kong

Learning to Teach in Underserved Schools

A Socio-constructivist Perspective

New York, 2022. XVIII, 204 pp., 1 b/w ill., 20 tables.

hb. • ISBN 978-1-4331-8601-1

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

eBook (SUL) • ISBN 978-1-4331-8687-5

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



This book examines the complex issues of student teachers' professional learning in the unique while worthwhile context of underserved schools in English language teacher education, against the backdrop of preparing 21st-century teachers who can work with all students. Drawing on a socio-constructivist perspective, this book explores student teachers' learning outcomes, learning processes, and influencing factors of their learning during the placement in underserved schools. Learning outcomes are presented by disseminating student teachers' development in various categories of

practical knowledge, including knowledge of self, knowledge of context, knowledge of curriculum, subject matter knowledge, knowledge of instruction, knowledge of English teachers and the teaching profession, as well as knowledge of interpersonal relationships. Learning processes are revealed that student teachers learn by broadening, consolidating, deepening, and developing practical knowledge in the upward

spiral with individual knowledge categories, and by integrating practical knowledge from different knowledge categories. Additionally, different factors have influenced the professional learning experiences, including student teachers' practical knowledge before teaching practicums, critical incidents happened during teaching practicum, student teachers' observant and reflective stances, the underserved school settings, people involved in the practicums, and the student teachers' goals for taking part in the practicums.

Francisco Lorenzo • Virginia de Alba Quiñones • Olga Cruz Moya (eds)

El español académico en L2 y LE

Perspectivas desde la educación bilingüe

Bruxelles, 2021. 264 p., 16 il. blanco/negro, 42 tablas.

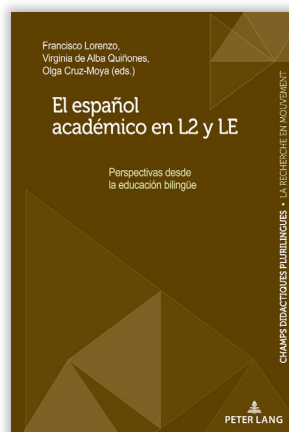
Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" / "Savoirs pour savoir faire". Tomo 6

enc. • ISBN 978-2-8076-1946-3

CHF 54.- / €^D 45.95 / €^A 47.30 / € 43.- / £ 35.- / US-\$ 51.95

eBook (SUL) • ISBN 978-2-8076-1947-0

CHF 54.- / €^D 45.95 / €^A 47.30 / € 43.- / £ 35.- / US-\$ 51.95



No existe en la actualidad una descripción constante de la evolución de la lengua académica: sus ritmos, etapas y límites; una descripción estructural y funcional del español en el ámbito educativo. Este es el propósito de este libro: una exploración del territorio, un mapa de los contornos lingüísticos a partir del análisis de las producciones escritas de estudiantes que aprenden en distintos modelos de enseñanza multilingüe. Para ello, considera en sus distintos capítulos, distintos escenarios en los que el bilingüismo puede desarrollarse: modelos de inmersión clásicos (sheltered-instruction), aprendizaje integrado de lengua y contenidos (AICLE) o programas duales (two-way bilingual programs). También, programas transicionales para minorías lingüísticas o para hablantes de herencia hispánicos. Por último, programas de consolidación de segundas lenguas: programas de estudiantes internacionales como los study-abroad o los programas de movilidad europeos. Todos ellos tienen algo en común aunque en ocasiones la investigación los presente separados: necesitan de una lengua académica sólida para ser eficaces.

Jésabel Robin · Martina Zimmermann (éds)

La didactique des langues dans la formation initiale des enseignant.e.s en Suisse / Fremdsprachendidaktik in der Schweizer Lehrer*innenbildung

Quelles postures scientifiques face aux pratiques de terrain? / An welchen wissenschaftlichen Positionen orientiert sich die Praxis?

Bruxelles, 2022. 248 p., 11 ill. n/b, 8 tabl.

Transversales. Langues, sociétés, cultures et apprentissages. Vol. 49

br. • ISBN 978-2-8076-1934-0

CHF 40.- / €^D 33.95 / €^A 35.20 / € 32.- / £ 27.- / US-\$ 38.95

eBook (SUL) • ISBN 978-2-8076-1935-7

CHF 40.- / €^D 33.95 / €^A 35.20 / € 32.- / £ 27.- / US-\$ 38.95



Quelles sont les approches scientifiques et méthodologiques sur lesquelles se base la didactique des langues dans un pays comme la Suisse, où chaque canton décide de manière plus ou moins autonome des langues « étrangères » qui y sont enseignées et dans quel ordre? Quels sont les concepts fondamentaux, les notions et les épistémologies retenus et légitimés par les curricula de formation? Telles sont les questions qu'aborde l'ouvrage.

Welche wissenschaftsmethodischen und inhaltlichen Positionen sind im Bereich Fremdsprachendidaktik in einem Land wie der Schweiz aktuell, wo jeder Kanton mehr oder weniger autonom darüber entscheidet, welche Fremdsprachen in welcher Reihenfolge unterrichtet werden? Welche Epistemologie bzw. welche theoretischen Konzepte und Begriffe finden Eingang in Curricula der Lehrer*innenbildung? Diesen Fragen geht der vorliegende Sammelband nach.

Welche Epistemologie bzw. welche theoretischen Konzepte und Begriffe finden Eingang in Curricula der Lehrer*innenbildung? Diesen Fragen geht der vorliegende Sammelband nach.

Haydée Silva (éd)

Regards sur le jeu en didactique des langues et des cultures

Penser, concevoir, évaluer, former

Bruxelles, 2022. 342 p., 10 ill. n/b, 12 tabl.

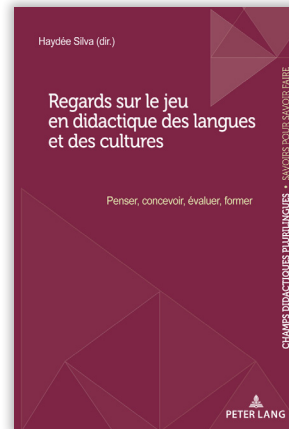
Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" / "Savoirs pour savoir faire". Vol. 9

br. • ISBN 978-2-87574-400-5

CHF 62.- / €^D 53.95 / €^A 55.- / € 50.- / £ 41.- / US-\$ 60.95

eBook (SUL) • ISBN 978-2-87574-401-2

CHF 62.- / €^D 53.95 / €^A 55.- / € 50.- / £ 41.- / US-\$ 60.95



Le jeu est un outil d'apprentissage jouissant aujourd'hui d'une visibilité et d'une légitimité accrues. S'il est facile de trouver des recueils d'activités, les ouvrages en didactique francophone des langues et des cultures permettant de poser un regard critique alliant réflexion scientifique et application sont rares. Ce livre vise à combler cette lacune.

L'ouvrage propose des réflexions théoriques étayées par la pratique et offre des outils pour problématiser une approche ludique.

Il fournit de multiples pistes pour mieux choisir, adapter, détourner, concevoir et faire concevoir des jeux et apporte des idées pour mieux exploiter les liens possibles entre jeu et évaluation : évaluation par le jeu mais aussi évaluation du jeu par les concepteurs et les utilisateurs.

Nicolas Cuneen

Reconnaissance et éducation identitaire

Compétences identitaires et gouvernance scolaire

Bruxelles, 2021. 432 p., 3 ill. n/b.

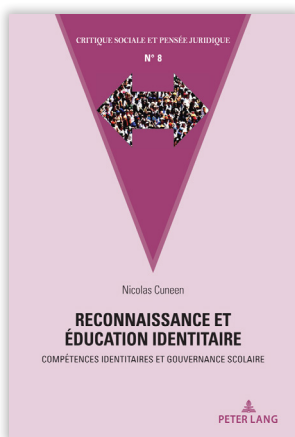
Critique sociale et pensée juridique. Vol. 8

br. • ISBN 978-2-8076-1938-8

CHF 72.– / €^D 61.95 / €^A 63.80 / € 58.– / £ 48.– / US-\$ 69.95

eBook (SUL) • ISBN 978-2-8076-1939-5

CHF 72.– / €^D 61.95 / €^A 63.80 / € 58.– / £ 48.– / US-\$ 69.95



À partir d'une étude critique des théories contemporaines de la reconnaissance, cet ouvrage pose la question suivante : que peut faire l'école pour aider les élèves à devenir responsables du rapport qu'ils entretiennent avec eux-mêmes ? La réponse vient en deux temps. Si l'élaboration du concept de compétences identitaires offre un abord inédit de la dimension pédagogique liée au développement d'un rapport positif durable à soi, le registre des compétences ne permet pas de décrire adéquatement la composante attentionnelle du travail identitaire.

Ainsi, dans un deuxième mouvement,

l'enquête se redirige vers l'étude des conditions institutionnelles à même de soutenir une forme d'attention collective propice au développement continu de tous. La thèse défendue est qu'un « tournant identitaire » de l'éducation doit commencer par se soucier du bien-être des enseignants en réinvestissant dans leur statut professionnel, rétablissant tant leur autonomie attentionnelle que leur autorité légitime, afin de protéger leur propre désir d'apprendre.

Agnieszka Gromkowska-Melosik • Bartosz Hordecki • Tomasz R. Szymczyński (eds.)

In Search of Academic Excellence

Social Sciences and Humanities in Focus (Vol. I)

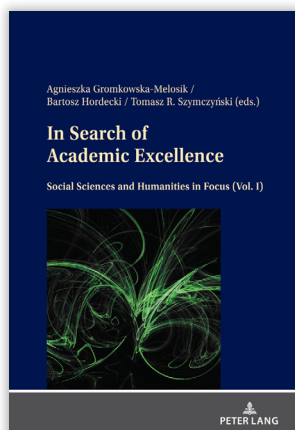
Berlin, 2022. 304 pp., 3 fig. b/w, 4 tables.

hb. • ISBN 978-3-631-86477-7

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

eBook (SUL) • ISBN 978-3-631-86958-1

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



All texts in this volume give an opportunity to reflect in-depth on the opportunities, challenges and difficulties associated with the continuous transformation of higher education and scientific activities. In this context, the concept of “scientific excellence” has been perceived as a guiding idea in the scholars' efforts. At the same time, it can be seen as an ideal that can never be achieved but towards which one ought to strive persistently. Additionally, the pursuit of perfection is accompanied by paradoxes, which have been pointed out many times in the history of human thought. The vol-

ume embodies the belief in the existence of an invisible college understood as a research community embodied by young scientists starting their academic path inspired by recognized professors.

Jones Irwin • Letterio Todaro (eds.)

Paulo Freire's Philosophy of Education in Contemporary Context

From Italy to the World

Oxford, 2022. XVI, 200 pp.

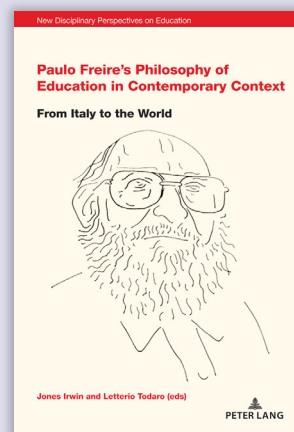
New Disciplinary Perspectives on Education. Vol. 4

pb. • ISBN 978-1-80079-689-8

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

eBook (SUL) • ISBN 978-1-80079-690-4

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



Whether the seminal thinking and practice of Paulo Freire in contemporary times? If Covid 19 is the most seismic health crisis in living memory, it is also just as much an unprecedented crisis for education and society. While Paulo Freire's work so often calls attention to the deprivations and exploitations suffered by the weakest in our society, at no stage does Freire's work succumb to a negativism or a pessimism about the possibilities of transformation. To the contrary,

Freire's work is always animated by a strong and fundamental affirmative spirit which calls on people to join together to make change, as opposed to simply waiting around for it to happen. This text on Freire's contemporary importance thus seems a timely intervention. Originally a conversation between engaged interlocutors at a University of Catania symposium, this discussion then broadens out to include connection to the particular rendering of these issues across different national and international contexts. Including essays by established and new thinkers in the Critical Pedagogy perspective, the book also includes up to date and exciting interviews with contemporary practitioners of Theatre of the Oppressed and related social-therapeutic approaches in Italy.

Jones Irwin is Associate Professor in Philosophy and Education at Dublin City University, Republic of Ireland.

Letterio Todaro is Associate Professor in History of Education at University of Catania, Sicily, Italy.

Edward Mooney, Jr.

Teaching After Witnessing a School Shooting

Echoes of Gunfire

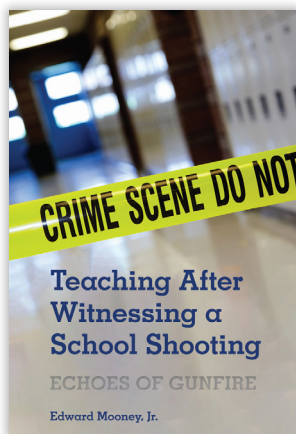
New York, 2021. XXII, 242 pp., 4 b/w ill.

pb. • ISBN 978-1-4331-8506-9

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

eBook (SUL) • ISBN 978-1-4331-8507-6

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



Imagine the hours and weeks after you've witnessed a school shooting. You run the emotional gamut between disorientation and severe anxiety. When you return to the classroom, you're unsure how to cope. Your classroom used to be a safe space; is it still? In this book, the experience of two teachers before, during and after they witnessed school shootings are analyzed to determine the effects of these incidents on their lives. In one case, a teacher who observed a shooting of one student by another, struggled with severe Post-Traumatic Stress Disorder.

Her issues, along with actions by school

administration, led to her psychological disability. In the second case, at a different school, another teacher watched a gunman randomly firing at students; he was able to continue teaching. A comparison helps to understand the psychological and organizational factors that affect educators who witnessed a school shooting. This book would be critical in courses training school administrators, and for those teaching graduate research courses. In addition, this would be useful for mental health professionals and emergency responders seeking to get a glimpse into what teachers who witness school shootings are going through.

Warren J. Blumenfeld

God, Guns, Capitalism, and Hypermasculinity

Commentaries on the Culture of Firearms in the United States

New York, 2021. VIII, 232 pp., 2. b/w ill.

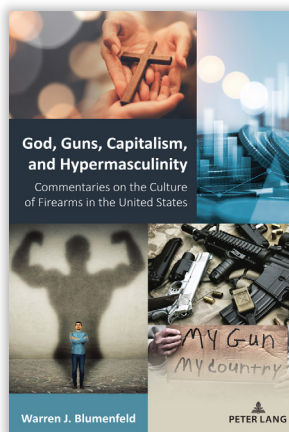
Equity in Higher Education Theory, Policy, and Praxis. Vol. 16

pb. • ISBN 978-1-4331-9186-2

CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95

eBook (SUL) • ISBN 978-1-4331-9187-9

CHF 40.– / €^D 34.95 / €^A 35.70 / € 32.50 / £ 26.– / US-\$ 38.95



According to the U.S. Centers for Disease Control and Prevention, gun-related deaths have reached epidemic proportions in the United States, snuffing out the lives of well over 30,000 people (with 1/3 homicides and the remainder suicides and accidents) and wounding many more annually. Everytown organization found that on average, 96 people are killed by guns every day, and for every person killed by a gun, two more are injured. Seven children and teens are killed on average daily. Many of the guns used in these killings reach military-level weapons power, guns which currently

remain legal to purchase. Today in the United States, there are approximately 120.5 firearms per 100 people. The United States ranks high when compared with 22 other wealthy industrialized nations in per capita gun-related deaths with 3.85 per 100,000 residents, compared, for example, with the United Kingdom at 0.07, Japan at 0.04, Germany at 0.12, Indonesia at 0.10, and Oman at 0.06. This book covers issues of firearms violence and efforts at common sense reform from multiple perspectives, including a culture and climate of firearms addressed from a historical, social, governmental, legal, and psychological perspective; political activism and organizing strategies; and options for reform. It is written in a clear and accessible style from a progressive political perspective.

Esin Acar

Supporting Education with Afterschool Learning Environments

Out-of-School Learning at After School Hours-Turkey Case

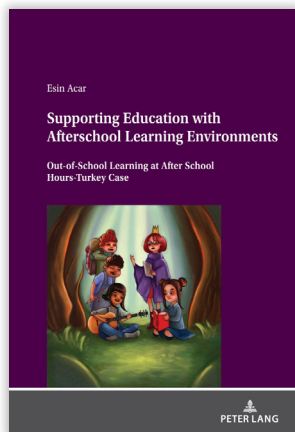
Berlin, 2021. 144 pp., 21 fig. b/w.

hb. • ISBN 978-3-631-85168-5

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95

eBook (SUL) • ISBN 978-3-631-85169-2

CHF 47.– / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.– / US-\$ 45.95



The book examines the approaches in Turkey and in international contexts and also offers cultural insights through analysis of the extensive fieldwork research. The author analyses how after-school education should be carried out from the viewpoints of parents, school managers, teachers and students as well on the basis of the research. Additionally, the book features some contributions mentioning the practical reflections of some practitioners and supervisors about after-school education in Chicago.

Linda Huber

Intercultural Communicative Competence – A Floating Signifier

Assessing Models in the Study Abroad Context

Oxford, 2021. XVIII, 326 pp., 12 fig. b/w, 5 tables.

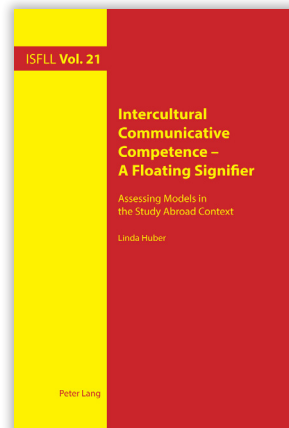
Intercultural Studies and Foreign Language Learning. Vol. 21

pb. • ISBN 978-1-78997-243-6

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

eBook (SUL) • ISBN 978-1-78997-240-5

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



In the field of language education, intercultural communicative competence has become a widely used concept. But what is intercultural communicative competence? Although the term is often understood as universally applicable, it comes with manifold nuances. The ambiguity ranges from underlying definitions to corresponding competences, forms of assessment and their operationalisation. Furthermore, an empirical foundation for models of intercultural competence is scarce. This book presents the findings of a qualitative research study on the views of language students, and critically analyses the speculative components of intercultural communicative competence regarding their feasibility in the study abroad context. It is argued that the notion represents a contingent and hegemonial interpretive scheme (Deutungsmuster), a floating signifier, which needs to be amended for particular circumstances. The critical reflection on intercultural competence in the light of real-life examples may serve as an incentive for an alternative approach to intercultural competence in foreign language teaching and contribute valuable information to the preparation of training sessions before a stay abroad.

Further, the book presents the findings of a qualitative research study on the views of language students, and critically analyses the speculative components of intercultural communicative competence regarding their feasibility in the study abroad context. It is argued that the notion represents a contingent and hegemonial interpretive scheme (Deutungsmuster), a floating signifier, which needs to be amended for particular circumstances. The critical reflection on intercultural competence in the light of real-life examples may serve as an incentive for an alternative approach to intercultural competence in foreign language teaching and contribute valuable information to the preparation of training sessions before a stay abroad.

Alexander Maschmann

Freiheit der Ausübung erwerbsberuflicher Tätigkeiten

Ein emanzipatorischer Ansatz zur Ausgestaltung qualifikationsfordernder Reglementierungen von Berufsausübung im Kontext der europäischen Integration

Berlin, 2021. 524 S., 44 s/w Abb., 11 Tab.

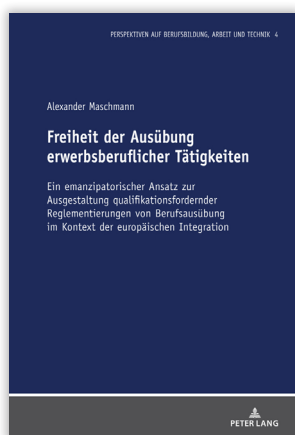
Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 4

geb. • ISBN 978-3-631-84642-1

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

eBook (SUL) • ISBN 978-3-631-85161-6

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



Die Freiheit der Ausübung erwerbsberuflicher Tätigkeiten war von Beginn an prägendes Element der europäischen Integration. Tradierte Reglementierungssystematiken und Denkmuster führen jedoch nach wie vor zum ungerechtfertigten Fordern von Qualifikationen. Für nicht wenige wird so die Ausübung eines erlernten Berufs erschwert oder gar verwehrt. Kann es gelingen, qualifikationsfordernde Reglementierungen zukunftsfähig auszugestalten? Nach grundlegender Untersuchung der Entwicklung europäischer Verkehrsfreiheiten, einer ausführlichen Betrachtung europäischer

Grundgarantien als Gestaltungsprinzip sowie der exemplarischen Analyse hemmender nationaler Qualifikationsforderungen werden hierzu ein berufswissenschaftlicher Lösungsansatz entwickelt sowie Aspekte seiner Umsetzung dargelegt.

Maria Helena Araujo e Sa • Carla Maria Ataíde Maciel (eds.)

Interculturalidade e plurilinguismo nos discursos e práticas de educação e formação

Contextos pós-coloniais de língua portuguesa

Bruxelles, 2021. 422 pp., 52 fig. col., 7 fig. b/w, 24 tables.

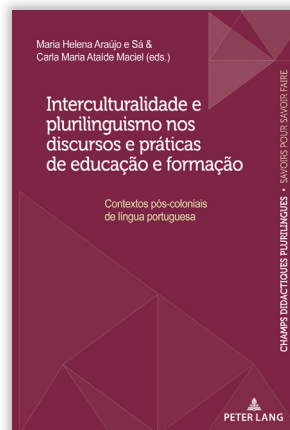
Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" / "Savoirs pour savoir faire". Vol. 4

Paperback • ISBN 978-2-8076-1755-1

CHF 59.– / €^D 49.95 / €^A 51.70 / € 47.– / £ 39.– / US-\$ 56.95

eBook (SUL) • ISBN 978-2-8076-1756-8

CHF 59.– / €^D 49.95 / €^A 51.70 / € 47.– / £ 39.– / US-\$ 56.95



Esta obra decorre do crescente interesse em estudos com foco no plurilinguismo e na interculturalidade em espaços de educação e formação, e, ainda, do reconhecimento da ausência generalizada de pesquisas sobre estas questões em contextos pós-coloniais de língua portuguesa, onde a diversidade linguístico-cultural endógena e exógena é marcada por desafios e tensões decorrentes de percursos históricos complexos e singulares. O livro reúne 15 artigos assinados por 23 investigadores, especialistas em educação, linguistas ou didatas de línguas, que refletem sobre os discursos

e as práticas de educação e formação em espaços onde o português está em contacto com outras línguas europeias (o inglês e o francês) e não europeias (como línguas tupí-guarani, bantu, khoisan, indo-arianas, austronésicas e papuas), em contextos africanos (Angola, Moçambique, São Tomé e Príncipe, Guiné-Bissau, Cabo Verde), asiáticos (Goa, Timor-Leste e Macau) e, ainda, no contexto latino-americano brasileiro. São, pois, divulgados resultados de pesquisas sobre a educação plurilingue e intercultural envolvendo a língua portuguesa, em espaços geopolíticos diversos e com múltiplas configurações. Numa altura em que a língua portuguesa se evidencia no contexto global, este livro proporciona múltiplas viagens nos tempos e espaços que os falantes desta língua têm cruzado e onde se encontram com outras línguas e culturas, evidenciando de que modo a educação tem sido e pode ser considerada como componente fundamental desta aventura.

Myriam Girardin

Les configurations familiales aux dernières étapes de la vie

Open Access

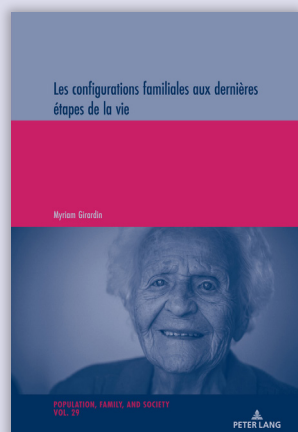
Bern, 2022. 414 p., 4 ill. en couleurs, 2 ill. n/b, 21 tabl.

Population, Famille et Société / Population, Family, and Society. Vol. 29

br. • ISBN 978-3-0343-3200-2

CHF 95.- / €^D 81.95 / €^A 84.30 / € 76.60 / £ 63.- / US-\$ 92.95

eBook (SUL) • ISBN 978-3-0343-3197-5



Cet ouvrage se base sur l'approche configurationnelle pour étudier les familles dans la vieillesse. Cette approche conçoit les familles comme des configurations, à savoir des réseaux formés de membres significatifs de la famille qui, par les ressources qu'ils s'échangent, sont dépendants les uns des autres. Les analyses révèlent une diversité de configurations familiales. Celles-ci se distinguent dans leur composition et dans le type de capital social qu'elles génèrent ainsi que dans leur gestion de l'ambivalence familiale. En somme, la diversité et la complexité caractérisent les liens familiaux dans la vieillesse. Ce constat nuance l'image homogène et positive de la famille longtemps défendue dans les modèles dominants de la gérontologie sociale.

Myriam Girardin est titulaire d'un doctorat en sociologie et travaille comme sociologue de la famille au Centre Interfacultaire de Gérontologie et d'Études des Vulnérabilités de l'Université de Genève. Ses domaines de recherche sont les réseaux familiaux dans la vieillesse, leur dynamique, les conflits et l'ambivalence qui les caractérisent.

Fang-tzu Hsu (author) • Peter Lownds (ed.)

Reading Comic Books Critically

How Japanese Comic Books Influence Taiwanese Students

New York, 2022. VIII, 148 pp.

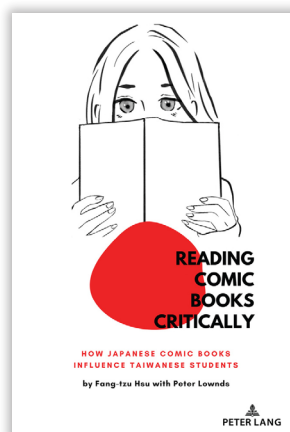
Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 23

pb. • ISBN 978-1-4331-8847-3

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

eBook (SUL) • ISBN 978-1-4331-8848-0

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



Education knows no boundaries but 'hot button issues,' like their students' love for comic books, highlight school, teacher and parent bias. Japanese comic books (*manga*) play an important role in the lives of most Taiwanese teenagers. This study includes surveys, a textual analysis of five student-selected *manga* series and multiple interviews with students and educators about comics' appeal and educational value. Japanese *manga* contain complex and sometimes contradictory ideologies of ethnicity, gender, class, and violence. From an ethnic perspective, although students may glean cultural

content from *manga* heroes and their retinues, people of color and non-Japanese Asians are either caricatures or non-existent. Taiwanese consumers seem largely unaware of this. Depictions of social and economic class distinctions are subtle although the dominant ideology of *manga* creators is middle-class. *Manga* aficionados are, for the most part, oblivious to class distinctions, but some notice that ancient caste precepts flourish. Although most *manga* focus on violent combat, their youthful consumers seem unaffected by excessive gore. Bloody battles with enemy legions are seen as a necessary element for the hero's journey. From a post-colonialist perspective, *manga*'s exaltation of Japanese cultural archetypes may preempt their readers' allegiance to and pride in being Taiwanese.

Ian Levy · Edmund Adjapong (eds.)

HipHopEd: The Compilation on Hip-Hop Education

Volume 3: Hip-Hop as Resistance and Social and Emotional Learning

New York, 2021. VIII, 132 pp.

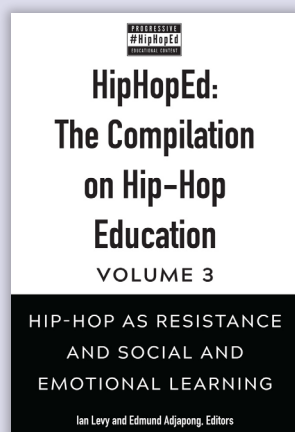
Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 3

pb. • ISBN 978-1-4331-8161-0

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

eBook (SUL) • ISBN 978-1-4331-8341-6

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



For the third volume of *HipHopEd: The Compilation on Hip-Hop Education*, the authors continue to highlight the voices, stories, and narratives of educators and scholars who approach their practice and research using a framework anchored in hip-hop culture. Much like prior iterations of this compilation, this edited volume includes chapters from senior scholars, emerging scholars, and practicing educators. The goal of the co-editors is to continue to support

and share scholarship that is rooted in hip-hop culture that provides new practical and strategic insights for scholars, practitioners, students, community members, and policymakers as it relates to processing a bevy of life's stressors. This volume highlights the use of hip-hop as resistance and social emotional learning across educational spaces. The chapters in this text are informed by hip-hop theory, practices, and the authors' lived experiences in order to offer individuals approaches as in the development of social and emotional resources to navigate the world at large. The authors explore how educators and scholars alike can leverage hip-hop to both disrupt education and asocial norms and support students in social and emotional learning. These two distinct sections offer a robust pathway to both advocate for hip-hop culture to exist authentically within schools, and then to use hip-hop culture to address a bevy of social and emotional outcomes.

Ian Levy, a NYC native, is an assistant professor of school counseling at Manhattan College and a former high school counselor in the South Bronx. Ian's research explores the school counselor's use of emotionally themed mixtape writing, recording, and performing as a small-group counseling intervention.

Edmund Adjapong is an assistant professor in the Educational Studies Department at Seton Hall University. He is also a faculty fellow at The Institute for Urban and Multicultural Education at Teachers College, Columbia University and co-editor of *HipHopEd: The Compilation on Hip-Hop Education Volumes 1 & 2*.

David J. Connor · Beth A. Ferri (eds.)

How Teaching Shapes Our Thinking About Disabilities

Stories from the Field

New York, 2021. XIV, 330 pp., 2 b/w ill.

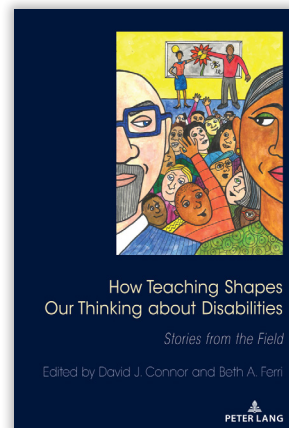
Disability Studies in Education. Vol. 26

pb. • ISBN 978-1-4331-8561-8

CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95

eBook (SUL) • ISBN 978-1-4331-8562-5

CHF 55.– / €^D 46.95 / €^A 46.40 / € 44.20 / £ 36.– / US-\$ 52.95



This book purposefully connects practice to research, and vice versa, through the use of deeply personal stories in the form of autoethnographic memoirs. In this collection, twenty contributors share selected tales of teaching students with dis/abilities in K-12 settings across the USA, including tentative triumphs, frustrating failures, and a deep desire to understand the dynamics of teaching and learning. The authors also share an early awareness of significant dissonance between academic knowledge taught to them in teacher education programs and their own experiential knowledge in schools.

Coming to question established practices within the field of special education in relation to the children they taught, each author grew increasingly critical of deficit-models of disability that emphasized commonplace practices of physical and social exclusion, dysfunction and disorders, repetitive remediation and punitive punishments. The authors describe how their interactions with children and youth, parents, and administrators, in the context of their classrooms and schools, influenced a shift away from the limiting discourse of special education and toward become critical special educators and/or engage with disability studies as a way to reclaim, reframe, and reimagine disability as a natural part of human diversity. Furthermore, the authors document how these early experiences in the everydayness of schooling helped ground them as teachers and later, teacher educators, who galvanized their research trajectories around studying issues of access and equality throughout educational structures and systems, while developing new theoretical models within Disability Studies in Education, aimed to impact practices and policies.

Srikala Narayan · Sarah L. Schlessinger

Narratives of Inclusive Teaching

Stories of *Becoming* in the Field

New York, 2021. XII, 166 pp.

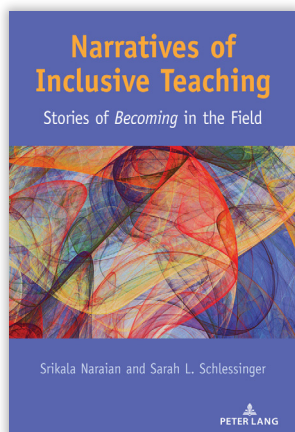
Disability Studies in Education. Vol. 25

pb. • ISBN 978-1-4331-8478-9

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

eBook (SUL) • ISBN 978-1-4331-8479-6

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



Teachers are increasingly challenged by dilemmas of practice as they negotiate their commitments to equity for students from historically marginalized communities, including students with disabilities, against the demands of their school settings. This book seeks to understand the ways in which teachers' engagements with their schooling contexts evoke varied forms of inclusive practice. It narrates the experiences of seven novice teachers who entered the field deeply committed to inclusive practice. It documents their conflicts, joys and struggles within the collectivities in which they were

embedded. In doing thus, the book discloses the many unpredictable trajectories of practice that encompass the complex work of teaching for inclusion.

Kelly Blewett · Tiane Donahue · Cynthia Monroe (eds.)

The Expanding Universe of Writing Studies

Higher Education Writing Research

New York, 2021. XXII, 438 pp., 40 b/w ill., 24 tables.

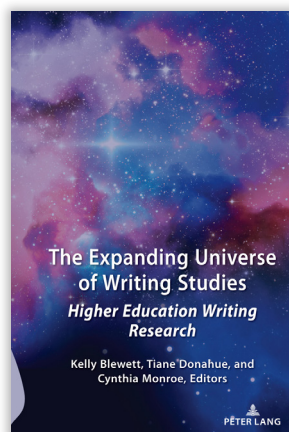
Studies in Composition and Rhetoric. Vol. 14

hb. • ISBN 978-1-4331-7730-9

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

eBook (SUL) • ISBN 978-1-4331-7731-6

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



This edited collection arrives at a crucial moment in the evolution of Writing Studies research. It brings together well-known and emerging scholars in the field of Writing Studies, broadly defined, to explore the range of research methods and methodologies, the types of research questions asked, and the types of data in play in research about higher education writing in the 21st century. Its contribution is unique in the current landscape—a collection of carefully detailed descriptions of the research methods that constitute the field today, after fifty years of development—as marked

by the 50th anniversary of the 1966 Dartmouth Seminar. The chapters focus on writing and writers in higher education, foregrounding research questions, methods, and data, while defining the areas of research that constitute this interdisciplinary field and offering examples of studies that employ the methods in these areas. Initial chapters address broad questions: the state of the field today, with a special focus on the field's methods and their (inter)disciplinary history. Contributions then cover domains such as sociological ethnography, cultural-historical activity theory, linguistics, decolonial translation, cognitive science, corpus linguistics in the study of writing in university first year and upper-level contexts, recurring features in writing across academic contexts, work from psychologists studying college writers' neuroplasticity, and many other domains of writing research. The final chapter argues for the value of lifespan writing research as an emerging domain, while the conclusion presents a synthesis of the major themes of the collection from leading scholars in the field.

Cécilia Brassier-Rodrigues · Pascal Brassier (eds.)

Internationalisation at Home

A collection of pedagogical approaches to develop students' intercultural competences

Bruxelles, 2021. 270 pp., 10 fig. b/w, 17 tables.

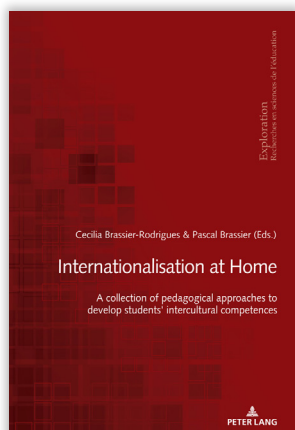
Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 194

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CHF 55.– / €^D 46.95 / €^A 48.40 / € 44.– / £ 36.– / US-\$ 53.95



The internationalisation of higher education has accelerated in recent years. Internationalisation at most higher education institutions mainly takes the form of study abroad. This immersion in an intercultural environment is believed to foster the development of academic and non-academic skills, thus improving graduates' employability. Regardless of the geographical area, higher education institutions (HEI) have therefore put student mobility at the heart of their academic projects. However, the context has changed: the Covid-19 health crisis has led to a freezing of international mobility.

Alternative solutions to traditional mobility must be found. With this book, we intend to contribute to reflections on how to develop intercultural sensitivity and intercultural competences among students through *Internationalisation at Home*. For this purpose, in the eight chapters of the book, we present some pedagogical methods that facilitate the creation of a context conducive to interculturality and the acquisition of plural skills by students at home. Some authors examine how these competences can be assessed. Finally, we propose a framework explaining how a combination of activities within an institution can foster the development of students' intercultural competences. Regardless of the approaches chosen by the teachers observed, they answered similar questions. These questions set a framework for reflections on efficient approaches to supporting the development of students' intercultural skills in an *Internationalisation at Home* context.

Teri Evans-Palmer

The Art of Teaching with Humor

Crafting Laughter

New York, 2021. XVI, 162 pp., 3 b/w ill., 9 color ill., 4 tables.

hb. • ISBN 978-1-4331-8657-8

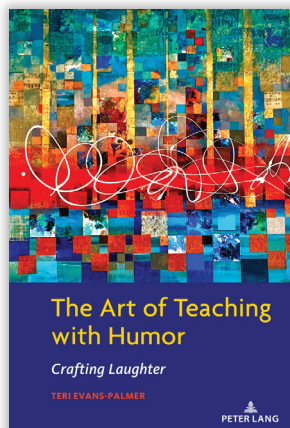
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eBook (SUL) • ISBN 978-1-4331-5494-2

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



“Why a book on humor for teachers?” After dodgy decades of teaching in high schools infamous for gang entanglements, students behaving badly and apathetic administrators, followed by time in a middle school art room dubbed the “snake pit,” Teri Evans-Palmer cheerfully accepted an adjunct position at a nearby university and enrolled in a doctoral program. Her heart goes out to teachers of all ages who sit in her humor sessions sharing stories that would make your heart pound. Inevitably, a teacher would ask, “Where can I get your book?” The pages of this book come from times with Dr.

Evans-Palmer's students when something funny made learning happen. There were plenty of days when the author felt like running into the woods screaming, but the best days were filled with tinkling moments enrobed in rollicking laughter, days she would happily relive again. Humor has both saved and served her as a teaching resource, a way to live connected to students, and a soft place to land when the burden of teaching knocks her over with the weight of it. *The Art of Teaching with Humor* is for teachers everywhere who share the need to laugh in order to thrive and survive. It is filled with amusing scenarios and specific humor tools any teacher can use to boost student creativity, attention, engagement, and performance. It is also a guide for teacher educators, administrators, and professional development staff to consider, as it explains how synthesizing joyful humor with instructional content and delivery safeguards teachers' emotional wellbeing and classroom performance.

Marta Kowalczyk-Walędziak

Building a Research-Rich Teaching Profession

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

Berlin, 2021. 236 pp., 3 fig. b/w, 2 tables.

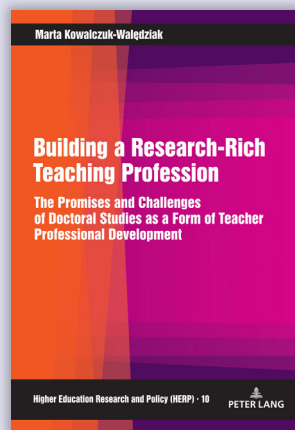
Higher Education Research and Policy. Vol. 10

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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.

Marta Kowalczyk-Walędziak (PhD) is Vice Dean for International Co-operation at the University of Białystok, Poland, and board member of the Association for Teacher Education in Europe (ATEE). Her research interests include teacher education and professional development, and the internationalisation of teacher education.

Dan Shepherd

Students of Trauma

A Handbook for Classroom Teaching in an Environment of Suffering

New York, 2021. XII, 140 pp.

hb. • ISBN 978-1-4331-8454-3

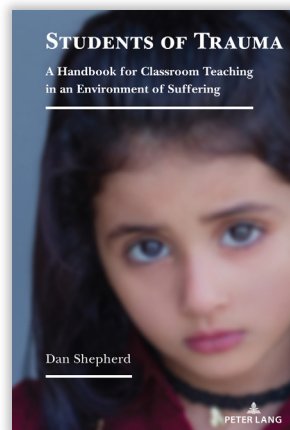
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CHF 42.– / €^D 35.95 / €^A 35.90 / € 34.20 / £ 28.– / US-\$ 40.95



Students of Trauma: A Handbook for Classroom Teaching in an Environment of Suffering provides educators with real world strategies for working with students who have experienced trauma and who express that trauma through depression, aggression, anxiety, hyperactivity, and suspicion. This handbook, based on current educational research and on the experiences of actual teachers, provides practical guidance to individuals working in schools with hurting young people. What sets this handbook apart from other trauma-informed education texts is its emphasis on specific and direct ac-

tions and attitudes that teachers can take today to make a powerful difference in the lives of their most troubled students. *Students of Trauma* will be a helpful addition to the libraries of classroom teachers, their administrators, and those who train them.

Sylvain Wagnon (éd)

Normes, disciplines et manuels scolaires

Bruxelles, 2022. 230 p., 1 ill. en couleurs, 28 ill. n/b.

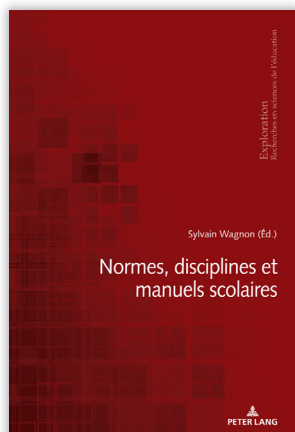
Exploration. Collection de la Société Suisse pour la Recherche en Education.
Vol. 199

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CHF 39.- / €^D 32.95 / €^A 34.10 / € 31.- / £ 26.- / US-\$ 37.95



Le manuel scolaire est un outil majeur et incontournable de l'enseignement actuel. Témoin de son temps, enjeu politique, économique et culturel, il est révélateur des mutations et des évolutions de nos systèmes éducatifs. Cet ouvrage analyse les liens entre les manuels scolaires, les savoirs enseignés, les normes disciplinaires et la forme scolaire. Chaque chapitre explore à la fois l'histoire et l'actualité des différentes disciplines scolaires par le prisme du manuel scolaire. Grâce à des analyses renouvelées et pluridisciplinaires, cet ouvrage précise l'importance du manuel en tant qu'inter-

face incontournable de l'acte éducatif et élément constitutif d'une culture scolaire. Au fil des contributions issues des plus récentes recherches françaises et suisses, le manuel apparaît ainsi comme vecteur de connaissances, de concepts et de valeurs, mais aussi et avant tout interprétation des programmes officiels. L'étude des liens entre les manuels scolaires et l'évolution de la forme scolaire permet de mettre en évidence les influences des divers acteurs, leurs interactions et les transferts culturels liés à la production des manuels, ainsi que leurs effets sur la constitution des disciplines. Grâce à cette étude novatrice des relations entre les normes, les disciplines et les manuels scolaires, cet ouvrage propose une réflexion globale sur l'enseignement, son histoire, son présent et ses perspectives.

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Revisiting Vygotsky for Social Change

Bringing Together Theory and Practice

Adolfo Tanzi Neto,
Fernanda Liberali and
Manolis Dafermos, Editors



ISSN: 2297-8534

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New York, 2020. XIV, 298 pp., 8 b/w ill.,
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Volume 2

Adolfo Tanzi Neto · Fernanda Liberali · Manolis Dafermos (eds.)

Revisiting Vygotsky for Social Change

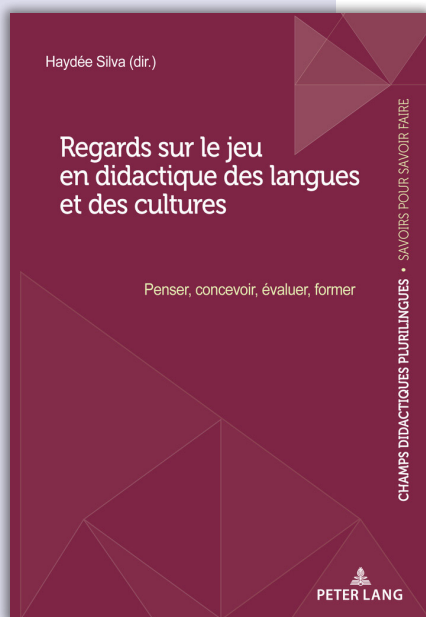
Bringing Together Theory and Practice

Volume 1

*Michalis Kontopodis · Maria Cecília Camargo Magalhães ·
Maria José Coracini (eds.)*

Facing Poverty and Marginalization

Fifty Years of Critical Research in Brazil



ISSN: 2593-6972

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42 tablas.

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Champs Didactiques Plurilingues: données pour des politiques stratégiques

Edited by Patrick Charденet

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Volume 9

Haydée Silva (éd)

Regards sur le jeu en didactique des langues et des cultures

Penser, concevoir, évaluer, former

Volume 8

Marie-Anne Chateaufeynaud

Sociodidactique du plurilinguisme et de l'altérité inclusive

Des langues régionales aux langues des migrants

Volume 7

Zehra Gabillon

Apprentissage de langues additionnelles dans un cadre scolaire plurilingue

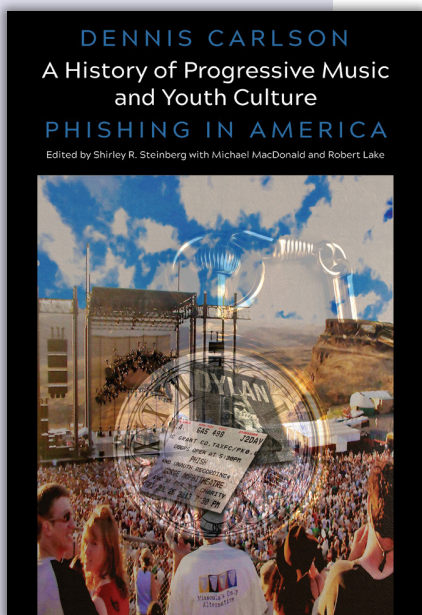
Langues autochtones, étrangères, régionales et patrimoniales

Volume 6

Francisco Lorenzo • Virginia de Alba Quiñones • Olga Cruz Moya (eds)

El español académico en L2 y LE

Perspectivas desde la educación bilingüe



ISSN: 1058-1634

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Volume 531

Dennis Carlson

A History of Progressive Music and Youth Culture Phishing in America

Volume 530

Rochelle Brock

Sista Talk Too

Volume 529

Doug Selwyn

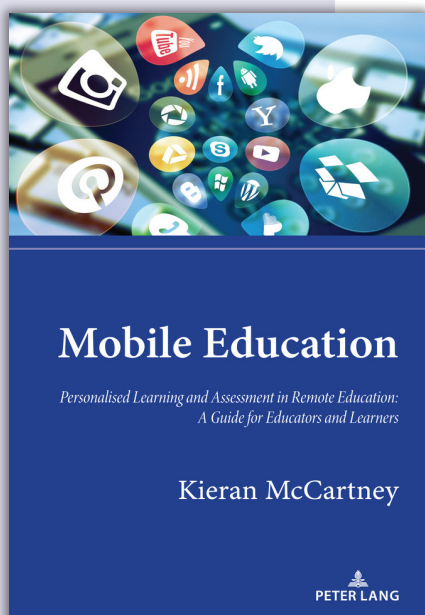
All Children Are All Our Children

Volume 528

Pauline Sameshima • Boyd White • Anita Sinner (eds.)

Ma

Materiality in Teaching and Learning



ISSN: 2634-8527

www.peterlang.com/view/serial/DLF

Oxford, 2021. XVIII, 166 pp., 13 fig. col., 1 table.

pb. • ISBN 978-1-78997-945-9
CHF 54.- / €^D 45.95 / €^A 47.60 / € 43.30 /
£ 35.- / US-\$ 52.95

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Digital Learning and the Future

Edited By Graeme Davis and Kieran McCartney

The global COVID-19 lockdown has led to a complete transformation of education. Never again could pedagogy be separated from its digital dimension. Traditional learning practices were replaced overnight by digital practices, frequently untested. Many educational settings were forced to address the fragmented national and regulatory frameworks that direct teaching and learning practice as well as testing. The Digital Learning and the Future book series was born of the pandemic, offering an outlet for teachers and scholars to share their research and practices in this new reality.

This interdisciplinary book series examines the use of digital technology in education. It is part of an unfolding educational agenda around technology-enhanced learning, where technology is both blended as a tool within existing pedagogies and drives new pedagogies. The series looks to the future, to emerging technologies and methodologies. Areas of interest include educational futures and future pedagogies, pedagogy and globalization (including MOOC), mobile learning, edtech, technology in assessment, and technology and face-to-face blended learning.

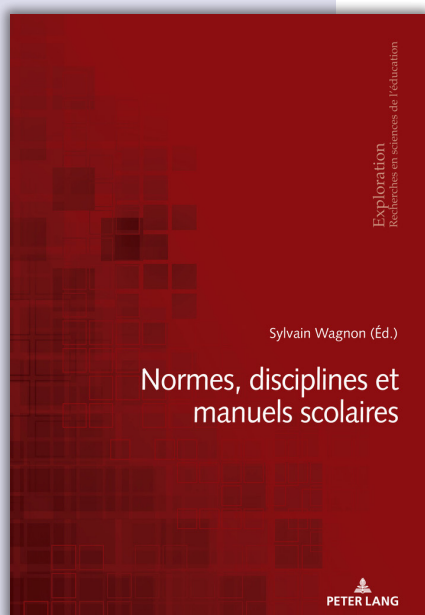
The series encourages proposals for short-format books (between 25,000 and 50,000 words) with the aim of responding quickly to this rapidly changing field. Short monographs, co-authored or edited collections, case studies, practical guides and more are all welcome.

Volume 1

Kieran McCartney

Mobile Education

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



ISSN: 0721-3700

www.peterlang.com/view/serial/EXPL

Bruxelles, 2022. 230 p., 1 ill. en couleurs,
28 ill. n/b.

br. • ISBN 978-2-87574-461-6
CHF 39.- / €^D 32.95 / €^A 34.10 / € 31.- /
£ 26.- / US-\$ 37.95

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CHF 39.- / €^D 32.95 / €^A 34.10 / € 31.- /
£ 26.- / US-\$ 37.95

Bruxelles, 2022. 234 p., 36 ill. n/b.

br. • ISBN 978-2-8076-1884-8
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CHF 47.- / €^D 40.95 / €^A 41.80 / € 38.- /
£ 31.- / US-\$ 45.95

Bruxelles, 2022. 604 p., 18 ill. n/b, 1 tabl.

br. • ISBN 978-2-87574-404-3
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- /
£ 33.- / US-\$ 48.95

eBook (SUL) • ISBN 978-2-87574-405-0
CHF 50.- / €^D 42.95 / €^A 44.- / € 40.- /
£ 33.- / US-\$ 48.95

Bruxelles, 2021. 236 p., 5 ill. n/b, 10 tabl.

br. • ISBN 978-2-87574-416-6
CHF 25.- / €^D 20.95 / €^A 22.- / € 20.- /
£ 17.- / US-\$ 24.95

eBook (SUL) • ISBN 978-2-87574-417-3
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£ 17.- / US-\$ 24.95

Exploration

Édité par Bernard Schneuwly, Rita Hofstetter, Bernard Wentzel and Isabelle Capron Puozzo

Interlocutrices privilégiées tant des acteurs sociaux que des autres sciences sociales, les sciences de l'éducation alimentent le questionnement éducatif des sociétés contemporaines. La Collection Exploration entend contribuer à cette réflexion.

La pluralité des disciplines et des approches en sciences de l'éducation définit la vocation de la Collection Exploration, celle de carrefour des multiples dimensions de la recherche et de l'action éducative. Sans a priori quant aux méthodes, la Collection publie des travaux empruntant une démarche scientifique, afin de les rendre accessibles aux chercheurs, aux formateurs, enseignants et éducateurs, et plus généralement à toute personne intéressée par l'analyse des phénomènes éducatifs. Comme l'évoque son nom, Exploration privilégie les travaux investissant des terrains nouveaux, abordant des questions vives de la recherche éducationnelle ou développant des méthodologies et des problématiques prometteuses.

Exploration comprend trois séries. *Recherches en sciences de l'éducation* couvre tous les domaines de l'éducation; *Éducation: Histoire et pensée* est dédiée aux travaux sociohistoriques et de philosophie; *Vygotskij: œuvres et études* se spécialise dans le développement, l'art et les concepts y relatifs en éducation.

Placée sous les auspices de la Société suisse pour la recherche en éducation, Exploration a été fondée en 1977; elle a depuis lors publié une centaine d'ouvrages. Quatre à huit volumes paraissent annuellement, choisis par les directeurs de la collection et évalués par des chercheurs scientifiques reconnus.

Volume 199

Sylvain Wagnon (éd)

Normes, disciplines et manuels scolaires

Volume 198

Bertrand Bergier

Retours gagnants

De la sortie sans diplôme au retour diplômant

Volume 197

Bernard Schneuwly · Irina Leopoldoff Martin · Daniele Nunes
Henrique Silva (éds)

Imagination Textes choisis

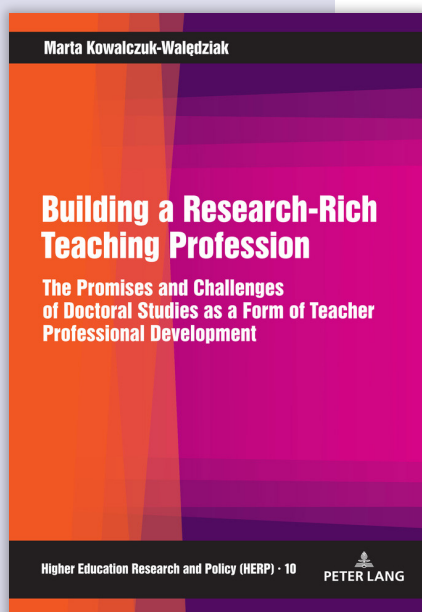
Avec des commentaires et des essais sur l'imagination dans l'œuvre de Vygotskij

Volume 196

Pierre Caspard

La famille, l'école, l'État

Un modèle helvétique, XVIIe-XIXe siècles



ISSN: 2193-7613

www.peterlang.com/view/serial/HERP

Berlin, 2021. 236 pp., 3 fig. b/w, 2 tables.

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
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£ 38.– / US-\$ 56.95

Berlin, 2019. 279 pp., 19 fig. b/w, 9 tables

hb. • ISBN 978-3-631-77296-6
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Berlin, 2019. 468 pp., 15 b/w fig., 14 tables

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Frankfurt am Main, 2015. 278 pp., 47
tables, 2 graphs

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Higher Education Research and Policy

Edited by Marek Kwiek

The Higher Education Research and Policy (HERP) series is intended to present both research-oriented and policy-oriented studies of higher education systems in transition, especially from international comparative perspectives. Higher education systems worldwide are currently under multi-layered pressures to transform their funding and governance structures in rapidly changing environments. The series intends to explore the impact of such wider social and economic processes as globalization, internationalization and Europeanization on higher education institutions and it is focused on such issues as changing relationships between the university and the state, the changing academic profession, changes in public funding and university governance, the emergent public/private dynamics in higher education, the consequences of educational expansion, education and public/private goods, and the impact of changing demographics on national systems. Its audience includes higher education researchers and higher education policy analysts, university managers and administrators, as well as national policymakers and staff of international organizations involved in higher education policymaking.

Volume 10

Marta Kowalczyk-Walędziak

Building a Research-Rich Teaching Profession

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

Volume 9

Ahoud Al-Asfour

Higher Education Privatization in Kuwait

A Study in the Processes of Policy Production

Volume 8

Pavel Zgaga • Ulrich Teichler • Hans G. Schuetze • Andrä Wolter (eds.)

Higher Education Reform: Looking Back – Looking Forward

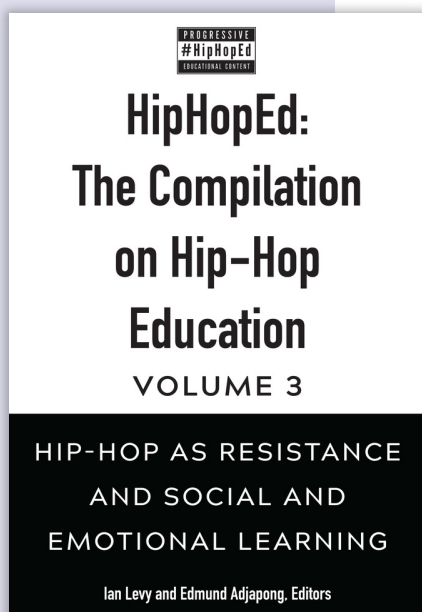
Second Revised Edition

Volume 7

Gabriella Pusztai

Pathways to Success in Higher Education

Rethinking the Social Capital Theory in the Light of Institutional Diversity



ISSN: 2643-5551

www.peterlang.com/view/serial/HPE

New York, 2021. VIII, 132 pp.

pb. • ISBN 978-1-4331-8161-0
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CHF 29.– / €^D 24.95 / €^A 25.70 / € 23.30 /
£ 19.– / US-\$ 27.95New York, 2020. VIII, 160 pp., 3 b/w ill.,
5 tableshb. • ISBN 978-1-4331-7491-9
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New York, 2019. XIV, 114 pp., 1 table

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Hip-Hop Education

Edited by Edmund Adjapong and Chris Emdin

Hip-Hop Education is a sociopolitical movement that utilizes both online and offline platforms to advance the utility of hip-hop as a theoretical framework and practical approach to teaching and learning. The movement is aimed at disrupting the oppressive structures of schools and schooling for marginalized youth through a reframing of hip-hop in the public sphere, and the advancement of the educative dimensions of the hip-hop culture. Hip-Hop Education's academic roots include, but are not limited to the fields of education, sociology, anthropology and cultural studies and it draws its most distinct connections to the field of hip-hop studies; which is in many ways, is the stem from which this branch of study has grown and established itself. Authors and academics who brought hip-hop into fields like African American studies, philosophy, and the general public writ large, provided in depth studies of a wide range of topics that range from feminism to race and racism. Hip-Hop Education: Innovation, Inspiration, Elevation will be the first of its kind in educational praxis. The series will be composed of books by artists, scholars, teachers, and community participants. The series will publish global authors who are experts in the fields of Hip-Hop, Education, Black Studies, Black Popular Culture, Community Studies, Activism, Music, and Curriculum.

Volume 3

Ian Levy • Edmund Adjapong (eds.)

HipHopEd: The Compilation on Hip-Hop Education

Volume 3: Hip-Hop as Resistance and Social and Emotional Learning

Volume 2

Edmund Adjapong • Ian Levy (eds.)

HipHopEd: The Compilation on Hip-Hop Education

Volume 2: Hip-Hop as Praxis & Social Justice

Volume 1

Jason Rawls • John Robinson

Youth Culture Power

A #HipHopEd Guide to Building Teacher-Student Relationships and Increasing Student Engagement



ISSN: 1660-6043

www.peterlang.com/view/serial/PFS

Bern, 2020. 318 p., 39 ill. en couleurs, 3 ill. n/b, 29 tabl.

br. • ISBN 978-3-0343-3771-7
CHF 87.- / €^D 75.95 / €^A 77.10 / € 70.10 /
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eBook (SUL) • ISBN 978-3-0343-3946-9

Bern, 2019. 274 p., 2 ill. n/b, 10 tabl.

br. • ISBN 978-3-0343-3799-1
CHF 72.- / €^D 60.90 / €^A 63.80 / € 58.- /
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eBook (SUL) • ISBN 978-3-0343-3885-1

Bern, 2019. XXIV, 482 p., 11 ill. en couleurs, 11 ill. n/b, 5 tabl. en couleurs, 30 n/b tabl., 120 graph. en couleurs, 1 n/b graph., 3 cartes en couleurs.

br. • ISBN 978-3-0343-3828-8
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Bern, 2019. 279 pp., 13 fig. col., 14 fig. b/w, 1 table col., 20 tables b/w

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Population, Famille et Société / Population, Family, and Society

Edited by Michel Oris

This series welcomes and encourages the dialogue between demography and family studies to revitalize social history as well as sociology and population studies. An international network of scholars based at the Laboratory of Demography and Family Studies of the University of Geneva has initiated an open-minded series that seeks to reflect the latest developments in research. The collection emphasizes comparative and international perspectives, as well as interdisciplinary approaches drawing from history, economics, statistics, sociology, geography, demography, and cultural anthropology. Innovative methodologies for both qualitative and quantitative analysis which allow authors to reformulate old problems and ask new questions are particular welcome. The series publishes both individual and collective volumes. The first group encompasses case studies or monographs coming from the Swiss or the international scientific world, including the best Ph.D. dissertations. The second group refers to collective volumes organized around a topic emerging from a scientific debate, with contributions from various disciplinary fields and/or geographic horizons.

Volume 35

Aline Duvoisin

Les origines du baby-boom en Suisse au prisme des parcours féminins

Volume 34

Isabelle Leveque Lamotte

Transmission et sentiments : les relations familiales en Dordogne, 1780-1839

Volume 33

Aude Martenot

Parcours de vie et mémoires de pauvres

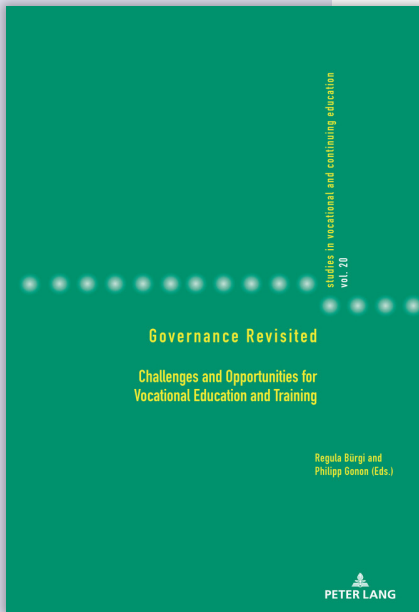
Changements personnels et sociohistoriques dans les bidonvilles de Mumbai

Volume 32

Paulo de Teodoro Matos • Helena Da Silva • José Miguel Sardica (eds.)

War Hecatomb

International Effects on Public Health, Demography and Mentalities in the 20th Century



ISSN: 2235-7319

www.peterlang.com/view/serial/SBW

Bern, 2022. 432 pp., 5 fig. col., 8 fig. b/w, 19 tables.

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CHF 84.– / €^D 71.95 / €^A 74.– / € 67.30 /
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Studies in Vocational and Continuing Education

Edited by Philipp Gonon and Anja Heikkinen

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The series has a firm basis in the international research network “VET and Culture” (Vocational Education and Training and Culture; www.peda.net/veraja/uta/vetculture) and the editors invite distinguished researchers from Europe and other continents to contribute to the series. Studies in Vocational and Continuing Education includes monographs, collected papers editions, and proceedings.

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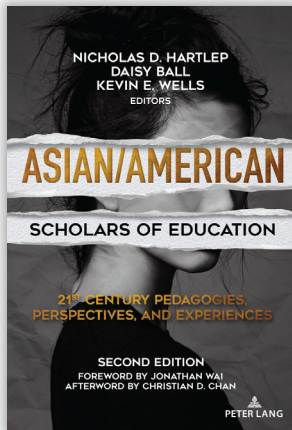
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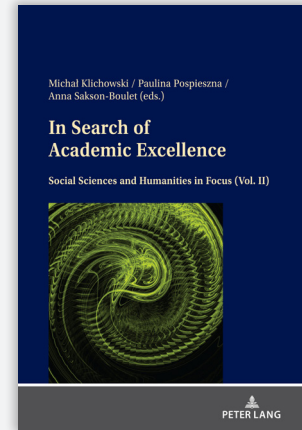
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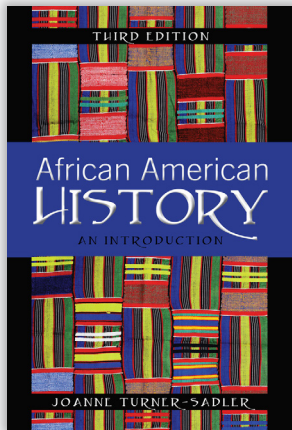
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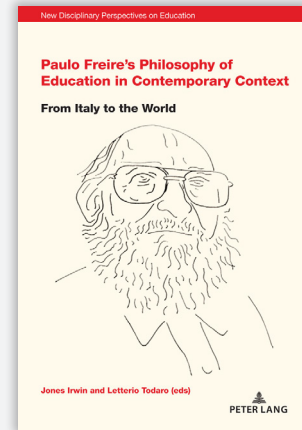
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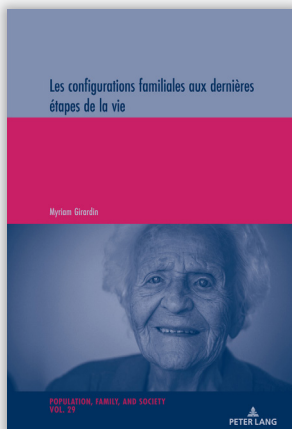
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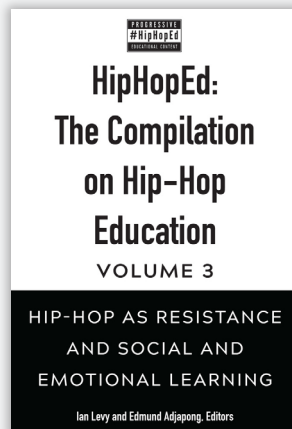
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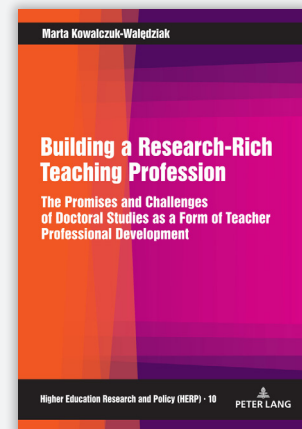
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