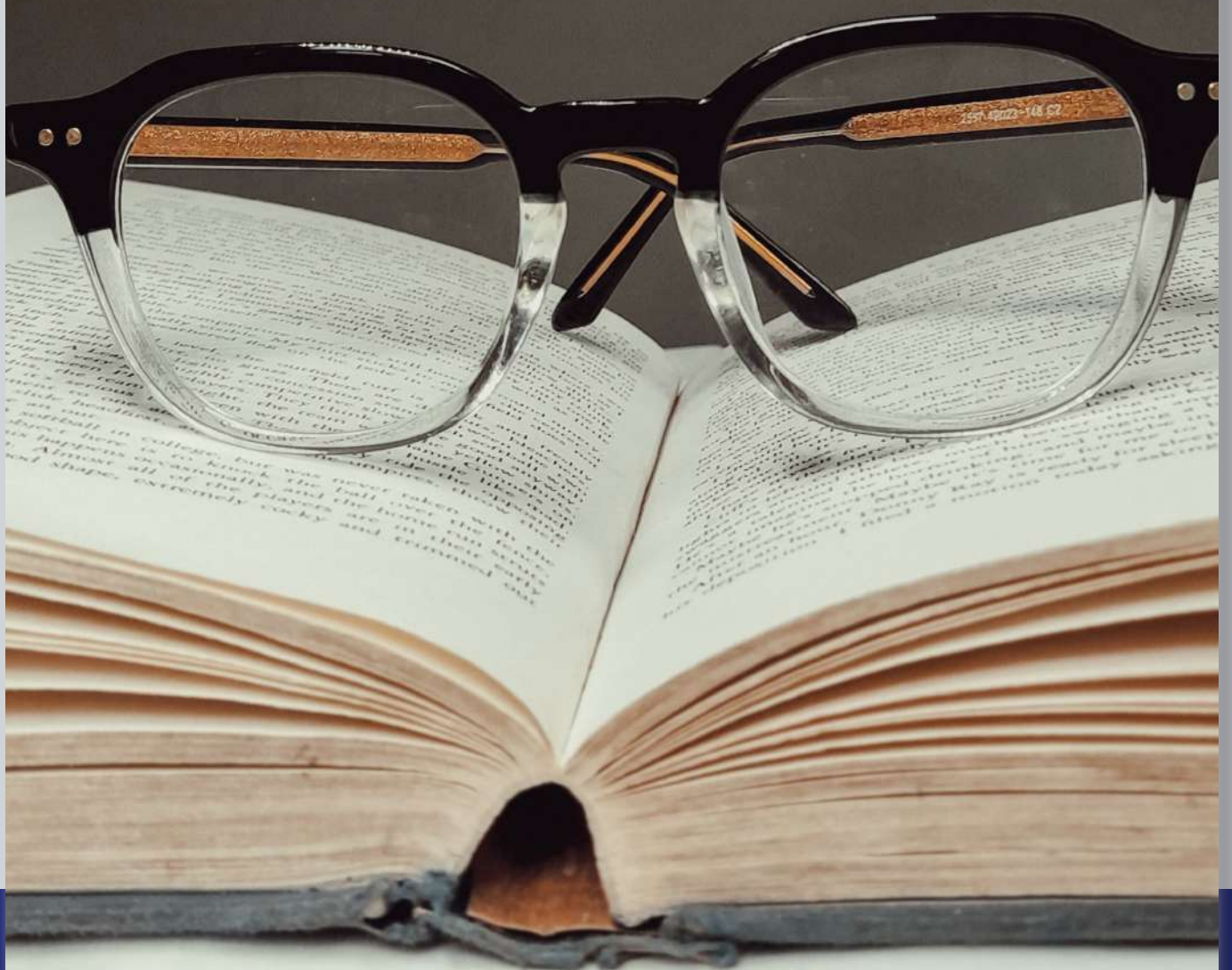


EDUCATION 2023



Cover Photo by Emmanuel Ikwuegbu on Unsplash



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

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Marion Fleige · Wiltrud Gieseke ·
Aiga von Hippel · Maria Stimm

Berufliche Weiterbildung in Volkshochschulen

Zugänge zum lebenslangen Lernen

Berlin, 2022. 404 S., 24 s/w Abb., 22 Tab.

Studien zur Pädagogik, Andragogik und Gerontagogik / Studies in Pedagogy, Andragogy, and Gerontology. Bd. 80

geb. • ISBN 978-3-631-87656-5

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

eBook (SUL) • ISBN 978-3-631-88071-5

Open Access



Nicht nur durch die technischen Veränderungen in allen Berufsfeldern sind Volkshochschulen – bezogen auf alle Qualifikationsniveaus – verstärkt gefordert. Bisher fehlen jedoch grundlegende Erkenntnisse, wie auf diese Entwicklungen durch Volkshochschulen in ihren beruflichen Weiterbildungsangeboten reagiert wird. Die Ergebnisse der Studie sind gebündelt und feingliedrig aufbereitet, um eine theoretisch-empirische Auslegung beruflicher Weiterbildung anzubieten. Es werden die thematischen und strukturellen Verschiebungen und Schwerpunkte ebenso sichtbar wie die vorhandenen Handlungsspielräume der Programmplanenden an Volkshochschulen.

handenen Handlungsspielräume der Programmplanenden an Volkshochschulen.

Marla Morris

Curriculum Studies in the Age of Covid-19

Stories of the Unbearable

New York, 2022. X, 232 pp.

Education and Struggle. Narrative, Dialogue, and the Political Production of Meaning. Vol. 24

hb. • ISBN 978-1-4331-9746-8

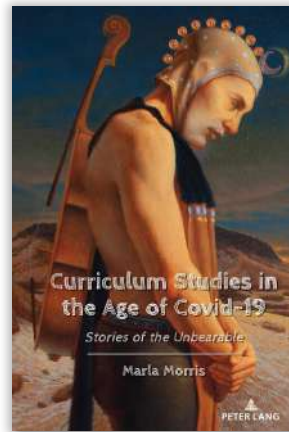
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-9698-0

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

eBook (SUL) • ISBN 978-1-4331-9744-4

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



To think through history as it unfolds by engaging in “unbearable story-telling” is the task at hand in *Curriculum Studies in the Age of Covid-19*. The author documents stories of Covid-19 both from the perspective of a university professor and from the frontlines as a hospital chaplain, interweaving autobiography with philosophy, fiction, theology, history, and memory, in order to articulate what is beyond language and develop an archive. The archive is not only about the past but how future generations will understand the past. This book might be of

interest to educationists, curriculum studies scholars, philosophers, theologians, literary scholars, historians, medical anthropologists, bioethicists, health humanities scholars, and hospital chaplains as well as palliative care physicians and psychoanalysts.

Jeremy Wallace · Jeremiah J. Sims · Jeremiah J. Sims · Lasana O. Hotep (eds.)

The White Educators' Guide to Equity

Teaching for Justice in Community Colleges

New York, 2023. XVI, 344 pp.

Educational Equity in Community Colleges. Vol. 2

hb. • ISBN 978-1-4331-9694-2

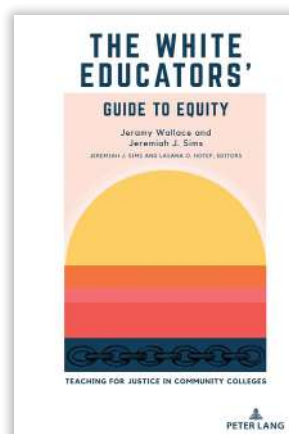
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-9856-4

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

eBook (SUL) • ISBN 978-1-4331-9854-0

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



In the United States, community colleges are some of the most racially diverse institutions of higher education. And, as such, as argued in *Minding the Obligation Gap in Community Colleges and Beyond* (Sims et al., 2020), they are uniquely positioned to function as disruptive technologies, that is, spaces that disrupt institutionalized educational inequity. Pedagogy and curriculum must be liberatory if we hope to engender educational equity precisely because nationwide the majority of community college students are stu-

dents of color and the majority of African American and Latinx college students start their journeys at a community college. The community college professorate is the inverse, as three-quarters of all college professors are white. These demographics create a cultural schism that is preventing students of color and other minoritized groups from reaching their full intellectual and creative potential. This book fills a gap in the academic literature on how community college educators can more effectively serve their diverse students, from interrogating their own white racial identity, to overhauling their curricula and pedagogy, and later by committing to radical love as praxis. While this book's title explicitly calls on white educators, ultimately, it is for any educator who seeks to dismantle classroom power structures and who strives to create nurturing, justice-advancing curricula.

"The White Educators' Guide to Equity is a vital contribution to the literature on how to create racial equity in college settings—and, importantly, in the setting of community colleges, where such work is more important than ever, but often ignored. A must-read for all educators, but particularly those in community colleges looking to transform their institutions."

—Tim Wise, Author, *White Like Me: Reflections on Race from a Privileged Son*

"Given the disproportionate number of white faculty in the community system in comparison to the student population, this book is essential in providing the necessary guidance and tools that will allow white teachers to effectively teach students of color. Moreover, this text recognizes that if the community system is going to improve outcomes for students of color that white faculty have obligation to be equipped to have greater understanding of race and racism that would impact what and how they teach."

—Edward Bush, President, Cosumnes River College

"Improving outcomes for community college students begins with improving one's understanding of race and racism. The first-person perspective of engaging in anti-racist work in this book calls to our core values as community college educators. This book provides guidance, evokes critical self-reflection, and highlights practical tools to effectively educate historically minoritized students, especially for an educational system whose teaching faculty is predominantly white."

—Angelica Garcia, President, Berkeley City College

María Teresa del-Olmo-Ibáñez · Alejandro Cremades Montesinos · Raúl Gutiérrez Fresneda (eds.)

Formación del profesorado europeo de Educación Primaria en multiculturalidad y plurilingüismo: España, Francia, Italia y Grecia

Berlin, 2022. 240 p., 19 il. blanco/negro, 19 tablas.

enc. • ISBN 978-3-631-87182-9

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

eBook (SUL) • ISBN 978-3-631-87310-6

CHF 52.– / €^D 45.05 / €^A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95



Los objetivos del proyecto son: realizar un estudio comparado de la formación recibida por los profesores españoles, franceses, italianos y griegos de Educación Primaria en metodología para la didáctica de L2 y en competencias multiculturales y plurilingües; determinar su percepción y actitud ante la diversidad del alumnado y contrastarlas con el estado de la cuestión; alcanzar conclusiones sobre el contexto en esa etapa educativa que permitan elaborar propuestas metodológicas adecuadas a sus necesidades. El método empleado es cuantitativo, comparatista y de revisión teórica y

epistemológica. El instrumento utilizado es una escala Likert, con una gradación desde 'Muy en desacuerdo' hasta 'Muy de acuerdo' correspondiéndoles los números del 1 al 4 respectivamente. Los resultados evidencian la necesidad de revisar la formación inicial y continua del profesorado en cuanto a multiculturalidad y plurilingüismo en los cuatro países participantes en el proyecto.

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

In Search of Academic Excellence

Social Sciences and Humanities in Focus (Vol. II)

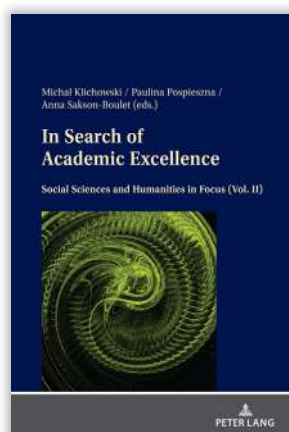
Berlin, 2022. 246 pp., 10 fig. b/w, 4 tables.

hb. • ISBN 978-3-631-86941-3

CHF 58.– / €^D 49.95 / €^A 51.35 / € 46.70 / £ 38.– / US-\$ 56.95

eBook (SUL) • ISBN 978-3-631-86959-8

CHF 58.– / €^D 49.95 / €^A 51.35 / € 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 accompanied by contradictions which have been pointed out many times in the history of academia in Poland. This publishing se-

ries 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.

Stephen Lafer

Progressive Education for Democratic Society

Smitty! Not g, Dr. Spearman

New York, 2022. X, 288 pp., 1 b/w ill.

hb. • ISBN 978-1-4331-8999-9

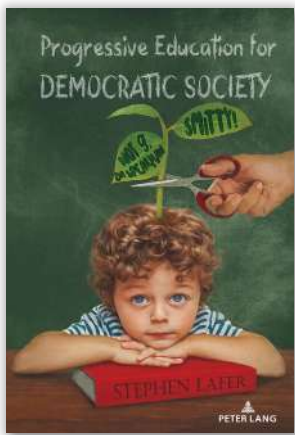
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-8998-2

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

eBook (SUL) • ISBN 978-1-4331-8995-1

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



The American educational system, because it is based in behaviorist rather than progressivist philosophy, has not well-served the development of a citizenry capable of effective participation in the democratic decision-making process, the remedy being the progressivist methods described in the later chapters of *Progressive Education for Democratic Society*. The mistreatment of mind in schools, historically, is intentional, the consequence being the use of curriculum and methods that are intended to inculcate students in a manufactured truth rather than promote the development of critical

thinking skills necessary for assessing the truth value of contents. While this emphasis does not educate students to be critically thoughtful participants in the societal decision-making process, it does pave the way for passive acceptance of an unfair and inequitable economic system, its beneficiaries the few and the wealthy while the masses are kept content and relatively subdued. Progressive educational methods are described and promoted as means for the creation of a sane and humane democratic society. These methods are student-centered, the student the creator of meaningful knowledge developed by treating information analytically in order to discover inherent truth value—this, the basis for effective decision-making as an individual and as a member of a democratic society. Freedom and responsibility are the linchpins of a free and, at the same time, humane society, responsibility leading to voluntary curtailment of freedom, enough so that all may enjoy the benefits of a free society. The book discusses issues of proper and improper authority in order to argue for schools in which students know how to benefit from the proper and challenge the improper.

Francisco José Leandro · Roopinder Oberoi (eds.)

Disentangled Vision on Higher Education

Preparing the Generation Next

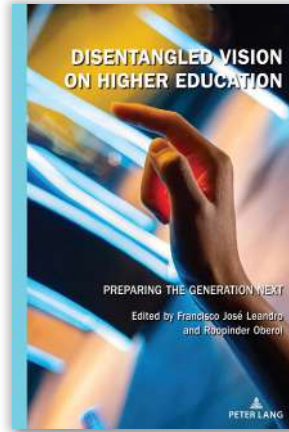
New York, 2023. XXXVI, 526 pp., 22 b/w ill., 25 tables.

hb. • ISBN 978-1-4331-8594-6

CHF 113.– / €^D 98.95 / €^A 100.80 / € 91.70 / £ 74.– / US-\$ 109.95

eBook (SUL) • ISBN 978-1-4331-8690-5

CHF 113.– / €^D 98.95 / €^A 100.80 / € 91.70 / £ 74.– / US-\$ 109.95



This book offers an objective and dispassionate analysis of modern educational architecture allowing us to notice gaps. The fundamental question addressed is whether our education system will embrace knowledge-based society and have the foresight to better prepare future generations. If educators around the world step back for a moment, it is not difficult to notice that unanswered questions about education are looming everywhere. The existent academic literature on education is abundant and embracing. In consequence, one can ask why is this book necessary? Indeed, this book is

the result of senior university professors sharing their learnings and anticipating the pivotal issues facing all education professionals. According to the United Nations, by 2050, 68% of the world's population will be living in urban areas. This fact cannot be ignored as it is one of the drivers of the profile of the future students. The reasons to organize this publication are many, but among them three stand out which also function as the driving forces behind this project: (1) University professors teach future generations based on models grounded on knowledge advanced by past experiences; (2) The decisive requirement to understand the needs of the new generations of university millennial students; and (3) What are the critical challenges of global societies?

»This book problematizes the issues concerning education, and its main contribution is to answer the need to rethink education, face contemporary challenges, and reorganize the way public policies address education. It critically analyses the challenges of global societies in a decentralized perspective, not only reflecting a western perspective of education and knowledge production. The project's originality comes from the contemporaneity of the topics covered, from the interdisciplinary perspective, and from the specific attention given to trends around education.»

—Cátia Miriam Costa, Researcher and Invited Assistant Professor, Centre for International Studies, Perfil Ciência

Open Access

Natalija Mažeikienė (ed.)

Discovering the New Place of Learning

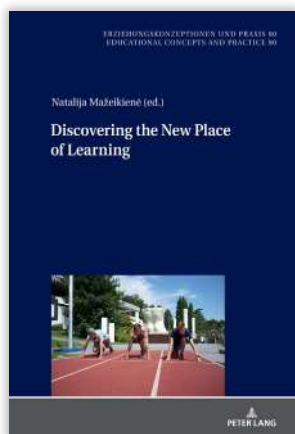
Berlin, 2022. 288 pp., 40 fig. b/w, 9 tables.

Erziehungskonzeptionen und Praxis / Educational Concepts and Practice. Vol. 90

hb. • ISBN 978-3-631-88223-8

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

eBook (SUL) • ISBN 978-3-631-88224-5



The book explores the potential of learning outside the traditional classroom when students gain real-world experiences in a variety of contexts and public spaces such as built, natural and virtual landscapes, museums, heritage sites, science centres and community venues. The authors of the book promote and put the flexible and 'plastic' concept of a place of learning into action by including physical geographical location, digital, virtual and textual spaces into the analysis. The book illuminates the importance of innovative educational strategies in connecting formal, non-formal and

informal education – experiential learning in museums, heritage places and communities, inquiry-based pedagogy, digital storytelling, environmental online games, narrative geographies, and the use of geospatial technologies.

David Ridley

No Consolation

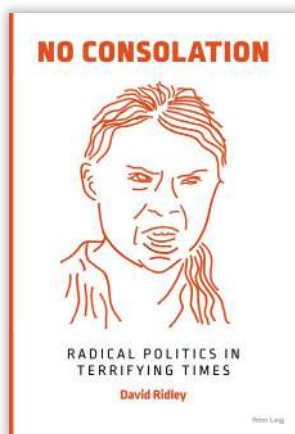
Radical Politics in Terrifying Times

Oxford, 2022. XX, 78 pp.

pb. • ISBN 978-1-80079-595-2

CHF 31.– / €^D 26.95 / €^A 27.20 / € 24.70 / £ 20.– / US-\$ 30.95

eBook (SUL) • ISBN 978-1-80079-596-9

CHF 31.– / €^D 26.95 / €^A 27.20 / € 24.70 / £ 20.– / US-\$ 30.95

We are living in an age of permanent crisis. Pandemics, war and climate change are just some of the unexpected yet predictable events shaping the world today. In this timely book, David Ridley examines how we collectively respond to these events, whether we face them bravely and intelligently or turn to nostalgia or utopianism. While politicians, corporations and intellectuals all fall prey to what Ridley calls «consolation», drawing on the work of John Dewey, a new generation is rising up to the challenge. Standing alongside teachers, posties, train drivers, refuse workers - young activists

are part of an emerging, global movement saying «enough is enough»

“This fiery, startling yet engaging polemic is an injunction to think and act together. Eschewing glib or easy answers, Ridley builds on his ex-

periences as a political activist to think about how we got here, while visioning ahead to a near future of reaction, struggle and opportunity. Read this and be prepared to think it all again, upside down, inside-out – together. Rip it up and start again.”

—Dan Taylor, Lecturer in Social and Political Thought, Open University and author of the Orwell Prize shortlisted book *Island Story: Journeys Through Unfamiliar Britain*

“An essential resource for the resistance now growing.”

—Hilary Wainwright, Red Pepper co-founder and author of *Arguments for A New Left: Answering the Free Market Right*

Kathryn Riley • Janet McVittie • Marcelo Gules Borges (eds.)

Decolonizing Environmental Education for Different Contexts and Nations

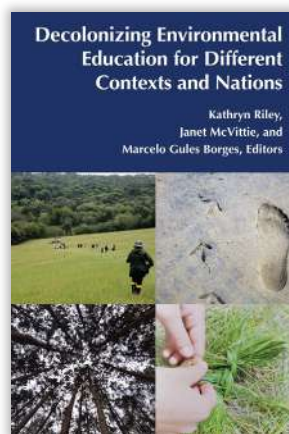
New York, 2022. XVIII, 254 pp., 7 b/w ill.

(Post-)Critical Global Childhood & Youth Studies. Vol. 3

pb. • ISBN 978-1-4331-9174-9

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

eBook (SUL) • ISBN 978-1-4331-9183-1

CHF 44.– / €^D 38.30 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95

As Dominant Western Worldviews (DWWs) proliferate through ongoing structures of globalization, neoliberalism, extractive capitalism, and colonialism, they inevitably marginalize those deemed as 'Other' (Indigenous, Black, Minority Ethnic, non-Western communities and non-human 'Others', including animals, plants, technologies, and energies). Environmental Education (EE) is well-positioned to trouble and minimize the harmful human impacts on social and ecological systems, yet the field is susceptible to how DWWs constrain and discipline what counts as viable

knowledge, with a consequence of this being the loss of situated knowledges. To understand the relationships between DWW and situated knowledges and to thread an assemblage of ontological views that exist in unique contexts and nations, authors in this book take up decolonizing methodologies that expand across theories of Indigenous Knowledges (IK), Traditional Ecological Knowledges (TEK), two-eyed seeing, hybridity, and posthumanism. As EE opens to emplaced and situated socio-cultural and material stories, it opens to opportunities to attend more meaningfully to planetary social and ecological crisis narratives through contingent, contextualised, and relevant actions.

Louis Henri Seukwa · Elina Marmer · Cornelia Sylla (eds.)

The Challenge of Cultural Heritage and Identity for Inclusive and Open Societies

Young People's Perspectives from European and Asian Countries

Berlin, 2022. 382 pp.

Interkulturelle Pädagogik und postkoloniale Theorie. Vol. 10

hb. • ISBN 978-3-631-86446-3

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

eBook (SUL) • ISBN 978-3-631-87242-0

CHF 47.– / €^D 40.– / €^A 41.15 / € 37.40 / £ 31.– / US-\$ 45.95



Issues of cultural identity and cultural heritage are at the heart of contemporary discourses in many parts of the world. They are used to identify and address the inequalities by marginalized groups; however, they also feed the re-nationalization and ethno-purist fantasies. But what exactly is culture? In this volume, the authors explore how culture is conceptualized and practised by young people in eight countries in numerous and very diverse contexts – schools, interest clubs, organizations and informal youth groups. The chapters show that concepts of culture vary widely within

and across sites, regions and countries, highlighting the common, as well as particular, challenges that notions of identity and heritage pose for young people who often aspire to an inclusive and open society.

Vidmantas Tutlys · Jörg Markowitsch · Samo Pavlin · Jonathan Winterton (eds.)

Skill Formation in Central and Eastern Europe

A search for Patterns and Directions of Development

Berlin, 2022. 526 pp., 18 fig. b/w, 20 tables.

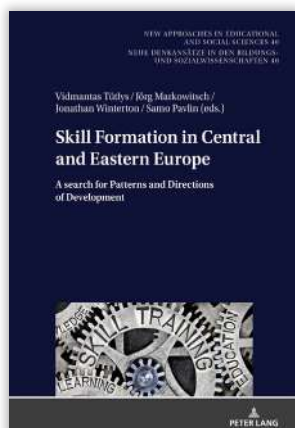
New Approaches in Educational and Social Sciences / Neue Denksätze in den Bildungs- und Sozialwissenschaften. Vol. 40

hb. • ISBN 978-3-631-81092-7

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

eBook (SUL) • ISBN 978-3-631-88107-1

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



Skill formation in Central and Eastern Europe. A search for patterns and directions of development offers holistic analytical insight into skill formation processes and institutions in Central and Eastern European countries by referring to the timeframe of historical development of skill formation from the fall of communism to the present time and future development trends. Leading researchers of skill formation from Lithuania, Latvia, Estonia, Poland, the Czech Republic, Slovakia, Hungary, Slovenia, Croatia, Bulgaria, Romania and Ukraine refer to critical junctures and the findings are com-

pared and discussed in five concluding chapters focused on important cross-cutting topics: development of social dialogue over skill formation, qualifications policy and development of qualifications systems, implications of European integration and EU policies for governance and institutional reform of skill formation, features and implications of policy borrowing and policy learning from the Anglo-Saxon and German speaking countries, respectively.

Nihal Yurtseven (ed.)

Curricular Perspectives on Teaching English as a Foreign Language in the World

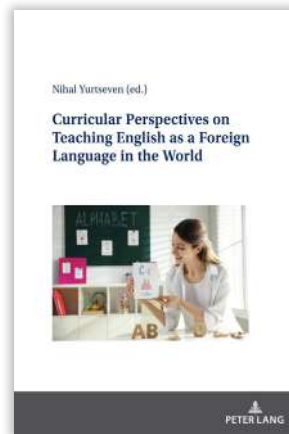
Berlin, 2022. 116 pp., 24 fig. b/w, 4 tables.

hb. • ISBN 978-3-631-87570-4

CHF 27.– / €^D 22.95 / €^A 23.60 / € 21.50 / £ 18.– / US-\$ 25.95

eBook (SUL) • ISBN 978-3-631-88803-2

CHF 27.– / €^D 22.95 / €^A 23.70 / € 21.50 / £ 18.– / US-\$ 25.95



This book has been prepared to help researchers who are interested in gaining a multi-dimensional perspective on different approaches to teaching English as a foreign language (EFL). The content of the book will help the readers gain perspective about making a comparative analysis on how English is taught in different parts of the world.

Marco Cervantes · Lilliana P. Saldaña (eds.)

Entre el Sur y el Norte

Decolonizing Education through Critical Readings of Chicana/x/o, Mexican, and Indigenous Music

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

Critical Studies of Latinxs in the Americas. Vol. 23

hb. • ISBN 978-1-4331-9333-0

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

pb. • ISBN 978-1-4331-9334-7

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

eBook (SUL) • ISBN 978-1-4331-6066-0

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



Entre el Sur y el Norte highlights an important social problem within our education systems, which continue to rely on colonial models for teaching and learning. While scholars have offered critiques of schools as sites of social reproduction and schools as sites of educational inequality for students of color, few have examined the ways in which schools in the United States continue to promote colonial models of teaching and learning. This is particularly important given contemporary discourses of academic suc-

cess that promote inclusion, diversity, and multiculturalism—practices that are often framed within colonial perspectives of the “other.” This book examines music as a site of anti-colonial resistance and decolonial praxis in schools. Grounded on the premise that education is a political act, the authors draw from creative forms and styles that problematize what decolonial scholars call the “colonial matrix of power” in shaping the Latino subaltern experience. Using music as a political and aesthetic expression against empire, the authors argue that the study of Latinx musical forms offers students possibilities to critique and delink from coloniality in their everyday lives. Committed to decoloniality as a political, epistemological, and spiritual project, the authors are intent on creating spaces that value transcultural understanding and solidarity between and across subaltern peoples of the Global North and the Global South, with particular attention to Chicanas and Chicanos and Latinas and Latinos in the United States and other peoples in the hemisphere. Musical forms provide ways to critically explore and engage in decolonial horizons that break silences, disrupt dominant narratives, and create a transformative consciousness among our students, particularly around issues of economic globalization, immigrant rights, cultural resistance, ethnic relations, poverty, and educational inequality in the Americas.

Stephen Cowden · Gordon Asher · Shirin Housee · Maisuria Alpesh (eds.)

Critical Pedagogy and Emancipation

A Festschrift in Memory of Joyce Canaan

Oxford, 2022. XX, 380 pp., 7 b/w.

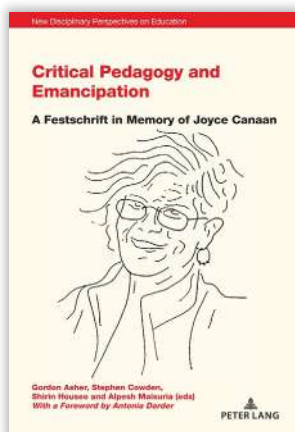
New Disciplinary Perspectives on Education. Vol. 5

pb. • ISBN 978-1-80079-692-8

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

eBook (SUL) • ISBN 978-1-80079-693-5

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



Critical Pedagogy and Emancipation: A Festschrift in Memory of Joyce Canaan offers its readers a powerful vision of how radical educational praxis based on genuine dialogue and solidarity can «humanise» both learners' and teachers' experience of education and invigorate revolutionary and socialist democratic politics of the Left. The book is written as a celebration of the legacy of Professor Joyce Canaan (1950–2018), a radical intellectual and feminist. The contributors take her project of critical pedagogical scholarship as their common point of departure, developing themes – drawing

in particular on public sociology, social movement and popular education, as well as critical pedagogy – around critiques of the neoliberal university, popular and working-class educational movements, feminism, anti-racism, climate justice, critical theory and politically engaged teaching, learning and research.

“An extraordinary tribute to the visions of Joyce Canaan, a vibrant academic activist who touched so many with her intellect, her acuity, her humanity and her love. Anyone interested in critical pedagogy has to read this inspiring book that takes so many slices on what the university has become and what it still might be.”

–Professor Michael Burawoy, University of California, Berkeley

“This Festschrift is a beautiful tribute to Joyce Canaan, a woman whose revolutionary intellect and commitment should be treasured and stud-

ied, not only remembered. Each contribution illuminates her voice and expands on her spirit. The result is a volume that traces how we learn in the pursuit for justice, through building and sharing knowledge within a community of struggle. This is an important volume for any student of revolutionary and feminist education.”

–Sara Carpenter, Department of Educational Studies, University of Alberta

“After the great global «pause», this volume presents an exciting look forward through the memory of boundary crosser, Joyce Canaan, whose life's work scrutinized the impact of neoliberal regimes of accountability and the academy's compliance with these processes. Collectively, the contributors warn of cultural myopia: that cultural near-sightedness that stands in the way of critical engagement with exclusionary mechanisms at both the pedagogic and economic levels.”

–Sheila Landers Macrine, University of Massachusetts, Dartmouth

“Joyce Canaan's life illustrates what it means to be angry at social injustice and to challenge it through theory and practice, spirit and emotion, intellectual rigour, love and humour. This collection movingly and rigorously celebrates her personal contribution through engaging with contemporary issues for critical pedagogy today.”

–Jim Crowther, Honorary Fellow, University of Edinburgh

Margarita Machado-Casas · Saúl Maldonado · Belinda Flores (eds.)

Assessment and Evaluation in Bilingual Education

New York, 2022. XX, 332 pp., 28 b/w ill., 25 tables.

Critical Studies of Latinxs in the Americas. Vol. 28

hb. • ISBN 978-1-4331-8701-8

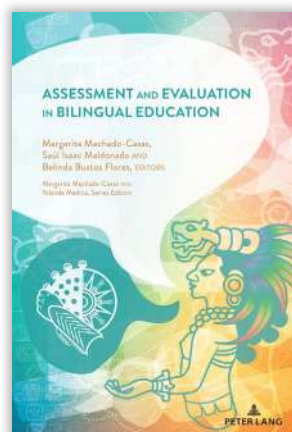
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-8702-5

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

eBook (SUL) • ISBN 978-1-4331-8698-1

CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



Evaluating bilingual education programs requires assessing students' bilingualism, biliteracy and sociocultural competence. This book documents how dual language programs in the United States implement institutional policies and instructional practices for evaluating program quality and measuring student achievement. Literature consistently identifies seven guiding principles, with associated criteria, for implementing quality dual language programs: (a) program structure, (b) curriculum, (c) instruction, (d) assessment and accountability, (e) staff quality and professional development, (f) family and community and (g) support and resources. Emphasizing the assessment and accountability strand of quality dual language programs, this book provides policymakers, practitioners, as well as family and community members, explicit guidance around assessment and evaluation in bilingual/dual language settings.

Bernhard Hemetsberger

Schooling in Crisis

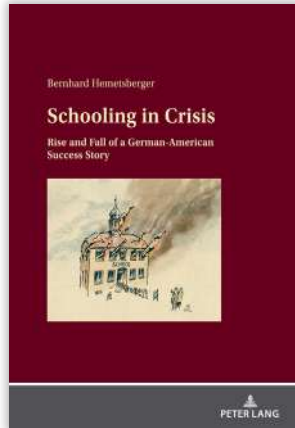
Rise and Fall of a German-American Success Story

Berlin, 2022. 256 pp., 3 fig. b/w, 1 table.

hb. • ISBN 978-3-631-87446-2

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

eBook (SUL) • ISBN 978-3-631-87479-0

CHF 60.– / €^D 52.– / €^A 53.45 / € 48.60 / £ 40.– / US-\$ 58.95

Societies recurrently declare themselves to be in crisis. As crises proceed an educationalization, a delegation of social problems to schools, has been observable since the implementation of public mass schooling in German-speaking countries and the US. However, schools are not able to solve the problems, leading to crisis narratives of schools not delivering. The study identifies a social function of these recurrent crisis narratives in attempts to (re)integrate societies and (re)establish legitimacy of the system. It is firstly, an act to help societies discursively to address their problems and,

secondly, to regain a legitimate social order. But what would happen, if this piece were removed, as an increasing number of parents opt out of the public-school system, thus fragmenting it?

Xing Liu-Schuppener

Zugänge zur Berufsbildung für eine nachhaltige Entwicklung

Eine international vergleichende Studie über die Berufsbildung im Einzelhandel zwischen China und Deutschland

Berlin, 2022. 512 S., 36 s/w Abb., 50 Tab.

geb. • ISBN 978-3-631-87604-6

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

eBook (SUL) • ISBN 978-3-631-87605-3

CHF 93.– / €^D 80.05 / €^A 82.30 / € 74.80 / £ 61.– / US-\$ 90.95

Die Arbeit steht im Kontext des aktuellen Diskurses zur strukturellen Verankerung einer Berufsbildung für nachhaltige Entwicklung (BBNE) und ist zugleich ein Beitrag zur vergleichenden Berufsbildungsforschung. Im Rahmen der Untersuchung erfolgt eine tiefgreifende Analyse der Berufsbildungssysteme Deutschlands und Chinas. Durch einen systematischen Vergleich der beiden Länder wird der aktuelle Stand der Berufsbildung für nachhaltige Entwicklung aufgearbeitet. Dies erfolgt mit der Zielsetzung, Anregungen für die Weiterentwicklung der beruflichen Bildung

in China und Deutschland zu geben. Einzigartig ist die abschließende Anwendung der Forschungsergebnisse, um eine umfassende BBNE-Roadmap zu konzipieren und somit einen Anknüpfungspunkt zur Überführung der Ergebnisse in die Praxis herzustellen.

Sean Blenkinsop • Mark Fettes • Laura Piersol (eds.)

Ecoportraiture

The Art of Research When Nature Matters

New York, 2022. XX, 184 pp., 18 b/w ill., 8 tables.

[Re]thinking Environmental Education. Vol. 16

hb. • ISBN 978-1-4331-9256-2

CHF 93.– / €^D 80.25 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) • ISBN 978-1-4331-9289-0

CHF 93.– / €^D 80.25 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

What changes in education, when it is not just humans whose teaching is sought and acknowledged? And how can educational research be accountable to the voices and agency of such more-than-human teachers, interlocutors, and kin? These have become pressing questions in an era of soaring interest in forest and nature schools, place- and land-based education.

Ecoportraiture offers theoretical and practical guidance into an emerging methodology with deep roots in the anti-racist, emancipatory research tradition of portraiture initiated by Sara Lawrence-Lightfoot and Jessica Hoffman Davis. Bracketed by the editors' wide-ranging introductory essay and a closing critical conversation, five inspiring chapters take readers deep into the thinking and action that characterize ecoportraiture research. Ideal for researchers at all levels who want to explore more deeply how human learning is shaped and informed by the more-than-human, this book also invites a wider audience into the artful practice of close listening to the many voices of the natural world.

Ecoportraiture seeks to evoke and to guide journeys of knowing that are both profoundly ecological and profoundly personal. This is an open-ended and transformative methodology: one that is less about finding answers than about asking better questions—about learning to participate more deeply, as student, teacher, parent, community member, and/or co-researcher, in the conversations of the Earth.

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Roxana Dauer

Flucht - Nation - Soziale Ungleichheit

Eine Diskursanalyse zur bildenden Funktion von Medien

Berlin, 2022. 274 S., 6 farb. Abb., 2 s/w Abb., 3 Tab.

Interkulturelle Pädagogik und postkoloniale Theorie. Bd. 11

geb. • ISBN 978-3-631-88506-2

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

eBook (SUL) • ISBN 978-3-631-88521-5

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

Berichte über Flucht*Migration waren im Jahr 2015 sehr präsent in deutschen Medien. Als Diskursanalyse untersucht der Beitrag die Titelbilder der Wochenzeitung „Die Zeit“ aus dem Jahr 2015, die dieses Thema behandelten. Es werden die Fragen verfolgt, wie ‚Flüchtlings-‘ und Nationalstaatskonstruktionen repräsentiert wurden, in welchem Verhältnis diese Repräsentationen zueinanderstehen und inwieweit die gewählten Repräsentationen geeignet sind, soziale Ungleichheit von geflüchteten*migrierten Personen zu legitimieren. Ziel der Arbeit ist es, herauszuarbeiten, inwie-

weit die medialen Repräsentationen exkludierend wirken. Diskutiert wird, welche Schlussfolgerungen sich daraus für (sozial-)pädagogische Handlungsfelder ergeben. Die Arbeit leistet einen Beitrag zu einer kritischen Medienpädagogik.

Christiane Fäcke • Sara Vali (Hrsg.)

Perspektiven der Mehrsprachigkeit heute in Forschung und Praxis

Lehramtsstudierende, Lehrpraxis, Lehrmaterialien

Berlin, 2022. 248 S., 5 farb. Abb., 10 s/w Abb., 9 Tab.

KFU – Kolloquium Fremdsprachenunterricht. Bd. 69

geb. • ISBN 978-3-631-86526-2

CHF 58.– / €^D 49.95 / €^A 51.35 / € 46.70 / £ 38.– / US-\$ 56.95

eBook (SUL) • ISBN 978-3-631-87423-3

CHF 58.– / €^D 49.95 / €^A 51.35 / € 46.70 / £ 38.– / US-\$ 56.95

Schwerpunkte dieses Sammelbands sind Mehrsprachigkeit sowie Mehrsprachigkeitsdidaktik in Forschung und schulischer Praxis. Die Beiträge verfolgen fremd- und zweitsprachendidaktische sowie erziehungswissenschaftliche Perspektiven. Im Einzelnen geht es um spracherwerbstheoretische und sprachenpolitische Perspektiven sowie um Mehrsprachigkeit in der schulischen Praxis, d.h. Einstellungen und Kompetenzen von Lehrkräften und Lernenden oder die konkrete Umsetzung der Mehrsprachigkeitsdidaktik im Unterricht. Weitere Schwerpunkte sind Analysen von Lehrmaterialien sowie

von curricularen Rahmenbedingungen und bildungspolitischen Entscheidungen. Die Beiträge sind empirisch und hermeneutisch angelegt

und reichen von der Erforschung der Mehrsprachigkeit bis zu unterrichtspraktischen Vorschlägen zur Umsetzung.

Andreas Frey • Jendrik Petersen • Paulina Jedrzejczyk • Jens-Rüdiger Olesch (Hrsg.)

Dialog und Diversity

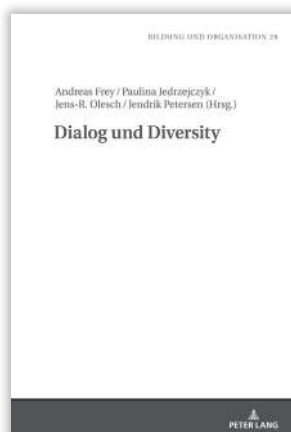
Berlin, 2022. 286 S.

Bildung und Organisation. Bd. 29

geb. • ISBN 978-3-631-88159-0

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

eBook (SUL) • ISBN 978-3-631-88160-6

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

Organisationen und Führungskräfte sehen sich zunehmend mit einer Vielzahl an Herausforderungen in gesellschaftlicher, politischer, ökologischer und ökonomischer Hinsicht konfrontiert. Lineare, monokausale Erklärungsansätze scheinen dabei wenig zur Erhellung der Problematiken beizutragen. Durch diskursive Auseinandersetzung mit den Erkenntnisobjekten »Dialog« und »Diversity« bietet dieser Sammelband neue Perspektiven auf Organisation und Führung.

Antoinette Gagné • Amir Kalan • Sreemali Herath (eds.)

Critical Action Research Challenging Neoliberal Language and Literacies Education

Auto and Duoethnographies of Global Experiences

New York, 2022. XVI, 310 pp., 62 b/w ill., 1 table.

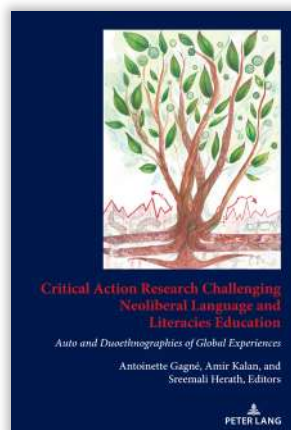
hb. • ISBN 978-1-4331-9429-0

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

pb. • ISBN 978-1-4331-9430-6

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

eBook (SUL) • ISBN 978-1-4331-9431-3

CHF 50.– / €^D 42.80 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

This book is a collection of auto, duo and multi-ethnographies written by frontline language teachers and teacher educators in different parts of the world, including Asia, Africa, Latin America, and North America. These ethnographic accounts report how the authors mobilized different forms of action research to resist against neoliberal educational models and the profit-oriented principles by which they are run. The teachers involved in these projects write about a variety of ways in which they engaged with activist and critical research projects that highlight current socio-political

movements, invite marginalized students' communities into the process of teaching and learning, use language education as a means of

identity negotiation, fight back institutional restrictions, and show how we can teach language for peace and happiness. The writers also explain how they have created an inquiry community to meet and support each other and used auto, duo or multi-ethnography as insiders to bring attention to their embodied knowledge of the challenges involved in contemporary neoliberal educational settings.

Michael D. Hannon

Black Fathering and Mental Health

Black Fathers' Narratives on Raising Their Children Across the Family Life Cycle

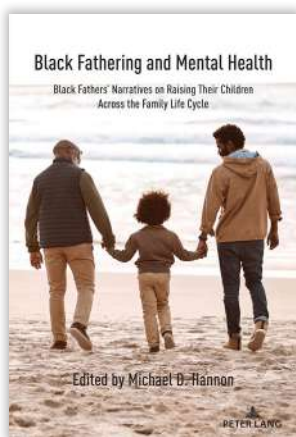
New York, 2022. XX, 150 pp., 23 b/w ill.

pb. • ISBN 978-1-4331-9309-5

CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) • ISBN 978-1-4331-6080-6

CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



This edited volume is the first work purposefully designed to amplify the voices of Black men in communicating their mental health needs and challenges while fathering in their families and communities. Dr. Michael Hannon has convened a group of Black fathers and aspiring fathers, who are also professional counselors, and they offer unique and untapped perspectives about the needs, challenges, and victories of Black fathering across the family life cycle in the context of an anti-Black world. In each chapter, the contributors offer counselors and other mental health professionals a resource

to assist them in providing culturally relevant and responsive support to Black fathers at various points across the family life cycle and more comprehensively understand the circumstances that might prompt—and prevent—Black fathers to seek counseling support.

“Dr. Michael Hannon and his colleagues have broken new ground with a unique and timely contribution to the literature of Black fathering and anti-racism. Through their lived experience as sons and fathers, combined with their education and experience as mental health counselors, they are transparent, vulnerable, proud, reflective, articulate, committed, engaged Black men who thoroughly disrupt the racist trope of the absent Black father. Their lived experiences are diverse and reflective of the broad spectrum of family constellations in our society. I read this manuscript as an Arab American, having raised two Biracial Black children with special needs. The fears expressed about their children experiencing the dangers of racism and white supremacy resonated deeply in my heart from when I held my children for the first time. Each contributor includes reflections on how counseling helped or could have helped their fathering. Hannon’s concluding chapter is actionable recommendations for counselors and other mental health professionals for working with Black fathers. In sum, this book will instruct and inspire the reader with the resilience and determination of Black men and fathers.”

—Robert Naseef, PhD, Alternative Choices, Psychologist, Author of *Autism in the Family: Caring and Coping Together* and *Special Children, Challenged Parents: The Struggles and Rewards of Raising a Child with a Disability*

“*Black Fathering and Mental Health* is a rich, nuanced account of the reality of Black fathering in the context of their families, neighborhoods,

villages, and larger society. While reading, you feel like you are sitting next to these men as they share their innermost thoughts and feelings, and their lessons learned, about the strengths, challenges, and triumphs of Black fatherhood. As a counseling psychologist, I see this book as an inspiring look inwards into one’s own community, telling the story as only insiders can. It is an essential text for counselors and any mental health professional working to understand and support Black fathers or fathers-to-be. In fact, I would argue that it is a must read for anyone who has Black men and boys in their lives.”

—Muninder Kaur Ahluwalia, PhD, Professor, Montclair State University, Author of *Taking Action: Creating Social Change through Strength, Solidarity, Strategy, and Sustainability*

“Rarely have the voices of African Americans fathers been recognized. This text highlights the lived experiences of courageous African American men. Each chapter provides a window into the inner lives of African American fathers in ways that help professional counselors directly meet their mental health needs. This needs to be a required text for practicum and internship counseling courses.”

—Carla Adkison-Johnson, PhD, LPC, Department Chair and Professor, Western Michigan University and Editor-in-Chief, *Journal of Multicultural Counseling and Development*

“This beautiful book makes me want to be somebody’s father. It overflows with love, impressive vulnerability, inspiring examples, and useful guidance. It is a must-read for every Black man who is or aspires to be a father, as well as everyone who aims to effectively support them.”

—Shaun Harper, PhD, Clifford and Betty Allen Professor, University of Southern California, Author of *College Men and Masculinities: Theories, Research and Implications for Practice* and *Advancing Black Male Student Success from Preschool Through PhD*

Maik Jepsen

Arbeitsmarkt- und Berufsinformationen als Datenbasis für eine verbesserte Abstimmung zwischen Bildung und Beschäftigung

Ein Verfahren zur Entwicklung beruflicher Curricula am Beispiel des Bereichs der Informations- und Kommunikationstechnologien

Berlin, 2022. 436 S., 1 farb. Abb., 72 s/w Abb., 27 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 6

geb. • ISBN 978-3-631-87680-0

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

eBook (SUL) • ISBN 978-3-631-87683-1

CHF 75.– / €^D 64.95 / €^A 66.75 / € 60.70 / £ 50.– / US-\$ 73.95



Das Bestreben eines jeden Landes liegt darin, Mismatch zwischen Bildung und Beschäftigung zu verringern. Der Berufsbildung wird hierbei eine Schlüsselrolle zuerkannt. Für sie besteht die Aufgabe, die bestehenden beruflichen Bildungsangebote fortlaufend zu überprüfen, zu aktualisieren oder neue Angebote zu gestalten. Der Autor entwickelt ein neues Verfahren, um diesen Prozess zu unterstützen. Als Datenbasis dienen Arbeitsmarkt und Berufsinformationen der Bundesagentur für Arbeit. Der Ansatz zeigt, wie sich Qualifikationsbedarfe und berufliche Aufgaben und Anforderungen identifizieren lassen. Die Erprobung des Verfahrens liefert exemplarische Er-

gebnisse.

gebnisse für den IKT-Bereich. Akteure der Berufsbildungsplanung und der Curriculumentwicklung können von der Arbeit profitieren.

Marco Hjelm-Madsen

Raum als berufspädagogische Dimension

Empirische Befunde und theoretische Überlegungen zu Interdependenzen zwischen Orten und Berufsbildungssystemen

Berlin, 2022. 550 S., 90 farb. Abb., 6 s/w Abb., 98 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 2

geb. • ISBN 978-3-631-83008-6

CHF 104.– / €^D 90.– / €^A 92.50 / € 84.10 / £ 69.– / US-\$ 101.95

eBook (SUL) • ISBN 978-3-631-85936-0

CHF 104.– / €^D 90.– / €^A 92.50 / € 84.10 / £ 69.– / US-\$ 101.95



„Räumlichkeit“ ist weitgehend als Desiderat in der Berufsbildungsforschung anzusehen. In der vorliegenden Studie werden orts- und raumbezogene Fragestellungen aus berufspädagogischen Perspektiven untersucht. Dabei steht im empirischen Teil eine exemplarische Betrachtung der Disparität öffentlicher berufsbildender Schulen in Schleswig-Holstein im Mittelpunkt. Analysiert werden ferner topologische Wechselwirkungen zwischen Räumen und Berufsbildungssystemen sowie daraus entstehende Folgerungen und Widersprüche, sodass – trotz des interdisziplinären

Charakters an den Nahtstellen von Raumsoziologie, Sozialgeographie und Berufsbildungsforschung – eine genuin berufspädagogische Position entwickelt wird. Daher ist das Werk als Beitrag zu einer raumbezogenen Berufsbildungsforschung zu verstehen. Dieses Werk enthält zusätzliche Informationen als Anhang. Dazu wenden Sie sich bitte an orders@peterlang.com. Sie erhalten den Anhang dann per E-Mail.

Lucas Rappo • Michel Oris (éds.)

Parenté, proximité spatiale et liens sociaux de l'Ancien Régime à la Suisse Moderne

Le cas de Corsier-sur-Vevey de 1700 à 1840

Bern, 2022. 772 p., 12 ill. en couleurs, 37 ill. n/b, 181 tabl.

Population, Famille et Société / Population, Family, and Society. Vol. 37

br. • ISBN 978-3-0343-4527-9

CHF 115.– / €^D 100.95 / €^A 102.90 / € 93.50 / £ 75.– / US-\$ 112.95

eBook (SUL) • ISBN 978-3-0343-4528-6



A travers le cas de la paroisse de Corsier-sur-Vevey en Suisse, ce livre analyse la transition entre Ancien Régime et Suisse moderne telle qu'elle se reflète dans les choix de partenaires sociaux, en mettant l'accent sur les mariages, les parrainages et les transactions économiques.

Pierre-Yves Wauthier

Faire famille sans faire couple

Comprendre l'hétérogénéisation des parcours familiaux

Bern, 2022. 520 p., 5 ill. en couleurs, 20 ill. n/b, 10 tabl.

Population, Famille et Société / Population, Family, and Society, Volume 36

geb. • ISBN 978-3-0343-4491-3

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

eBook (SUL) • ISBN 978-3-0343-4501-9



L'ouvrage met en évidence des causes sociétales de l'hétérogénéisation du paysage familial d'Europe francophone, au fil des 60 dernières années.

Open Access

Open Access

Ellen P. McShane

Conquering Trauma and Anxiety to Find Happiness

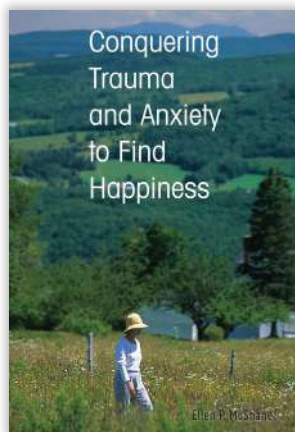
New York, 2022. XIV, 272 pp., 29 b/w ill.

pb. • ISBN 978-1-4331-9857-1

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

eBook (SUL) • ISBN 978-1-4331-6864-2

CHF 94.40 / €^D 81.45 / €^A 83.70 / € 76.10 / £ 60.90 / US-\$ 91.30



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

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

Santiago Mengual Andrés · Mayra Urrea Solano (eds.)

Education and the Collective Construction of Knowledge

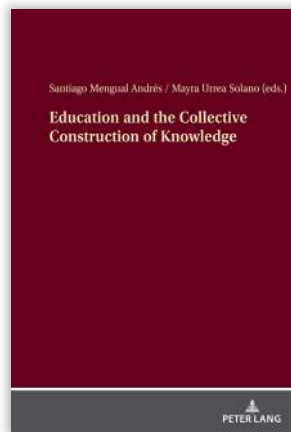
Berlin, 2022. 188 pp., 5 fig. col., 2 fig. b/w, 27 tables.

hb. • ISBN 978-3-631-89289-3

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

eBook (SUL) • ISBN 978-3-631-89290-9

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



This book compiles a superb body of research in the field of Educational Sciences. The eleven chapters that comprise it offer an overview of the main issues and debates that currently exist around the educational process. Among other aspects, it addresses education for sustainable development, the use of technology in teaching and the training of future teachers, and crucial issues for the improvement of educational quality.

Thomas Mikhaïl (Hrsg.)

Werterziehung

Grundlagen und Handlungsorientierungen

Berlin, 2022. 198 S., 1 s/w Abb.

Grundfragen der Pädagogik. Studien - Texte - Entwürfe. Bd. 24

geb. • ISBN 978-3-631-87195-9

CHF 41.– / €^D 35.– / €^A 35.95 / € 32.70 / £ 27.– / US-\$ 39.95

eBook (SUL) • ISBN 978-3-631-87183-6

CHF 41.– / €^D 35.– / €^A 35.95 / € 32.70 / £ 27.– / US-\$ 39.95



Werte spielen in modernen Gesellschaften eine entscheidende Rolle. Sie geben Orientierung in einer pluralistischen und komplexen Lebenswelt, wie wir sie heute vorfinden. Vor allem Heranwachsende sind auf die Fähigkeit angewiesen, in der Vielfalt der Lebenssituationen die richtige Wertentscheidung zu treffen. Doch woher kommen diese Werte? Welche Werte sind die richtigen? Und wie kann man lernen, sich zu orientieren?

Die Beiträge des Bandes geben Antwort auf diese grundlegenden Fragen. Dabei eint sie die Auffassung, dass eine

moderne Werterziehung aufgrund der lebensweltlichen Pluralität und Komplexität nicht mehr bestimmte Werte vorgeben kann, sondern Heranwachsende beim richtigen und verantwortlichen Wertlernen unterstützen muss.

David Paulus · Patrick Gollub (Hrsg.)

Reisen durch die Pädagogik und Bildung

Transepochale Forschung in der Erziehungswissenschaft

Berlin, 2022. 246 S.

Studien zur Pädagogik der Schule. Bd. 41

geb. • ISBN 978-3-631-86251-3

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

eBook (SUL) • ISBN 978-3-631-87790-6

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



Zur Würdigung ihrer wissenschaftlichen Arbeit in den Bereichen der historischen Schul- und Curriculumforschung, der Forschung zu (Fach-)Unterricht und Didaktik, zur ästhetischen Bildung sowie der frühneuzeitlichen Lehrer:innenbildungsforschung ist Stephanie Hellekamps diese Festschrift gewidmet. Die Spannweite ihrer Forschungstätigkeit umfasst nicht nur mehrere Jahrhunderte pädagogischen Handelns in vornehmlich schulischen Kontexten, sondern ist nicht selten interdisziplinär mit Nachbardisziplinen der Erziehungswissenschaft verwoben.

Annemarie Profanter (Hrsg.)

Kulturen im Dialog VI – Culture in Dialogo VI – Cultures in Dialogue VI

Sechstes JungakademikerInnen-Forum in Südtirol – Sesto Forum per Neolaureati in Alto Adige – Sixth Forum for Young Graduates in South Tyrol

Berlin, 2022. 238 S., 4 farb. Abb., 16 Tab.

Interkultureller Dialog. Bd. 11

geb. • ISBN 978-3-631-86726-6

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

eBook (SUL) • ISBN 978-3-631-86733-4

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



JungakademikerInnen unterschiedlicher Fachgebiete haben sich mit der Idee den interdisziplinären sowie interkulturellen wissenschaftlichen Dialog zu fördern ans Werk gemacht und setzen sich in ihren Beiträgen mit internationalen Fragen beziehungsweise regionalen Themen auseinander.

Neolaureati di diverse facoltà con l'idea di promuovere il dialogo interdisciplinare come anche quello scientifico interculturale si sono dati da fare e trattano nelle loro opere questioni internazionali ossia temi regionali.

In an aim to promote an interdisciplinary and intercultural scientific dialog young graduates of diverse disciplines have tackled the task of intensive investigation into »cultures in dialogue«. In their contributions they deal with questions about international and regional issues.

Jean Butcher-Lashley

Principals of Higher Education Institutions in Barbados

A Life History Methodology

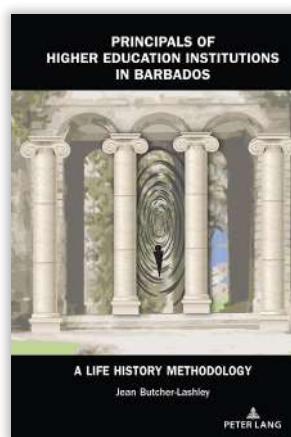
New York, 2022. XVI, 192 pp., 1 table.

hb. • ISBN 978-1-4331-8912-8

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

eBook (SUL) • ISBN 978-1-4331-8913-5

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



This book uses the life stories of principals of higher education institutions in Barbados to assert that since lives are socially constructed and our biographies or stories can influence our professional life, it is important to not only listen to the personal stories or narratives of those whose professional lives and actions have public social consequences but more importantly through a life history methodology, also to contextualize those stories. In so doing there is better understanding of what motives or values persons bring to their professional practice, particularly too, if those

missions and values emanate from a colonial hegemony still in existence within a postcolonial society. Persons could be causing harm or doing what is beneficial. They need to know what they are perpetuating and why. This book is primarily for those with interests in domination, power, capitalism, colonialism and neocolonialism; those planning professional development courses for teachers, principals and administrators in the field of education and other areas of professional practice; life history researchers; auto-ethnographers; postgraduate students and qualitative researchers in higher education, specifically and education, generally.

“Jean Butcher-Lashley has made a unique contribution to the literature around teachers’ lives and careers in general and those of Caribbean teachers in particular. Taking a decolonising life history which considers individuals’ personal and professional narratives in the contexts of the times through which they lived, this fascinating book gives important insights into how and why Barbadian higher education principals’ careers evolved as they did and what the consequences for the country’s education system have been.”

—Pat Sikes, Professor of Qualitative Inquiry, University of Sheffield

“This book is of considerable importance, not just in the contingent area of understanding Barbadian higher education principals’ motives and missions—but because it takes an important life history approach. This approach looks at de-colonising the accounts that are given, so as to give us a broader picture of how professional life histories are conceptualised and constructed.

The book essentially contextualises each of the life history profiles, in a way that allows us to see the effect of colonisation and the effect of time and place on the way that people story their professional lives. This is part of a broader project which well elucidated in the book on ‘Understanding Pervasive Patterns of Domination’. The book stands as a useful antidote to those kinds of narrative studies which ignore context and simply concentrate on voice. To make sure that ‘voice’ is an empowering genre—it is important that ‘voice’ is located in its contextual landscape.

This book is an exemplary piece of work that does this work of contextualising, both energetically and with great erudition.

I heartily recommend the book to any readers in life history approaches generally, or those interested in issues of decolonisation and domination.”

—Ivor Goodson, Professor of Learning Theory, University of Brighton, Sussex, England

Mikaël De Clercq · Mariane Frenay · Pascale Wouters · Benoît Raucent (éds.)

Pédagogie active dans l'enseignement supérieur

Description de pratiques et repères théoriques

Bruxelles, 2022. 356 p., 38 ill. n/b, 17 tabl.

br. • ISBN 978-2-87574-646-7

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

eBook (SUL) • ISBN 978-2-87574-647-4

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



Êtes-vous curieux ou curieuse ? Aimeriez-vous entrer dans l'amphithéâtre de vos collègues pour découvrir leurs pratiques ? Aimeriez-vous comprendre dans quelles conditions, quels contextes, avec qui, avec quelles ressources ils réussissent non seulement à faire atteindre par leurs étudiant-e-s des objectifs de haut-niveau, mais aussi à trouver du plaisir à enseigner et à s'engager avec leurs collègues ? Alors cet ouvrage est pour vous. Il vous offrira ces expériences et répondra à vos

questions. En cela, il est unique. Mais au-delà de ces intérêts pour la pratique, il montre combien l'éducation est non seulement un art, mais aussi une science et qu'aujourd'hui des recherches empiriques permettent de décrire la complexité des dispositifs de formation et de comprendre ou d'expliquer dans quelles conditions ils sont efficaces. Plus précisément, cet ouvrage permet de découvrir dix pratiques pédagogiques innovantes décrites et analysées par leurs créateurs et créatrices. Ensuite, les quatre clefs scientifiques de l'activation pédagogiques sont décrites en faisant dialoguer des écrits fondateurs en pédagogie de l'enseignement supérieur avec les découvertes de récentes recherches dans le domaine. Ensemble ces différents éléments veulent vous offrir la possibilité de vous arrêter pour réfléchir sur la pédagogie active dans l'enseignement supérieur et de vous équiper afin de renforcer vos propres pratiques pédagogiques.

Mikaël De Clercq est chercheur en psychologie de l'éducation à l'Académie de Recherche et d'Enseignement Supérieur (ARES) et chargé de cours invité à UCLouvain en Belgique. Il étudie la transition secondaire-supérieur tant du point de vue de l'étudiant-e que de celui de l'enseignant-e.

Mariane Frenay est professeure en sciences de l'éducation à l'UCLouvain, responsable de la Chaire de pédagogie universitaire. Ses enseignements et recherches portent sur l'engagement et l'apprentissage, les dispositifs pédagogiques et de formation ainsi que le développement professionnel des enseignant-e-s du supérieur.

Pascale Wouters travaille à l'UCLouvain, en tant que conseillère en pédagogie universitaire au Louvain Learning Lab et chargée de cours invitée. Ses travaux relèvent du développement professionnel des enseignant-e-s du supérieur et de la formalisation des dispositifs pédagogiques qu'ils ou elles mettent en oeuvre.

Benoît Raucent est professeur à l'École Polytechnique de l'UCLouvain. Il y enseigne la conception des machines en utilisant l'apprentissage par problèmes et par projets. Depuis octobre 2014, il est président du Louvain Learning Lab.

Beatrix Kress · Holger Kusse (eds.)

Enhancing Teaching Practice in Higher Education

International Perspectives on Academic Teaching and Learning

Berlin, 2023. 232 pp., 6 fig. col., 2 fig. b/w, 5 tables

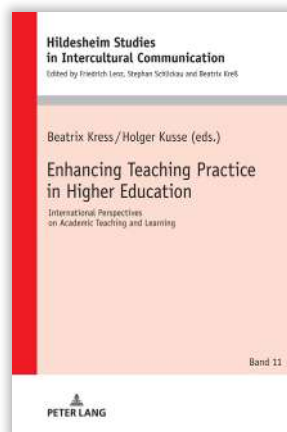
Hildesheimer Schriften zur Interkulturellen Kommunikation / Hildesheim Studies in Intercultural Communication. Vol. 11

hb. • ISBN 978-3-631-86097-7

CHF 65.- / €^D 55.95 / €^A 57.50 / € 52.30 / £ 43.- / US-\$ 63.95

eBook (SUL) • ISBN 978-3-631-88554-3

CHF 65.- / €^D 55.95 / €^A 57.50 / € 52.30 / £ 43.- / US-\$ 63.95



The ENTEP Project, funded by the Erasmus+ Programme of the European Union, has been initiated with the aim of improving the quality of education and teaching, enhancing teaching practices and further developing educational science in Russia and China. This book contains the results of this project. It unites general considerations with regard to the establishment of a general teaching and learning policy on the organizational level and more detailed reflections on teaching and learning, especially in times of digital education. Due to the international setting of the project, the volume

delivers an insight into very different approaches, i. a. Italy, Great Britain, Portugal, Germany, and in particular Russia and China.

Jesús Miguel Muñoz Cantero · Ana M^a Porto Castro (eds.)

Plagio y honestidad académica en la Educación Superior

Berlin, 2022. 238 p., 21 il. blanco/negro, 7 tablas.

enc. • ISBN 978-3-631-86367-1

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

eBook (SUL) • ISBN 978-3-631-87033-4

CHF 52.- / €^D 45.05 / €^A 46.30 / € 42.10 / £ 35.- / US-\$ 50.95



Plagio y honestidad académica son dos conceptos que tienen una amplia repercusión en los medios y, más si cabe, en el ámbito académico. El libro analiza esta práctica desde diversos puntos de vista, dando una visión actual de cómo el tema es tratado a nivel internacional e incidiendo en los aspectos epistemológicos y éticos del mismo. Recoge las contribuciones de autores y autoras de diversas disciplinas, quienes abordan el tema desde la psicología, la filosofía, el derecho y las políticas institucionales educativas en el contexto de la educación superior, y ofrecen aportaciones teóricas

y empíricas fruto del análisis, la reflexión y la investigación sobre esta temática.

Colette Niclasse

Le doctorat, aventure de (trans)formation singulière et sociale

Éclairages au prisme des émotions

Bruxelles, 2022. 302 p., 5 ill. en couleurs, 4 ill. n/b, 17 tabl.

Doctorats, sciences et carrières/ PHD, science and career. Vol. 2

br. • ISBN 978-2-87574-649-8

CHF 61.– / €^D 51.95 / €^A 53.90 / € 49.– / £ 40.– / US-\$ 59.95

eBook (SUL) • ISBN 978-2-87574-650-4

Open Access



Cet ouvrage propose une exploration de l'aventure doctorale dans le regard de celles et ceux qui la vivent, les doctorant-e-s, au travers du prisme des émotions. Il aborde, dans une perspective psychopédagogique, les défis inhérents à cette formation exigeante dont l'une des finalités est la construction individuelle et sociale des connaissances. À partir de deux constats préoccupants – le taux d'abandon élevé et l'état de santé critique des doctorant-e-s – l'ouvrage questionne les conditions individuelles et situationnelles qui soutiennent ou entravent le processus d'apprentissage et d'ap-

propriation créative, en présumant que le bien-être constitue la pierre angulaire de la (trans)formation. Après quelques balises théoriques, des éclairages sur l'expérience doctorale sont amenés en deux volets complémentaires. Le premier dresse un panorama international de sept tendances issues de 70 recherches réalisées au cours des vingt dernières années. Le deuxième présente les résultats de l'étude longitudinale menée par l'autrice entre 2016 et 2017 auprès de 26 doctorant-e-s d'une université suisse. Les leviers et les freins du quotidien sont décrits à partir de 256 événements significatifs. Puis, 26 vignettes d'événements particulièrement (dé)mobilisateurs illustrent comment ces doctorant-e-s se (trans)forment durant leurs activités au contact de leur environnement. L'ouvrage se termine par une réflexion critique sur l'accompagnement du doctorat et la culture pédagogique dans laquelle il s'inscrit. Des recommandations sont proposées à l'usage des actrices et acteurs de la formation doctorale, pouvant inspirer plus largement celles et ceux de la formation post-obligatoire.

Norm Friesen (ed.)

Tact and the Pedagogical Relation

Introductory Readings

New York, 2022. XIV, 202 pp., 2 b/w ill.

Paedagogica. Vol. 1

hb. • ISBN 978-1-4331-9094-0

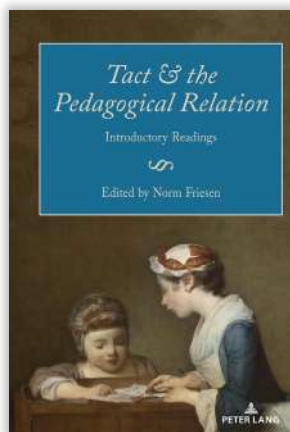
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9098-8

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

eBook (SUL) • ISBN 978-1-4331-9095-7

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



Tact and the Pedagogical Relation focuses on two topics of increasing interest both in teacher education and research. It shows how questions of sensitive and attuned action as well as educators' relations with children and the young are special—uniquely different from other relations and attunements. This collection introduces readers to both classical and contemporary texts, offering many of these in translation for the first time. These illuminate the struggles and rewards of teaching, showing teaching to be an art, simultaneously a personal and professional calling.

Norm Friesen • Karsten Kenklies (eds.)

F.D.E. Schleiermacher's Outlines of the Art of Education

A Translation & Discussion

New York, 2023. XIV, 222 pp., 7 b/w ill.

Paedagogica. Vol. 2

hb. • ISBN 978-1-4331-9388-0

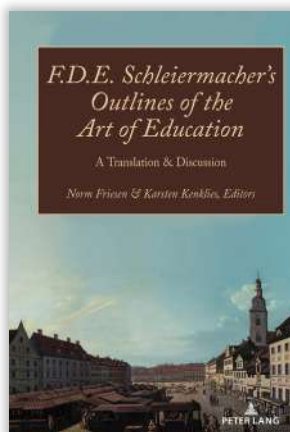
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-9387-3

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

eBook (SUL) • ISBN 978-1-4331-9384-2

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



«One must assume we are all familiar with what is commonly called 'education.'» This is how Schleiermacher begins his famous 1826 lecture on the *Art of Education*. But in proceeding further—and unlike Rousseau or Locke before him—Schleiermacher carefully avoids assuming that education is primarily about a return to nature or about «soundness» of mind and body. Education is instead an ethical and political undertaking and a pragmatic art whose ultimate object and morality has differed greatly over time. It is exercised as a form of practical influence of the older generation on the

younger: «A significant part of the activity of the older generation extends toward the younger,» Schleiermacher reasons, and it «is more

complete and perfect the more it is governed by an idea of what *should* happen—the more it has an exemplar to guide its action—the more it is an *art*.» This book offers these and other insights on education—long canonical in Central and Northern Europe—for the first time to an English audience. It also provides five chapters by scholars in education and its history that discuss various aspects of Schleiermacher's lecture.

Chara Haeussler Bohan · H. Robert Baker · LaGarrett J. King

Teaching Enslavement in American History

Lesson Plans and Primary Sources

New York, 2022. XVIII, 252 pp., 9 b/w ill., 9 tables.

Teaching Critical Themes in American History. Vol. 4

hb. • ISBN 978-1-4331-5773-8

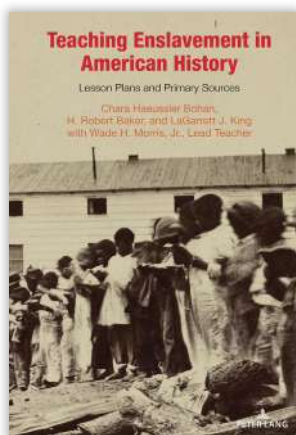
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 / £ 84.– / US-\$ 124.95

pb. • ISBN 978-1-4331-9844-1

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

eBook (SUL) • ISBN 978-1-4331-5774-5

CHF 50.– / €^D 42.80 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



Teaching Enslavement in American History provides classroom teachers with the resources necessary to navigate one of the most difficult topics in any history course. This volume is the product of a collaboration between three university professors and a team of experienced middle and high school teachers. Its nine chapters include the context for topics like the middle passage, the Constitution's position on enslavement, African cultural retention, and resistance to enslavement. The resources include 18 lesson plans and dozens of short primary and secondary sources modeled on document-

based questions and the inquiry design model. Real teaching requires courage, a deep understanding of the complexity of the subject matter, and skillful use of primary sources. Rather than teaching students what to think, *Teaching Enslavement in American History* pushes students to learn how to think: empirical argumentation, source evaluation, understanding of change-over-time, and analysis of historical context. The lessons in this book ask students to read, analyze, and contextualize a variety of primary sources, to identify the limitations of these sources and to articulate historical contradiction where it occurs. At the heart of this book is the belief that historical consciousness leads to societal change. Teaching about enslavement is not merely about teaching a curriculum, it is about molding citizens who will lead our democracy in its journey to become a more perfect union.

John A. Moore · Adam I. Attwood · Matthew R. Campbell (eds.)

Teaching the Struggle for Civil Rights, 1977-Present

New York, 2022. XVIII, 296 pp., 4 b/w ill., 7 tables.

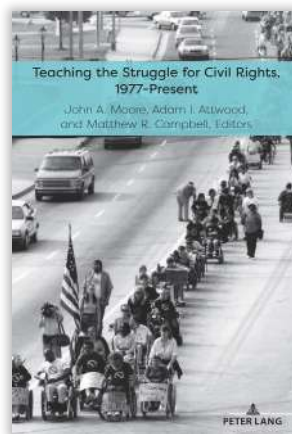
Teaching Critical Themes in American History. Vol. 3

pb. • ISBN 978-1-4331-8960-9

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

eBook (SUL) • ISBN 978-1-4331-8961-6

CHF 50.– / €^D 42.80 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



Written for a period in time which is still evolving, this volume speaks to many of the civil rights issues that were overshadowed for much of the 20th century. As civil rights campaigns began to come into focus, so too did the cries for basic human rights from many groups. These civil rights movements can be characterized by a common sense of necessity in American history. These voices argue collectively for the inclusion of this new timeline of civil rights campaigns in classrooms across the United States. Topics include attention to emerging movements in the longer civil rights his-

tory including citizens with disabilities, LGBTQ+, Black Lives Matter, art and literature movements, economic access, and civil rights law. Each theme presented in these chapters gives teachers a background in which to build civil rights curriculum and discussion for students. In addition to historical analysis, this volume provides curriculum development solutions to teach these topics within an interdisciplinary social studies classroom.

Michael Knoll

Beyond Rhetoric

New Perspectives on John Dewey's Pedagogy

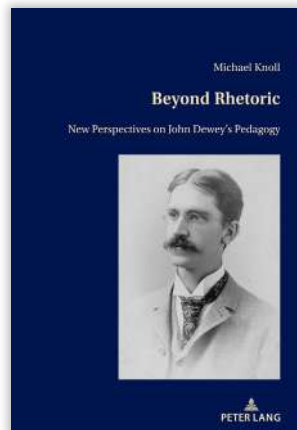
Bern, 2022. 410 pp., 57 fig. b/w.

pb. • ISBN 978-3-0343-4142-4

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

eBook (SUL) • ISBN 978-3-0343-4498-2

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



While John Dewey is an icon of American education and his work object of comprehensive studies, this book ventures to fill gaps that have been neglected by previous research. In particular, it opens new perspectives on Dewey's theory of curriculum, his concept of democratic education, his role as an administrator and the extent to which his philosophy of education coincided with the practice of the Laboratory School teachers. Thus, the author joins the ranks of those who strive to historicize Dewey's pragmatist pedagogy and contextualize his celebrated school experiment.

Drawing on new archival research and dozens of overlooked sources, Knoll offers numerous insights into what was and was not original in Dewey's pedagogy, and to what degree Dewey and his associates were successful in faithfully implementing his complicated vision. This is Dewey scholarship at its very best!

Thomas Fallace, author of *Dewey and the Dilemma of Race* "While many historians have chronicled the growth of John Dewey's educational philosophy, very few have traced in detail its application by Dewey in the real world. In this superb critical study of Deweyan educational reform, Michael Knoll does both. At once a tour de force and a cautionary tale."

Andrew Feffer, author of *The Chicago Pragmatists and American Progressivism* "Michael Knoll's meticulous archival research places Dewey's work both in the long sweep of the history of educational ideas and in the context of Dewey's historical moment. Knoll highlights significant transatlantic currents in the New Education, illuminates misunderstood or overlooked episodes in Dewey's lifework, and humanizes Dewey. Knoll's findings and interpretations will challenge scholars to reassess prevailing perspectives not only on Dewey's work, but also on early 20th century education reform in the US."

William G. Wraga, author of *Progressive Pioneer: Alexander James Inglis (1879–1924) and American Secondary Education*.

Maria Helena Araujo e Sá • Paul Feytor Pinto • Susana Pinto (eds.)

Mobilidade internacional de estudantes do ensino superior na CPLP: questões de língua e cultura

Bruxelles, 2023. 302 pp., 10 fig. col., 8 fig. b/w, 16 tables.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" Vol. 14

pb. • ISBN 978-2-87574-691-7

CHF 52.– / €^D 45.95 / €^A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-2-87574-692-4

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



A mobilidade estudantil é uma das principais estratégias de internacionalização das instituições de ensino superior, as quais têm vindo a investir intensamente em políticas diversas de atração e acolhimento académico. No contexto da Comunidade dos Países de Língua Portuguesa, colocam-se problemáticas específicas e complexas no que diz respeito ao papel da língua portuguesa e das culturas nessa mobilidade, apenas parcialmente relativas à sua natureza de língua pluricêntrica: de que forma a língua portuguesa e as suas variedades regionais e nacionais surgem na mobilidade in-

ternacional de estudantes do ensino superior? Que representações das línguas e das variedades das línguas em presença podem ser identificadas? Essas representações apontam para discursos deficitários relativamente à variação ou, em oposição, para um entendimento da língua portuguesa, na sua diversidade intrínseca, como potenciadora de espaços dialógicos e de emergência de outras possibilidades de entender e observar o mundo, as sociedades e o conhecimento? Que desafios e potencialidades surgem do encontro entre diferentes culturas (pedagógicas, académicas, investigativas, epistemológicas ...)? Será a heterogeneidade linguístico-cultural e pedagógico-académica considerada uma mais-valia ou um constrangimento? Em que aspetos e com que consequências e implicações individuais, sociais, linguístico-comunicativas e epistemológicas? Estas são algumas das principais questões abordadas neste livro onde se cruzam vozes de estudantes, professores, supervisores e instituições de Angola, Brasil, Moçambique e Portugal.

Anka Bergmann · Christoph Oliver Mayer · Jochen Plikat (Hrsg.)

Perspektiven der Schulfremdsprachen in Zeiten von «Global English» und Digitalisierung

Welche Zielsetzungen sind für Französisch, Spanisch, Russisch & Co. (noch) zeitgemäß?

Berlin, 2022. 288 S., 11 s/w Abb., 6 Tab.

KFU – Kolloquium Fremdsprachenunterricht. Bd. 68

geb. • ISBN 978-3-631-84630-8

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

eBook (SUL) • ISBN 978-3-631-87223-9

CHF 70.– / €^D 60.05 / €^A 61.70 / € 56.10 / £ 46.– / US-\$ 67.95



Alle Bürgerinnen und Bürger Europas sollen neben ihrer Muttersprache mindestens zwei Fremdsprachen beherrschen – so lautet zumindest ein auf höchster Ebene vereinbartes Bildungsziel. Gerade Deutschland bleibt allerdings weit hinter diesem Ziel zurück. Die «weiteren», zusätzlich zu Englisch gelernten Fremdsprachen müssten daher deutlich gestärkt werden. Allerdings werden sie aktuell durch bildungspolitische Versäumnisse und gesellschaftliche Trends eher geschwächt. Der Band versammelt Beiträge zu einer Tagung, die 2019 an der Technischen Universität Dresden statt-

fand. Er beleuchtet die Problemlage aus unterschiedlichen Perspektiven und zeigt Lösungsansätze auf.

Marie-Anne Chateaufreynaud · Peter John (eds.)

LSP Teacher Training Summer School

The TRAILS project

Bruxelles, 2023. 280 pp., 21 fig. b/w, 18 tables.

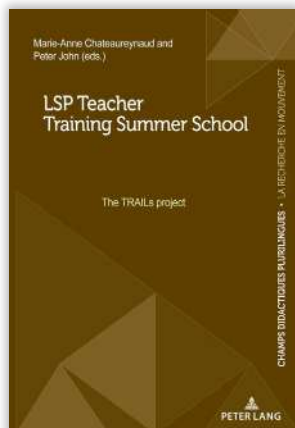
Champs Didactiques Plurilingues : données pour des politiques stratégiques. “La recherche en mouvement” Vol. 13

pb. • ISBN 978-2-8076-1864-0

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

eBook (SUL) • ISBN 978-2-8076-1865-7

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



This book is the result of research carried out in partnership with seven European universities as part of an Erasmus+ project on training teachers of Language for Specific Purpose (LSP) in higher education. All university partners, i.e. Bordeaux (France), Zagreb (Croatia), Jade (Germany), Cádiz (Spain), Adam Mickiewicz (Poland), Ljubljana (Slovenia), Arcola Research (UK), and Bergamo (Italy) carried out surveys and developed a detailed report showing that in Europe there is very little training for this type of teaching, and that teachers generally need to be trained in the specificities of the language field they are going to teach. Medical or maritime English, legal Spanish, French for tourism, etc. require both an expert domain knowl-

edge and a grounding in language teaching. Several testimonies highlight this situation and show the lack of career development prospects for LSP teachers at European universities.

The members of the Erasmus+ TRAILS project have therefore been interested in the specific needs of LSP teachers and have been able to update the information through several types of surveys. The competences of LSP teachers were thus identified. Based on this precise inventory, they are proposing to draw up a complete training programme.

A pedagogical approach has been developed: resources, lesson preparation, course design, innovative pedagogical approaches are presented. The research presented in this book goes well beyond the TRAILS project and questions the training of specialised language teachers. More generally, it highlights the need to provide effective training and professional development for LSP teachers and offers a contribution to overcoming the shortcomings of LSP teacher education.

Zehra Gabillon

Learning additional languages in plurilingual school settings

Autochthonous, foreign, regional and heritage languages

Bruxelles, 2022. 222 pp., 31 fig. b/w, 19 tables.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. “La recherche en mouvement” Vol. 12

pb. • ISBN 978-2-87574-613-9

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

eBook (SUL) • ISBN 978-2-87574-614-6

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



This book is intended for readers who seek information on issues related to plurilingualism and the integration of subject content teaching with additional languages such as heritage, autochthonous, regional and foreign languages that are taught in school contexts. The book provides information on recent theoretical and pedagogical paradigm shifts in applied linguistics and highlights the links between research, theory and pedagogy. It provides a comprehensive review of concepts and epistemologies related to AL pedagogies and plurilingualism. The last part of the book presents various

interaction types used in AL classrooms and proposes interaction analysis as a research method and teacher education tool.

ledge field they are going to teach. Medical or maritime English, legal Spanish, French for tourism, etc. require both an expert domain knowl-

Ingrid Hauss

Toward Renewal and Belonging

Art, Movement, and Community

New York, 2023. XII, 164 pp., 20 b/w ill., 25 color ill.

hb. • ISBN 978-1-4331-9218-0

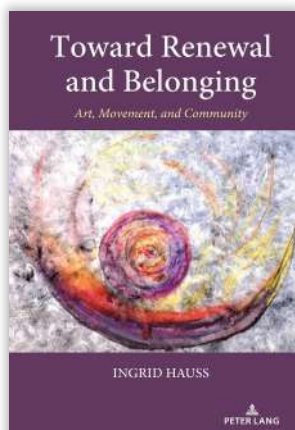
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9229-6

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

eBook (SUL) • ISBN 978-1-4331-9226-5

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



In *Toward Renewal and Belonging: Art, Movement, and Community*, Ingrid Hauss models her uniquely integrative and embodied pedagogy through an intricate weave of her art, studio process, and creative practice. The book provides a glimpse into an artist's journey which is rarely found in such a transparent, honest, and candid form. The author's pedagogical approach draws on the richness of her lived experiences, her stories, art, and poetry. In this book, Ingrid invites readers to engage in a creative process of self-discovery. Leading through a series of creative encounters, each chapter in-

spires and nurtures the renewal of wellness, vitality, and creativity. This work does not require previous artistic training or expertise to be a valuable resource. Educators, artists of all disciplines, and anyone interested in accessing and nurturing their own creative potential will find the book engaging, inspiring, and empowering. This work deepens and invigorates readers' creative conversations with themselves, their communities, and natural environments. Anyone who believes that it is not too late to create a better world will find this book a comforting companion.

"Ingrid Hauss's new book engages the reader at many different levels—artistically, somatically and educationally. Each page brings some new idea or activity; the whole book is truly a journey of transformation."
—Jack Miller, Professor, The Ontario Institute for Studies in Education, The University of Toronto, and Author, *The Holistic Curriculum*

"Ingrid Hauss is a pure authentic and multi-dimensional creative artist. Her works spark the inner voice of inspiration and her personal narratives light fires that illuminate and invite creativity in everyday life. Her sight line on the world's beauty brings into focus a unique and wise interpretation of the healing power of art in the world all around us."
—Joel Carter, M.D., Palliative Care Specialist, Author, TEDx Presenter, and Artist

"Ingrid Hauss is an artist whose insightful and beautifully written publication explores how art is a wellspring that can transform our very way of being by elevating our consciousness, providing a place of respite, and offering life-enhancing opportunities for spiritual growth."
—Leesa Fanning, Independent Curator, Former Curator of Contemporary Art, The Nelson-Atkins Museum of Art

Jean-Marc Mangiante • Chantal Parpette (éds.)

Le FOS aujourd'hui

État de la recherche en Français sur Objectif Spécifique

Bruxelles, 2022. 538 p., 28 ill. en couleurs, 64 ill. n/b, 37 tabl.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. "Savoirs pour savoir faire" Vol. 10

br. • ISBN 978-2-8076-1784-1

CHF 78.– / €^D 66.95 / €^A 69.30 / € 63.– / £ 52.– / US-\$ 75.95

eBook (SUL) • ISBN 978-2-8076-1785-8

CHF 78.– / €^D 67.40 / €^A 69.30 / € 63.– / £ 52.– / US-\$ 75.95



En 2004 la publication de l'ouvrage le Français sur Objectif Spécifique (FOS) avait permis d'établir une distinction méthodologique entre le FOS et le français de spécialité et de faire émerger une démarche didactique prototypique de conception de formations en langue sur objectif spécifique. Cette démarche figure depuis cette date dans la plupart des maquettes de formation des futurs enseignants de FLE inscrits dans les masters de didactique du FLE et aucun ouvrage théorique n'a prolongé la réflexion menée sur cet axe didactique spécifique. Or depuis 2004 de nombreuses recherches en didactique du

FOS / FOU ou dans des domaines scientifiques sollicités par le FOS, ont été développées et font évoluer le FOS vers une véritable ingénierie de formation intégrant des approches issues de la didactique professionnelle, la linguistique de corpus, la lexicométrie, l'analyse du travail et l'ergonomie, l'analyse de discours spécialisés, l'évaluation en langue et les référentiels de compétences.

Cet ouvrage se propose de rassembler les apports des recherches menées actuellement et depuis 2004 en FOS, et donc de redéfinir la portée, le périmètre et l'impact de la démarche didactique qui a émergé en 2004. Il constitue ainsi un état de la recherche en didactique du FOS/FOU à l'orée des années 2020 et s'inscrit dans la perspective actionnelle et les préconisations du CECR-L, dont relève aujourd'hui l'essentiel des programmes d'enseignement des langues étrangères et des évaluations. Il permet aussi de combler un manque théorique et méthodologique, au moment où depuis plusieurs années les demandes de formation en FOS se multiplient en France et dans le monde. Enfin son intérêt académique et scientifique tient aussi à la diversité et à la complémentarité des contributeurs, spécialistes de FOS, d'analyse de discours spécialisés, d'évaluation, de la linguistique de corpus... issus de France, Brésil, Pologne, Maroc, Chine, Liban, Vietnam.

Esther Nieto Moreno de Diezmas · Magdalena Custodio Espinar

Multilingual Education under Scrutiny

A Critical Analysis on CLIL Implementation and Research on a Global Scale

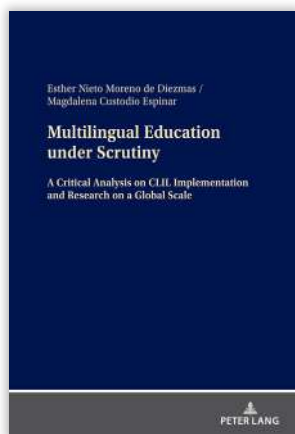
Berlin, 2022. 138 pp., 15 fig. b/w, 7 tables.

hb. • ISBN 978-3-631-87322-9

CHF 29.– / €^D 24.95 / €^A 25.70 / € 23.40 / £ 19.– / US-\$ 28.95

eBook (SUL) • ISBN 978-3-631-88361-7

CHF 29.– / €^D 24.95 / €^A 25.70 / € 23.40 / £ 20.– / US-\$ 28.95



This monography provides a comprehensive insight into the overriding hot topics regarding the implementation of bilingual education type CLIL (content and language integrated learning) that have been recently spotlighted by researchers and different stakeholders, including families and students. The authors analyse the multiple faces of CLIL as a global and ecological phenomenon and examine the potential of CLIL to guarantee effective language learning, along with preservation of adequate levels of content acquisition and satisfactory development of the mother tongue. The

role of pre-service and in-service teacher training in unfolding CLIL is scrutinized, among other burning issues such as egalitarianism and sustainability of the approach.

Rita Carol

Enseigner une matière scolaire dans une langue étrangère

Des théories aux pratiques

Bruxelles, 2022. 376 p., 33 ill. en couleurs, 56 ill. n/b, 46 tabl.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" Vol. 11

br. • ISBN 978-2-87574-559-0

CHF 63.– / €^D 54.95 / €^A 56.10 / € 51.– / £ 42.– / US-\$ 61.95

eBook (SUL) • ISBN 978-2-87574-560-6

CHF 63.– / €^D 54.55 / €^A 56.10 / € 51.– / £ 42.– / US-\$ 61.95



Enseigner en langue étrangère une matière scolaire non linguistique telle que l'histoire, les sciences ou la musique ne va pas de soi. L'enseignant a besoin de connaissances lui permettant de transposer des savoirs disciplinaires dans une langue non maîtrisée par les élèves, qu'elle soit étrangère, seconde ou régionale. Ces connaissances font l'objet de cet ouvrage. Il cherche à répondre aux questions suivantes : quelles sont les pratiques permettant d'enseigner des savoirs en dépit des carences verbales des élèves ? Comment promouvoir et étayer l'apprentissage disciplinaire et linguistique des élèves ?

Ces questions sont abordées sous différentes perspectives. A titre d'exemple, la planification d'une unité de cours est interrogée. L'intégration dans une séquence des quatre piliers de la démarche (la discipline, la langue étrangère, la culture et le savoir apprendre) est analysée. Le traitement de la langue étrangère dans l'enseignement disciplinaire y reçoit une attention toute particulière. Au travail quotidien, l'enseignant est confronté à de nombreux problèmes pratiques tels que : comment se faire comprendre ? Comment introduire des mots et des expressions nouveaux ? Comment aborder un texte écrit ? Afin de répondre à ces interrogations, des outils et des activités sont proposés. Ainsi plus de 200 activités visent à étayer et à stimuler les pratiques enseignantes et la créativité.

Fred Rasch

Facharbeit und duale Berufsausbildung unter den Neuerungen von Voice over Internet Protocol

Eine Untersuchung der gewerblich-technischen Facharbeit zum Übergang von der Festnetz-Telefonie zur Internet Protocol-Telefonie

Berlin, 2022. 298 S., 41 s/w Abb., 54 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 5

geb. • ISBN 978-3-631-87323-6

CHF 64.– / €^D 55.– / €^A 56.55 / € 51.40 / £ 42.– / US-\$ 61.95

eBook (SUL) • ISBN 978-3-631-87324-3

CHF 64.– / €^D 55.– / €^A 56.55 / € 51.40 / £ 42.– / US-\$ 61.95



Schon immer hat Technologiewandel zu Veränderungen in der Facharbeit und damit auch in der dualen Berufsausbildung geführt. In dem vorliegenden Band wird der Wandel des Überganges von der Festnetz-Telefonie zur Internet Protocol-Telefonie empirisch untersucht. Die evidenzbasierten Ergebnisse werden zu konkreten Vorschlägen zur Implementierung in die Lernfeldstruktur, zu Handlungsempfehlungen für schulinterne Curricula sowie zu Vorschlägen zur Implementierung in den Unterricht weiterentwickelt und dargestellt.

Gerd-Bodo von Carlsburg · Giedrė Kvieskienė (eds.)

Prototype Modelling in Social-Emotional Education

At the Example of a COVID-19 Online Learning Environment

Berlin, 2022. 270 pp., 69 fig. b/w, 9 tables.

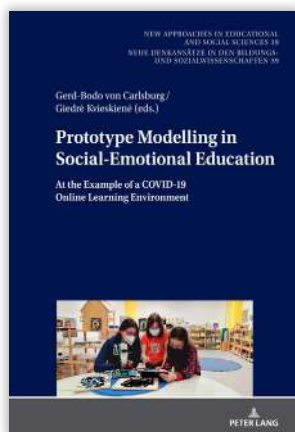
New Approaches in Educational and Social Sciences / Neue Denkansätze in den Bildungs- und Sozialwissenschaften. Vol. 39

hb. • ISBN 978-3-631-87230-7

CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 / £ 44.– / US-\$ 64.95

eBook (SUL) • ISBN 978-3-631-87746-3

CHF 66.– / €^D 57.05 / €^A 58.65 / € 53.30 / £ 44.– / US-\$ 64.95



The authors' analyses of innovations in social and socio-emotional education contribute to systematizing distance learning to represent children's and young people's socio-emotional competences and to model how they can be developed. Low social capital and poor mental health, a key feature of the COVID-19 pandemic, are leading to an increasing number of suicides among youth and adolescents. These factors, reflecting the changing social-emotional feelings of children, adolescents and teachers in schools during COVID-19, require a new vision and support for learning practices.

Modelling a SEEP in the authors' vision would integrate family support, support for every teacher and child, success stories in the development of emotion therapy, and integrated practice in social pedagogical institutions, private initiatives and non-governmental organizations (NGOs).

David Auclair

Moralité, autorité, normalité

Critique des courants organicistes du développement de l'enfant

Bruxelles, 2022. 284 p., 2 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 200

br. • ISBN 978-2-87574-556-9

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

eBook (SUL) • ISBN 978-2-87574-557-6

CHF 56.– / €^D 48.15 / €^A 49.50 / € 45.– / £ 37.– / US-\$ 54.95



Depuis le milieu du XIXe siècle, de Herbert Spencer à Jean Piaget, une conception évolutionniste et libérale s'est imposée en matière d'éducation familiale et scolaire. En rupture avec le passé, leur idéal progressiste a permis de transformer en profondeur les sciences du développement de l'enfant ainsi que les façons d'intervenir dans les milieux scolaires et auprès des familles. Un moment décisif de ce paradigme évolutionniste fut celui qui considère l'enfant comme une personne intrinsèquement autonome. Ce dernier ne devrait jamais subir de contraintes d'une autorité adulte, car

les contraintes externes, non négociées, limiteraient son développement intellectuel et affectif.

Cet ouvrage propose d'étudier les aspects normatifs, scientifiques et moraux qui se sont imposés à l'ère industrielle pour interroger les pratiques actuelles. En effet, comment ne pas voir que l'école et les services à la petite enfance découlent toujours de constructions, de symboles et de médiations sociohistoriques ? Même si l'on ne mesure pas formellement ces rapports sociosymboliques chargés d'histoire, ceux-ci forment toujours la toile de fond de la vie scolaire et familiale. Pour approfondir cette piste, l'auteur se réfère à Vygotskij qui, comme éducateur et comme pédagogue, critique avec cohérence et profondeur les limites des savoirs positivistes et évolutionnistes. N'est-il pas évident que le jeune enfant, même devenu élève, n'est pas libre et autonome, mais le deviendra par sa capacité à s'approprier les divers instruments psychologiques et culturels ? Cette condition sociohistorique de l'acquisition et de la transmission entre les générations est anthropologiquement inscrite dans le tissu de nos sociétés.

Cécilia Brassier-Rodrigues (éd.)

Agir en situation interculturelle

Quelles compétences lorsque l'international s'invite à la maison ?

Bruxelles, 2023. 234 p., 28 ill. n/b, 4 tabl.

Transversales. Langues, sociétés, cultures et apprentissages. Vol. 51

br. • ISBN 978-2-8076-1983-8

CHF 30.- / €^D 25.95 / €^A 26.40 / € 24.- / £ 20.- / US-\$ 28.95

eBook (SUL) • ISBN 978-2-8076-1984-5

CHF 30.- / €^D 25.95 / €^A 26.40 / € 24.- / £ 20.- / US-\$ 28.95



La compétence *Agir en situation interculturelle* (ASI) répond à un besoin initial formulé par un groupe d'enseignants de l'Université Clermont Auvergne : valoriser les apprentissages interculturels d'étudiants qui participent à des dispositifs pédagogiques s'inscrivant dans une démarche d'internationalisation *à la maison*. Ne trouvant pas d'instrument permettant de rendre compte de ce développement, ils ont construit un dispositif *sur mesure*. Il a pris la forme d'une compétence qui a vocation à être déployée comme un outil d'évaluation pédagogique. Les premiers chapitres de l'ou-

vrage reviennent d'abord sur la manière dont ce groupe d'enseignants, accompagné d'une conseillère pédagogique, a formé une communauté de pratique et a construit la compétence ASI, son système d'évaluation et un ensemble d'outils facilitant son déploiement. Ensuite, quatre chapitres présentent la manière dont la compétence a été utilisée dans des environnements pédagogiques diversifiés, en mobilisant des pratiques pédagogiques variées (des échanges virtuels, le parrainage d'étudiants internationaux). Cet ouvrage s'adresse ainsi aux enseignants-chercheurs et aux enseignants désireux d'accompagner le développement de la compétence interculturelle chez leurs étudiants, quelle que soit leur discipline, dans des enseignements proposés *à la maison*. Il s'adresse également aux conseillers pédagogiques souhaitant comprendre comment accompagner une équipe d'enseignants qui veut construire une compétence. Enfin, même s'ils ne sont pas le public-cible, cet ouvrage pourrait intéresser les étudiants désireux de développer leurs compétences interculturelles. Ils découvriront comment ils peuvent devenir acteurs de leur parcours d'internationalisation en valorisant chaque expérience et en l'intégrant dans leur capital de mobilité.

Deborah P. Britzman

Novel Education

Psychoanalytic Studies of Learning and Not Learning, Second Edition

New York, 2022. XVIII, 240 pp.

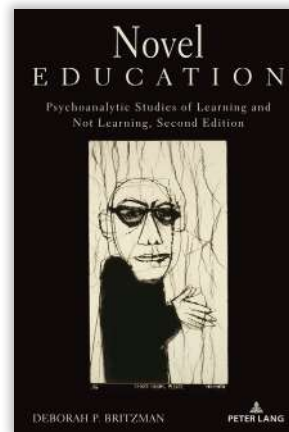
Counterpoints. Studies in Criticality. Vol. 300

pb. • ISBN 978-1-4331-9551-8

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

eBook (SUL) • ISBN 978-1-4331-9549-5

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



An invitation to write, to play, to be affected, to be permissive in taking note: all these gestures of freedom compose *Novel Education*. Britzman opens the crypt of research to and finds the perils and pleasures of narrating life in the human professions. It is at once an introduction to psychoanalytic theories of everyday education and a guide to perplexed learning. Each chapter considers the situation of pedagogy through the dream of education and analyzes learning through its emotional experiences and passions. New attention is given to aesthetic conflicts made from trying

to know intersubjective life. Topics include studies of inhibition, sexuality, aggression and depression, the problems of sexual enlightenment, the uses of free association and the transference, and the play between creativity and anxiety. The second edition includes a new opening note on the problems of experience and case writing for the human sciences. A concluding chapter, "Writing on the Mind" joins a theory of group psychology to new formulations on creativity for students, teachers, parents, analysts, and children. This thought-provoking book is essential reading for undergraduates and graduates students, those teaching and learning in professional education in the fields of counseling, social work, education, and psychotherapy and anyone involved in the learning lives of others. An invitation to write, to play, to be affected, to be permissive in our note taking: All these gestures of freedom compose the play of novel education.

Marie-Anne Chateaufreyaud

Sociodidactique du plurilinguisme et de l'altérité inclusive

Des langues régionales aux langues des migrants

Bruxelles, 2022. 150 p., 3 ill. n/b, 1 tabl.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. "La recherche en mouvement" Vol. 8

br. • ISBN 978-2-8076-1816-9

CHF 45.- / €^D 38.50 / €^A 39.60 / € 36.- / £ 30.- / US-\$ 43.95

eBook (SUL) • ISBN 978-2-8076-1817-6

CHF 45.- / €^D 38.50 / €^A 39.60 / € 36.- / £ 30.- / US-\$ 43.95



Cet ouvrage est issu de recherches en sociolinguistique des langues minoritaires et en sociodidactique. En partant d'un constat sur la situation de l'enseignement des langues en France, est évoqué le monolingue qui a exclu les langues endogènes comme l'occitan, et exclut encore aujourd'hui les langues des élèves allophones, accueillis dans les classes françaises. Dans ce contexte, le concept d'altérité linguistique est opérant et permet de proposer une approche sociodidactique plurilingue et inclusive. A partir d'enquêtes menées dans des classes d'occitan, de basque et des classes

d'UPE2A, dans plusieurs projets de recherches collaboratifs, se dégage tout l'intérêt de l'enseignement des langues endogènes dans une perspective plurilingue inclusive. Les pratiques plurilingues observées dans l'enseignement de l'occitan, ainsi que dans d'autres langues minoritaires montrent cet apport au prisme de l'altérité linguistique. Un contrepoint international fait également apparaître ces mêmes apports dans des contextes scolaires très différents. Les expériences d'encadrement des futurs enseignants conduisent aussi à développer une proposition de formation aux approches plurielles pour une sociodidactique du plurilinguisme inclusif. Découvrez la présentation de l'ouvrage par l'auteur sur le site de la revue "Matices en Lenguas Extranjeras": <https://www.youtube.com/watch?v=opBgiE89mK4>

Angel Jones

Street Scholar

Using Public Scholarship to Educate, Advocate, and Liberate

New York, 2022. XII, 108 pp., 51 b/w ill.

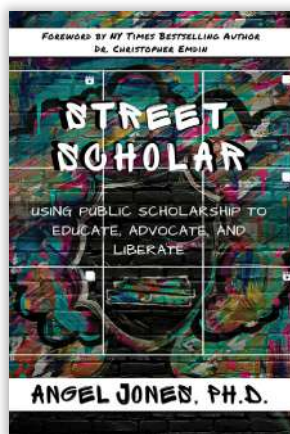
Hip-Hop Education. Innovation, Inspiration, Elevation. Vol. 6

pb. • ISBN 978-1-4331-9952-3

CHF 26.- / €^D 22.95 / €^A 22.90 / € 20.80 / £ 17.- / US-\$ 24.95

eBook (SUL) • ISBN 978-1-4331-9950-9

CHF 26.- / €^D 22.95 / €^A 22.90 / € 20.80 / £ 17.- / US-\$ 24.95



STREET SCHOLAR is an unapologetic call-to-action that challenges the Academy to thoughtfully and intentionally engage in public scholarship. Dr. Angel Jones introduces us to a "street scholar" - someone whose mission, movements, and motivation are rooted in activism and community uplift. Jones describes her journey through academia as an Afro-Latina scholar who uses social media to peel back the curtain on the 'ivory tower' and make her scholarship accessible to all. She uses her platform to liberate, educate, and advocate for social justice. *STREET SCHOLAR* is an appeal for academic

scholarship to be in conversation with the community it serves, and it offers a framework to make public scholarship a tool for liberation.

"Academics often throw around words like 'engaged scholarship' or 'praxis' when what they mean is 'sometimes I spend time with people outside the academy.' Angel Jones presents us with a volume that demonstrates what it means to build knowledge from the ground (or should I say, street) up. This should be on every educator's bookshelf!"

—Dr. Gloria Ladson-Billings, Professor Emerita, University of Wisconsin-Madison

"Dr. Angel Jones' work is on time. By challenging traditional research paradigms in the digital age, she is providing us with steps and guideposts to battle the latest iterations of white supremacy. In a world that moves at break-neck speed where history is erased and misinformation reigns supreme, we must not overlook the importance of the dissemination of justice in real time."

—Dave Stovall, author, professor, and critical race scholar

"Angel is an unapologetic Black woman who is dedicated to advocating for our community. I engage with her content because I appreciate her and the unique ability she has to address controversial topics in a way that is educational and thought-provoking. Her work is important and she is setting the example for what it means to use our platforms to benefit the greater good."

—Amber Riley, award-winning actress, singer, and activist

"With a mission of educate, advocate, and liberate, this book breaks down the importance of the active nature of this work. There is nothing submissive about this book. This is a goal oriented, results centered, action plan and a must read."

—Etan Thomas, NBA veteran, author, and activist

Douglas Kellner

Critical Theory and Pedagogy

Towards the Reconstruction of Education

New York, 2023. X, 192 pp., 4 b/w ill.

Counterpoints. Studies in Criticality. Vol. 534

hb. • ISBN 978-1-4331-9460-3

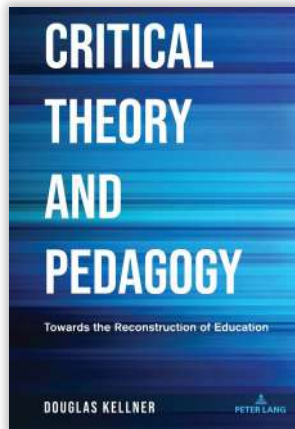
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9459-7

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

eBook (SUL) • ISBN 978-1-4331-9457-3

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



The decolonization of education necessarily involves a critique of dominant ideologies, pedagogies, and the current organization of education, to be replaced by what, in 1970, Paulo Freire called “the pedagogy of the oppressed.” *Critical Theory and Pedagogy* presents a theory for decolonizing, democratizing, and reconstructing education in order to meet the challenges of a global and technological society. A democratic and intersectional reconstruction of education must build on and synthesize perspectives of classical philosophy of education, Deweyan radical pragmatism, Freirean critical

pedagogy, poststructuralism, and critical theories of gender, race, class, sexuality, ethnicity, disability, indigeneity, and more, while criticizing obsolete idealist, elitist, and antidemocratic aspects of traditional concepts of education.

Articulating a metatheory for the philosophy of education, while providing a historical genealogy and grounding of key themes, *Critical Theory and Pedagogy* argues for a democratic reconstruction of education that overcomes traditional, limiting, and oppressive aspects—what Marx and Engels saw as “the ruling ideas of the ruling class” and bell hooks reminds us includes the colonization of subjects into White, Patriarchal Capitalism—and embraces alternative pedagogies and principles suitable for the present age. This project includes developing multiple critical literacies as a response to digital technologies and developing critical pedagogies to meet the challenges of globalization, multiculturalism, and institutionalized racism, classism, and sexism, while promoting radical democratization to counter the trend toward the imposition of a neo-liberal business model of education.

Derek Markides

Enacting Self-Study

Learning and Leading Through Love

New York, 2022. X, 150 pp., 9 tables.

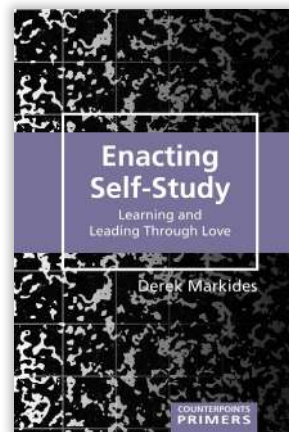
Counterpoints Primers. Vol. 38

pb. • ISBN 978-1-4331-9689-8

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

eBook (SUL) • ISBN 978-1-4331-9592-1

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



Engaging in a bricolage of critical personal history self-study allowed one school administrator to better understand his roles, responsibilities, and formation of identity within the context of a school system while envisioning the divergent possibilities of a yet-to-be-known future through the lens of love. Pedagogies of love can be understood as more than the embodiment of romantic notions of the word. Pedagogies of love enact relationality and challenge historically adequate practices that conjure a monological, prescriptive, and safe understanding of living classrooms—dynamic systems that are ever-emergent and continually adapting. These classrooms, better understood through a sense of ecological sensibilities, are spaces of the possible and not yet imagined. They can be the fertile locations of growth and change. This book sets out to share the story and journey towards self-knowledge for one school leader; however, the process will likely apply to others interested in social research. Through the recursive journey towards better understandings, the author has come to a place of increased awareness of his relationality and a better recognition of interconnected nature of all social interactions.

Through the recursive journey towards better understandings, the author has come to a place of increased awareness of his relationality and a better recognition of interconnected nature of all social interactions.

Peter Roberts

Paulo Freire

Philosophy, Pedagogy, and Practice

New York, 2022. XVI, 140 pp.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 54

hb. • ISBN 978-1-4331-9518-1

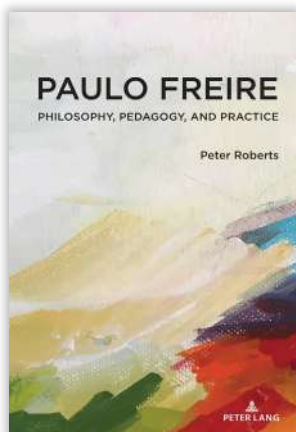
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9519-8

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

eBook (SUL) • ISBN 978-1-4331-6126-1

CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



This book provides a fresh perspective on the work of the influential educationist, Paulo Freire. The author emphasizes both the coherence and the dynamism in Freire's thought, with some consistent core concepts, but also a strong commitment to ongoing reflection and development. The book includes a detailed overview of Freire's biography, major publications, and key ideas, but also adds a distinctive voice to existing conversations in the new comparisons it makes with other writers and thinkers, its Freirean analysis of policy developments and pedagogical relationships at the tertiary

level, and its consideration of ethical and educational questions in the light of lessons from literature. The Freirean virtues of openness, humility, tolerance, trust, and rigor are found to be highly relevant to today's world. The hope is that this book will provide a number of avenues for further inquiry in the future, while also addressing educational questions and themes of interest to a wide range of scholars and practitioners in the present.

Doug Selwyn (ed.)

At the Center of All Possibilities

Transforming Education for Our Children's Future

New York, 2022. XVI, 210 pp.

Counterpoints. Studies in Criticality. Vol. 532

hb. • ISBN 978-1-4331-9466-5

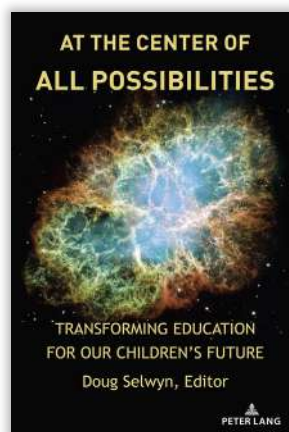
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9465-8

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

eBook (SUL) • ISBN 978-1-4331-9467-2

CHF 42.– / €^D 36.60 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



At the Center of All Possibilities is built around a few fundamental questions: How can we best educate our children so that they have the skills, confidence, and knowledge to live lives of joy, fulfillment, and service to themselves, their communities, and the planet? What do our students need to know, what dispositions do they need to develop, and what social and emotional learning and support do they need so that they are able to respond to both the challenges and possibilities of a future they can't yet imagine? And how can we transform our current educational system into the system that will answer these questions?

Doug Selwyn invited twenty educators and activists to respond to these fundamental questions in short essays or interviews. There has been no attempt to align them into a neat package: there are many points of view that we need to consider in our own unique circumstances, and there is value in gathering a range of thought and experience when considering how best to plan, and then to act. Moreover, the book urges us to begin planning and acting now for the education we want, rather than to put it off because of the crisis of the moment. One of the central responsibilities of a society to provide the best education we can to the next generation so that they can lead their best lives, and these are our children. We owe them the very best education we can offer so that all of them can realize themselves at the center of all possibilities.

Axel Grimm · Volkmar Herkner (Hrsg.)

Entwicklungen und Herausforderungen der beruflichen Fachrichtung Metalltechnik und deren Didaktik

Berlin, 2023. 470 S., 3 farb. Abb., 59 s/w Abb., 23 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 8

geb. • ISBN 978-3-631-89101-8

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

eBook (SUL) • ISBN 978-3-631-89159-9

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



Unter dem Motto „Altes Eisen rostet nicht“ wird mit diesem Band nicht nur Reiner Schlausch in den Ruhestand verabschiedet. Die Zusammenstellung der Beiträge offenbart die Breite des Forschungs- und Lehrfeldes der beruflichen Fachrichtung Metalltechnik. Thematisiert werden konstituierende Aspekte, wie die Genese und die Berufsentwicklungen sowie die Notwendigkeit von berufs- und berufsbildungswissenschaftlichen Untersuchungen, und aktuelle Fragen zur Kompetenzerfassung und Zukunft des Berufsbereiches. Weiterhin werden Abgrenzungen und Gemeinsamkeiten

zu affinen und weniger affinen Berufsbereichen besprochen sowie Entwicklungen in der Lehrkräftebildung betrachtet. Zudem geht es – nicht zum ersten Mal – um Antworten auf die Frage „Quo vadis, berufliche Fachrichtung Metalltechnik?“

Frank Steinwachs

Mittelalterliche Literatur an Waldorfschulen

Pädagogische Implikation einer subjektorientierten Didaktik für die mittelalterliche Literatur im Deutschunterricht an Waldorfschulen im Kontext des didaktischen Diskurses am Beispiel von Wolframs „Parzival“ in Klasse 11

Berlin, 2022. 538 S.

Kulturwissenschaftliche Beiträge der Alanus Hochschule für Kunst und Gesellschaft. Bd. 16

geb. • ISBN 978-3-631-87960-3

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

eBook (SUL) • ISBN 978-3-631-87968-9

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



Der Lehrplan für die Oberstufe an Waldorfschulen bietet mit der Empfehlung, das „Nibelungenlied“ und Wolframs „Parzival“ in Klasse 10 und Klasse 11 zu lesen, einen vergleichsweise großen Raum für die mittelalterliche Literatur. Ein Grundproblem war jedoch, dass es bisher keine nennenswerte wissenschaftliche Auseinandersetzung mit dem waldorfpädagogischen Zugang gab. Der Autor untersucht erstmals die subjektorientierte Perspektive einer waldorfpädagogischen Mittelalterliteraturdidaktik auf Wolframs

„Parzival“. Hierfür reflektiert er die Bedeutung der Subjektorientierung in der allgemeinen Literaturdidaktik, der Mittelalterliteraturdidaktik und bilanziert nach einer umfassenden Analyse und Interpretation von Wolframs „Parzival“ die literaturdidaktischen Positionen in der Waldorfpädagogik und reflektiert ihre mögliche praktische Anwendung auf das Werk.

Jennifer Witte

Leserhaltungen im Übergang von der Schule an die Universität

Eine qualitative Längsschnittstudie

Berlinb., 2 Tab.

Beiträge zur Literatur- und Mediendidaktik. Bd. 47

geb. • ISBN 978-3-631-88729-5

CHF 101.– / €^D 86.95 / €^A 89.40 / € 81.30 / £ 67.– / US-\$ 97.95

eBook (SUL) • ISBN 978-3-631-89159-9

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



Die Studie ist innerhalb der Literaturdidaktik im Schnittbereich von Lese-, Biographie- und Bildungsforschung angesiedelt und befasst sich mit der Entwicklung individueller Werthaltungen gegenüber dem Lesen.

Die Dynamik von lesebezogenen Deutungsmustern wird anhand eines echten Längsschnittes vom Beginn des Leistungskurses Deutsch bis zum Studienanfang rekonstruiert. Hierzu werden narrative Interviews mit acht Informant*innen mittels der sozialwissenschaftlichen Hermeneutik analysiert und kontrastiert.

Ersichtlich wird die Veränderbarkeit von Deutungsmustern in einer prägenden biographischen Übergangsphase sowie die zunehmende Trennung von privaten und institutionellen Leserhaltungen. Zudem scheint die Schule keinen dauerhaft prägenden Einfluss auf lesebezogene Werthaltungen zu haben.

Raphaëlle Beecroft

The Performativity of the Intercultural Speaker

Promoting «Savoir Agir» through Improvisational Tasks

Berlin, 2022. 300 pp., 3 fig. col., 15 fig. b/w, 5 tables.

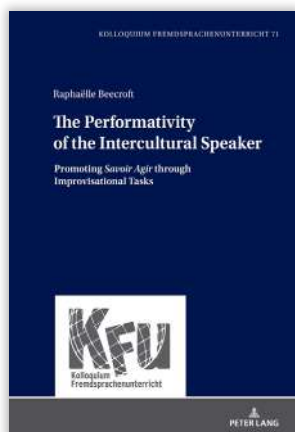
KFU – Kolloquium Fremdsprachenunterricht. Vol. 71

hb. • ISBN 978-3-631-85111-1

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

eBook (SUL) • ISBN 978-3-631-87841-5

CHF 70.– / €^D 60.05 / €^A 61.70 / € 56.10 / £ 46.– / US-\$ 67.95



Whilst the promotion of Intercultural Communicative Competence (ICC) is described as the main aim of foreign language pedagogy in Germany, its development from a performative-linguistic perspective lacks in research. To address this issue, this book argues that an extension of Byram's model of ICC to encompass a further newly-developed *savoir* is necessary. *Savoir agir* makes explicit the interplay of intercultural and communicative competences present in the model and foregrounds its embodiment in ad-hoc oral interaction. Furthermore, the book emphasises the potential of methods derived from Improvisational Theatre for developing *savoir agir* in the language classroom. The second part of the book presents a longitudinal, two-year mixed-methods action-research study in which improvisational tasks were designed and implemented on a regular basis in four English classes with the aim of promoting *savoir agir*.

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Rocío Chao-Fernández · Francisco César Rosa Napal · Aurelio Chao-Fernández (eds.)

Innovación e investigación en conservatorios y escuelas de música

Berlin, 2022. 162 p., 21 il. blanco/negro, 7 tablas.

enc. • ISBN 978-3-631-87225-3

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

eBook (SUL) • ISBN 978-3-631-88372-3

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



La enseñanza musical específica, de la cual sus instituciones más representativas son los conservatorios y las escuelas de música, cuentan con un extenso recorrido histórico, por lo que en cada una de sus etapas de desarrollo han tenido que adaptarse a las exigencias didácticas, estéticas y formales de cada momento. En este libro se recoge — desde un amplio enfoque en ese ámbito — el análisis de sus principales problemáticas, varias propuestas didácticas innovadoras y diferentes sugerencias de mejora para la docencia y el funcionamiento institucional de la enseñanza musical, ya sea de carácter formal o no.

Carmen Franco-Vázquez · Carol Gillanders · Rocío Chao Fernández (eds.)

Educación artística para el cambio

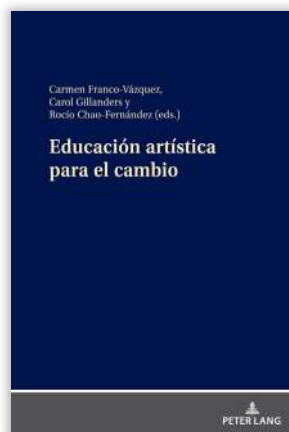
Berlin, 2022. 186 p., 20 il. blanco/negro, 19 tablas.

enc. • ISBN 978-3-631-86986-4

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

eBook (SUL) • ISBN 978-3-631-87737-1

CHF 41.– / €^D 34.95 / €^A 36.– / € 32.70 / £ 27.– / US-\$ 39.95



Este libro ofrece una serie de actividades para el aula y estudios relacionados con la educación artística. El desarrollo vocal, el canto, el movimiento y la danza, la música y la segunda lengua, los proyectos artísticos, entre otros, son explorados en diferentes entornos desde la primera infancia hasta los contextos de educación superior. Este libro está organizado en cuatro secciones principales más un capítulo final sobre las perspectivas de futuro: artes e infancia; música en educación primaria y secundaria; artes, valores y educación, y artes y tecnología.

Kathleen Olmstead · Serena Troiani (eds.)

Many Books, Many Stories

Using Children's and Young Adult Literature to Open Classroom Conversations

New York, 2023. XVI, 140 pp., 1 b/w ill., 4 tables.

hb. • ISBN 978-1-4331-9913-4

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

pb. • ISBN 978-1-4331-9914-1

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

eBook (SUL) • ISBN 978-1-4331-9915-8

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



Many Books, Many Stories aims to provide both the rationale for engaging in work with inclusive children's and young adult literature and the resources necessary for teachers, counselors, librarians and school administration to incorporate diverse literature into the classroom or into school-wide contexts. The authors provide multiple perspectives and examples of texts that *open conversations* about powerful topics and ideas that arise in many children's and young adult books. Indeed, it is not enough to just have access to many stories; teachers must consider the ways in

which they can engage in discussions around books and their importance. This volume serves to prepare both teacher candidates and in-service teachers to become reflective practitioners who embrace responsive literacy instruction and who work to ensure equity in literacy education. Therefore, this book serves as a resource to guide educators with both pedagogy and curricular content—embracing stories and am-

plifying voices with children's and young adult literature.

"The collection of chapters in this volume is inspiring. Striking a perfect balance between theory and classroom practice, this volume provides a convincing reason as to why the use of children's literature is critical and necessary in today's universities, schools, and classrooms. The editors have done an excellent job in collecting a diverse set of engaging and insightful chapters to discuss matters of race, identity, inequality, and diversity."

—Bobbie Kabuto, Professor of Literacy Education, Queens College, CUNY

"This thoughtfully edited collection brings together a powerful collection of educators to discuss a crucially important topic in classrooms today. The authors push the reader to question and critically reflect on how they can use literature to facilitate important conversations about diversity. The chapters challenge thinking but also provide multiple examples and the resources that will enable educators to provide spaces in the classroom for children to see their lives reflected in literature."

—Sinead Harmey, Associate Professor in Literacy Education, IOE, University College London's Faculty of Education and Society

Vitor Tomé · Belinha S. De Abreu

Empowering Communities with Media Literacy

The Critical Role of Young Children

New York, 2023. XVI, 228 pp., 34 b/w ill., 23 tables.

Minding the Media. Critical Issues for Learning and Teaching. Vol. 19

hb. • ISBN 978-1-4331-9509-9

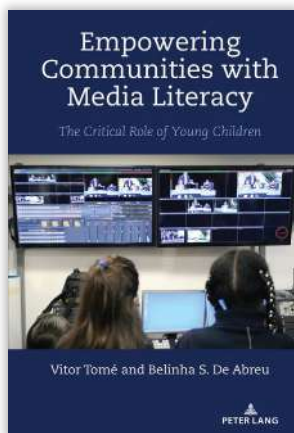
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95

pb. • ISBN 978-1-4331-9508-2

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

eBook (SUL) • ISBN 978-1-4331-9506-8

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



This book details the project "Digital Citizenship Education for Democratic Participation" involving approximately 400 pre-school and primary school children, their families, teachers, and community members in a Lisbon locality. The research presented aims to answer the following question: To what extent can a local (and replicable) digital media literacy program empower preschool and primary-school-aged children to become active and effective citizens in the digital era? Through this book, the authors share the steps taken during the project, including the main difficulties faced and the solutions found to overcome them as well as the project's sustainability.

solutions found to overcome them as well as the project's sustainability.

Dan Valenti

Write It Real

A Practical Guide for the Prose Writer

New York, 2022. XX, 158 pp.

pb. • ISBN 978-1-4331-9282-1

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

eBook (SUL) • ISBN 978-1-4331-9279-1

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



Write It Real reduces the writing process to its essential core, providing prose writers with pragmatic guides directed solely to improving their words where it matters the most, on the page. This book covers every aspect governing the inside process of producing compelling prose. In doing so, it avoids the abstract and "philosophical" theories of so many writing guides, the nonsense that loses the reader in the layered, labyrinthine maze of grammar and technical excess. Valenti's masterful book focuses instead on the time-tested, practical strategies that produce tangible—and

sometimes instant—results. *Write It Real* will help writers of all abilities, from developing to the selling pro, refine their work into sparkling clarity, and to do it with renewed confidence that comes from fully understanding how writing works from the inside of creativity out to the reader. This guidebook combines the best of a handbook and a "how to" with insights and strategies refined over decades of the author's prolific career as a journalist, writer, teacher, and speaker. A passionate take on and an illuminating look at a skill both mysterious and accessible, *Write It Real's* 11 chapters take writers through the overlooked (because it's obvious) and the obscure (because it's overlooked). As a prose prescription, this "Rx" is nothing less than the 21st century's answer to Strunk and White's classic, *The Elements of Style*.

Ana M^a Porto Castro · Josefa Mosteiro García · Beatriz García Antelo (eds.)

Diversidad e Inclusión. Una mirada desde la educación

Berlin, 2022. 110 p., 3 il. blanco/negro, 9 tablas.

enc. • ISBN 978-3-631-88428-7

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

eBook (SUL) • ISBN 978-3-631-88429-4

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



En la actualidad uno de los grandes retos de la educación es garantizar la inclusión y el acceso igualitario de todas las personas a ella. Este libro tiene como eje central la atención a la diversidad y la inclusión educativa, en cualquiera de los niveles de la educación. En el texto se recogen las contribuciones de diversos autores y autoras que abordan esta temática desde diferentes perspectivas y enfoques, ofreciendo aportaciones tanto teóricas como empíricas fruto del análisis, la reflexión y la investigación.

Kim-Sarah Schick · Andreas Rohde (Hrsg.)

Von integrativem zu inklusivem Englischunterricht

Weiterentwicklung sprachdidaktischer Prinzipien vor dem Hintergrund sonderpädagogischer Förderung

Berlin, 2022. 410 S., 27 s/w Abb., 30 Tab.

Inquiries in Language Learning. Forschungen zu Psycholinguistik und Fremdsprachendidaktik. Bd. 31

geb. • ISBN 978-3-631-86203-2

CHF 93.– / €^D 80.05 / €^A 82.30 / € 74.80 / £ 61.– / US-\$ 90.95

eBook (SUL) • ISBN 978-3-631-87138-6

CHF 93.– / €^D 80.05 / €^A 82.30 / € 74.80 / £ 61.– / US-\$ 90.95



Die Fremdsprachendidaktik befindet sich auf dem Weg zu inklusivem Fremdsprachenunterricht. Ziel dieses Buches ist es, diesen Weg für den Englischunterricht zu dokumentieren und einen Beitrag zur Weiterentwicklung sprachdidaktischer Prinzipien zu leisten. Hierzu werden wichtige Bezugsdisziplinen wie die Sonderpädagogik und die Psychologie in diese Entwicklung miteinbezogen. Die Basisbeiträge betrachten die ausgewählten Heterogenitäts- und Diversitätsdimensionen Leserechtschreibschwierigkeiten, Autismus-Spektrum-Störung, Aufmerksamkeitsdefizit-/ Hyperaktivitätsstörung, Hörstörungen und Spracherwerbsstörung. Die Praxisbeiträge zeigen Möglichkeiten dafür auf, wie im Fremdsprachenunterricht Barrieren für Lerner*innen abgebaut und Teilhabe ermöglicht werden kann.

Die Praxisbeiträge zeigen Möglichkeiten dafür auf, wie im Fremdsprachenunterricht Barrieren für Lerner*innen abgebaut und Teilhabe ermöglicht werden kann.

Ariane Steuber

Tätigkeit und Sprache

Zur Didaktik inklusiver Sprachförderung in der Berufsvorbereitung

Berlin, 2022. 302 S., 5 s/w Abb., 10 Tab.

Beiträge zur Sonderpädagogik. Bd. 32

geb. • ISBN 978-3-631-86532-3

CHF 52.– / €^D 45.05 / €^A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95

eBook (SUL) • ISBN 978-3-631-86536-1

CHF 52.– / €^D 45.05 / €^A 46.30 / € 42.10 / £ 35.– / US-\$ 50.95



Um Jugendlichen und jungen Erwachsenen einen niedrighschwelligem Zugang zum Sprachlernen im Rahmen berufsvorbereitender Bildungsangebote und -maßnahmen zu ermöglichen, geht die Autorin der zentralen Fragestellung nach, wie sich Sprachkompetenzen ausgehend von praktischer Tätigkeit erweitern lassen. Hierfür werden die komplexen kommunikativen Bedingungen in einem authentischen Arbeitszusammenhang aus linguistischer Perspektive betrachtet, um deren didaktisches Potenzial für eine ressourcenorientierte Sprachförderung in (vor-) beruflichen

Kontexten aufzuzeigen. Abschließend werden die Umsetzungsmöglichkeiten eines integrativen Ansatzes auf der Grundlage von Bedingungsanalysen in fünf schulischen und außerschulischen Untersuchungsfeldern des Übergangssektors kritisch diskutiert.

Jaroslava Gajdošíková Zeleiová (ed.)

Quality of Life in Cross-Modal Perspectives of Inclusive Education

Berlin, 2022. 194 pp., 17 fig. b/w, 17 tables.

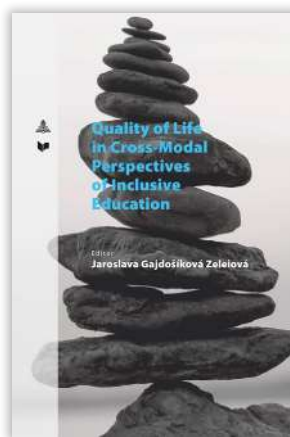
Spectrum Slovakia. Vol. 38

pb. • ISBN 978-3-631-77439-7

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

eBook (SUL) • ISBN 978-3-631-78306-1

CHF 41.– / €^D 34.95 / €^A 36.– / € 32.70 / £ 27.– / US-\$ 39.95



The problems of people with disabilities are determined by the dynamics of interactions between them and the social environment in which they live. Therefore, the bio-psycho-socio-spiritual model of health is linked to the civilian model, accentuating the active participation in the social life of a particular community. The convergence of these models is present in the transdisciplinary content of the publication, which examines the quality of life of pupils in inclusive education in the Central European region. The authors identified specific limits and possibilities of the educational environment and its impact on the quality of life of children with disabilities. They explained the evidence-based practice and enhanced the competency-based approach to the persons involved in education, their relatives and multidisciplinary school teams.

They explained the evidence-based practice and enhanced the competency-based approach to the persons involved in education, their relatives and multidisciplinary school teams.

Alain Baudrit (éd.)

L'investigation collaborative : de la pratique d'enquête à la collaboration à distance

Bruxelles, 2023. 154 p.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 203

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L'investigation collaborative prend forme sur la base d'une association qui unit un mode d'investigation, l'enquête, telle que considérée par John Dewey au début du 20^e siècle, avec une modalité collective beaucoup plus récente : l'apprentissage collaboratif. De la sorte, des personnes en quête de nouveaux savoirs peuvent être amenées à interagir et échanger de manière autonome à des fins de découverte, d'où l'intérêt de telles mises en œuvre dans les domaines scolaire et universitaire. Une nouvelle donne est toutefois identifiée dans l'usage des outils numériques. Ils au-

torisent des échanges à distance qui, couplés avec ceux réalisés en présentiel, donnent lieu à des interactions à caractère hybride. Le potentiel interactif des participants se trouve ainsi renforcé, tout comme l'est leur autonomie, ce qui leur permet de diversifier leurs approches des situations ou phénomènes étudiés. En conclusion de cet ouvrage, il est donc question de *modalités collaboratives augmentées* pour désigner les pratiques d'investigation collective significatives de ce genre d'évolutions.

Lina Kaminskienė · Vilma Žydzianaitė · Vaida Jurgilė (eds.)

Teacher Leadership: Learning, Teaching and Leading

Experiences of Teachers and School Administration

Berlin, 2022. 320 pp., 8 fig. b/w, 59 tables.

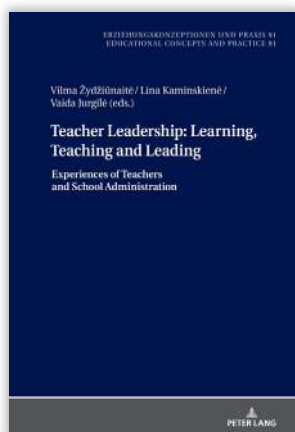
Erziehungskonzeptionen und Praxis / Educational Concepts and Practice. Vol. 91

hb. • ISBN 978-3-631-88566-6

CHF 72.- / €^D 61.95 / €^A 63.70 / € 57.90 / £ 48.- / US-\$ 69.95

eBook (SUL) • ISBN 978-3-631-88567-3

CHF 72.- / €^D 61.95 / €^A 63.70 / € 57.90 / £ 48.- / US-\$ 69.95



The monograph answers to the following questions: What connects three concepts - a good teacher, a great teacher, and a teacher leader? How does the school administration perceive the link between teacher leadership and learning co-creation? What roles and functions of the teacher does the school administration see in implementing shared and distributed leadership? How is teacher leadership implemented through educational interactions with students in the classroom environment? How teacher leadership and creativity are interrelated? How learning co-creation through teacher and student educational interactions in a classroom is connected to teacher leadership?

torisent des échanges à distance qui, couplés avec ceux réalisés en présentiel, donnent lieu à des interactions à caractère hybride. Le potentiel interactif des participants se trouve ainsi renforcé, tout comme l'est leur autonomie, ce qui leur permet de diversifier leurs approches des situations ou phénomènes étudiés. En conclusion de cet ouvrage, il est donc question de *modalités collaboratives augmentées* pour désigner les pratiques d'investigation collective significatives de ce genre d'évolutions.

Erin Mikulec · Tania Ramalho (eds.)

Enacting Critical Pedagogy Online

Bern, 2022. 410 pp., 57 fig. b/w.

Counterpoints. Studies in Criticality. Vol. 533

hb. • ISBN 978-1-4331-9410-8

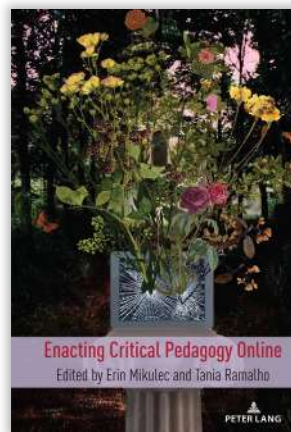
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eBook (SUL) • ISBN 978-1-4331-9406-1

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



Critical pedagogy is the foundation of contemporary teacher education. Circumstances and changes in the educational landscape within recent years have resulted in a sharp increase in programs offering online classes and entire programs in teacher education. Using critical perspectives, such courses often address difficult topics, for example, the impact of poverty, racism/white supremacy, sexism, heterosexism, and ableism on students and on schools. These issues require careful planning and development of a classroom environment that fosters honest conversations and

multiple perspectives, and a level of rapport that can be especially difficult to achieve and negotiate in online asynchronous environments where students may hesitate to be open to discuss matters perceived as sensitive. Nonetheless, engaging students with and through critical pedagogy online can also provide an environment that challenges traditional ways of knowing and creates spaces for meaningful dialogue and change. This book examines course design, student engagement, research, theory, and practices of teaching with and for critical pedagogy in online environments.

Maurice Niwese (éd.)

L'écriture du primaire au secondaire : du déjà-là aux possibles

Résultats de la recherche ÉCRICOL

Bruxelles, 2022. 282 p., 8 ill. en couleurs, 50 ill. n/b, 30 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 201

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



En France, les élèves qui entrent en sixième ont en écriture, comme dans d'autres matières, un niveau hétérogène. Cette hétérogénéité a un impact sur la réussite scolaire étant donné que l'écriture participe à la construction des savoirs dans toutes les disciplines. Des études menées sur la performance scolaire des élèves insistent sur des facteurs environnementaux portant, entre autres, sur le statut professionnel des parents, leur niveau de formation, les profils d'écoles fréquentées et les langues parlées en famille

et à l'école. Si ces éléments de contexte ont des effets sur les résultats des élèves, s'y limiter ne permet pas d'identifier leurs besoins en matière d'apprentissage. Or, sans la connaissance précise de l'existant, il reste difficile de proposer des interventions didactiques adaptées. Fruit d'un travail conduit dans le cadre du projet de recherche ÉCRICOL par une équipe pluridisciplinaire associant universitaires et professionnels de l'éducation, cet ouvrage dresse le bilan le plus complet possible des compétences et des difficultés en écriture des élèves à l'entrée en sixième. Il permet également de déterminer à quel point ces compétences et difficultés ont un lien avec leur environnement social ainsi que les convergences et les divergences lorsque les élèves écrivent en français et en sciences. Au-delà de l'identification du déjà-là et de l'influence des facteurs contextuels, cet ouvrage propose plusieurs outils susceptibles d'aider à évaluer et à faire évoluer la compétence en écriture des apprenants. Il offre enfin la possibilité de cerner l'impact des conceptions des enseignants sur la manière dont ils enseignent l'écriture.

Andrew Pearce

Beacons of Hope

Lessons we can learn from resilient teachers

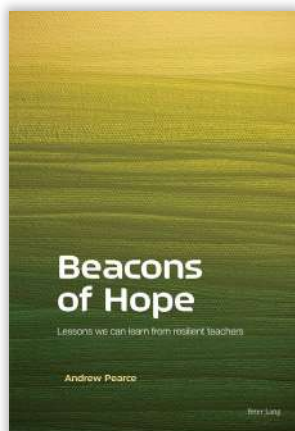
Oxford, 2022. XVIII, 242 pp., 4 fig. b/w.

pb. • ISBN 978-1-80079-540-2

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

eBook (SUL) • ISBN 978-1-80079-541-9

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



Whilst there is a significant and growing body of literature on teacher resilience, there is considerably less literature on why long service career teachers choose to stay in their profession. This book aims to explore, through the personal narratives of four resilient long service teachers, why this might be and it has implications for school leaders, pupil attainment, policy makers, ITE educators and of course, both pre-service and inservice teachers. The book identifies key themes and lessons which emerge from their stories and makes a number of recommendations which may benefit a range

of stakeholders, not the least of which are teachers themselves. Throughout this book, which is based on the author's doctoral research, the concept of teacher professional identity emerges as a framework which offers considerable promise to those investigating the resilience of teachers. This book contends that the manifestation of a professional identity, which enables teachers to construct, reconstruct and manage multiple identities over time, will be crucial to teachers' ongoing resilience if they are to continue to function purposefully and effectively, in the future.

Palmira Pečiuliauskienė • Lina Kaminskiė

Science Teachers' Innovative Work Behavior

Factors and Actors

Berlin, 2022. 202 pp., 13 fig. b/w, 82 tables.

hb. • ISBN 978-3-631-85708-3

CHF 47.– / €^D 40.– / €^A 41.15 / € 37.40 / £ 31.– / US-\$ 45.95

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CHF 47.– / €^D 40.– / €^A 41.15 / € 37.40 / £ 31.– / US-\$ 45.95



The last decades have demonstrated growing calls for innovations associated with science teaching methods. In the light of science education reforms, teaching methods have focused on scientific inquiry, discovery, and other constructivist approaches.

Research on innovations in science education raises discussion about the application of new technology, a need to infuse arts and social emotional learning content into science education, and use of innovative models to improve critical thinking skills and enhance teachers' self-efficacy. How-

ever, there is a lack of research on innovative work behavior of science teachers' personal, cognitive, and environmental factors.

The researchers in this book address to the phenomenon of innovative work behavior and aim to reveal the associations between the science teachers' innovative work behavior and personal, cognitive, and environmental factors.

Manuel Fco. Romero Oliva

Identidades docentes y formación de profesorado en Didáctica de la Lengua y la Literatura

Berlin, 2022. 378 p., 67 il. blanco/negro, 84 tablas.

enc. • ISBN 978-3-631-87543-8

CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 / £ 44.– / US-\$ 64.95

eBook (SUL) • ISBN 978-3-631-87544-5

CHF 66.– / €^D 57.05 / €^A 58.65 / € 53.30 / £ 44.– / US-\$ 64.95



Identidades docentes y formación de profesorado en Didáctica de la Lengua y la Literatura. Este libro es el resultado de la reflexión, experiencia e investigaciones del autor en el ámbito de la formación inicial de docentes para la enseñanza de la lengua y la literatura desde la actualización y la autenticación del currículo.

El libro se compone de dos bloques: un primer bloque, donde desarrolla la epistemología de la didáctica de la lengua y la literatura desde una visión crítica del área; y un segundo bloque, donde se proponen estrategias para la

enseñanza de las diferentes destrezas comunicativas.

Un epílogo cierra el libro bajo la idea del tercer espacio educativo (Zeichner, 2010) como propuesta formativa que aúne las acciones de los saberes de la universidad con la escuela.

Bernd Tesch

Sinnkonstruktion im Fremdsprachenunterricht

Einführung in die rekonstruktive Fremdsprachenforschung mit der Dokumentarischen Methode. 3., nochmals neu bearbeitete und erweiterte Auflage, 3. Ausgabe

Berlin, 2022. 354 S., 10 farb. Abb., 44 s/w Abb., 13 Tab.

LaCuLi. Language Culture Literacy. Bd. 11

geb. • ISBN 978-3-631-88528-4

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



Das Buch führt in die rekonstruktive Fremdsprachenforschung auf Grundlage der Dokumentarischen Methode ein. Dabei steht die Unterrichtsforschung mit Audio- und Videografie, Dokumentenanalyse sowie Gruppengesprächen und narrativen Interviews im Fokus: Wie wird Fremdsprachenunterricht im Alltag hergestellt? Der Blick ist somit auf die Praktiken der Vermittlung und Aneignung von Fremdsprachen gerichtet, die in ihrem Spannungsverhältnis zu institutionellen, gesellschaftlichen, fachlichen und fachdidaktischen Normen empirisch bestimmbar sind. Im Ergebnis

stellt sich der Fremdsprachenunterricht als ein Prozess der Wissenskonstruktion auf verschiedenen Ebenen dar.

Axel Grimm • Maik Jepsen • Carsten Wehmeyer (Hrsg.)

Didaktik der beruflichen Fachrichtung Elektrotechnik

Band 1: A. Willi Petersen – Kommentierte Schriften aus seiner Lehr- und Forschungstätigkeit

Berlin, 2022. 684 S., 151 s/w Abb., 5 Tab.

Perspektiven auf Berufsbildung, Arbeit und Technik. Bd. 7

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CHF 116.– / €^D 100.05 / €^A 102.85 / € 93.50 / £ 77.– / US-\$ 112.95



In der gewerblich-technischen Lehrkräftebildung haben sich in den letzten Jahren vermehrt Veröffentlichungen positioniert, die didaktisch-methodische Gemeinsamkeiten über mehrere berufliche Fachrichtungen adressieren. Das hier vorliegende Buch bringt Beiträge von Prof. Dr. Dr. h. c. A. Willi Petersen zusammen, die ab Mitte der 1990er Jahre durch ihn veröffentlicht wurden und aufzeigen, wie differenziert und tiefgreifend er sich für eine Theoriebildung einer Didaktik der beruflichen Fachrichtung Elektrotechnik eingesetzt hat. Weiterhin wird begründet und diskutiert, dass

die Veröffentlichungen von Petersen »seiner Zeit« oftmals voraus waren. Inwieweit seine Erkenntnisse die berufliche Bildung insgesamt prägten, wird hier an exemplarischen Beispielen analysiert. Mit Willi Petersen ist im Jahr 2018 einer der großen Vertreter berufsdidaktischer und berufswissenschaftlicher Theorieansätze von uns gegangen. Mit dieser Veröffentlichung soll die Möglichkeit gegeben werden, Ausschnitte aus seinem Lebenswerk ganzheitlicher betrachten zu können.

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Édité par Patrick Chardenet

La collection «*Champs didactiques plurilingues*» vise à promouvoir les travaux et recherches autour de l’enseignement / apprentissage des langues étrangères autour du triple ancrage sujets – objets – contextes et de leurs dynamiques propres et interagissantes. La collection se déploie sur trois volets : un volet “La recherche en mouvement” destiné aux chercheurs, aux étudiants-chercheurs et aux praticiens-chercheurs ; un volet “Savoirs pour savoir faire” destiné plus particulièrement aux étudiants, aux praticiens et aux décideurs; un volet “Échanges de la recherche” pour des articles écrits à partir de communications de colloques et congrès.

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Édité par Bernard Schneuwly, Rita Hofstetter, Gaëlle Molinari et Zoé Moody

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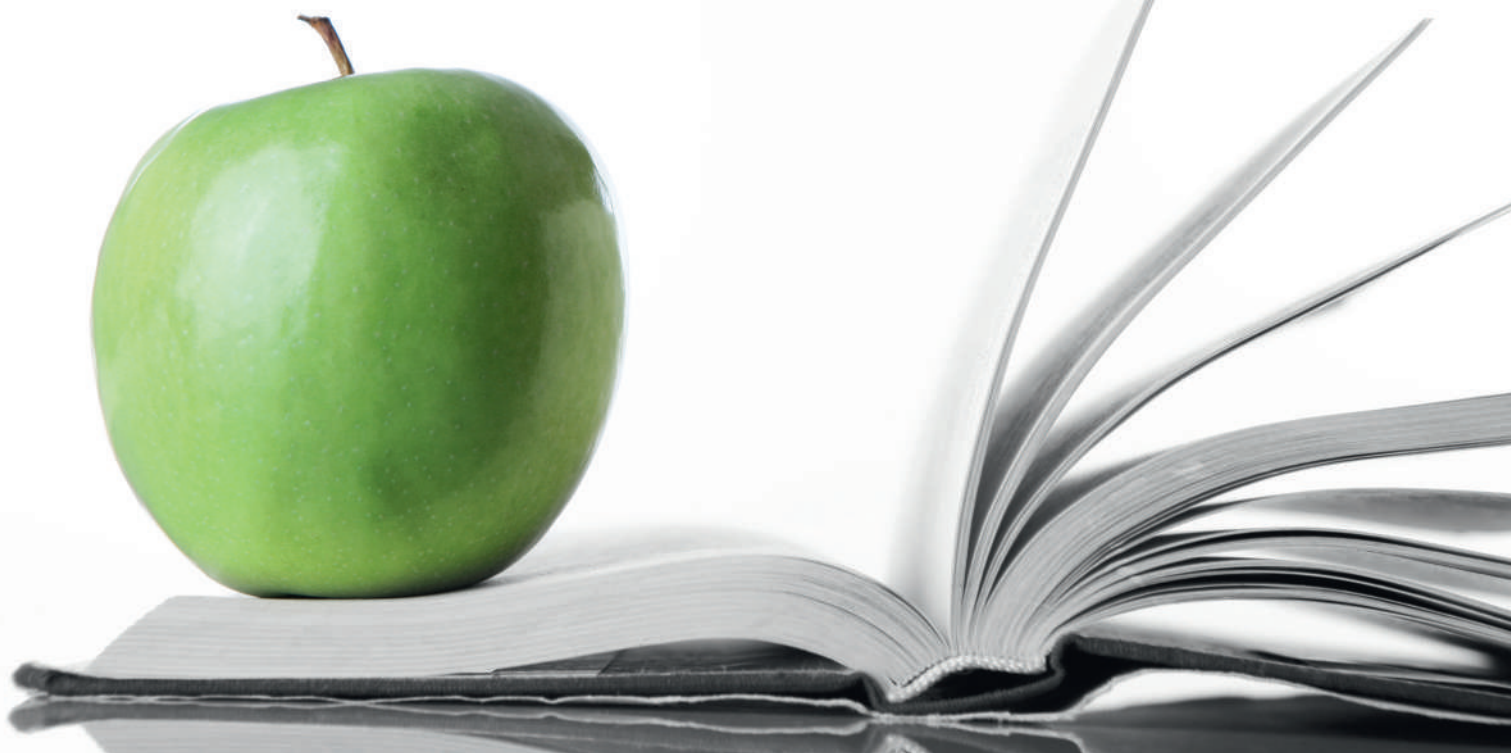
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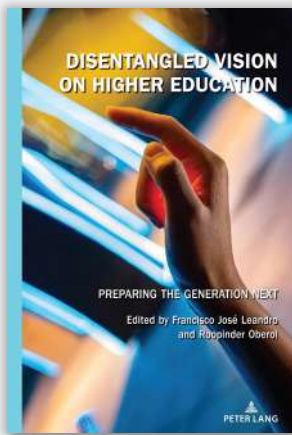
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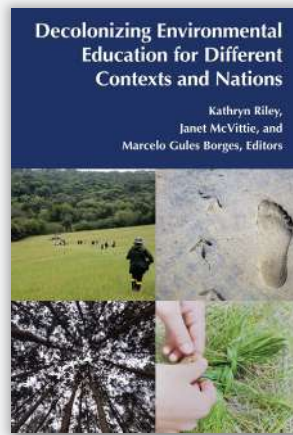
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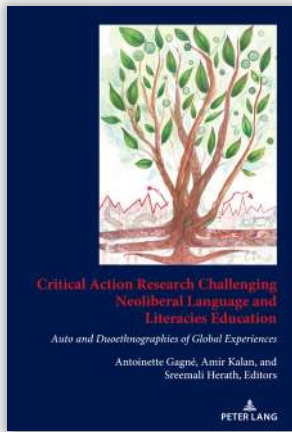
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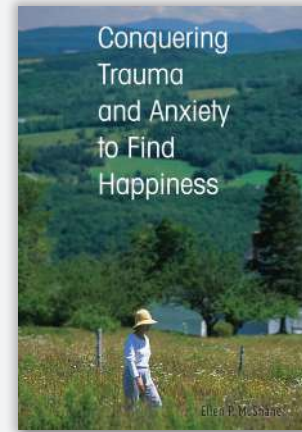
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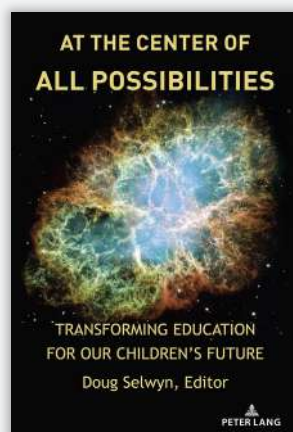
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