

EDUCATION 2017



PETER LANG
INTERNATIONAL ACADEMIC PUBLISHERS

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Dear Reader,

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

As a long-established and internationally positioned publishing group, Peter Lang offers a diverse range of high-quality publications in Education. Highlights include three recent award winners: Joseph L. DeVitis's *Popular Educational Classics: A Reader*, Winner of the 2016 AESA Critics' Choice Award (page 3); Peter McLaren's *Pedagogy of Insurrection: From Resurrection to Revolution*, which has won the American Educational Research Association, Division B Outstanding Book Recognition Award 2016 (page 14); or Erin Cameron and Constance Russell's *The Fat Pedagogy Reader: Challenging Weight-Based Oppression Through Critical Education*, which has also won the 2016 Critics' Choice Award (page 17).

Peter Lang offers a broad spectrum of academic research that covers the latest trends and debates within Education. This is illustrated by series such as *Higher Ed. Questions about the Purpose(s) of Colleges and Universities*, which presents both research-oriented and policy-oriented studies of higher education systems in transition, especially from international comparative perspectives (page 57); *History of Schools and Schooling*, which examines the historical development of schools and educational processes, with special emphasis on issues of educational policy, curriculum and pedagogy, as well as issues relating to race, class, gender, and ethnicity (page 58); or *Religion, Education and Values*, offering the most recent research, from a variety of disciplinary perspectives, on the interface between religion, education and values around the world (page 63).

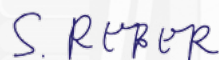
Please visit our website www.peterlang.com for a complete overview of our diverse publishing portfolio. Should you have any comments or queries, feel free to contact us at: marketing@peterlang.com.

Best Regards,



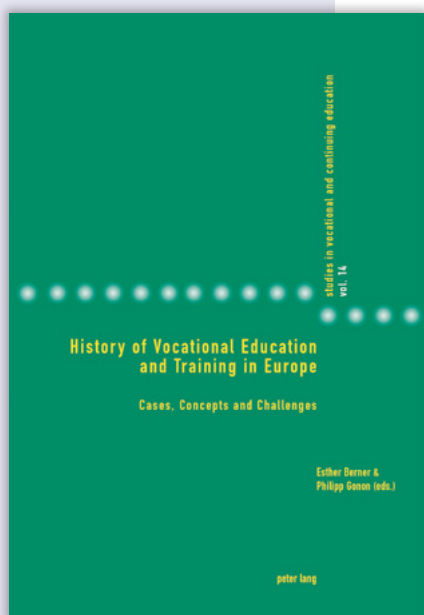
Dr. Bianca Matzek

Publishing Director Bern



Simon Reber

Global Marketing Manager



Bern, 2016.
604 pp., 16 b/w ill., 6 coloured ill.

Studies in Vocational and Continuing Education. Vol. 14

pb. • ISBN 978-3-0343-2120-4
CHF 128.– / €^D 109.95 / €^A 113.30 /
€ 103.– / £ 84.– / US-\$ 124.95

eBook (SUL) • ISBN 978-3-0343-2354-3
CHF 134.– / €^D 122.95 / €^A 123.60 /
€ 103.– / £ 84.– / US-\$ 124.95

Esther Berner · Philipp Gonon (eds.)

History of Vocational Education and Training in Europe

Cases, Concepts and Challenges

Understanding today's Vocational Education and Training (VET) systems requires a comprehension of the rise and development, i.e. of the foundations of topical VET. This book provides a comparative view of its development in Europe. The contributions of renowned authors give insight into conceptual questions, cases and challenges in this field.



New York, 2017. XIV, 282 pp.

Black Studies and Critical Thinking. Vol. 60

hb. • ISBN 978-1-4331-2407-5
CHF 113.– / €^D 98.95 / €^A 100.80 /
€ 91.70 / £ 74.– / US-\$ 109.95

pb. • ISBN 978-1-4331-2406-8
CHF 67.– / €^D 57.95 / €^A 59.60 /
€ 54.20 / £ 44.– / US-\$ 64.95

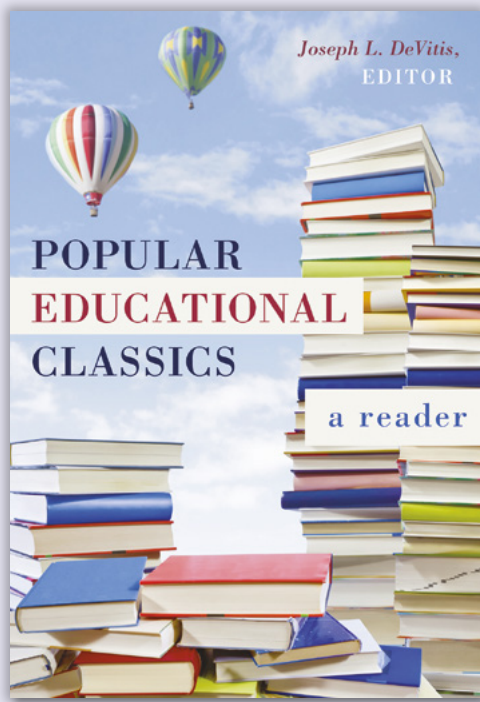
Rochelle Brock · Dara Nix-Stevenson · Paul Chamness Miller (eds.)

Critical Black Studies Reader

The *Critical Black Studies Reader* is a ground-breaking volume whose aim is to criticize and reenvision Black Studies through a critical lens. The book not only stretches the boundaries of knowledge and understanding of issues critical to the Black experience, it creates a theoretical grounding that is intersectional in its approach. Our notion of Black Studies is neither singularly grounded in African American Studies nor on traditional notions of the Black experience. Though situated work in this field has historically grappled with the question of «where are we?» in Black Studies, this volume offers the reader a type of criticalization that has not occurred to this point. While the volume includes seminal works by authors in the field, as a critical endeavor, the editors have also included pieces that address the political issues that intersect with – among others – power, race, class, gender, sexuality, religion, place, and economics.

«We can't call for justice without intense study, critical analysis, and action. What the authors of this book have done is provide readers with a historical understanding of the past to create a new future built on the ingenuity of the Black radical imagination. This book is required reading for everyone in the struggle with liberation on their mind.» (Bettina L. Love, Associate Professor, Department of Educational Theory & Practice, University of Georgia)

«Brock, Nix-Stevenson, and Miller's collection of essays is a unique, insightful, and major contribution to critical Black studies at a politically significant time. An impressive group of scholars examine issues of the politics of Black studies, Black aesthetics, popular culture, queer and transgender studies in Black Studies, and questions of Black activism in historical perspectives. This is necessary reading and will be a frequently cited text in future research in the area of critical Black studies.» (William M. Reynolds, Georgia Southern University)



Joseph L. DeVitis (ed.)

Popular Educational Classics

A Reader

Winner of the 2016 AESA Critics' Choice Award

The last half century has created deep tensions in how we analyze educational and social change. Educators, policymakers, and concerned citizens have had to cope with competing belief systems in evaluating and acting upon school policies and practices. This illuminating book untangles many of the roots of those persistent debates that have divided the nation for so long. It offers readers a critical opportunity to reflect on our continuing ideological struggles by examining popular books that have made a difference in educational discourse.

The editor has specifically selected key books on social and educational controversies that speak to wide audiences. They frame contextual issues that so-called «school reformers» have often neglected – much to the detriment of any real educational progress. Ultimately, this text is meant to stir our consciences, to disorder our certainties, and to compel us to treat education and culture with both reason and passion. It is highly relevant for courses in social foundations of education, school reform, educational policy studies, philosophy of education, history of education, politics of education, curriculum studies, and teacher education.

WITH CONTRIBUTIONS BY: Timothy Glander • Gary K. Clabaugh • David Hursh • Barbara J. Thayer-Bacon • Roberto H. Bahruth/Donaldo Macedo • Richard Ognibene • William M. Reynolds • David Gabbard • Jean Ann Foley/Joseph C. Wegwert • James M. Giarelli • Steven P. Camicia/Barry M. Franklin • Joseph Watras • John Beineke • Jessica A. Heybach • Brett Elizabeth Blake/Robert W. Blake, Jr. • Susan Schramm-Pate/Kenneth Vogler • Emily Nemeth/Karen Graves • Wendy Kohli • E. Wayne Ross • John F. Covaleskie • Sue Books • Melissa M. Jones • Lynda Stone • D.G. Mulcahy • J.B. Mayo, Jr. • Kal Alston • Mark Garrison • John L. Rury • Aaron M. Kuntz • Tian Yu • Michael P. Mueller • Jan Armstrong/Tryphenia B. Peele-Eady • Leslie S. Kaplan/William A. Owings • John Smyth

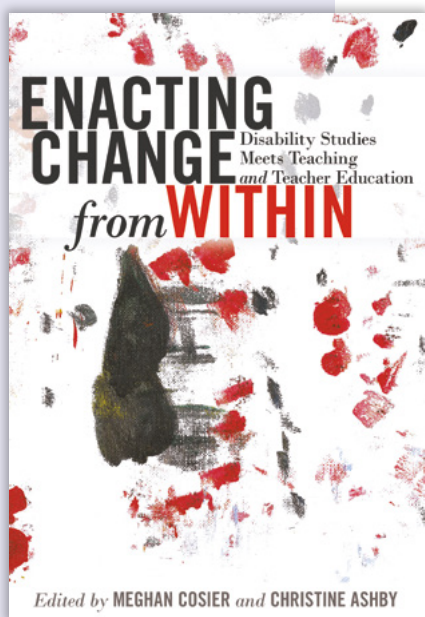
«'Popular Educational Classics' offers readers a treasure trove of five decades of incisive thinking about many of education's knottiest issues. I love the rich, accessible dialogue that emerges chapter after chapter between authors of enduring and provocative works, and authors who present and comment on them. Everyone who takes education seriously should engage with this volume.» (Christine E. Sleeter, Professor Emerita, School of Professional Studies, California State University Monterey Bay)

New York, 2016. 432 pp.

hb. • ISBN 978-1-4331-2834-9
CHF 185.– / €^D 164.60 / €^A 169.20 /
€ 153.80 / £ 123.– / US-\$ 199.95

pb. • ISBN 978-1-4331-2833-2
CHF 51.– / €^D 45.20 / €^A 46.50 /
€ 42.25 / £ 34.– / US-\$ 54.95

JOSEPH L. DEVITIS is a past president of the American Educational Studies Association (AESAs), the Council of Learned Societies in Education, and the Society of Professors of Education. Two of his books have received Choice awards from the American Library Association and three have earned AESA Critics' Choice awards as outstanding books of the year.



New York, 2016. XI, 355 pp.

Inclusion and Teacher Education.
Vol. 2

hb. • ISBN 978-1-4331-2910-0
CHF 148.– / €^D 131.70 / €^A 135.30 /
€ 123.04 / £ 98.– / US-\$ 159.95

pb. • ISBN 978-1-4331-2909-4
CHF 38.– / €^D 33.70 / €^A 34.70 /
€ 31.50 / £ 25.– / US-\$ 40.95

Meghan Cosier · Christine Ashby (eds.)

Enacting Change from Within

Disability Studies Meets Teaching
and Teacher Education

Disability Studies in Education (DSE) provides a useful and compelling framework for re-envisioning the possibility of education for all students. However, the philosophies of Disability Studies (DS) can be seen as contradictory to many mainstream values and practices in K-12 education. In an ever-shifting educational landscape, where students with disabilities continue to face marginalization and oppression, teachers and teacher educators are seeking ways to address these educational inequities. They desire realistic and specific ways to work toward social justice, from within the confines of current education systems. *Enacting Change from Within* aims to provide a framework through which to analyze and address policy and practice in education, offering practical yet visionary ways to frame social justice work in schools that consider the day-to-day responsibilities of teachers. This book is intended to encourage an important dialogue on how to do the work of education from a DS perspective while complying with the often incongruous and deeply entrenched policy and practice requirements in our schools. This book is ideal for current and future teachers seeking to create more just, equitable and inclusive schools.



Frankfurt am Main, 2013.
1098 S., 663 s/w Abb.

geb. • ISBN 978-3-631-64834-6
CHF 110.– / €^D 98.– / €^A 100.80 /
€ 91.60 / £ 73.– / US-\$ 119.95

eBook (SUL) • ISBN 978-3-653-03832-3
CHF 115.90 / €^D 109.– / €^A 109.92 /
€ 91.60 / £ 73.– / US-\$ 119.95

Gert Geißler

Schulgeschichte in Deutschland

Von den Anfängen bis in die Gegenwart

2., aktualisierte und erweiterte Auflage, 2. Ausgabe

Der Autor legt eine Gesamtdarstellung zur deutschen Schulgeschichte vor. Mit der Behandlung wichtiger gesellschaftlicher Bezugfelder der Schule rückt er Erziehungs- und Sozialisationsverhältnisse in den Blick. In der unmittelbar institutionengeschichtlichen Dimension macht er vor allem Entwicklungen in Recht und Verwaltung der Schule, in der Schulerziehung, in den Unterrichtsfächern und im Leistungsverständnis sichtbar. Gleichermäßen dargestellt finden sich Schulalltag, Schulbau und die Schulstrukturverhältnisse. In die Betrachtung einbezogen sind außer der Pflichtschule auch die beruflichen Schulen, ebenso die Einrichtungen im Bereich der frühkindlichen Erziehung, der Sozialerziehung und der Lehrerbildung. Die Schulpolitik wird mit Blick auf das Agieren des Gesamtstaates, der einzelnen Länder, der Kirchen, von Parteien und Verbänden verdeutlicht. Es werden Bezüge zur internationalen Schulentwicklung hergestellt. Zahlreiche kommentierte Bilddokumente veranschaulichen die einzelnen Sachverhalte.



Marcelo Giglio · Francesco Arcidiacono (éds)

Les interactions sociales en classe : réflexions et perspectives

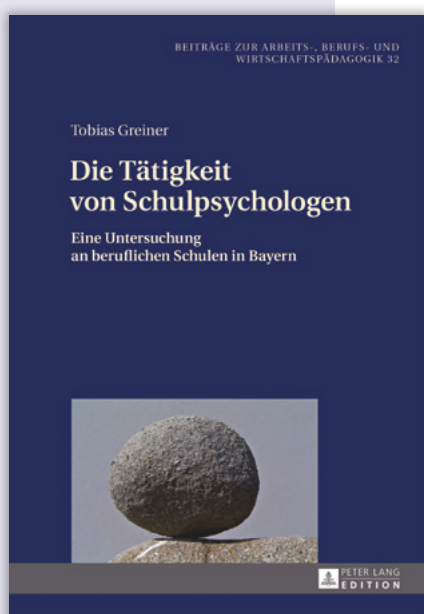
Comment les élèves et les étudiants peuvent-ils apprendre à interagir avec l'autre ? Comment peuvent-ils interagir avec l'autre pour apprendre ? Comment les enseignants organisent-ils les différentes formes d'interaction dans une dynamique discursive au sein de leurs classes ? Les différents regards de la psychologie sociale et culturelle sur l'école ont largement contribué à rendre plus solide une nouvelle image de l'apprentissage en classe. Mais, les interactions sociales en classe méritent d'être constamment réexaminées ou repensées. Dans ce but, les contributions des quinze auteurs de ce livre exploitent, innovent et étudient les multiples interactions en classe et les conditions favorables aux processus d'enseignement-apprentissage. Dans une relation entre psychologie, sciences de l'éducation et modèles d'apprentissage, ce livre contribue à l'étude des processus interconnectés de développement individuel et social dans le cadre de l'enseignement obligatoire ou de la formation supérieure.

Bern, 2017. VI, 250 p., 15 fig., 6 tabl., 9 ill.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 173

br. • ISBN 978-3-0343-2048-1
CHF 45.- / €^D 38.95 / €^A 39.60 /
€ 36.- / £ 30.- / US-\$ 43.95

eBook (SUL) • ISBN 978-3-0343-2351-2
CHF 47.- / €^D 42.95 / €^A 43.20 /
€ 36.- / £ 30.- / US-\$ 43.95



Tobias Greiner

Die Tätigkeit von Schulpsychologen

Eine Untersuchung an beruflichen Schulen in Bayern

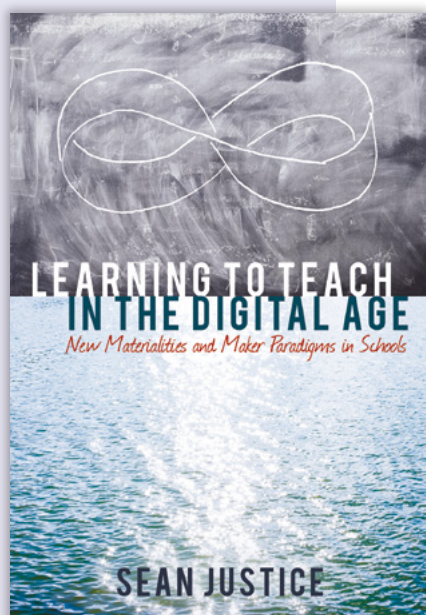
Tobias Greiner befasst sich in seinem Buch mit der Berufsgruppe der Schulpsychologen, über deren Tätigkeit sehr unterschiedliche Vorstellungen kursieren. Anhand einer spezifischen Berufsfeldgruppe – den Schulpsychologinnen und Schulpsychologen aus dem beruflichen Schulwesen in Bayern – erfasst er systematisch die schulpsychologische Tätigkeit in ihrem Wirkungsgefüge. Über eine schriftliche Vorab-Befragung, ein leitfadengestütztes, problemzentriertes Experteninterview sowie ein strukturiertes Telefoninterview erreicht der Autor einen tiefgreifenden und gleichzeitig breiten Datensatz. In einer Vollerhebung werden sämtliche für die schulpsychologische Tätigkeit relevanten Determinanten aus Sicht dieser Personengruppe aufgearbeitet.

Frankfurt am Main, 2015.
546 S., 128 s/w Abb.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 32

geb. • ISBN 978-3-631-66542-8
CHF 101.- / €^D 89.95 / €^A 92.50 /
€ 84.10 / £ 67.- / US-\$ 109.95

eBook (SUL) • ISBN 978-3-653-05876-5
CHF 106.40 / €^D 100.08 / €^A 100.92 /
€ 84.10 / £ 67.- / US-\$ 109.95



New York, 2016. XVIII, 270 pp.

New Literacies and Digital Epistemologies. Vol. 78

hb. • ISBN 978-1-4331-3319-0
CHF 98.– / €^D 84.95 / €^A 87.10 /
€ 79.20 / £ 64.– / US-\$ 94.95

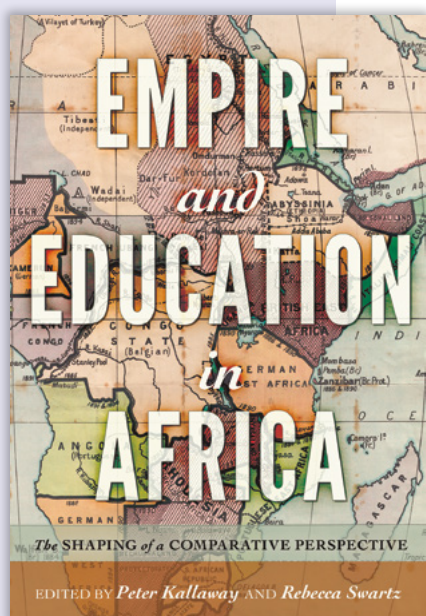
pb. • ISBN 978-1-4331-3318-3
CHF 55.– / €^D 47.95 / €^A 48.60 /
€ 44.20 / £ 36.– / US-\$ 52.95

Sean Justice

Learning to Teach in the Digital Age

New Materialities and Maker Paradigms in Schools

Learning to Teach in the Digital Age tells the story of a group of K–12 teachers as they began to connect with digital making and learning pedagogies. Guiding questions at the heart of this qualitative case study asked how teaching practices engaged with and responded to the maker movement and digital making and learning tools and materials. Over the course of one school year, Sean Justice attended to the ebb and flow of teaching and learning at an independent K–12 girls school the northeastern United States. Teachers and administrators from across grade levels and academic domains participated in interviews and casual conversations, and opened their classrooms to *ad hoc* observations. In conducting the study, Justice interwove a sociomaterial disposition with new materialism, posthumanism, and new media theory. Methods were inspired by narrative inquiry and actor-network theory. Findings suggested that digital making and learning pedagogies were stabilizing at the school, but not in a linear way. Further, Justice suggests that the teaching practices that most engaged the ethos of twenty-first-century learning enacted a kind of learning we hear about from artists, writers, scientists, and mathematicians when they talk about what innovation feels like, leading to the proposition that a different kind of language is needed to describe the effects of digital materialities on teaching practice.



New York, 2016. VIII, 340 pp.

History of Schools and Schooling. Vol. 60

hb. • ISBN 978-1-4331-3348-0
CHF 113.– / €^D 98.95 / €^A 100.80 /
€ 91.70 / £ 74.– / US-\$ 109.95

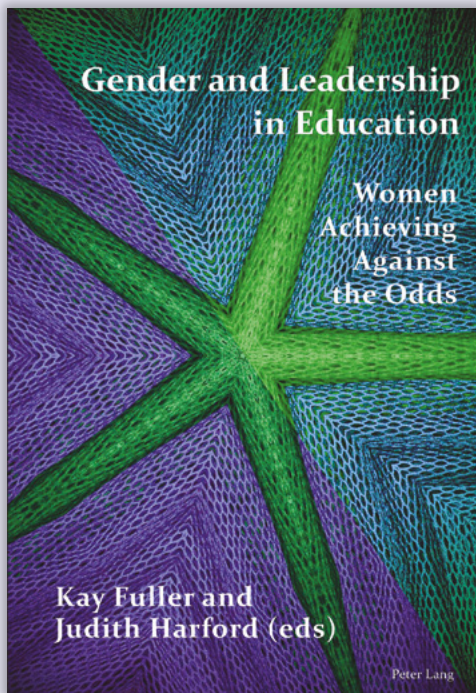
pb. • ISBN 978-1-4331-3347-3
CHF 55.– / €^D 47.95 / €^A 48.60 /
€ 44.20 / £ 36.– / US-\$ 52.95

Peter Kallaway · Rebecca Swartz (eds.)

Empire and Education in Africa

The Shaping of a Comparative Perspective

Empire and Education in Africa brings together a rich body of scholarship on the history of education in colonial Africa. It provides a unique contribution to the historiography of education in different African countries and a useful point of entry for scholars new to the field of African colonial education. The collection includes case studies from South Africa, Ethiopia, Madagascar, French West Africa (Afrique Occidentale Française) and Tanzania (then Tanganyika). It will therefore prove invaluable for scholars in the histories of French, British and German colonialism in Africa. The book examines similarities and differences in approaches to education across a broad geographical and chronological framework, with chapters focusing on the period between 1830 and 1950. The chapters highlight some central concerns in writing histories of education that transcend geographic or imperial boundaries. The text addresses the relationship between voluntary societies' role in education provision and state education. The book also deals with 'adapted' education: what kind of education was appropriate to African people or African contexts, and how did this differ across and between colonial contexts? Finally, many of the chapters deal with issues of gender in colonial education, showing how issues of gender were central to education provision in Africa.



Kay Fuller · Judith Harford (eds.)

Gender and Leadership in Education

Women Achieving Against the Odds

The under-representation of women in leadership positions in educational settings is a widely acknowledged, complex phenomenon that seems to persist, despite the fact that teaching as a profession is dominated by women. Over recent decades, scholars have investigated the factors contributing towards this under-representation, with a particular focus on the personal, organisational and social/cultural levels.

This volume has been compiled in honour of Marianne Coleman, Emeritus Reader in Educational Leadership and Management at the Institute of Education, University College London. She is widely regarded as one of the most significant scholars globally in the field of gender and educational leadership, forging the research agenda and mentoring some of the scholars who contribute essays here. Amongst the key questions the book asks are: Why does society continue to accept male leaders as the norm? What barriers do women who seek leadership positions face? What supports do women require in order to encourage them to pursue leadership positions? How do women working in leadership positions conceive of their role as leaders? How might women's educational leadership be best supported at an institutional level?

CONTENTS: Kay Fuller/Judith Harford: A Festschrift for Marianne Coleman • Izhar Oplatka: The Research on Gender in the Field of Educational Management: A Journals-Based Historical Overview of an Area of Study • Jacky Lumby: Culture and Otherness in Gender Studies: Building on Marianne Coleman's Work • Victoria Showunmi: Diversity and Education in England • Joan Smith: Motherhood and Women Teachers' Career Decisions: A Constant Battle • Kay Fuller: Headteacher Preparation: An Account of One Woman Headteacher's Supportive Practices • Mary Cunneen/Judith Harford: Gender Matters: Women's Experience of the Route to Principalship in Ireland • Jill Sperandio/Jennifer Polinchock: Roads Less Travelled: Female Elementary School Principals Aspiring to the School District Superintendency • Tanya Fitzgerald: Venturing into the Habitat of the Powerful: Women Leaders in Higher Education • Margaret Grogan/Klara Wahlster: In Books, on the Screen, and in Games: Leadership and Gender Stereotypes Shape Images of Young Women Leaders • Pontso Moorosi: Patriarchal Bargain for African Women in Leadership: Deal or No Deal? • Helen Sobehart: Weaving the Fabric of Legacy: An Epilogue.

Oxford, 2015. VIII, 298 pp., 1 diagram

hb. • ISBN 978-3-0343-1923-2

CHF 90.- / €^D 80.30 / €^A 82.50 / € 75.- / £ 60.- / US-\$ 97.95

eBook (SUL) • ISBN 978-3-0353-0783-2

CHF 94.85 / €^D 89.25 / €^A 90.- / € 75.- / £ 60.- / US-\$ 97.95

KAY FULLER is Associate Professor of Educational Leadership and course leader of the MA in Educational Leadership and Management at the School of Education, University of Nottingham. She is a member of the Centre for Research in Educational Leadership and Management (CRELM). She has published internationally in the area of gender and educational leadership. Kay is an elected member of the British Educational Leadership Management and Administration Society (BELMAS) Council and Co-Convenor of the BELMAS Gender and Leadership Research Interest Group. She is also an invited member of the worldwide network Women Leading Education.

JUDITH HARFORD is Senior Lecturer and Director of the Professional Master of Education (PME) at the School of Education, University College Dublin. She has published internationally in the areas of history of women's education, teacher education and education policy. She is Co-ordinator of the Teacher Education Policy in Europe Network and a Convenor of the Teacher Education Research Network of the European Educational Research Association (EERA). She is a Fellow of the Royal Historical Society (London) and an International Clinical Practice Fellow of the American Association of Teacher Educators.

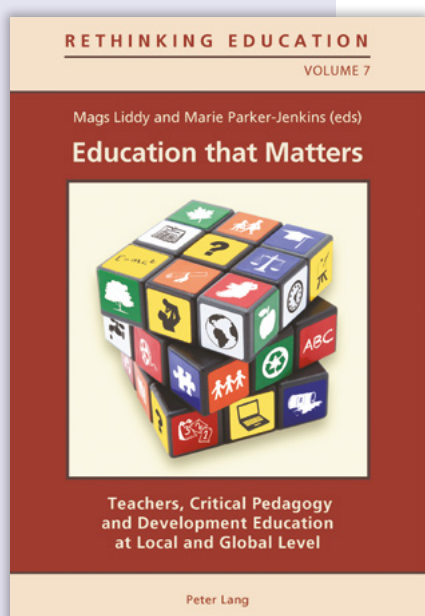


New York, 2016. XXX, 208 pp.

Social Justice Across Contexts in Education. Vol. 3

hb. • ISBN 978-1-4331-3035-9
CHF 93.– / €^D 80.95 / €^A 82.50 /
€ 75.– / £ 60.– / US-\$ 89.95

pb. • ISBN 978-1-4331-3034-2
CHF 44.– / €^D 38.95 / €^A 39.40 /
€ 35.80 / £ 29.– / US-\$ 42.95



Oxford, 2013.

XIV, 215 pp., 1 table, 7 coloured ill.,
2 b/w ill., 5 diagrams

Rethinking Education. Vol. 7

pb. • ISBN 978-3-0343-0215-9
CHF 54.– / €^D 48.20 / €^A 49.50 /
€ 45.– / £ 36.– / US-\$ 58.95

eBook (SUL) • ISBN 978-3-0353-0427-5
CHF 56.90 / €^D 53.55 / €^A 54.– /
€ 45.– / £ 36.– / US-\$ 58.95

Gloria Ladson-Billings · William Tate (eds.)

«Covenant Keeper»

Derrick Bell's Enduring Education Legacy

Although he spent his career as a lawyer and law school professor, Derrick Bell had a profound impact on the field of education in the area of educational equity. Among many accomplishments, Bell was the first African American to earn tenure at the Harvard Law School; he also established a new course in civil rights law and produced what has become a famous casebook: *Race, Racism, and American Law*. The man who could rightly be called, «The Father of Critical Race Theory,» Bell was an innovator who did things with the law that others had not thought possible. This volume highlights Bell's influence on a number of prominent education and legal scholars by identifying some of his specific work and how they have used it to inform their own thinking and practice. What is contained here is an assemblage of contributors with deep commitments to the path-breaking work of Derrick Bell – a scholar, a teacher, an activist, a mentor, and a covenant keeper.

Mags Liddy · Marie Parker-Jenkins (eds.)

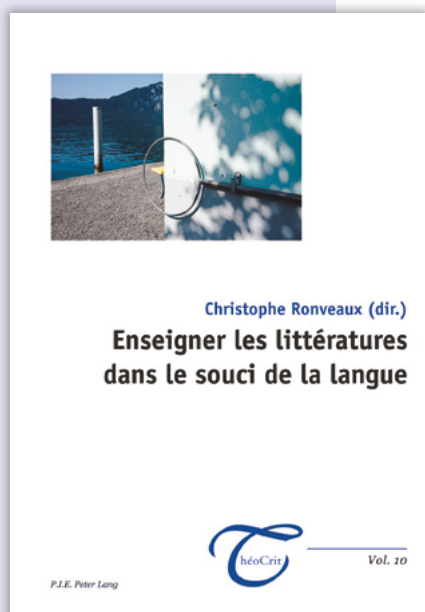
Education that Matters

Teachers, Critical Pedagogy and Development
Education at Local and Global Level

Today's learners are faced with an unprecedented set of global and local development challenges, yet so much of the education on offer is based on yesterday's thinkers, yesterday's ideas and yesterday's lessons. A time of change requires new approaches to teaching and learning which have relevance to learners' everyday lives now and in the future. This book argues that Development Education needs to be embedded into the curriculum, where it has the potential to strengthen democracy and create a more egalitarian society. It employs the concept of critical pedagogy as a teaching approach which has the capacity to impact on learners' future decisions.

The book offers a highly accessible and innovative approach to Development Education, challenging teachers to engage with global issues. It demonstrates how knowledge and content, teaching methodologies and global issues can be embedded in education programmes. Drawing on five years of research and practice by leading educators across twelve universities and colleges of education, the book demonstrates the innovative work of the Ubuntu Network project and places it in the international context of rethinking and reorientating education.

«Education that Matters' is a huge contribution towards the nurturing of the needed communities and cultures we must invent. The editors have searched and found successful case studies of Development Education programmes that both inspire and work. The book has powerful stories that reveal high academic goals and standards, a strong sense of usefulness and the possibility of adaptation and replication.» (Charles Hopkins, United Nations Educational, Scientific and Cultural Organization (UNESCO) Chair, York University, Toronto)



Bruxelles, 2016.
273 p., 1 ill., 8 tabl., 2 graph.

ThéoCrit'. Vol. 10

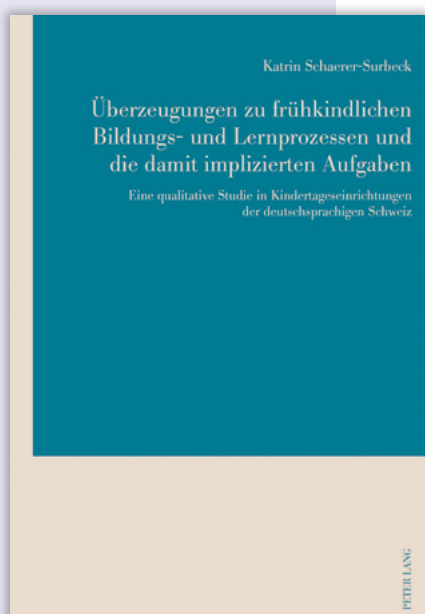
br. • ISBN 978-2-87574-365-7
CHF 61.– / €^D 47.95 / €^A 49.50 /
€ 45.– / £ 37.– / US-\$ 54.95

eBook (SUL) • ISBN 978-3-0352-6634-4
CHF 61.– / €^D 53.95 / €^A 54.– /
€ 45.– / £ 37.– / US-\$ 54.95

Christophe Ronveaux (dir.)

Enseigner les littératures dans le souci de la langue

Qui enseigne la littérature est plongé dans l'embarras lorsqu'il doit délimiter l'objet à enseigner. Soit la langue lui apparaît dans la régularité d'un système irréductible à ses usages singuliers, considérés comme « littéraires », soit c'est la littérature qui s'impose comme l'usage le plus abouti d'une langue pour élaborer des savoirs scolaires sur celle-ci. Qu'il enseigne les littératures dans le souci de la langue ou la langue dans le souci des littératures, celui-là devra poser des choix qui renvoient aux savoirs scolaires d'une discipline, définie dans les configurations successives de son histoire. Les contributions rassemblées dans cet ouvrage questionnent ces choix sous l'angle historique des pratiques attestées, sous l'angle esthétique de représentations fantasmées, sous l'angle des pratiques de classe contemporaines, sous l'angle des objets à enseigner (la ponctuation, les albums pour la jeunesse, le comique, la lecture littéraire). Se côtoient analyses de dispositifs d'enseignement et de formation, du primaire et du secondaire, dans un dialogue constructif, dont la synthèse reste à faire.



Bern, 2016. 424 S.

br. • ISBN 978-3-0343-2422-9
CHF 80.– / €^D 69.95 / €^A 71.60 /
€ 65.10 / £ 53.– / US-\$ 78.95

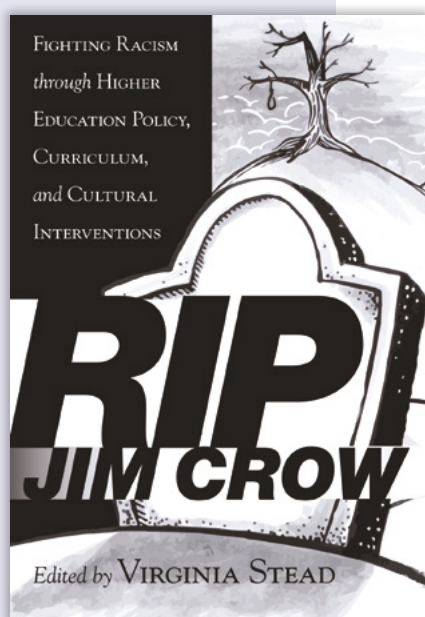
eBook (SUL) • ISBN 978-3-0343-2461-8
CHF 85.– / €^D 77.95 / €^A 78.10 /
€ 65.10 / £ 53.– / US-\$ 78.95

Katrin Schaerer-Surbeck

Überzeugungen zu frühkindlichen Bildungs- und Lernprozessen und die damit implizierten Aufgaben

Eine qualitative Studie in Kindertageseinrichtungen der deutschsprachigen Schweiz

Der Bedarf an frühkindlichen Betreuungseinrichtungen ist unbestritten und ihnen werden neue Funktionen zugeschrieben: Individuelles Begleiten und Unterstützen von frühkindlichen Bildungs- und Lernprozessen. Damit steht das Personal vor neuen Herausforderungen. Wenn ein Paradigmenwechsel hin zu einem «Bildungsauftrag» angestrebt wird, lässt sich dies nicht über die Köpfe des frühpädagogischen Fachpersonals hinweg realisieren. Deren Verständnis und Überzeugungen beeinflussen zentral die Umsetzung der neuen Anforderungen. In der vorliegenden Untersuchung wird der Frage nachgegangen, wie die Fachpersonen ihre Aufgaben in Bezug auf das Begleiten von frühkindlichen Bildungs- und Lernprozessen beschreiben. Dabei sollen, und so ist die qualitative Studie angelegt, die Protagonisten und mehr noch die Protagonistinnen selber zu Wort kommen. Ihre Überzeugungen werden in ihrer Komplexität aufgefächert und dargestellt. Die Studie leistet einen Beitrag zur aktuellen Bildungs-, Qualitäts- und Professionalisierungsdebatte im Frühbereich.



New York, 2016. XII, 462 pp.

Equity in Higher Education Theory, Policy, and Praxis. Vol. 6

hb. • ISBN 978-1-4331-3069-4
CHF 185.– / €^D 164.60 / €^A 169.20 /
€ 153.81 / £ 123.– / US-\$ 199.95

pb. • ISBN 978-1-4331-3068-7
CHF 47.– / €^D 41.10 / €^A 42.30 /
€ 38.42 / £ 31.– / US-\$ 49.95

Virginia Stead (ed.)

RIP Jim Crow

Fighting Racism through Higher Education Policy, Curriculum, and Cultural Interventions

*T*ogether we can build enough momentum to see Jim Crow lying silent and still in his grave.

This book shouts out ways that we can and must respond to the sickening accumulation of racially inspired and systemically sanctioned deaths. Today, we remember the passing of young, Black Michael Brown in Ferguson, Missouri. In responding to this event, we are determined to dismantle the alexithymia (indifference to the suffering of others) that pervades our campuses. It is nothing less than a by-product of racism protected by the illusion of democracy.

RIP Jim Crow contains three sections: (1) Antiracist Theory and Policy; (2) Antiracist Administration, Curriculum, and Pedagogy; and (3) Antiracist Cultural Interventions.

Each of the 31 chapters contributes to the normalization of anti-racist policy within academic institutions, antiracist discourse within academic cultures, and institutional praxis that upholds speaking out against racist activity. The hope is that this book will also reduce racism in the broader world through academic relationships with community partners.



Frankfurt am Main, 2015.
282 S., 14 farb. Abb., 3 s/w Abb., 3 Tab.

Kulturwissenschaftliche Beiträge der Alanus Hochschule für Kunst und Gesellschaft. Bd. 13

geb. • ISBN 978-3-631-66832-0
CHF 59.– / €^D 51.95 / €^A 53.50 /
€ 48.60 / £ 39.– / US-\$ 63.95

eBook (SUL) • ISBN 978-3-653-06017-1
CHF 62.15 / €^D 57.83 / €^A 58.32 /
€ 48.60 / £ 39.– / US-\$ 63.95

Angelika Wiehl

Propädeutik der Unterrichtsmethoden in der Waldorfpädagogik

Das Theoriekonzept der waldorfpädagogischen Unterrichtsmethoden von Angelika Wiehl beschreitet Neuland, da zum Theoriebestand der Waldorfpädagogik bisher wenige wissenschaftliche Arbeiten vorliegen – und das, obwohl seit 2000 das wissenschaftliche Interesse an der Waldorfpädagogik stetig steigt. Als zentralen Punkt hebt die Autorin hervor, dass die Unterrichtsmethode mit dem Weg identisch sei, den die Erkenntnis geht. Das Buch stellt argumentativ klar begründet ein neues Forschungsfeld vor, das eine große Relevanz für den zukünftigen Dialog zwischen der Allgemeinen Pädagogik und der Waldorfpädagogik hat. In der Propädeutik der waldorfpädagogischen Unterrichtsmethoden wird die Waldorfpädagogik als ein entwicklungsoffenes Arbeitsfeld vorgestellt.



Kathrin Mahlau

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

Kontrollgruppenstudie zur sprachlichen, schulleistungsbezogenen und sozial-emotionalen Entwicklung in unterschiedlichen schulischen Settings

Die Autorin untersucht, in welchem Schulsetting eine qualitativ hochwertige Beschulung von Kindern mit spezifischen Sprachentwicklungsstörungen (SSES) am besten gelingt. Dabei vergleicht sie Unterricht in regulären Grundschulklassen, Unterricht unter den präventiven Aspekten des Response-to-Intervention-Ansatzes (RTI) sowie Unterricht in Sprachheilklassen. In einer zweijährigen Längsschnittstudie verfolgte die Autorin die Entwicklung von 64 Kindern mit SSES in den unterschiedlichen Beschulungsformen. Ihre Ergebnisse zeigen, dass die inklusive Beschulung von Kindern mit SSES nach dem RTI-Ansatz mit der in Sprachheilklassen vergleichbar, der Regelunterricht dagegen weniger geeignet ist. Davon zeugen der dargestellte und analysierte Verlauf in den Entwicklungs- und Lernbereichen sowie Überlegungen zur Verbesserung der Beschulungssituation.

INHALT: Spezifische Sprachentwicklungsstörungen (SSES) • Evidenzbasierte Förderung in der Therapie bei SSES • Konzeptionen schulischer sonderpädagogischer Förderung im Förderschwerpunkt Sprache • Der Response-to-Intervention-Ansatz • Inklusive Sprachförderkonzeption im Rügener Inklusionsmodell • Längsschnittuntersuchung

Frankfurt am Main, 2016. 444 S., 23 Abb., 48 Tab.

Beiträge zur Sonderpädagogik. Bd. 31

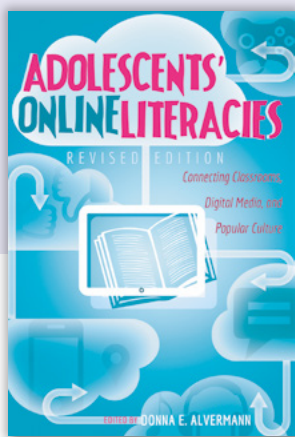
geb. • ISBN 978-3-631-70195-9

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

eBook (SUL) • ISBN 978-3-631-70366-3

CHF 79.– / €^D 71.95 / €^A 72.80 / € 60.70 / £ 50.– / US-\$ 73.95

KATHRIN MAHLAU arbeitete nach ihrem Studium des Lehramtes Sonderpädagogik an der Universität Rostock als Wissenschaftliche Mitarbeiterin. Sie promovierte an der Universität zu Köln und habilitierte an der Universität Rostock. Sie arbeitete als Sonderpädagogin mit Kindern unterschiedlicher Förderschwerpunkte und als Vertretungsprofessorin an den Universitäten Potsdam und Greifswald.



Donna E. Alvermann (ed.)

Adolescents' Online Literacies

Connecting Classrooms, Digital Media, and Popular Culture

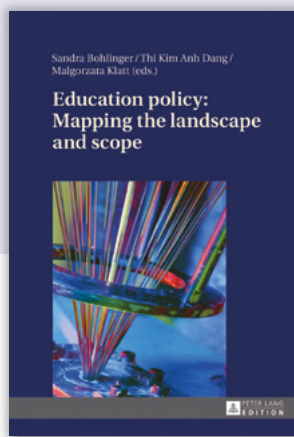
Revised edition

This revised edition of *Adolescents' Online Literacies: Connecting Classrooms, Digital Media, and Popular Culture* features a variety of digital tools for humanizing pedagogy. For example, the book examines numerous artistic representations of young people's self-selected graphic novels and fan fiction as part of an in-class multi-genre unit on fandom. This edition makes concrete connections between what the research portrays and what teachers, school librarians, and school media specialists know to be the case in their interactions with young people at the middle and high school level. The contributors of these chapters – educators, consultants, and researchers who span two continents – focus on ways to incorporate and use the digital literacies that young people bring to school.

New York, 2016. VI, 233 pp., num. b/w ill.

New Literacies and Digital Epistemologies. Vol. 75

pb. ISBN 978-1-4331-3066-3
CHF 34.– / €^D 29.60 / €^A 30.40 / € 27.65 / £ 22.– / US-\$ 35.95



Sandra Bohlinger · Thi Kim Anh Dang · Malgorzata Klatt (eds.)

Education policy: Mapping the landscape and scope

This book maps recent developments in the landscape of education policy in higher and vocational education, the returns of education, curriculum design and education reforms, driven by social, economic, political and cultural factors. Contributed by over twenty authors from five continents, this collection provides diverse, innovative and useful perspectives on the ways education policy is researched, implemented and enacted. It helps researchers, policy makers, students and practitioners to better understand processes of policy making, its theory, practice and outcomes. Despite national differences, many shared features and challenges emerge from this book as education systems face the common need to reinvent their existing systems and processes.

Frankfurt am Main, 2016. 560 pp., 19 b/w ill., 17 b/w tables

hb. ISBN 978-3-631-65751-5
CHF 75.– / €^D 64.95 / €^A 66.80 / € 60.70 / £ 50.– / US-\$ 73.95
eBook (SUL) ISBN 978-3-653-05044-8
CHF 79.– / €^D 71.95 / €^A 72.80 / € 60.70 / £ 50.– / US-\$ 73.95



Renata Duda-Merle

Trans*-faire Sexualpädagogik unter Einbeziehung von Körper- und Leiblichkeit

Konkretisierung an Kinder- und Jugendliteratur aus der Anglophonie

Forschungsergebnisse aus Deutschland und der Anglophonie belegen, dass Trans*-Jugendliche stärker unter Ausgrenzung und Benachteiligung leiden als ihre Altersgenossen. Forscher_innen rufen deshalb zur Sichtbarmachung von alternativen Lebensweisen zugunsten von Vielfalt auf. Die Autorin visualisiert, wie hierzu im Kontext der Sexualerziehung an Schulen sowie Bildungseinrichtungen Jugendliteratur eingesetzt werden kann und evaluiert Vorschläge für die pädagogische Praxis. Anhand eines Textkorpus diskutiert sie, dass der Roman einen Erlebnisraum eröffnet, in dem durch persönlichen Kontakt mit Trans*-Charakteren eine Fremdheitserfahrung möglich wird. Zunächst auf der emotionalen Ebene des Leibes beginnend, kann diese für eine selbstreflexive, kognitive Auseinandersetzung mit Vielfalt und der sozialen Konstruktion von Geschlechtskörpern genutzt werden.

Frankfurt am Main, 2016. 324 S.

geb. ISBN 978-3-631-67934-0
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-653-07164-1
CHF 73.– / €^D 66.95 / €^A 67.30 / € 56.10 / £ 46.– / US-\$ 67.95



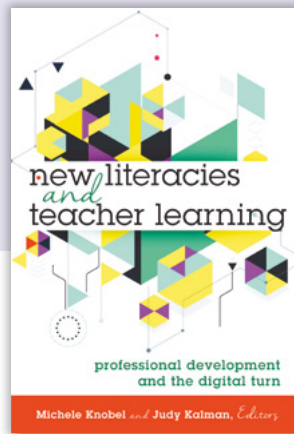
Ismail Güleç · Bekir Ince (eds.)

1st International Symposium of Teaching Turkish as a Foreign Language

This book consists of papers presented at the 1st International Symposium of Teaching Turkish as a Foreign Language. The Symposium was held at Het Pand Culture and Congress Center of Ghent University in April 2015. It was presented by the Sakarya University Institute of Education Sciences and the Belgium Turkish Associations with the support of the Turkish Language Association and the Yunus Emre Institute.

Frankfurt am Main, 2016. 228 pp., 44 tables, 19 graphs

hb. ISBN 978-3-631-66705-7
 CHF 62.– / €^D 52.95 / €^A 54.50 / € 49.50 / £ 41.– / US-\$ 59.95
 eBook (SUL) ISBN 978-3-653-06209-0
 CHF 65.– / €^D 58.95 / €^A 59.40 / € 49.50 / £ 41.– / US-\$ 59.95



Michele Knobel · Judy Kalman (eds.)

New Literacies and Teacher Learning

Professional Development and the Digital Turn

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

New York, 2016. VI, 262 pp.

New Literacies and Digital Epistemologies. Vol. 74

hb. ISBN 978-1-4331-2912-4
 CHF 148.– / €^D 131.70 / €^A 135.30 / € 123.04 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-2911-7
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Michael B. MacDonald

Playing for Change

Music Festivals as Community Learning and Development

Playing for Change – performing for money and for social justice – introduces a critical pedagogy of arts-based community learning and development (A-CLD), a new discipline wherein artists learn to become educators, social workers, and community economic development agents. Challenging the assumption that acculturation into a ruling ideology of state development is necessary, this book presents a version of CLD that locates development in the production of subjectivities. The author argues that A-CLD is as concerned with the autonomous collective and the individual as it is with establishing community infrastructure. As a result, a radical new theory is proposed to explain aesthetics within arts movements, beginning not by normalizing music cultures within global capitalism, but by identifying the creation of experimental assemblages as locations of cultural resistance. This book offers a new vocabulary of cultural production to provide a critical language for a theory of anti-capitalist subjectivity and for a new type of cultural worker involved with A-CLD. Drawing from a four-year study of thirteen music festivals, *Playing for Change* forwards A-CLD as a locally situated, joyful, and creative resistance to the globalizing forces of neoliberalism.

New York, 2016. XXVII, 163 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 475

hb. ISBN 978-1-4331-2971-1
 CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-2970-4
 CHF 43.– / €^D 37.80 / €^A 38.90 / € 35.35 / £ 28.– / US-\$ 45.95



Peter McLaren

Pedagogy of Insurrection

From Resurrection to Revolution

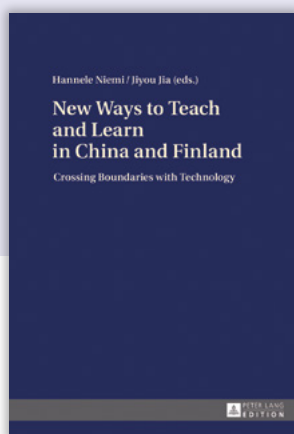
This book has won the American Educational Research Association, Division B Outstanding Book Recognition Award 2016.

Peter McLaren, named Outstanding Educator in America by the Association of Educators of Latin America and the Caribbean in 2013 and winner of numerous awards for his scholarship and international political activism, has penned another classic work with *Pedagogy of Insurrection*. One of the educators that Ana Maria (Nita) Araújo Freire credits as an architect of what has come to be known worldwide as critical pedagogy, and who Paulo Freire named his 'intellectual cousin,' McLaren has consistently produced iconoclastic work that has been heralded by educators worldwide as among some of the most significant commentary on the state of education. He is Honorary President of the Instituto McLaren de Pedagogía Crítica y Educación Popular in Ensenada, México, and Honorary Director of the Center for Critical Pedagogy Research at Northeast Normal University in China.

New York, 2015. XXIV, 465 pp.

Education and Struggle. Narrative, Dialogue and the Political Production of Meaning. Vol. 6

hb. ISBN 978-1-4331-2897-4
CHF 157.- / €^D 139.90 / €^A 143.80 / € 130.73 / £ 105.- / US-\$ 169.95
pb. ISBN 978-1-4331-2896-7
CHF 40.- / €^D 35.30 / €^A 36.30 / € 33.03 / £ 26.- / US-\$ 42.95



Hannele Niemi · Jiyou Jia (eds.)

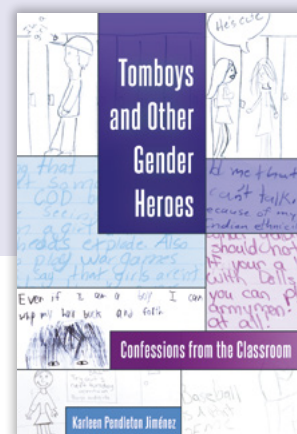
New Ways to Teach and Learn in China and Finland

Crossing Boundaries with Technology

This publication will introduce how two different countries promote high quality learning with technology in very different educational systems. The book opens inspiring scenarios how new technological tools and services can be used for promoting students' learning in schools and higher education, enhancing collaboration in educational communities and supporting teachers' professional development. The publication focuses on three major themes: Students as knowledge and art creators in playful learning systems, personalized learning supported by mobiles and intelligent tutoring systems with games and new web-based tools identifying learning difficulties, and technology in digitalized learning environments. The book is based on systematic research work in universities.

Frankfurt am Main, 2016. 334 pp.

hb. ISBN 978-3-631-67642-4
CHF 52.- / €^D 44.95 / €^A 46.20 / € 42.- / £ 35.- / US-\$ 50.95
eBook (SUL) ISBN 978-3-631-69873-0
CHF 55.- / €^D 49.95 / €^A 50.40 / € 42.- / £ 35.- / US-\$ 50.95



Karleen Pendleton Jiménez

Tomboys and Other Gender Heroes

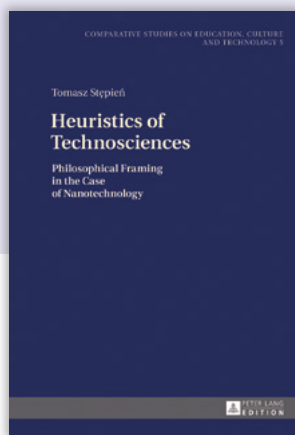
Confessions from the Classroom

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

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

Gender and Sexualities in Education. Vol. 7

hb. ISBN 978-1-4331-2695-6
CHF 148.- / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.- / US-\$ 159.95
pb. ISBN 978-1-4331-2694-9
CHF 38.- / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.- / US-\$ 40.95



Tomasz Stępień

Heuristics of Technosciences

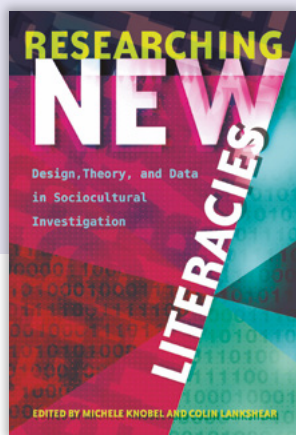
Philosophical Framing in the Case of Nanotechnology

Confronted with the accelerated development of science and technology the presented analyses are focusing on three predominant theoretical approaches in the philosophy of science and technology: technoscience (STS), technology assessment (TA) and converging technologies (NBIC). On this base are extrapolated the coordinates of the heuristics of technosciences which are recognized as the platform of understanding but also dealing with technoscientific innovations. This concerns especially nanotechnology and the emerging theoretical, methodological, ethical, socio-political controversies and dilemmas. In this manner the book epitomizes the elaborated to date approaches and designs the heuristic turn as the strategy of comprehensive understanding of technosciences.

Frankfurt am Main, 2016. 384 pp.

Comparative Studies on Education, Culture and Technology. Vol. 5

hb. ISBN 978-3-631-65697-6
 CHF 81.– / €^D 69.95 / €^A 71.90 / € 65.40 / £ 54.– / US-\$ 78.95
 eBook (SUL) ISBN 978-3-653-04932-9
 CHF 86.– / €^D 77.95 / €^A 78.50 / € 65.40 / £ 54.– / US-\$ 78.95



Michele Knobel · Colin Lankshear (eds.)

Researching New Literacies

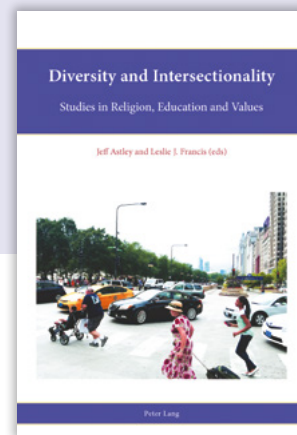
Design, Theory, and Data in Sociocultural Investigation

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

New York, 2017. XIV, 240 pp.

New Literacies and Digital Epistemologies. Vol. 76

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



Jeff Astley · Leslie J. Francis (eds.)

Diversity and Intersectionality

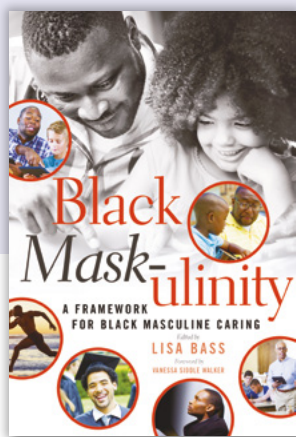
Studies in Religion, Education and Values

This volume brings together two core concepts that are central to understanding the social and public significance of religions and theologies within the contemporary world and are therefore of key importance to the discipline of religious education: diversity and intersectionality. Religious *diversity* requires an understanding of religions and theologies and their roles within a plural society. However, the effect of the *intersectionality* of multiple social identities on a person's flourishing illuminates the ways in which the broader complexity of diversity must be viewed from different perspectives. These core constructs were brought together in a recent conference convened by the International Seminar on Religious Education and Values, the leading international association for religious educators across the world. This volume presents twelve key contributions made to the seminar, spanning both conceptual and empirical approaches, and represents a unique collection of international perspectives on the interlocking themes of intersectionality and diversity.

Oxford, 2016. XII, 256 pp.

Religion, Education and Values. Vol. 10

pb. ISBN 978-3-0343-2252-2
 CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95
 eBook (SUL) ISBN 978-1-78707-110-0
 CHF 65.– / €^D 58.95 / €^A 59.30 / € 49.40 / £ 40.– / US-\$ 60.95



Lisa Bass (ed.)

Black Mask-ularity

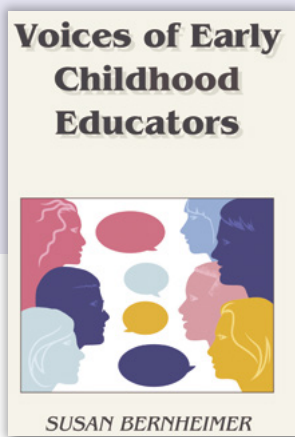
A Framework for Black Masculine Caring

Black Mask-ularity: A Framework for Black Masculine Caring is a collection of research, narratives, essays, and conceptual works to lay the foundation for an important emerging theoretical framework: Black Masculine Caring (BMC). This framework facilitates an understanding of the teaching and leading styles of Black males, and seeks to improve the educational experiences of Black male students. This book is significant in that it builds upon feminist ethic of caring frameworks and takes readers on a journey toward understanding the ethic of caring through a masculine lens. Authors explore the experiences of caring school leaders; Black male students in need of care; Black males as caring fathers; Black males as caring spiritual leaders; and Black males as caring institutional leaders. This book is appropriate for students at both the undergraduate and graduate levels in classes including the foundations of education, the sociology of education, ethics in educational leadership, teacher preparation, Black studies, and scholars seeking a deeper experience in their study of the ethics of caring.

New York, 2016. IX, 177 pp.

Black Studies and Critical Thinking. Vol. 72

hb. ISBN 978-1-4331-2655-0
CHF 148.- / €^D 131.70 / €^A 135.30 / € 123.04 / £ 98.- / US-\$ 159.95
pb. ISBN 978-1-4331-2654-3
CHF 38.- / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.- / US-\$ 40.95



Susan Bernheimer

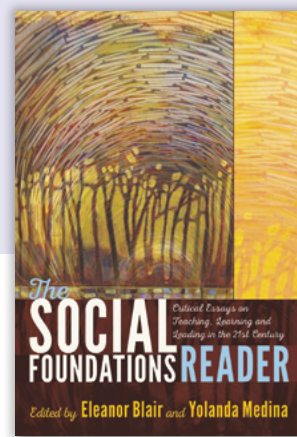
Voices of Early Childhood Educators

Voices of Early Childhood Educators presents powerful, living stories of early childhood students and practitioners. Susan Bernheimer clearly shows the importance of their stories for understanding the challenges now facing our field, including valuable insights into new forms of resilience and development. Bernheimer invites college students and their instructors into an eye-opening journey with early childhood professionals today.

New York, 2016. XV, 133 pp.

Childhood Studies. Vol. 6

hb. ISBN 978-1-4331-3061-8
CHF 93.- / €^D 80.95 / €^A 82.50 / € 75.- / £ 60.- / US-\$ 89.95
pb. ISBN 978-1-4331-3060-1
CHF 44.- / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.- / US-\$ 42.95



Eleanor Blair · Yolanda Medina (eds.)

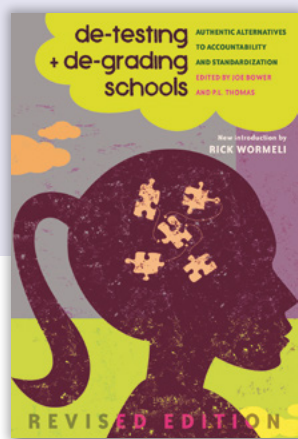
The Social Foundations Reader

Critical Essays on Teaching, Learning and Leading in the 21st Century

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

New York, 2016. 380 pp.

hb. ISBN 978-1-4331-2942-1
CHF 185.- / €^D 164.60 / €^A 169.20 / € 153.80 / £ 123.- / US-\$ 199.95
pb. ISBN 978-1-4331-2941-4
CHF 52.- / €^D 46.10 / €^A 47.40 / € 43.05 / £ 34.- / US-\$ 55.95



Joe Bower · Paul L. Thomas (eds.)

de-testing and de-grading schools

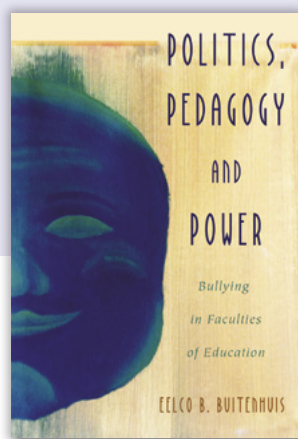
Authentic Alternatives to Accountability and Standardization

A century of education and education reform, along with more than three decades of high-stakes testing and accountability, reveals a disturbing paradox: education has a steadfast commitment to testing and grading. This commitment persists despite ample research, theory, and philosophy revealing the corrosive consequences of both testing and grading in an education system designed to support human agency and democratic principles. This revised edited volume brings together a collection of updated and new essays that confronts the failure of testing and grading. The book explores the historical failure of testing and grading; the theoretical and philosophical arguments against testing and grading; the negative influence of tests and grades on social justice, race, class, and gender; and the role that they play in perpetuating a deficit perspective of children. The chapters fall under two broad sections. Part I, Degrading Learning, *Detesting Education: The Failure of High-Stake Accountability in Education*, includes essays on the historical, theoretical, and philosophical arguments against testing and grading. Part II, *De-Grading and De-Testing in a Time of High-Stakes Education Reform*, presents practical experiments in de-testing and de-grading classrooms for authentic learning experiences.

New York, 2016. VIII, 305 pp., num. b/w ill.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 492

pb. ISBN 978-1-4331-3058-8
CHF 40.– / €^D 35.40 / €^A 36.30 / € 33.04 / £ 26.– / US-\$ 42.95



Elco B. Buitenhuis

Politics, Pedagogy and Power

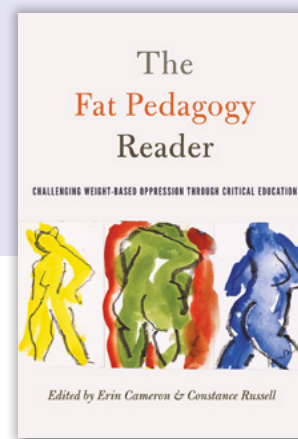
Bullying in Faculties of Education

Politics, Pedagogy and Power: Bullying in Faculties of Education is the result of research seeking to find explanations for bullying between faculty members in faculties of education around the world. The frank and devastating revelations of professors are shocking and painful, screaming for interrogation. Bullying in faculties of education is a strange phenomenon because anti-bullying programs abound while the behavior occurs at a significant number of faculties of education. The research finds that factors in leadership and neoliberal politics cause this odd phenomenon. Other causes were found in the problematic position of education in the academic world. The underdog position academics in education find themselves in works both ways: notions of being of less importance than any other science are mirrored in feelings people working in education have about themselves. In this research a bricolage is executed, the methodology that intelligently joins research methods driven by the growing understanding of the problem of bullying between professors in education. This makes *Politics, Pedagogy and Power* a useful guide in methodology classes. This book is a perfect textbook for leadership programs in higher education, because it deals with good and bad leadership and issues of power.

New York, 2016. 186 pp.

Critical Qualitative Research. Critical Issues for Learning and Teaching. Vol. 25

hb. ISBN 978-1-4331-3297-1
CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-3296-4
CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Erin Cameron · Constance Russell (eds.)

The Fat Pedagogy Reader

Challenging Weight-Based Oppression Through Critical Education

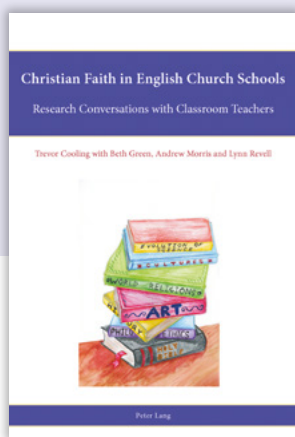
This book won the 2016 AESA Critics' Choice Award

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

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

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 467

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



Trevor Cooling · Beth Green ·
Andrew Morris · Lynn Revell

Christian Faith in English Church Schools

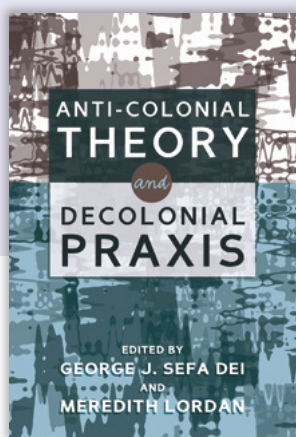
Research Conversations
with Classroom Teachers

Church schools are booming, becoming increasingly popular with parents across the world. However, research shows that teachers face considerable challenges as they try to offer a distinctively Christian education within a church school context. This book is the account of a qualitative research project investigating the joys and difficulties experienced in English church school classrooms. The research team spent a year working alongside fourteen teachers from Catholic and Church of England secondary schools, introducing them to *What If Learning*, a pedagogical initiative designed by an international team of educationalists to support teachers in developing Christian approaches to teaching and learning. The highs and lows of the teachers' experience are documented in this book and the lessons that emerge are explored in detail. The findings of the project are highly significant for all those involved with church school education and point towards valuable new ways of thinking about Christian faith and learning.

Oxford, 2016. XIV, 194 pp.

Religion, Education and Values. Vol. 8

pb. ISBN 978-3-0343-1938-6
CHF 60.– / €^D 53.50 / €^A 55.– / € 50.– / £ 40.– / US-\$ 64.95
eBook (SUL) ISBN 978-3-0353-0819-8
CHF 63.20 / €^D 59.50 / €^A 60.– / € 50.– / £ 40.– / US-\$ 64.95



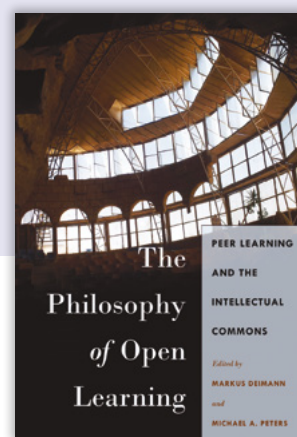
George J. Sefa Dei ·
Meredith Lordan (eds.)

Anti-Colonial Theory and Decolonial Praxis

Are we living in a post-colonial world? A colonial one? An anti-colonial one? Lifting the veil from language and politics, *Anti-Colonial Theory and Decolonial Praxis* uses case studies from around the world to explore and untangle these concepts as they relate to education. The anti-colonial prism is very much connected to the postcolonial lens but these frameworks are not the same. Building upon earlier works, this book takes up the subject of anti-colonial praxis and its specific implications – the larger questions of schooling and education in global and, particularly, Diasporic contexts. The goal is to re-theorize the anti-colonial for the decolonial projects of transforming schooling and education in a broadly defined way. Beyond explaining these ideas, this book demonstrates ways communities are engaging in praxis as a form of anti-colonial change in a wide range of locations. Incorporating case studies from various locations and Diasporic communities – including Somalia, Canada, Nigeria, Jamaica, and St. Vincent – and provocative theoretical analyses, the book brings varied experiences of anti-colonial praxis to the reader in timely, culturally diverse, and engaging ways. This book could be used in upper undergraduate and graduate level courses in anthropology, Diaspora studies, education, environmental studies, ethnic studies, gender studies, law, multiculturalism studies, politics, social work, and sociology.

New York, 2016. XXII, 217 pp.

hb. ISBN 978-1-4331-3388-6
CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
pb. ISBN 978-1-4331-3387-9
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Markus Deimann ·
Michael A. Peters (eds.)

The Philosophy of Open Learning

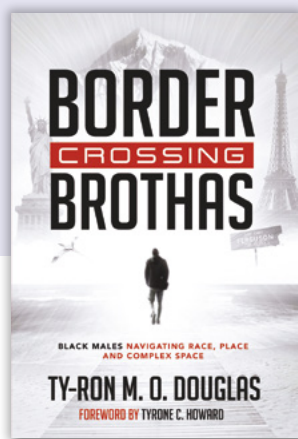
Peer Learning and the Intellectual
Commons

In this book, internationally recognized scholars provide in-depth insight into the emerging field of open education. *The Philosophy of Open Learning* provides an overview of the current debates and introduces the reader to the overall discourse on open education. The broad range of topics, including MOOCs (Massive Open Online Courses) and OERs (Open Educational Resources) is aimed at demonstrating that open education has emerged as a new principle for organizing higher education. Based on this idea, the book covers various issues that are backed up by thorough philosophical reflections that provide orientation for the heated debates. Open education is discussed in its various imbrications to other open movements, such as open access, and its relevance for education over the last fifteen years.

New York, 2016. VIII, 152 pp.

Global Studies in Education. Vol. 32

hb. ISBN 978-1-4331-2858-5
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95
pb. ISBN 978-1-4331-2857-8
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Ty-Ron M. O. Douglas

Border Crossing «Brothas»

Black Males Navigating Race, Place, and Complex Space

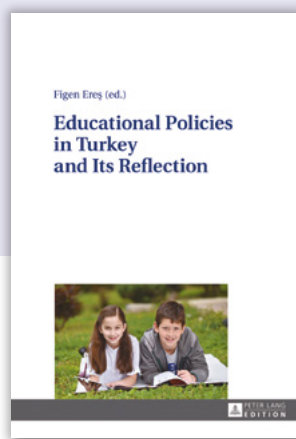
Border Crossing «Brothas» examines how Black males form identities, define success, and utilize community-based pedagogical spaces to cross literal and figurative borders. The tragic deaths of Michael Brown in Ferguson, Tamir Rice in Cleveland, and numerous others from Brooklyn, Britain, and Bermuda whose lives have been taken prematurely suggest that negotiating race, place, and complex space is a matter of life and death for Black males. In jurisdictions such as the U.S. and Bermuda, racial tensions are the palpable and obvious reality, yet the average citizen has no idea how to sensibly react. This book offers a reasonable response that pushes readers to account for and draw on the best of what we know, the core of who we are, and the needs and histories of those we serve.

Drawing on the educational and socializing experiences of Black males in Bermuda – a beautiful yet complex island with strong connections to the U.S., England, and the Caribbean – this book offers educators and leaders new language for postcolonial possibilities and emancipatory epistemologies related to Black male identities and success in a global context. Intriguing findings and fresh frameworks grounded in understandings of race, class, ability, transnationalism, culture, colonialism, and the construction/performance of gendered identity emerge in this book.

New York, 2016. XXX, 212 pp.

Black Studies and Critical Thinking. Vol. 101

hb. ISBN 978-1-4331-3539-2
 CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
 pb. ISBN 978-1-4331-3538-5
 CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



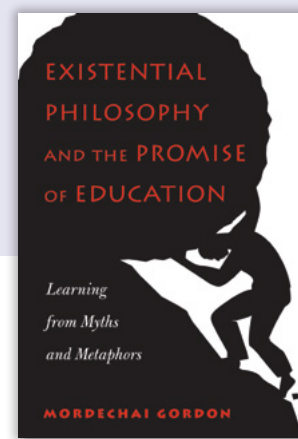
Figen Ereş (ed.)

Educational Policies in Turkey and Its Reflection

Education is a major political issue and a major focus of country attention. The fact that the development and knowledge brought forth by an information society is constantly being questioned and has made development and innovation in education inevitable. Education is also seen as a crucial factor in ensuring economic productivity and social development. This book examines the educational policies and results in Turkey. It states that basic problems of the Turkish education system are inequality, quality and a lack of planning. Centralized structure affects autonomy negatively in schools. The problem with education policies of the Ministry of National Education is also the lack of vision. This volume develops needed paradigms to balance the opinions of the decision makers, administrators and teachers with the preferences of the student body in Turkey.

Frankfurt am Main, 2016. 204 pp., 19 tables, 2 graphs

hb. ISBN 978-3-631-67872-5
 CHF 35.– / €^D 29.95 / €^A 30.80 / € 28.– / £ 23.– / US-\$ 33.95
 eBook (SUL) ISBN 978-3-653-07003-3
 CHF 37.– / €^D 32.95 / €^A 33.60 / € 28.– / £ 23.– / US-\$ 33.95



Mordechai Gordon

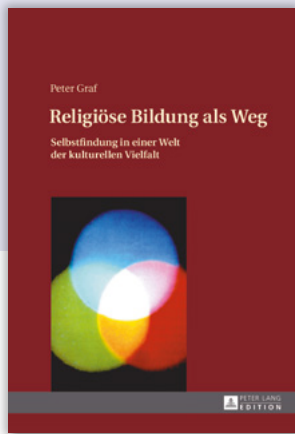
Existential Philosophy and the Promise of Education

Learning from Myths and Metaphors

Myths and metaphors share not only an ability to call our attention to aspects of our world of which we were previously unaware, but also a propensity toward symbolic meanings and interpretations. In *Existential Philosophy and the Promise of Education: Learning from Myths and Metaphors*, Professor Gordon draws on some well-known myths and metaphors of various Existentialist thinkers and writers as a lens and an interpretative framework with which to explore a variety of issues in philosophy of education. His book argues that symbolic or metaphorical interpretations can offer us representations of problems in education that go beyond what we can gain when we consider them only in their literal sense. *Existential Philosophy and the Promise of Education* is an excellent classroom text for a variety of foundations courses, including the Philosophy of Education.

New York, 2016. IX, 165 pp.

hb. ISBN 978-1-4331-3033-5
 CHF 139.– / €^D 123.40 / €^A 126.90 / € 115.35 / £ 92.– / US-\$ 149.95
 pb. ISBN 978-1-4331-3032-8
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Peter Graf

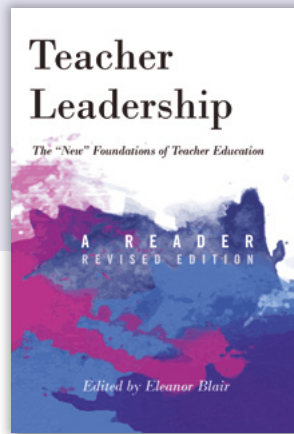
Religiöse Bildung als Weg

Selbstfindung in einer Welt der kulturellen Vielfalt – Einführung in eine Theologie des Weges

Der Autor konzipiert «Interreligiöse Religionspädagogik» auf interdisziplinären Grundlagen. Sein Konzept bezieht sich auf das Verhältnis zur deutschen Minderheit der Muslime. Es bietet zugleich Raum für den allgemeinen interreligiösen Dialog. Die Grundlagen stammen aus der Sozialisationsforschung sowie der Anthropologie von Martin Buber. Erkenntnistheoretisch folgt die Studie wichtigen Positionen der Kognitionspsychologie und Naturwissenschaften. Damit schafft sie ein religiöses Bewusstsein für individuelle Selbstfindung im Glauben und befähigt, religiöse Differenzen konstruktiv zu verarbeiten. Dieses Konzept mündet in einer Theologie des Weges, die im religiösen Leben (Mystik, Meditation, Tao) seit jeher eine große Rolle spielte und für den zukünftigen interreligiösen Dialog entscheidend sein wird.

Frankfurt am Main, 2016. 218 S., 1 farb. Abb.

geb. ISBN 978-3-631-64537-6
CHF 34.– / €^D 29.95 / €^A 30.80 / € 28.– / £ 22.– / US-\$ 36.95
eBook (SUL) ISBN 978-3-653-03683-1
CHF 35.80 / €^D 33.32 / €^A 33.60 / € 28.– / £ 22.– / US-\$ 36.95



Eleanor Blair (ed.)

Teacher Leadership

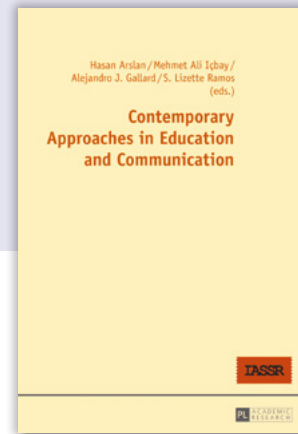
The «New» Foundations of Teacher Education – A Reader
Revised edition

Teacher leadership as a dimension of teachers' work has never been more important. This topic has emerged as a major component of both state and national standards, and as such, it is included in most contemporary teacher education programs. Three decades of research have focused on teacher leadership as an essential element of school improvement, but its relationship to the potential transformation of the teaching profession remains unexplored. This revised edition of *Teacher Leadership: The «New» Foundations of Teacher Education* provides an overview of the scholarship being done in the field and a framework for questions and discussions regarding the sustainability of teacher leadership efforts. In this edition, each of the five sections is accompanied by an introduction and reflection questions on the various issues related to teachers acting as leaders in classrooms, schools and communities. The book opens with a completely new section that presents scholarship related to teacher leadership and social justice, where the role of ideology in the work of teacher leaders is considered. This book includes the work of over thirty authors and is an essential tool for guiding dialogue regarding the various facets of teacher leadership and its impact on school culture, student learning and professional learning communities within the context of twenty-first century school reform. *Teacher Leadership: The «New» Foundations of Teacher Education – A Reader* is intended for undergraduate and graduate education students.

New York, 2016. IX, 239 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 408

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



Hasan Arslan · Mehmet Ali Içbay ·
Alejandro J. Gallard ·
S. Lizette Ramos (eds.)

Contemporary Approaches in Education and Communication

This book presents a collection of papers written by researchers, teachers, administrators, analysts and graduate students working and doing research in the field of social sciences. The scientific studies include a wide range of topics from the analysis of social science textbooks to the teacher image in newspapers, the relationship between self-efficacy and cognitive level and the role of organizational silence on the loneliness of academics in work life.

Frankfurt am Main, 2016.
490 pp., 12 b/w ill., 113 tables, 20 fig.

hb. ISBN 978-3-631-68106-0
CHF 93.– / €^D 79.95 / €^A 82.20 / € 74.70 / £ 61.– / US-\$ 90.95
eBook (SUL) ISBN 978-3-653-07230-3
CHF 98.– / €^D 88.95 / €^A 89.60 / € 74.70 / £ 61.– / US-\$ 90.95



Heike Kaack

Der IX. Pädagogische Kongress am Ende der DDR

Der IX. Pädagogische Kongress am Ende der DDR zeigt exemplarisch die gewaltigen Anstrengungen, die die SED unternahm, um ihren Führungsanspruch zu sichern. Die Autorin untersucht, wie er die Hoffnungen vieler Bürger auf dringend notwendige Reformen des erstarrten und ideologisch überfrachten Bildungssystems enttäuschte. Die fehlende Bereitschaft zu einem grundlegenden Kurswechsel beschleunigte nicht nur die Implosion der DDR, sie erschwerte auch die deutsch-deutschen Bildungsverhandlungen im Vorfeld der Wiedervereinigung erheblich. Dieses Buch zeigt, wie die knappe Zeitspanne bis zum 3. Oktober 1990, die unterschiedlichen Erwartungshaltungen sowie die Unerfahrenheit der DDR-Verhandlungsführer die einmalige Gelegenheit verstreichen ließen, den Vereinigungsprozess für eine gesamtdeutsche Bildungsreform zu nutzen.

Frankfurt am Main, 2016. 305 S.

geb. ISBN 978-3-631-67268-6
 CHF 68.– / €^D 59.95 / €^A 61.60 / € 56.– / £ 45.– / US-\$ 72.95
 eBook (SUL) ISBN 978-3-653-06843-6
 CHF 71.65 / €^D 66.64 / €^A 67.20 / € 56.– / £ 45.– / US-\$ 72.95



April Larremore

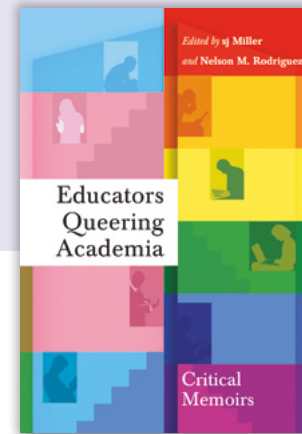
Disrupting Gendered Pedagogies in the Early Childhood Classroom

Young children's access to knowledge about gender, relationships, and sexuality has critical implications for their health and well-being, not only in their early years but throughout their lives. This knowledge can build children's competencies and resilience, contributing to new cultural norms of non-violence in gendered and sexual relationships. For many early childhood teachers, interacting with children about issues concerning gender and sexuality is fraught with feelings of uneasiness and anxiety. For others, familiarity with research on these topics has resulted in rethinking their approaches to sex, gender, and sexuality in their early childhood classrooms. The pedagogical project discussed in *Disrupting Gendered Pedagogies in the Early Childhood Classroom* examines the tensions associated with one teacher's attempts to rethink gendered narratives and childhood sexuality in her own classroom. This project illustrates that it is possible for early childhood teachers to use feminist poststructuralism and queer theory to deepen their understandings and responses to children's talk, actions, and play regarding sex, gender, and sexuality and to use these understandings to inform their professional practice.

New York, 2016. 141 pp.

Childhood Studies. Vol. 2

hb. ISBN 978-1-4331-3302-2
 CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-3301-5
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



sj Miller · Nelson M. Rodriguez (eds.)

Educators Queering Academia

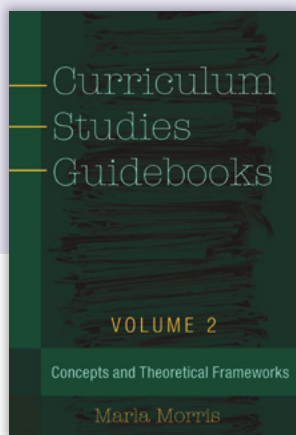
Critical Memoirs

The memoirs in this collection represent a cross-section of critical reflections by a queerly diverse set of individuals on their experiences inhabiting a variety of spaces within the field of education. In their stories, the authors share how they queered and are continuing to queer the academy in relation to questions of teaching, research, policy, and/or administration. Their memoirs speak across generations of queer educators and scholars; collectively their work highlights an array of theoretical perspectives and methodological approaches. As snapshots in time, the memoirs can be taken up as archive and studied in order to gain perspective on the issues facing queers in the academy across various intersections of identities related to ethnicity, culture, language, (a)gender, (a)sexuality, (dis)ability, socio-economic status, religion, age, veteran status, health status, and more. By way of the memoirs in this volume, a richer body of queer knowledge is offered that can be pulled from and infused into the academic and personal contexts of the work of educators queering academia.

New York, 2016. XXIV, 225 pp.

Social Justice Across Contexts in Education. Vol. 4

pb. ISBN 978-1-4331-3430-2
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Marla B. Morris

Curriculum Studies Guidebooks

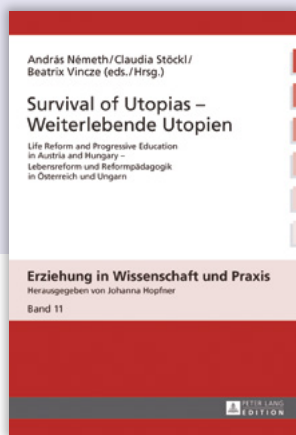
Volume 2 – Concepts and Theoretical Frameworks

Curriculum Studies Guidebooks treat the (Post) reconceptualization of curriculum studies. The literature reviewed in this volume reflects current issues and discussions taking place in education. This volume is about the intersections among curriculum studies and aesthetics; spirituality; cosmopolitanism; ecology; cultural studies; postcolonialism; poststructuralism; and psychoanalytic theory. These theoretical frameworks will provide students in the field of education with the tools that they need to theorize around the concept of curriculum. This is an interdisciplinary book that will be of interest to students outside the field of education who are studying aesthetics, spirituality, cosmopolitanism, ecology, cultural studies, postcolonialism, poststructuralism, and psychoanalytic theory. It could be used in such education courses as curriculum studies; social foundations of education; philosophy of education; cultural curriculum studies; critical and contemporary issues in education; narrative inquiry in education; and qualitative studies in education.

New York, 2016. 434 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 499

hb. ISBN 978-1-4331-3128-8
CHF 185.– / €^D 164.60 / €^A 169.20 / € 153.80 / £ 123.– / US-\$ 199.95
pb. ISBN 978-1-4331-3127-1
CHF 47.– / €^D 41.10 / €^A 42.30 / € 38.42 / £ 31.– / US-\$ 49.95



András Németh · Claudia Stöckl ·
Beatrix Vincze (eds.)

Survival of Utopias

Life Reform and Progressive Education
in Austria and Hungary

Weiterlebende Utopien

Lebensreform und Reformpädagogik
in Österreich und Ungarn

Life reform and progressive education developed various utopias and projected new ways of cultural, social, religious and political living. This book studies how these utopias lived on until World War II, how they still affect present life in Austria and Hungary, and it examines continuities and differences within the political, educational and cultural movements of both countries. The main focus lies on interrelations between educational utopias and strategies and the development of a collective identity in times of radical political and social changes.

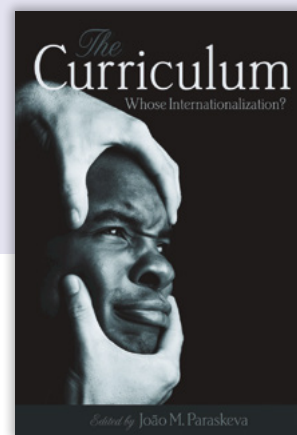
Lebensreform und Reformpädagogik entwarfen Utopien für das kulturelle, soziale und religiöse Leben. Dieses Buch untersucht das Weiterleben dieser Utopien bis zum Beginn des zweiten Weltkrieges, ihre Wirkungen bis in die Gegenwart in Österreich und Ungarn und beleuchtet Kontinuitäten und Differenzen innerhalb der (bildungs-)politischen und kulturellen Strömungen beider Länder. Im Zentrum steht die Frage nach Zusammenhängen zwischen pädagogischen Utopien und Strategien und den Entwicklungen von kollektiver Identität in Zeiten politischer und gesellschaftlicher Umbrüche und Verunsicherungen.

Frankfurt am Main, 2017.

204 pp., 3 b/w tables, 4 b/w graphs

Erziehung in Wissenschaft und Praxis. Vol. 11

hb. ISBN 978-3-631-70065-5
CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 / £ 44.– / US-\$ 64.95
eBook (SUL) ISBN 978-3-631-70066-2
CHF 70.– / €^D 62.95 / €^A 64.– / € 53.30 / £ 44.– / US-\$ 64.95



João M. Paraskeva (ed.)

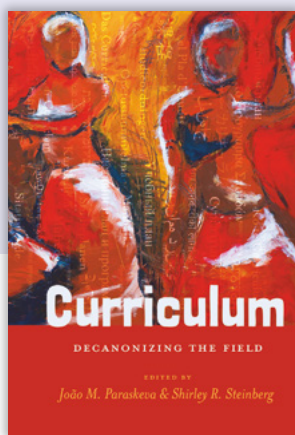
The Curriculum

Whose Internationalization?

The Curriculum: Whose Internationalization? asks a series of important questions in the re-examination of the internationalization of curriculum studies. It reflects the work of the Internationalization of Curriculum Studies Task Force – created at the American Association for the Advancement of Curriculum Studies annual meeting in New Orleans in 2011 – in the context of new theoretical avenues such as the Itinerant Curriculum Theory (ICT) to help address issues related to the problematic nature of internationalization and globalization.

New York, 2016. VI, 220 pp.

hb. ISBN 978-1-4331-2992-6
CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-2991-9
CHF 43.– / €^D 37.80 / €^A 38.90 / € 35.35 / £ 28.– / US-\$ 45.95



João M. Paraskeva ·
Shirley R. Steinberg (eds.)

Curriculum

Decanonizing the Field

Curriculum: Decanonizing the Field is a fresh and innovative collection that is concerned with the totalitarian Western Eurocentric cult that has dominated the field of curriculum studies. Contributors to this volume challenge dominant and counter-dominant curriculum positions of the Western Eurocentric epistemic platform. At a time when the field laudably claims internationalization as a must, arguments presented in this volume prove that this «internationalization» is nothing more than the new Western expansionism, one that dominates all other cultures, economies and knowledges. *Curriculum: Decanonizing the Field* is a clarion call against curriculum epistemicides, proposing the use of Itinerant Curriculum Theory (ICT), which opens up the canon of knowledge; challenges and destroys the coloniality of power, knowledge and being; and transforms the very idea and practice of power. The volume is essential reading for anyone involved in one of the most important battles for curriculum relevance – the fact that there is no social justice without cognitive justice.

New York, 2016. XII, 731 pp., num. ill.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 491

hb. ISBN 978-1-4331-1422-9
CHF 185.– / €^D 164.60 / €^A 169.20 / € 153.80 / £ 123.– / US-\$ 199.95
pb. ISBN 978-1-4331-1421-2
CHF 52.– / €^D 46.– / €^A 47.30 / € 43.03 / £ 34.– / US-\$ 55.95



Michael A. Peters · Ronald Barnett (eds.)

The Idea of the University

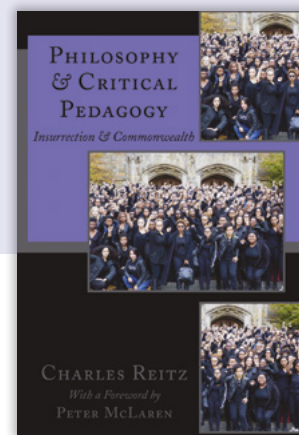
A Reader

The Idea of the University provides readings of central texts in the philosophical discourse of the organization and development of the modern research university. Since von Humboldt's reforms at the University of Berlin in 1810, the early influential model of the university was intended to achieve a unity of teaching and research in providing students with an all-round humanist education. Emerging from German idealist and Romantic philosophy traditions, the Humboldtian university reflected the central importance of philosophy and the notion of academic freedom – the freedom to teach and to learn. Over the next two hundred years, scholars developed this discourse, so establishing a canon of texts which are presented in this reader: Kant's *The Conflict of the Faculties*, Newman's *The Idea of the University*, Heidegger's *The Self-Assertion of the German Universities*, Jaspers' *The Idea of the University* and Ortega y Gasset's *Mission of the University*. Also included here are contributions from other major figures such as Sedgwick, Whelwell, Stuart Mill, Arnold, and Leavis from the English tradition; and Hutchins, Clark, Kerr, and Bok, among others, from the American tradition. The collection concludes by presenting writings from Lyotard, Derrida, Bourdieu, MacIntyre, Said, and Readings who were all concerned at the many limitations being imposed by modernity and, in their different ways, held out for an idea of the university built around critical reason.

New York, 2016.

Global Studies in Education. Vol. 30

hb. ISBN 978-1-4331-2191-3
CHF 205.– / €^D 178.95 / €^A 183.30 / € 166.70 / £ 134.– / US-\$ 199.95
pb. ISBN 978-1-4331-2190-6
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 / £ 67.– / US-\$ 99.95



Charles Reitz

Philosophy and Critical Pedagogy

Insurrection and Commonwealth

Critical pedagogy, political economics, and aesthetic theory combine with dialectical and materialist understandings of science, society, and revolutionary politics to develop the most radical goals of society and education. In *Philosophy and Critical Pedagogy: Insurrection and Commonwealth*, Marcuse's hitherto misunderstood and neglected philosophy of labor is reconsidered, resulting in a labor theory of ethics. This develops commonwealth criteria of judgment regarding the real and enduring economic and political possibilities that concretely encompass all of our engagement and action. Marcuse's newly discovered 1974 Paris Lectures are examined and the theories of Georg Lukács and Ernest Manheim contextualize the analysis to permit a critical assessment of the nature of dialectical methodology today. Revolutionary strategy and a common-ground political program against intensifying inequalities of class, race, and gender comprise the book's commonwealth counter-offensive.

New York, 2016. XVI, 255 pp.

Education and Struggle. Narrative, Dialogue and the Political Production of Meaning. Vol. 7

hb. ISBN 978-1-4331-3363-3
CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-3362-6
CHF 42.– / €^D 37.– / €^A 38.– / € 34.55 / £ 28.– / US-\$ 44.95



Martin Sachse-Weinert

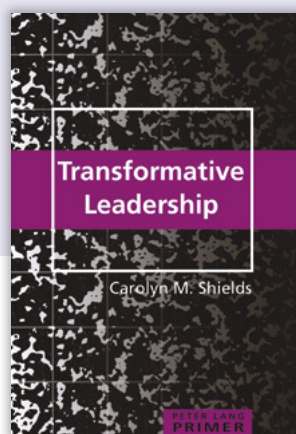
Bildungsstandards Geschichte

Bestandsanalyse, Standardkonzeption und Aufgabenentwicklung für das Fach Geschichte am Gymnasium unter besonderer Berücksichtigung der Orientierungskompetenz und des Werteverständnisses

Dieses Buch entwickelt auf Basis internationaler Diskussionen im Bereich der schulischen Pädagogik Standards für den gymnasialen Geschichtsunterricht. Nach den PISA-Studien besteht weiterhin die Notwendigkeit einer fachlichen Weiterentwicklung und der Implementierung nachhaltiger Standards in Bildung und Kompetenzorientierung. Mit Hilfe aktueller pädagogischer Theorien und der Auswertung gegenwärtiger Trends der Schulforschung werden Konzepte, Kompetenzen und Standards für das Fach Geschichte evaluiert. Dabei wertet der Autor zahlreiche nationale und internationale Beispiele empirischer Bildungsforschung aus, um eine enge Kombination von Theorie und Praxis in der Entwicklung von Bildungsstandards zu ermöglichen.

Frankfurt am Main, 2016. 596 S., 32 Tab., 16 Graf.

geb. ISBN 978-3-631-66924-2
CHF 107.– / €^D 94.95 / €^A 97.60 / € 88.70 / £ 71.– / US-\$ 115.95
eBook (SUL) ISBN 978-3-653-06455-1
CHF 112.75 / €^D 105.55 / €^A 106.44 / € 88.70 / £ 71.– / US-\$ 115.95



Carolyn M. Shields

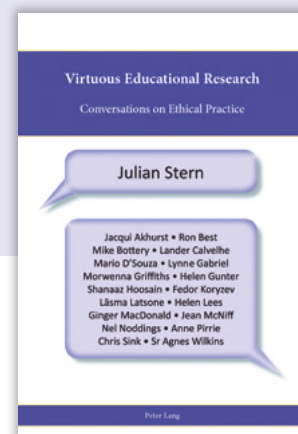
Transformative Leadership. A primer

Transformative Leadership: A Primer both delivers a complete and engaging overview of transformative leadership and also clearly distinguishes it from other popular approaches to leadership. Carolyn M. Shields shows how the tenets of transformative leadership interact with one another, and how they provide a lens for leadership that offers an excellent, inclusive, equitable, and socially just education for all students. Using anecdotes and narratives drawn from empirical research, as well as current data, Dr. Shields establishes how transformative leadership comprises a comprehensive approach to leadership in highly diverse contexts, and how it can empower students who are traditionally marginalized due to race, ethnicity, sexual orientation and gender identity, home language, or religion. Accepting a mandate for educational change, reconstructing knowledge frameworks, and redistributing power in more equitable ways are starting points for transformative leaders. Changing the structures, cultures, curricula, and pedagogies of the school to be more democratic and emancipatory; acknowledging our interconnectedness and interdependence with global neighbors; and accepting responsibility for promoting both public and private good are processes that implement the transformation. Taken together, these changes cannot be accomplished without considerable collaboration, conversation, and moral courage.

New York, 2016. 192 pp., num. ill.

Peter Lang Primer. Vol. 10

pb. ISBN 978-1-4331-3197-4
CHF 31.– / €^D 27.10 / €^A 27.90 / € 25.35 / £ 20.– / US-\$ 32.95



Julian Stern

Virtuous Educational Research

Conversations on Ethical Practice

This is a book of conversations with researchers working across Europe, the USA and Africa. It aims to illuminate the lived reality of educational research on a wide variety of topics, including family life in rural South Africa, support for self-harming students in the UK, character development in the USA and Korea, educational leadership in the UK and China, philosophical analysis of education policy, and much more.

The book is for and about researchers and is built around a set of conversations with the author – a fellow researcher. Researchers work at the frontiers of our knowledge and understanding of the world, and frontiers can be dangerous places. How are the researchers' personal qualities – virtues such as courage, honesty and kindness – tested and exemplified in their work? The conversations presented here explore the experience of research and ask what qualities are needed, or wished for, in order to successfully face its challenges. There are many books that include lists of what to do and what not to do when carrying out research. Here, in contrast, we find out what really happens and why – and what it takes to keep going.

Oxford, 2016. X, 249 pp.

Religion, Education and Values. Vol. 9

pb. ISBN 978-3-0343-1880-8
CHF 63.– / €^D 55.60 / €^A 57.20 / € 52.– / £ 42.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-0353-0831-0
CHF 66.40 / €^D 61.88 / €^A 62.40 / € 52.– / £ 42.– / US-\$ 67.95



Pavel Zgaga · Ulrich Teichler ·
John Brennan (eds.)

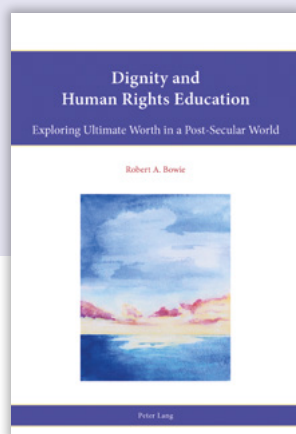
The Globalisation Challenge for European Higher Education

Convergence and Diversity, Centres
and Peripheries

The last decade has marked European higher education with particular dynamics. Today, after a decade of «connected» policy, national systems look much more convergent but new questions and dilemmas are emerging: about the nature and quality of higher education, about the real impact of recent reforms in different countries, and about higher education's future. The book examines the impact of Europe-wide and global developments on national higher education systems. The authors try in particular to place upfront issues of convergence and diversity, of equity and of the relationship between centres and peripheries in higher education. The book is an outcome of research collaboration between six institutes which developed a EuroHESC research proposal on the consequences of expanded and differentiated higher education systems.

Frankfurt am Main, 2016. 389 pp., 12 b/w fig., 7 tables
Higher Education Research and Policy. Vol. 4

hb. ISBN 978-3-631-67299-0
CHF 68.– / €^D 59.95 / €^A 61.60 / € 56.– / £ 44.80 / US-\$ 72.95
eBook (SUL) ISBN 978-3-653-02598-9
CHF 71.65 / €^D 66.65 / €^A 67.20 / € 56.– / £ 44.80 / US-\$ 72.95



Robert A. Bowie

Dignity and Human Rights Education

Exploring Ultimate Worth
in a Post-Secular World

This book addresses the question of human rights education in a world that is witnessing a resurgence of religion in public life, and a continuation of religion across much of the globe, long after secularization theories predicted its decline. Promoting a universal vision of human rights while acknowledging religious diversity is a challenge for schools. This book starts with the basic premise that human rights are grounded in a belief in the dignity and ultimate worth of the human person. Drawing on key philosophical and theological sources for understanding dignity, it builds a vision of human rights and religious education that seeks to square the impossible circle of universal human rights education in a religiously diverse world.

Oxford, 2017. X, 304 pp., 1 fig.
Religion, Education and Values. Vol. 11

pb. ISBN 978-3-0343-1940-9
CHF 70.– / €^D 59.95 / €^A 61.20 / € 55.60 / £ 45.– / US-\$ 67.95
eBook (SUL) ISBN 978-1-78707-207-7
CHF 73.– / €^D 66.95 / €^A 66.70 / € 55.60 / £ 45.– / US-\$ 67.95



Nahal Jafroudi

Rethinking the Human Person

Moral Landscape and Ethical Literacy

Recent developments in the natural and social sciences have brought great benefits to humanity, both in terms of our material well-being and our intellectual and conceptual capacities. Yet, despite a broad ethical consensus and highly developed innate faculties of reason and conscience, there seems to be a significant discrepancy between how we ought to behave and how we actually behave, leading to a disregard for the dignity of human persons across the globe. This book suggests that the problem arises from various misunderstandings of the nature of the self and that the solution could lie in adopting a holistic concept of the human person within the context of a carefully cultivated ethical literacy. It argues that the ideas of the Iranian philosopher Ostad Elahi (1895–1974) provide a powerful and compelling alternative to the dominant post-Enlightenment understanding of selfhood, education and morality.

Oxford, 2016. X, 382 pp.

pb. ISBN 978-1-906165-80-2
CHF 77.– / €^D 66.95 / €^A 67.90 / € 61.80 / £ 50.– / US-\$ 75.95
eBook (SUL) ISBN 978-1-78707-175-9
CHF 81.– / €^D 73.95 / €^A 74.10 / € 61.80 / £ 50.– / US-\$ 75.95



Paolo Bianchini · Roberto Sani (eds.)

Textbooks and Citizenship in modern and contemporary Europe

The essays in this book are focused on the production and the use of textbooks in different countries and different periods of European history. By indicating some particularly important moments in the evolution of textbooks, they allow a better understanding of the educational history and of some other related topics: the history of school subjects mainly reconstructed through the contents offered to students at various levels of education; the educational and cultural policies that the states have continued through and what is still one of the most powerful means of training and orientation of public opinion: the school. The common source to all the essays collected here is the educational publishing. All authors have analyzed books, authors, publishers, users of manuals in limited contexts and moments in the history of education in different countries, in the attempt to study it through the real materials used daily in classes and not simply on teaching methods and pedagogical theories.

Bern, 2016. 217 pp., 2 b/w ill.

pb. ISBN 978-3-0343-1335-3
 CHF 69.- / €^D 61.50 / €^A 63.30 / € 57.50 / £ 46.- / US-\$ 74.95
 eBook (SUL) ISBN 978-3-0351-0733-3
 CHF 72.70 / €^D 68.43 / €^A 69.- / € 57.50 / £ 46.- / US-\$ 74.95



Valérie Lussi Borer

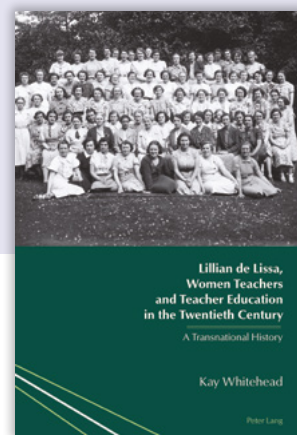
Histoire des formations à l'enseignement en Suisse romande

En Suisse romande, l'institutionnalisation des formations à l'enseignement public au cours du 19^e siècle s'accompagne de larges débats sur les modèles institutionnels et sur les savoirs nécessaires pour former les futurs enseignants. Pour faire face à l'incroyable expansion des systèmes scolaires durant le 20^e siècle, les formations ne cessent de se développer pour répondre à la complexification de la profession enseignante. Si leur inscription au niveau tertiaire se généralise, elle ne fait pas l'unanimité et reste sujette à caution, même si elle permet un rapprochement avec l'Université, lieu de production des savoirs de référence pour l'éducation. Pour mieux comprendre les racines du processus de professionnalisation de l'enseignement, cet ouvrage retrace la mise en place des formations à l'enseignement primaire et secondaire dans les quatre cantons universitaires de Fribourg, Genève, Neuchâtel et Vaud. A travers une double approche monographique et comparative, il analyse les inscriptions institutionnelles ainsi que les savoirs disciplinaires et professionnels dispensés dans ces formations et pointe les tensions et enjeux qui jalonnent de manière récurrente leur évolution.

Bern, 2017. X, 238 p., 10 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 175

br. ISBN 978-3-0343-2070-2
 CHF 39.- / €^D 34.20 / €^A 35.20 / € 32.- / £ 26.- / US-\$ 41.95
 eBook (SUL) ISBN 978-3-0352-0344-8
 CHF 42.- / €^D 37.95 / €^A 38.40 / € 32.- / £ 26.- / US-\$ 41.95



Kay Whitehead

Lillian de Lissa, Women Teachers and Teacher Education in the Twentieth Century

A Transnational History

Beginning with Lillian de Lissa's career as foundation principal of the Adelaide Kindergarten Training College in Australia (1907–1917) and Gipsy Hill Training College in London (1917–1947), and incorporating the lives and work of her Australian and British graduates, this book illuminates the transnational circulation of knowledge about teacher education and early childhood education in the twentieth century. Acutely aware of anxieties regarding the role of modern women and the social positioning of teachers, students who attended college under de Lissa's leadership experienced a progressive institutional culture and comprehensive preparation for work as kindergarten, nursery and infant teachers. Drawing on a broad range of archival material, this study explores graduates' professional and domestic lives, leisure activities and civic participation, from their initial work as novice teachers through diverse life paths to their senior years. Due to the interwar marriage bar, many women teachers married, resigned from paid work and became mothers. The book explores their experiences, along with those of lifelong teachers whose work spread across a range of educational fields and different parts of the world. Although most graduates spent their lives in Australia or England, de Lissa's personal and professional networks traversed the British dominions and colonies, Europe and the USA, fostering fascinating global connections between people, places and educational ideas.

Oxford, 2016. XII, 278 pp.

pb. ISBN 978-3-0343-1955-3
 CHF 62.- / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.- / US-\$ 60.95
 eBook (SUL) ISBN 978-3-0353-0835-8
 CHF 65.- / €^D 58.95 / €^A 59.30 / € 49.40 / £ 40.- / US-\$ 60.95



Frédéric Cerchia

L'enfant et la métaphore

Percée socio-culturelle dans les contours normatifs du cognitivisme

Symbole de la pensée créatrice pour quelques-uns, sauvagonne illusionniste pour de nombreux autres, la métaphore a plutôt mauvaise presse dans l'histoire de la pensée occidentale qui s'en méfie autant qu'elle redoute la force déstructurante de l'imagination. Le langage quotidien est pourtant truffé de métaphores que l'usage ne laisse plus guère apparaître comme telles mais qui structurent notre expérience du monde. Cet ouvrage a pour but d'étudier le développement de la compréhension de métaphores chez des enfants âgés de 4 à 10 ans. Après avoir mis à l'épreuve un modèle cognitiviste de compréhension, l'auteur adopte une perspective critique relevant de la psychologie socio-culturelle sur les mêmes conduites des enfants. Ce changement radical de posture permet de décrire comment les enfants mobilisent, à certaines fins communicationnelles, divers artefacts culturels – des personnages de dessins animés ou de BD, des normes sociales ou des expériences personnelles – issus de leur environnement social. Ils démontrent ainsi disposer de compétences socio-cognitives précoces, trop souvent occultées ou considérées pêle-mêle comme «élémentaires» dans les approches plus classiques.

Bern, 2017. 502 p., 30 ill.

br. ISBN 978-3-0343-2129-7
 CHF 118.– / €^D 101.95 / €^A 104.50 / € 95.– / £ 78.– / US-\$ 114.95
 eBook (SUL) ISBN 978-3-0343-2524-0
 CHF 124.– / €^D 112.95 / €^A 114.– / € 95.– / £ 78.– / US-\$ 114.95



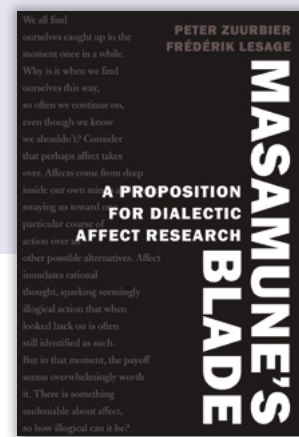
Benoît Lenzen · Daniel Deriaz ·
 Bernard Poussin · Hervé Dénervaud ·
 Adrián Cordoba (éds)

Temps, temporalités et intervention en EPS et en sport

La thématique du *temps* constitue le fil rouge de cet ouvrage collectif international. Les contributions qui le composent renouvellent les questionnements qui ont forgé l'identité du champ de la recherche sur l'intervention en *éducation physique et sportive* ou à la *santé (EPS) et en sport*. Représentatif des différents courants et champs d'application de ce domaine de recherche en pleine expansion, cet ouvrage met en relation le temps et l'intervention selon trois axes thématiques. Le premier concerne l'évolution des pratiques et des demandes sociales et ses implications sur les modalités d'intervention des praticiens en milieux scolaire et sportif et sur le travail des chercheurs. Le deuxième axe porte sur les temporalités inhérentes à l'avancée des savoirs en situation d'intervention et la construction des savoirs en formation. Enfin, le troisième axe thématique interroge la conception classique selon laquelle l'intervention, en tant qu'acte professionnel, est précédée d'une phase de planification visant à en contrôler l'incertitude au maximum, et se prolonge par une phase de réflexion destinée à l'améliorer à l'avenir.

Bern, 2016. 303 p.

br. ISBN 978-3-0343-1657-6
 CHF 95.– / €^D 81.95 / €^A 84.30 / € 76.70 / £ 63.– / US-\$ 92.95
 eBook (SUL) ISBN 978-3-0352-0348-6
 CHF 100.– / €^D 90.95 / €^A 92.– / € 76.70 / £ 63.– / US-\$ 92.95



Peter Zuurbier · Frédéric Lesage

Masamune's Blade

A Proposition for Dialectic Affect Research

Affect is so powerful and represents such ripe territory for study that, in its infancy, conventions of research need to be established that attend to its particular motion and shape. *Masamune's Blade: A Proposition for Dialectic Affect Research* outlines an original research method for the study of affect known as affect probes, and proposes the establishment of a new knowledge project based in affect. The book begins with a call to discursively reshape research using affect, after which the authors develop a unique conceptualization of affect, one that brings it into the realm of Frankfurt School Critical Theory. The theoretical foundation sets up the affect probe method, which involves giving participants a package of small activities that require fun, easy, and creative participation. The activities are intended both to inspire affects and to mark their presence. Strategies for analysis are outlined and a series of critical interventions are woven throughout the text to situate the ideas.

New York, 2016. XIV, 218 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 489

hb. ISBN 978-1-4331-3037-3
 CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
 pb. ISBN 978-1-4331-3036-6
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Bernard W. Andrews

Working Together

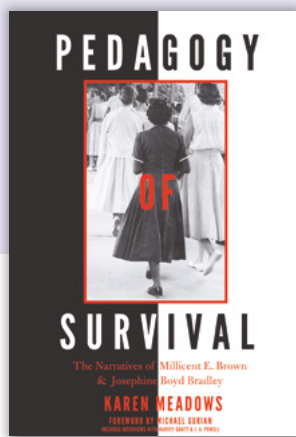
A Case Study of a National Arts Education Partnership

Partnerships among a variety of institutions – for profit, not-for-profit, and non-profit – are a relatively recent organizational development. Such partnerships link businesses, government, and social agencies. The primary reason for these relationships is to achieve goals sooner and more efficiently by building on the resources and expertise of each partner. In arts education, schools, arts organizations, cultural institutions, government agencies, and universities have engaged in joint ventures to improve the teaching and learning of the arts disciplines in their schools and in their communities. These partnerships have been particularly beneficial for teachers, many of whom have limited background in the arts but are expected to teach them in their classrooms. Arts partnerships initially focused on the goals of the participating organizations; that is, to develop artistic skills, to build future audiences, and/or to encourage young people to consider an artistic career. More recently, partnerships focus on educational goals rather than solely artistic ones. Despite the challenges and complexities of arts education partnerships, most partners believe that the benefits to students, teachers and the community outweigh the disadvantages and consequently, as the research in *Working Together* demonstrates, they are willing to justify the time, energy, and expense involved to improve the quality of arts education.

New York, 2016. XVI, 154 pp., num. ill.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 502

hb. ISBN 978-1-4331-3144-8
 CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-3143-1
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Karen Meadows

Pedagogy of Survival

The Narratives of Millicent E. Brown and Josephine Boyd Bradley

With particular focus on the first-hand narratives of two desegregation pioneers – their stories, sufferings, and pedagogy of survival – this book gives voice to unsung heroes and the often overlooked view of the adolescent perspective to address the question of how one can endure and thrive in the midst of hardship and tragedy. While enduring her own personal trauma, the author wrestled with the question, «How will I survive?» The answer, she discovered, was in the actual act of surviving and in the navigational strategies she employed and witnessed in the lives of others. In *Pedagogy of Survival*, the author uses the narratives of ordinary people to highlight extraordinary lessons of perseverance. The integration of historical and present-day change agents challenges readers to examine their own lives and see that they, too, have the ability to not merely withstand trials, but to become agents of change. Everyone has a story that matters and can serve as a lesson for someone else. So what is your story? How will you use it to help others? Ultimately, what is your pedagogy of survival?

New York, 2016. XXVI, 214 pp.

Black Studies and Critical Thinking. Vol. 85

hb. ISBN 978-1-4331-3158-5
 CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
 pb. ISBN 978-1-4331-3157-8
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Nathan Snaza · Debbie Sonu · Sarah E. Truman · Zofia Zaliwska (eds.)

Pedagogical Matters

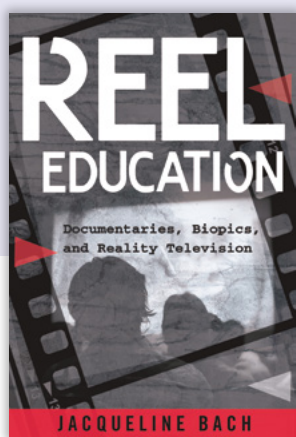
New Materialisms and Curriculum Studies

This edited collection takes up the wild and sudden surge of new materialisms in the field of curriculum studies. New materialisms shift away from the strong focus on discourse associated with the linguistic or cultural turn in theory and toward recent work in the physical and biological sciences; in doing so, they posit ontologies of becoming that re-configure our sense of what a human person is and how that person relates to the more-than-human ecologies in which it is nested. Ignited by an urgency to disrupt the dangers of anthropocentrism and systems of domination in the work of curriculum and pedagogy, this book builds upon the axiom that agency is not a uniquely human capacity but something inherent in all matter. This collection blurs the boundaries of human and non-human, animate and inanimate, to focus on webs of interrelations. Each chapter explores these questions while attending to the ethical, aesthetic, and political tasks of education – both in and out of school contexts. It is essential reading for anyone interested in feminist, queer, anti-racist, ecological, and posthumanist theories and practices of education.

New York, 2016. XXXIV, 214 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 501

hb. ISBN 978-1-4331-3133-2
 CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
 pb. ISBN 978-1-4331-3132-5
 CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Jacqueline Bach

Reel Education

Documentaries, Biopics,
and Reality Television

Reel Education is the first single-authored book to bring together the theoretical and practical considerations of teaching cinematic texts about education that claim a degree of verisimilitude. Given the recent influx of documentaries, biopics, and reality television shows about education, new theoretical frameworks are required to understand how these productions shape public conversations about educational issues. Such texts, with their claims to represent real-life experiences, have a particular power to sway audiences who may uncritically accept these stories as offering «the truth» about what happens in schools. Since all texts, whatever their truth-claims may be, are grounded in specific ideologies, those in the fields of humanities, education, and media and communication studies must pay attention to how these films and television shows are constructed and for what purposes. This book provides an analysis of documentaries, biopics, and reality television, examining the construction of the genres, the explicit and latent ideologies they contain, and the ways in which students and faculty might critically engage with them in classrooms.

New York, 2016. XII, 186 pp.

Minding the Media. Critical Issues for Learning and Teaching. Vol. 17

hb. ISBN 978-1-4331-2916-2
CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
pb. ISBN 978-1-4331-2915-5
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Barbara Baumann · Alfred Riedl

Neu zugewanderte Jugendliche und junge Erwachsene an Berufsschulen

Ergebnisse einer Befragung
zu Sprach- und Bildungsbiografien

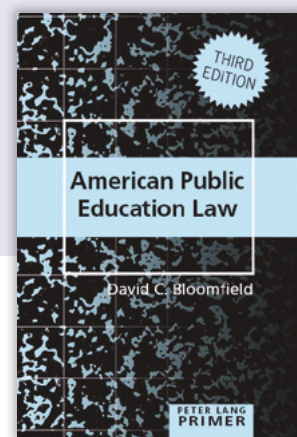
Die sprachliche und berufliche Qualifizierung von jungen Geflüchteten sowie allen anderen neu zugewanderten jungen Menschen erfolgt in Bayern zu großen Teilen an Berufsschulen. Schülerinnen und Schüler in Berufsintegrationsklassen im zweiten Schuljahr haben in einer Online-Erhebung Auskunft zu ihrer Sprach- und Bildungsbiografie gegeben.

Dieses Buch wertet die Studie kritisch aus und interpretiert die große Vielfalt innerhalb der Gruppe in Bezug auf Merkmale wie schulische Vorbildung, Mehrsprachigkeit und berufliche Perspektive. Aus den Untersuchungsergebnissen leiten die Autoren Anregungen für die Gestaltung und Weiterentwicklung von Berufsintegrationsmaßnahmen ab.

Frankfurt am Main, 2016. 165 S., 26 s/w Abb., 9 Tab.

**Beiträge zur Arbeits-, Berufs- und
Wirtschaftspädagogik. Bd. 34**

geb. ISBN 978-3-631-67418-5
CHF 34.– / €^D 29.95 / €^A 30.80 / € 28.– / £ 22.– / US-\$ 36.95
eBook (SUL) ISBN 978-3-653-06780-4
CHF 35.80 / €^D 33.32 / €^A 33.60 / € 28.– / £ 22.– / US-\$ 36.95



David C. Bloomfield

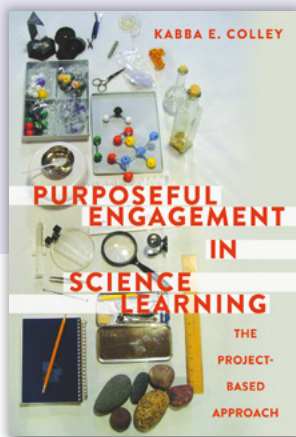
American Public Education Law. A primer

This readable introduction to American public education law is designed to assist practicing educators, college and graduate students, parents, and the public in acting on everyday legal issues such as student expression, church/state separation, student and teacher discipline, curriculum, legislating and lobbying, parent associations, discrimination, special education, No Child Left Behind, student privacy, and more. Unique features include practical situations, the «Facts and Find» research method, and the «Cascade» approach to understanding the American legal system.

New York, 2016. XII, 150 pp.

Peter Lang Primer. Vol. 15

hb. ISBN 978-1-4331-0038-3
CHF 61.– / €^D 54.20 / €^A 55.80 / € 50.70 / £ 41.– / US-\$ 65.95
pb. ISBN 978-1-4331-3040-3
CHF 34.– / €^D 29.95 / €^A 30.20 / € 27.50 / £ 22.– / US-\$ 32.95



Kabba E. Colley

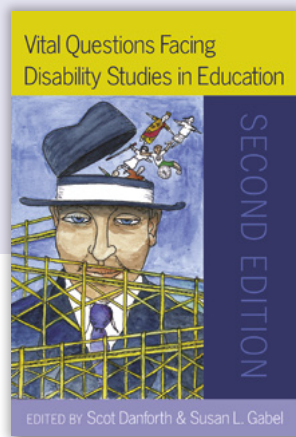
Purposeful Engagement in Science Learning

The Project-based Approach

Purposeful Engagement in Science Learning provides a blueprint of how teachers and their students can engage in science learning that mirrors the way science is practiced. It is written for K–16 science educators as well as those in the informal science education sector. The framework for this book is based on the project cycle, which is consistent with the process of scientific inquiry. Chapter One reviews the historical, philosophical and psychological foundations of project-based scientific inquiry (PBSI) and the evolution of this approach in the U.S. Chapter Two examines and synthesizes the research on PBSI. Chapter Three explores how to plan PBSI and offers practical strategies for veteran and novice science educators alike. Chapter Four presents different strategies for implementing PBSI with particular emphasis on factors to consider, including the roles and responsibilities of teachers and students. Chapter Five provides selected case histories of successful PBSI. Chapter Six deals with the different methods of evaluating and assessing students' learning in PBSI environments and provides examples of performance-based assessments suitable for evaluating students' learning. Chapter Seven examines the relationship between PBSI, after-school programs and community involvement. Finally, Chapter Eight identifies and describes relevant resources that could be used to support and enhance PBSI. This book is organized in a way that allows science educators to address the Next Generation Science Standards (NGSS), while at the same time, helping students learn science in ways that are relevant to their lives.

New York, 2016. XVI, 202 pp.

hb. ISBN 978-1-4331-3091-5
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95
pb. ISBN 978-1-4331-3090-8
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Scot Danforth · Susan L. Gabel (eds.)

Vital Questions Facing Disability Studies in Education

Second Edition

Edited by the leading scholars in the field, *Vital Questions Facing Disability Studies in Education* provides an overview and introduction to the growing field of disability studies in education, including the application of the interdisciplinary field of disability studies to inclusive education, teacher education, educational research, and educational policy development. While traditional special education research has focused on developing interventions aimed at increasing students' functional capacities, disability studies scholars have asked provocative and probing questions about how communities and schools can value, include, and nurture disabled persons. This second edition continues the emphasis of the first edition on the central questions that drive this critical field of inquiry and social action, while broadening its scope to more fully address international educational issues. The first edition of this text has been widely adopted in undergraduate and graduate courses in disability studies and inclusive education.

New York, 2016. XXI, 359 pp.

Disability Studies in Education. Vol. 2

pb. ISBN 978-1-4331-2757-1
CHF 52.– / €^D 46.10 / €^A 47.40 / € 43.05 / £ 34.– / US-\$ 55.95



Bettina Deutsch

Mehrsprachigkeit durch bilingualen Unterricht?

Analysen der Sichtweisen aus europäischer Bildungspolitik, Fremdsprachendidaktik und Unterrichtspraxis

Die Autorin untersucht, ob bilingualer Unterricht automatisch Mehrsprachigkeit fördert. Diese Annahme legen europapolitische Dokumente und fremdsprachendidaktische Veröffentlichungen häufig nahe. Dabei gilt Einsprachigkeit als Ziel guten bilingualen Unterrichts. Ob und wie dieser Widerspruch aufgelöst werden kann, diskutieren Dokumente aus Bildungspolitik, fachdidaktische Konzepte und die Akteur_innen selbst. Die Triangulation der unterschiedlichen Perspektiven ergibt ein differenziertes Gesamtbild der Zusammenhänge von Mehrsprachigkeit und bilinguaem Unterricht und ermöglicht eine neue Sichtweise auf dieses besondere Verhältnis.

Frankfurt am Main, 2016.

XVI, 310 S., 6 farb. Abb., 16 s/w Abb., 4 Tab.

Kolloquium Fremdsprachenunterricht. Bd. 55

geb. ISBN 978-3-631-66765-1
CHF 64.– / €^D 56.95 / €^A 58.50 / € 53.20 / £ 43.– / US-\$ 69.95
eBook (SUL) ISBN 978-3-653-06415-5
CHF 67.45 / €^D 63.31 / €^A 63.84 / € 53.20 / £ 43.– / US-\$ 69.95



Silke Fischer

Schulentwicklung

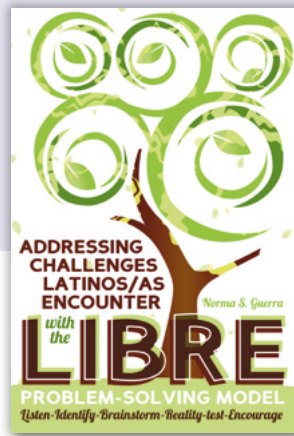
Bildungspolitische Wunschvorstellung oder pädagogische Realität?

Die hier durchgeführte Querschnittsstudie evaluiert erstmalig, ob Schulen sich erfolgreich eigenständig – wie bildungspolitisch gefordert –, in sogenannte «problemlösende» Organisationseinheiten transformieren können, um ihren Unterricht im Rahmen der Schulentwicklung kontinuierlich weiterzuentwickeln. Die Ergebnisse dieser Studie stellen hierbei vor allem die Nachhaltigkeit von Schulentwicklung in Frage, da weder die Lehrpersonen noch Schulleitungsmitglieder an den evaluierten Berufsfachschulen der Meinung waren, dass Schulentwicklung den Unterricht und die beruflichen Fähigkeiten der Einzellehrperson überhaupt beeinflusst. Begründet liegt dieses Ergebnis u.a. in der von den Schulen vorgenommenen Implementierungsstrategie. So wird das Lehrerkollegium allgemein zu wenig in Entscheidungsprozesse involviert und beispielsweise nur unzureichend über den Zielerreichungsgrad und Maßnahmen abgeschlossener Schulentwicklungsprojekte informiert.

Bern, 2016. 342 S., 23 s/w Abb.

br. ISBN 978-3-0343-2443-4
CHF 72.– / €^D 61.95 / €^A 63.80 / € 58.– / £ 48.– / US-\$ 69.95

Also available as Open Access



Norma Guerra

Addressing Challenges Latinos/as Encounter with the LIBRE Problem-Solving Model

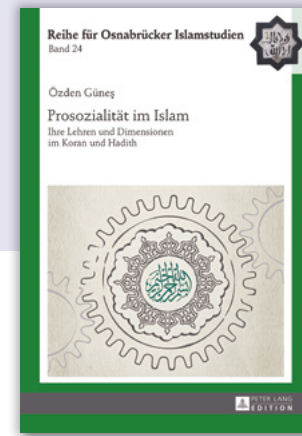
Listen-Identify-Brainstorm-Reality-test-Encourage

Written for educators and professionals, this book examines the cultural challenges Latinos/as encounter as they move from one social setting to the next. Problem solving is presented as a skill, strategy, and protective factor in the development of resiliency and self-efficacy. This solution-oriented approach facilitates Latino/a personal and professional development in processing the unexpected. The book introduces the LIBRE Model problem-solving activity as the tool to negotiate positive change by (1) affirming cultural competency, (2) supporting self-regulated decision making, (3) monitoring self-engagement styles, and (4) developing resiliency toward smoother transitions. The goal is to provide the reader with partnering tools that will empower Latino/a engagement, personal management, and active self-agency in managing decisions, challenges, and choices.

New York, 2016. XIV, 120 pp.

Critical Studies of Latinos/as in the Americas. Vol. 14

hb. ISBN 978-1-4331-3310-7
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95
pb. ISBN 978-1-4331-3309-1
CHF 44.– / €^D 38.95 / €^A 39.40 / € 35.80 / £ 29.– / US-\$ 42.95



Özden Güneş

Prosozialität im Islam

Ihre Lehren und Dimensionen im Koran und Hadith

Der Islam soll den Muslim zu einem ethischen und prosozialen Leben führen. Entgegen dem heutigen Islambild ist festzuhalten, dass jede Art von Prosozialität, gegenüber allen Lebewesen und allem, was existiert, eine vom Islam nicht nur erwünschte, sondern bei jedem Anlass mit Nachdruck geforderte Haltung ist. Aus der aktuellen Lage der Anschläge politisch-religiöser Bewegungen, der Missdeutung des Islams und der notwendigen universalen Solidarität heraus sollten die Ideale des Islams als eine Bereicherung und konstruktive Kraft der globalen Prosozialität, der Solidarität und des Friedens erkannt und gefördert werden. Die hermeneutische Methode ermöglicht das Erfassen der prosozialen Sinnzusammenhänge im Koran und in der Sunna.

Frankfurt am Main, 2016, 351 S.

ROI – Reihe für Osnabrücker Islamstudien. Bd. 24

geb. ISBN 978-3-631-67392-8
CHF 79.– / €^D 67.95 / €^A 69.90 / € 63.50 / £ 52.– / US-\$ 76.95
eBook (SUL) ISBN 978-3-653-06715-6
CHF 83.– / €^D 75.95 / €^A 76.20 / € 63.50 / £ 52.– / US-\$ 76.95



Brian Mooney

Breakbeat Pedagogy

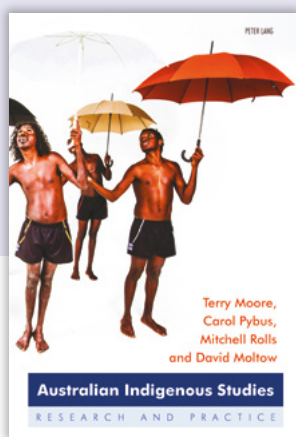
Hip Hop and Spoken Word
Beyond the Classroom Walls

Breakbeat Pedagogy provides a groundbreaking framework for the inclusion of Hip Hop culture in schools. Looking beyond the previous model of Hip Hop-based education, Brian Mooney argues for school-wide hip-hop events, such as poetry slams, as the ideal site for students to engage in the elements of Hip Hop culture. Working from the perspective of a classroom teacher, the author reflects on the story of Word Up!, a Hip Hop and spoken word poetry event that began with students in a New Jersey high school. He makes the case for a pedagogy with the potential to transform urban schools and the way we think about them. This is essential reading for any teacher committed to social justice and culturally relevant education.

New York, 2016. XIV, 150 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 512

hb. ISBN 978-1-4331-3325-1
CHF 93.- / €^D 80.95 / €^A 82.50 / € 75.- / £ 60.- / US-\$ 89.95
pb. ISBN 978-1-4331-3324-4
CHF 34.- / €^D 29.95 / €^A 30.20 / € 27.50 / £ 22.- / US-\$ 32.95



Terry Moore · Carol Pybus ·
Mitchell Rolls · David Moltow

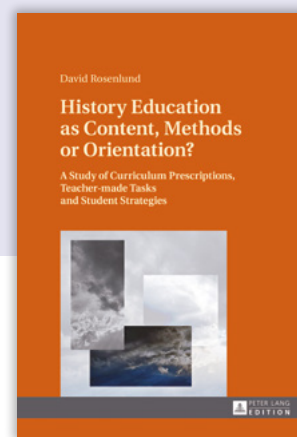
Australian Indigenous Studies

Research and Practice

This book provides a guide to research and teaching in an Australian Indigenous Studies that is oriented toward the diverse, contemporary world. Central to this perspective is a sensibility to the intercultural complexity of that world – particularly its Indigenous component – and an awareness of the interactional capabilities that the Indigenous (and others) need to successfully negotiate it. These capabilities are important for facilitating Indigenous peoples' goal of equality as citizens and recognition as Indigenous, a goal which this book seeks to address. The Indigenous Studies presented in this book rejects as unproductive the orientation of orthodox Indigenous Studies, which promulgates the retention of old cultures, positive stereotypes, binary oppositions and false certainties. It adopts a more dialogical and process-oriented approach that highlights interactions and relationships and leads to the recognition of cultural and identity multiplicity, intersection and ambiguous difference. The book covers key topics such as ancestral cultures, colonisation and its impacts, identity politics, interculturality, intersectionality, structural marginalisation, unit development and teaching complexity. The focus of the book is the development of a sensibility that can shape readers' perceptions, decisions and actions in the future and guide teachers in their negotiation of intercultural classroom relationships.

Oxford, 2017. VI, 286 pp.

pb. ISBN 978-3-0343-2245-4
CHF 47.- / €^D 39.95 / €^A 40.80 / € 37.10 / £ 30.- / US-\$ 45.95
eBook (SUL) ISBN 978-1-78707-254-1
CHF 49.- / €^D 44.95 / €^A 44.50 / € 37.10 / £ 30.- / US-\$ 45.95



David Rosenlund

History Education as Content, Methods or Orientation?

A Study of Curriculum Prescriptions,
Teacher-made Tasks and Student
Strategies

Historical content, historical methods and historical orientation are three aspects that may be taught in history education. This study examines the emphases which are included in formal curricula texts and those which are included in teacher-made tasks. The results show that the curricula of history education contains historical content, orientation and methods, yet history teachers focus almost exclusively on the historical content. In a second step, this study examines the strategies with which students may process and combine elements from the three emphases of content, orientation and methods. The results provide insight into what strategies the students use and how they process the relationship between historical knowledge, historical methods and historical orientation.

Frankfurt am Main, 2016. 208 S., 11 Graf., 16 Tab.

hb. ISBN 978-3-631-67672-1
CHF 58.- / €^D 49.95 / €^A 51.40 / € 46.70 / £ 38.- / US-\$ 56.95
eBook (SUL) ISBN 978-3-653-07100-9
CHF 61.- / €^D 55.95 / €^A 56.- / € 46.70 / £ 38.- / US-\$ 56.95



Adiba Salloum

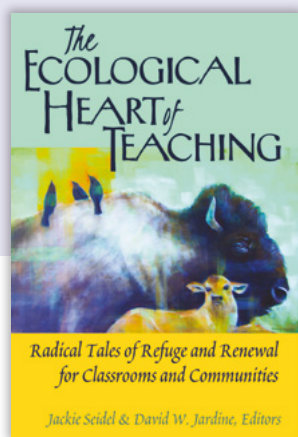
Explikationen bildungspolitischer Konzepte in politischen Programmen

Analysen zum Verhältnis von Bildungspolitik und Bildungsforschung

Die Autorin untersucht mittels einer qualitativen Inhaltsanalyse Begründungsstrukturen bildungspolitischer Entscheidungen in den Wahlprogrammen zur Bundestagswahl 2013. In diesem speziellen Persuasionsprozess sind Bürger die Empfänger, politische Akteure die Sender und Wahlprogramme das Medium. Die Texte der Wahlprogramme würden eine erhöhte Rationalität erlangen, wenn sie auf Befunde empirischer Bildungsforschung referenzierten. Die Autorin erläutert die Frage nach der Rationalität bildungspolitischer Entscheidungen und nimmt eine Überprüfung der Transparenz von Argumentationslinien vor. Dabei ermöglicht die Analyse struktureller und inhaltlicher Kriterien die Untersuchung der kommunikativen Texte auf ihre Textfunktionen sowie eine Analyse der Dimensionen von Legitimationsideen.

Frankfurt am Main, 2016. XX, 269 S., 20 s/w Abb., 37 Tab.
Berufliche Bildung im Wandel. Bd. 18

geb. ISBN 978-3-631-67554-0
CHF 62.– / €^D 54.95 / €^A 56.50 / € 51.40 / £ 41.– / US-\$ 66.95
eBook (SUL) ISBN 978-3-653-07079-8
CHF 65.35 / €^D 61.17 / €^A 61.68 / € 51.40 / £ 41.– / US-\$ 66.95



Jackie Seidel · David W. Jardine (eds.)

The Ecological Heart of Teaching

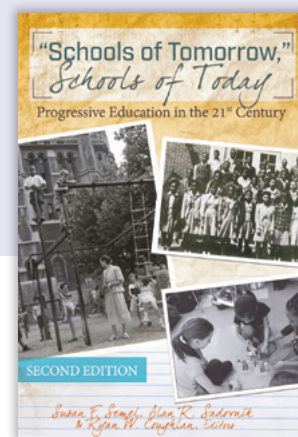
Radical Tales of Refuge and Renewal for Classrooms and Communities

The Ecological Heart of Teaching is a collection of writings by teachers about their life in classrooms. Reflecting over three years of collective work, it illustrates how teachers, parents, and students can avoid some of the distractions and panic endemic to many schools, allowing them to focus thoughtfully on rigorous, beautiful work. It draws on ecological thinking, Buddhism, and hermeneutics to provide deeper, richer, and more abundant sources for teaching, thinking, and practice, and shows how these three lineages provide keys to decode the current malaise that surrounds schooling. The book will be valuable to beginning and experienced teachers and administrators, as well as to parents and anyone involved in stepping away from the exhausting industrial images and ideas that have turned schooling into an ecological and intellectual disaster. For those interested in interpretive research and life-writing, the book provides a wide array of examples; it is a valuable resource for undergraduate classes in curriculum and teaching, as well as graduate research methods courses interested in new forms of thinking and writing.

New York, 2016. XV, 265 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 478

hb. ISBN 978-1-4331-3236-0
CHF 98.– / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.– / US-\$ 94.95
pb. ISBN 978-1-4331-3235-3
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95



Susan F. Semel · Alan R. Sadovnik · Ryan W. Coughlan (eds.)

«Schools of Tomorrow,» Schools of Today

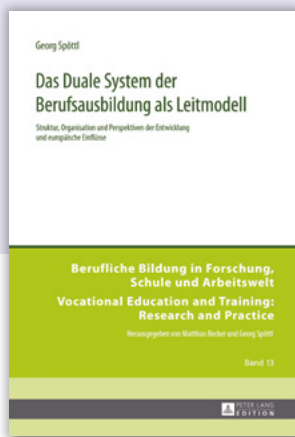
Progressive Education in the 21st Century – Second Edition

The second edition of «*Schools of Tomorrow, Schools of Today: Progressive Education in the 21st Century*» documents a new collection of child-centered progressive schools founded in the first half of the twentieth century and provides histories of some contemporary examples of progressive practices. Part I discusses six progressive schools founded in the first part of the twentieth century (City and Country; Dalton; the Weekday School at Riverside Church; The Laboratory School at the Institute of Child Study; Alabama State Teachers College Laboratory High School; and Highlander), tracing them from their beginnings. Part II examines four more contemporary schools (Central Park East 1; Central Park East Secondary; Learning Community Charter School; and KIPP TEAM Academy), showing how progressive practices gained momentum from the 1960s onward. As a volume in the *History of Schools and Schooling* series, this book seeks to look to the past for what it can teach us today.

New York, 2016. XII, 419 pp., num. b/w ill.

History of Schools and Schooling. Vol. 8

pb. ISBN 978-1-4331-1266-9
CHF 46.– / €^D 40.30 / €^A 41.40 / € 37.65 / £ 30.– / US-\$ 48.95



Georg Spöttl

Das Duale System der Berufsausbildung als Leitmodell

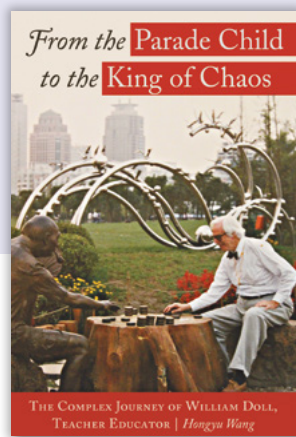
Struktur, Organisation und Perspektiven der Entwicklung und europäische Einflüsse

Der Autor untersucht das kontrovers diskutierte Thema des bundesdeutschen Systems der dualen Berufsausbildung. Zum einen erscheint das System unverzichtbar, um dem drohenden Mangel an Fachkräften in der Wirtschaft zu begegnen, zum anderen wird jedoch die duale Berufsausbildung von der anhaltenden Akademisierungswelle mehr und mehr zurückgedrängt. Zusätzlich scheint die Ausbildungsbereitschaft der Betriebe weiterhin nachzulassen, während sich alternative Formen der Erstausbildung entwickelt haben, die zum Teil in der Berufsvorbereitung zu einer internen Konkurrenz verschiedener Systemansätze geführt haben. Schließlich gilt es, vorgegebenen Maßnahmen der Europäisierung zu folgen, die sich nicht in allen Belangen als stützend für das Duale System erweisen.

Frankfurt am Main, 2016. 336 S., 43 s/w Abb.

Berufliche Bildung in Forschung, Schule und Arbeitswelt / Vocational Education and Training: Research and Practice. Bd. 13

geb. ISBN 978-3-631-64384-6
 CHF 57.- / €^D 49.95 / €^A 51.40 / € 46.70 / £ 37.- / US-\$ 60.95
 eBook (SUL) ISBN 978-3-653-03483-7
 CHF 60.05 / €^D 55.57 / €^A 56.04 / € 46.70 / £ 37.- / US-\$ 60.95



Hongyu Wang

From the Parade Child to the King of Chaos

The Complex Journey of William Doll, Teacher Educator

From the Parade Child to the King of Chaos depicts the pedagogical life history of an extraordinary teacher educator and internationally renowned curriculum scholar, William E. Doll, Jr. It explores how his life experiences have contributed to the formation and transformation of a celebrated teacher educator. From the child who spontaneously led a parade to the king of chaos who embraces complexity in education, complicated tales of Doll's journey through his childhood, youth, and decades of teaching in schools and in teacher education are situated in the historical, intellectual, and cultural context of American education. Seven themes are interwoven in Doll's life, thought, and teaching: pedagogy of play, pedagogy of perturbation, pedagogy of presence, pedagogy of patterns, pedagogy of passion, pedagogy of peace, and pedagogy of participation. Based upon rich data collected over six years, this book demonstrates methodological creativity in integrating multiple sources and lenses. Profoundly moving, humorous, and inspirational, it is a much-needed text for undergraduate and graduate courses in teacher education, curriculum studies, theory and practice of teaching and learning, life history studies, chaos and complexity theory, and postmodernism.

New York, 2016. XXXIV, 196 pp.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 49

hb. ISBN 978-1-4331-3411-1
 CHF 98.- / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.- / US-\$ 94.95
 pb. ISBN 978-1-4331-3410-4
 CHF 55.- / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95



Marcus Dengler

Empirische Analyse lernfeldbasierter Unterrichtskonzeptionen in der Metalltechnik

Marcus Dengler untersucht anhand von Unterrichtskonzepten die derzeitige Umsetzungspraxis der lernfeldorientierten Rahmenlehrpläne im Berufsfeld Metalltechnik. Er arbeitet empirisch in einem Forschungsfeld, das bislang vor allem durch eine theoretische Auseinandersetzung geprägt ist. Seine materialgestützte, inhaltlich-didaktische Analyse der Planungsunterlagen eröffnet eine differenzierte und tragfähige Betrachtung der didaktischen Qualität der Lehrplanumsetzung. Damit einhergehend erfolgt eine intensive Auseinandersetzung mit den didaktisch-methodischen Hintergründen, Bezügen, Wirkungen und Wechselwirkungen des Lernfeldunterrichts.

Frankfurt am Main, 2016. XVIII, 400 S., 40 Tab., 19 Graf.

Beiträge zur Arbeits-, Berufs- und Wirtschaftspädagogik. Bd. 33

geb. ISBN 978-3-631-67371-3
 CHF 84.- / €^D 74.95 / €^A 77.- / € 70.- / £ 56.- / US-\$ 90.95
 eBook (SUL) ISBN 978-3-653-06633-3
 CHF 88.50 / €^D 83.30 / €^A 84.- / € 70.- / £ 56.- / US-\$ 90.95



Monica Gather Thurler ·
Isabelle Kolly Ottiger · Philippe Losego ·
Olivier Maulini

Les directeurs au travail

Une enquête au cœur
des établissements scolaires
et socio-sanitaires

Cet ouvrage montre que le métier de directeur d'établissement scolaire ou socio-sanitaire, souvent présenté comme une fonction, est aussi un travail, susceptible d'une observation et d'une mesure. Il se compose d'une « foule de petites choses à faire » presque invisibles et d'un organigramme complexe de dossiers ouverts, d'actions à mener et à justifier. Le métier consiste aussi à accepter des décalages entre ce travail réel, souvent prosaïque, et l'imaginaire du rôle. Enfin, il implique des expériences professionnelles marquées par des épreuves subjectivement et objectivement vécues, reliées aux évolutions politiques et économiques autant qu'aux difficultés à répondre aux besoins et aux ambivalences des interlocuteurs : collaborateurs, usagers, familles, supérieurs hiérarchiques. Fondé sur une importante enquête menée en Suisse Romande, ce portrait collectif des directeurs au travail interpellera l'ensemble des acteurs du domaine étudié. Bien au-delà, il offre matière à réfléchir à tout professionnel occupant une fonction de direction, de formation et de prise de décision.

Bern, 2017. VI, 318 p., 11 fig., 8 tabl.

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 174

br. ISBN 978-3-0343-2595-0
CHF 50.– / €^D 42.95 / €^A 44.– / £ 40.– / £ 33.– / US-\$ 48.95
eBook (SUL) ISBN 978-3-0343-2596-7
CHF 53.– / €^D 47.95 / €^A 48.– / £ 40.– / £ 33.– / US-\$ 48.95



Daniel Markus Kombacher

ERP-Integration in Schulbüchern für den kaufmännischen Unterricht an berufsbildenden Schulen

Analyse und Design von Lernaufgaben
für den Einsatz kaufmännischer
Standardsoftware – gezeigt am Beispiel
der Handelsakademie

Das Buch setzt sich theoretisch und empirisch mit den Anforderungen an didaktisch hochwertige Lernaufgaben zum ERP-Einsatz auseinander. Trotz der großen Bedeutung von ERP-Systemen wie SAP und Infor LN für Unternehmen und damit auch für das kaufmännische Schulwesen gibt es bisher wenige wissenschaftliche Beiträge über deren Einsatz im Unterricht an Schulen. Der Autor zeigt didaktische Defizite derzeitiger Lernaufgaben auf und leitet Empfehlungen ab, die das Lehren und Lernen im kaufmännischen Unterricht anhand von drei exemplarisch entwickelten prototypischen Lernaufgaben-Sets verbessern sollen.

Frankfurt am Main, 2016. 308 S., 62 s/w Graf., 29 Tab.

geb. ISBN 978-3-631-67737-7
CHF 64.– / €^D 54.95 / €^A 56.50 / € 51.40 / £ 42.– / US-\$ 61.95
eBook (SUL) ISBN 978-3-653-07251-8
CHF 67.– / €^D 60.95 / €^A 61.70 / € 51.40 / £ 42.– / US-\$ 61.95



Richard Landl · Jürgen Peters ·
Alexander Röhler

Qualitätsentwicklung an Waldorfschulen

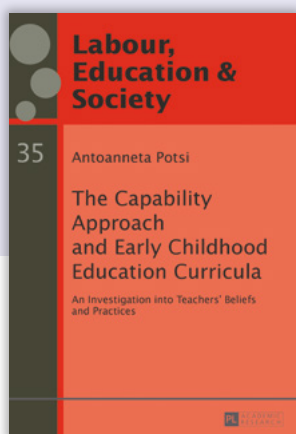
Entwicklung und Evaluation
eines zertifizierten Verfahrens

Die Autoren präsentieren die Resultate einer prozessbegleitenden Evaluation eines Qualitätsverfahrens, das auf der Wahrnehmung konkreter Unterrichtssituationen, deren professioneller Auswertung und intensiver pädagogischer Zusammenarbeit in Kleingruppen beruht. Neben der gesteigerten Selbstreflexion und einer Verbesserung des eigenen Unterrichts erlebten die Lehrer eine deutliche Verbesserung ihrer kollegialen Beziehungen und ihrer Zusammenarbeit. Als stärkendes Element wurde das vertrauensvolle und wertschätzende pädagogische Gespräch zur Unterstützung konkreter Unterrichtssituationen erfahren. Erreicht wurde dieser Erfolg durch ein Verfahren, das mit der Unterstützung externer Lehrer auf die Selbstqualifizierung eines Kollegiums angelegt ist.

Frankfurt am Main, 2016. 132 S., 15 s/w Abb.

Kulturwissenschaftliche Beiträge der Alanus Hochschule für Kunst und Gesellschaft. Bd. 14

geb. ISBN 978-3-631-67143-6
CHF 40.– / €^D 34.95 / €^A 36.– / € 32.70 / £ 26.– / US-\$ 42.95
eBook (SUL) ISBN 978-3-653-06495-7
CHF 42.15 / €^D 38.91 / €^A 39.24 / € 32.70 / £ 26.– / US-\$ 42.95



Autoanneta Potsi

The Capability Approach and Early Childhood Education Curricula

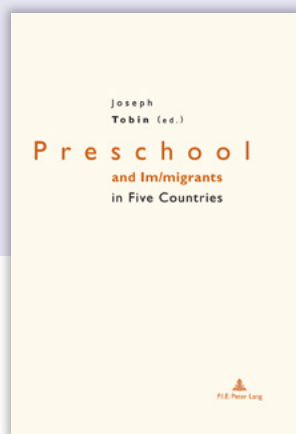
An Investigation into Teachers' Beliefs and Practices

This book explores the Capability Approach (CA) as an alternative critical lens through which to regard early childhood education (ECE) curricula. The CA framework is a counter narrative to the narrow instrumentalism that reduces education to a mere process of academic skills acquisition for a future workplace. Primarily the book draws on the example of the Greek case. Criticizing the «bit role» that the front-line implementers play in the curriculum design and planning procedure it argues that efficient curriculum development can only occur when a zymosis between the pedagogues' beliefs, practical experience, and theoretical knowledge is accomplished. Evidence shows that beliefs define the educators' practices into the pedagogical context. The issues discussed are unlikely to be confined to this country alone and will have resonances on other contexts.

Frankfurt am Main, 2016.
198 pp., 1 coloured ill., 15 tables, 12 graphs

Labour, Education & Society. Vol. 35

pb. ISBN 978-3-631-66529-9
CHF 51.- / €^D 44.95 / €^A 46.20 / € 42.- / £ 34.- / US-\$ 54.95
eBook (SUL) ISBN 978-3-653-05855-0
CHF 53.75 / €^D 49.98 / €^A 50.40 / € 42.- / £ 34.- / US-\$ 54.95



Joseph Tobin (ed.)

Preschool and Im/migrants in Five Countries

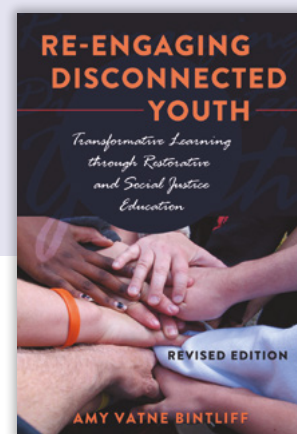
England, France, Germany, Italy and United States of America

A significant and growing percentage of the children enrolled in early childhood education and care (ECEC) programs in Europe and the United States are children of recent im/migrants. For most young (3–5 years old) children of parents who have come from other countries, ECEC settings are the first context in which they come face to face with differences between the culture of home and the public culture of their new country. For parents who have recently im/migrated to a new country, enrolling their child in an early childhood program is a key moment where cultural values of their home and adopted culture come into contact and, often, conflict. For countries with high rates of im/migration, ECEC programs are key sites for enacting national goals for social inclusion and the creation of new citizens. And yet the field of early childhood education has conducted too little research on the experience of im/migrant children, their families, and their teachers. This book tells the story of our study of beliefs about early childhood education of im/migrant parents and of the practitioners who teach and care for their young children. It is simultaneously a study of im/migration seen from the perspective of early childhood education and of early childhood education seen from the perspective of im/migration.

Bruxelles, 2016. 223 pp.

Early childhood and education. New Perspectives on Early Childhood Education and Care. Vol. 1

pb. ISBN 978-2-87574-360-2
CHF 46.- / €^D 40.70 / €^A 41.80 / € 38.- / £ 30.- / US-\$ 49.95
eBook (SUL) ISBN 978-3-0352-6639-9
CHF 50.- / €^D 44.95 / €^A 45.60 / € 38.- / £ 30.- / US-\$ 49.95



Amy Watne Bintliff

Re-engaging Disconnected Youth

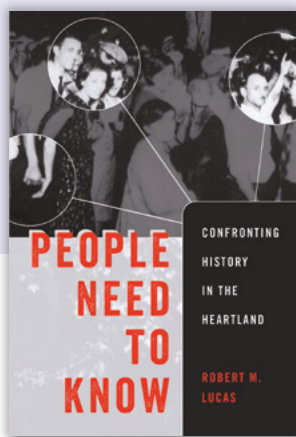
Transformative Learning through Restorative and Social Justice Education
Revised Edition

As many young adults continue to disengage with learning each day, teachers and administrators struggle to find ways to re-engage secondary students with their schooling and communities. *Re-engaging Disconnected Youth* profiles a program that succeeds in doing so, one that can serve as a model for others. In a Midwestern alternative school, three teachers built a curriculum around hands-on learning, restorative justice Talking Circles, and multicultural education, in the hopes that it would re-engage and inspire youth. Drawing on Adult Transformative Learning Theory, the book is an in-depth, qualitative study of the ways the program transformed adult and youth perceptions of trust, connections, schooling and human rights. It breaks down stereotypes about youth labeled «at-risk» and provides evidence that it is never too late to become passionate about learning. This new revised edition includes updated research and a chapter exploring the impact of the program on middle school youth.

New York, 2016. X, 195 pp.

Adolescent Cultures, School, and Society. Vol. 63

pb. ISBN 978-1-4331-3072-4
CHF 38.- / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.- / US-\$ 40.95



Robert M. Lucas

People Need to Know

Confronting History in the Heartland

People Need to Know follows a group of students as they study the defining event in their community's history – a 1930 lynching that was captured in one of the century's most iconic and disturbing photographs. With ambitions of contributing to public understanding, the students set out to create a collection of online resources about the lynching. As they encounter troubling information and consider how best to present it to others, the students come to better understand the complex ethical ramifications of historical work and to more fully appreciate why their learning matters. Through the stories of these students, their teacher, and an author re-immersed in the town of his own childhood, the book develops an approach to curriculum in which students create products of value beyond the school walls. In a time of educational standardization, when assignments and assessments often fail to deliberately engage the ethically charged and locally particular contexts of students' lives, Robert M. Lucas proposes that we see learning in their creation and appreciation of public value. The book will be of particular interest for courses in curriculum studies and in history and social studies education.

New York, 2016. VIII, 179 pp., num. ill.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 484

hb. ISBN 978-1-4331-2979-7
CHF 148.– / €^D 131.60 / €^A 135.30 / € 123.03 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-2978-0
CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Angela Bergauer · Johann Dvořák ·
Gernot Stimmer

Zur Entwicklung der Erwachsenenbildung in Österreich nach 1945

Strukturen, Zusammenhänge und Entwicklungen

Erwachsenenbildung ist der Bildungssektor, in dem die Menschen die Kenntnisse, Fertigkeiten und Einstellungen erwerben und entwickeln können, die es ihnen gestatten, sowohl ihre Arbeitskraft besser verkaufen wie auch ihr Leben besser gestalten zu können. Die Beiträge dieses Buchs untersuchen dieses Ziel des lebensbegleitenden Lernens und bieten eine reflektierte Beschreibung von Strukturen und Entwicklungen der österreichischen Erwachsenenbildung nach ihrer (Wieder-)Entstehung 1945. Somit leistet dieses Buch einen weiteren Schritt zur Aufarbeitung der Geschichte der österreichischen Erwachsenenbildung. Es lädt ein, sich mit der sozialen Relevanz der Bildungsarbeit mit Erwachsenen, den dafür notwendigen Rahmenbedingungen sowie einer wichtigen Erinnerungskultur an die «Volksbildung» als Beitrag zur Bewältigung gesellschaftlicher Herausforderungen auseinanderzusetzen.

Frankfurt am Main, 2016. 165 S.

Wiener Moderne. Schriftenreihe des Instituts für Wissenschaft und Kunst. Bd. 2

geb. ISBN 978-3-631-63318-2
CHF 28.– / €^D 24.95 / €^A 25.60 / € 23.30 / £ 19.– / US-\$ 30.95
eBook (SUL) ISBN 978-3-653-04999-2
CHF 29.50 / €^D 27.73 / €^A 27.96 / € 23.30 / £ 19.– / US-\$ 30.95



Branka Drljača Margić ·
Irena Vodopija-Krstanović

Uncovering English-Medium Instruction

Glocal Issues in Higher Education

English-medium instruction (EMI) is a complex educational innovation and a prerequisite for active participation in the process of internationalizing academia. Given its impact on today's universities, it is crucial that EMI should be effectively and responsibly implemented. This book draws on a range of theoretical and empirical insights to explore the implications of EMI for stakeholders and describe the measures that should be taken to capitalize on its strengths and respond to its challenges. Using questionnaires, interviews and classroom observation, the authors investigate two academic communities – one that has undertaken instruction in English and one that has not – to weave together teacher and student attitudes, experiences, expectations and needs, along with comparative findings from classroom practice in Croatian and English. By analysing EMI in a local academic context against the backdrop of the global higher education landscape, this book offers a glocal perspective and opens up new avenues for reflection and action that will be relevant to educational institutions undergoing change.

Oxford, 2017. X, 142 pp.

pb. ISBN 978-1-78707-057-8
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 / £ 40.– / US-\$ 60.95
eBook (SUL) ISBN 978-1-78707-189-6
CHF 65.– / €^D 58.95 / €^A 59.30 / € 49.40 / £ 40.– / US-\$ 60.95



Julie C. Garlen · Jennifer A. Sandlin (eds.)

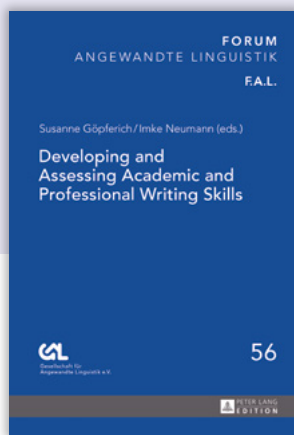
Teaching with Disney

Teaching with Disney, the first comprehensive volume on Disney as cultural pedagogy and classroom praxis, explores what it means to teach, learn, and live in a world where many familiar discourses are dominated by The Walt Disney Company. The book analyzes the ways in which the powerful messages of Disney shape the way we teach and learn. Featuring scholars from a wide range of educational contexts, including educational foundations, art education, higher education, K-12 contexts, adult education, media literacy, critical pedagogy, and curriculum studies, this book is accessible and interesting to a global audience of educational researchers and practitioners as well as undergraduate and graduate students in educational foundations, curriculum and instruction, curriculum theory, critical media education, art education, sociology of education, and related fields. Discussion questions are provided for each chapter to help facilitate class discussions and assignments. This is an excellent assignment text for education classrooms.

New York, 2016. IX, 229 pp., num. ill.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 477

hb. ISBN 978-1-4331-2882-0
 CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-2881-3
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Susanne Göpferich · Imke Neumann (eds.)

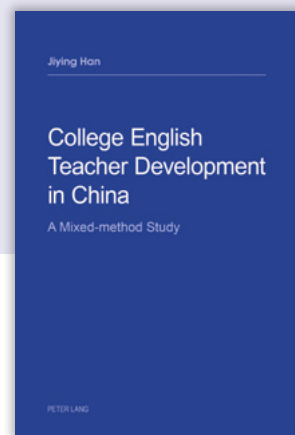
Developing and Assessing Academic and Professional Writing Skills

Academic literacy used to be considered a complex set of skills that develop automatically as a by-product of academic socialization. Since the Bologna Reform with its shorter degree programmes, however, it has been realized that these skills need to be fostered actively. Simultaneously, writing skills development at all levels of education has been faced with the challenge of increasingly multilingual and multicultural groups of pupils and students. This book addresses the questions of how both academic and professional writing skills can be fostered under these conditions and how the development of writing skills can be measured.

Frankfurt am Main, 2016. 205 pp., 13 b/w ill., 24 tables

Forum Angewandte Linguistik – F.A.L. Vol. 56

hb. ISBN 978-3-631-67362-1
 CHF 51.– / €^D 44.95 / €^A 46.20 / € 42.– / £ 34.– / US-\$ 54.95
 eBook (SUL) ISBN 978-3-653-06614-2
 CHF 53.75 / €^D 49.98 / €^A 50.40 / € 42.– / £ 34.– / US-\$ 54.95



Jiyi Han

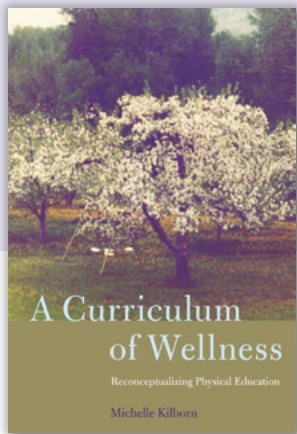
College English Teacher Development in China

A Mixed-method Study

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

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

pb. ISBN 978-3-0343-2132-7
 CHF 66.– / €^D 58.90 / €^A 60.50 / € 55.– / £ 44.– / US-\$ 71.95
 eBook (SUL) ISBN 978-3-0343-2449-6
 CHF 72.– / €^D 65.95 / €^A 66.– / € 55.– / £ 44.– / US-\$ 71.95



Michelle Kilborn

A Curriculum of Wellness

Reconceptualizing Physical Education

A Curriculum of Wellness seeks to encourage a deeper discussion about teaching our children how to be healthy and live well. It makes a significant contribution to the field of education as it features influential curriculum concepts nuanced with action research principles in a unified, intimate, and deeply relational inquiry into physical education teacher practice. This work presents a very practical yet complex and wisdom-guided way to transform teaching practices that follow more holistic understandings of wellness. A new mode of curriculum inquiry, *wisdom-guided inquiry*, is presented, providing an opportunity to open up a fresh avenue to understand curriculum and become engaged in discussions that concern teaching, learning, and public education. An outstanding feature of this book is its transdisciplinarity. While the story is situated within physical education discipline, this book has implications for all teachers and teacher educators because it provides insights that encourage us to consider more carefully the subjective insights of teachers and to understand these as central to being and becoming a teacher. *A Curriculum of Wellness* is essential reading for curriculum and pedagogy scholars, teacher educators, teachers, and other health-related professionals to think differently about curriculum and pedagogy – making it a great option for many related graduate and undergraduate courses.

New York, 2016. X, 186 pp.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 47

hb. ISBN 978-1-4331-2998-8
CHF 148.– / €^D 131.70 / €^A 135.30 / € 123.04 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-2997-1
CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Ursula Konnertz ·
Sibylle Mühleisen (Hrsg.)

Bildung und Schlüsselqualifikationen

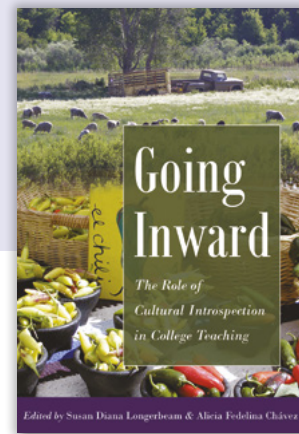
Zur Rolle der Schlüsselqualifikationen an den Universitäten

Können Schlüsselqualifikationen mehr als nur berufliche Handlungsfähigkeit (Employability) fördern? Sind sie Teil eines erweiterten Bildungsbegriffs oder nur die Bedingung der Möglichkeit von Bildung? Der Tagungsband dokumentiert Perspektiven aus Bildungswissenschaften, Philosophie, Erziehungswissenschaft, Kulturwissenschaft, Soziologie und Hochschulforschung zum Spannungsverhältnis von Schlüsselqualifikationen und Bildung. Diskutiert werden zeitgemäße Ansätze von Bildung u.a. anhand geschichtlicher Konzepte wie Studium Generale und Orientierungswissen. Viele Beiträge beziehen sich unterschiedlich auf den Begriff der Persönlichkeitsentwicklung, analysieren die gesellschaftliche Rahmung der Lehre und geben Einblicke in die Lehrpraxis anhand von Lehrformaten wie in «Service Learning» und «Forschendes Lernen».

Frankfurt am Main, 2016. 254 S., 3 s/w Abb., 5 Graf.

Zivilisationen & Geschichte. Bd. 39

geb. ISBN 978-3-631-66408-7
CHF 34.– / €^D 29.95 / €^A 30.80 / € 28.– / £ 22.– / US-\$ 36.95
eBook (SUL) ISBN 978-3-653-05519-1
CHF 35.80 / €^D 33.32 / €^A 33.60 / € 28.– / £ 22.– / US-\$ 36.95



Susan Diana Longerbeam ·
Alicia Fedelina Chávez (eds.)

Going Inward

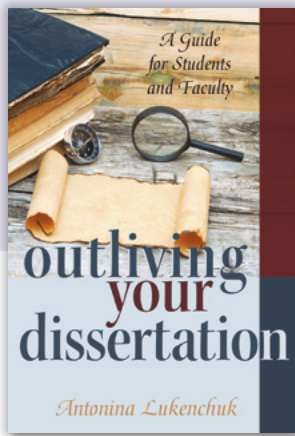
The Role of Cultural Introspection in College Teaching

Going Inward is a pragmatic text for faculty in all disciplines who desire to deepen their reflection on teaching. Through the culturally introspective writings of faculty in a variety of academic disciplines, readers will gain a deeper understanding of faculty cultural influences on college teaching and student learning. This book introduces readers to cultural self-reflection as a powerful tool for insight into how our values and beliefs from our cultural and familial upbringing influence our teaching practice. Cultural self-reflection is a process for generating insights and empathy toward serving students from backgrounds and cultures both similar to and different from one's own. The integrated design of the book's three parts – cultural introspection, faculty culture and teaching autobiographies, and developing a culturally introspective practice – makes this book helpful to teaching faculty and academic administrators.

New York, 2016. XI, 226 pp., num. b/w ill.

Higher Ed. Questions About the Purpose(s) of Colleges and Universities. Vol. 26

hb. ISBN 978-1-4331-3104-2
CHF 148.– / €^D 131.70 / €^A 135.40 / € 123.05 / £ 98.– / US-\$ 159.95
pb. ISBN 978-1-4331-3103-5
CHF 43.– / €^D 37.80 / €^A 38.90 / € 35.35 / £ 28.– / US-\$ 45.95



Antonina Lukenchuk

Outliving Your Dissertation

A Guide for Students and Faculty

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

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

New York, 2017. XIV, 210 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 428

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



Christoph Maus

Die Genese volkswirtschaftlicher Inhalte sowie deren Status quo im Rahmen lernfeldbasierter Curricula des kaufmännischen Berufsbildungsbereichs

Der Autor untersucht den Stellenwert volkswirtschaftlicher Inhalte innerhalb der kaufmännischen Berufsbildung. Während fachorientierte Lehrpläne durch enge inhaltliche Vorgaben gekennzeichnet sind, eröffnen lernfeldbasierte Rahmenlehrpläne mit Blick auf die unterrichtliche Umsetzung unterschiedliche inhaltliche Schwerpunktsetzungen. Der Autor zeichnet die fachliche Genese volkswirtschaftlicher Inhalte nach und prüft, welche Einflussfaktoren die unterrichtliche Relevanz volkswirtschaftlicher Inhalte beeinflussen. In diesem Rahmen stehen personelle Aspekte auf Seiten der Lehrpersonen sowie die Wirkung von Abschlussprüfungen im Fokus der Arbeit.

Frankfurt am Main, 2016.
 XXX, 494 S., 123 s/w Abb., 167 s/w Tab.

Konzepte des Lehrens und Lernens. Bd. 20

geb. ISBN 978-3-631-70077-8
 CHF 93.– / €^D 79.95 / €^A 82.20 / € 74.80 / £ 61.– / US-\$ 90.95
 eBook (SUL) ISBN 978-3-631-70566-7
 CHF 98.– / €^D 88.95 / €^A 89.80 / € 74.80 / £ 61.– / US-\$ 90.95



Petra McLay

Deutsch als Fremdsprache an schottischen Gesamtschulen

Interkultureller Fremdsprachenunterricht mit integrativen Ansätzen zum Sprechen und Schreiben für schottische Lerner

Sprechen und Schreiben im Medium fremder Sprachen bereiten schottischen Schülern oft Schwierigkeiten. Interkulturelles Lernen scheint als Unterrichtsprinzip dabei geeignet, Motivation und Selbstbewusstsein zu steigern. Dieses Buch konzentriert sich auf die Erforschung von integrativen Lehr-Lernprozessen zum Schreiben und Sprechen im interkulturellen Unterricht. Die Autorin zeigt auf, wie kommunikative Kompetenz sowie prozessorientiertes und kreatives Schreiben Lehrer und Schüler bei der Verbesserung der Schreib- und Sprechfähigkeit im Fachbereich Deutsch als Fremdsprache unterstützen. Eine detaillierte curriculare Analyse geht einher mit quantitativen und qualitativen Forschungsmethoden. Die Autorin präsentiert einen Empfehlungskatalog für den DaF-Unterricht in Schottland.

Frankfurt am Main, 2016. 203 S., 28 Tab., 57 Graf.

Im Medium fremder Sprachen und Kulturen. Bd. 27

geb. ISBN 978-3-631-67210-5
 CHF 57.– / €^D 49.95 / €^A 51.40 / € 46.70 / £ 37.– / US-\$ 60.95
 eBook (SUL) ISBN 978-3-653-06717-0
 CHF 60.05 / €^D 55.57 / €^A 56.04 / € 46.70 / £ 37.– / US-\$ 60.95



Christopher McMaster ·
Caterina Murphy (eds.)

Graduate Study in the USA

Surviving and Succeeding

The premise of this book is simple: if the chapter writers could go back in time and talk with themselves when they began their studies, what advice would they give? Isn't hindsight a bonus? Each chapter offers this hindsight. The chapters are not personal stories, but useful lessons learned through experience. These lessons are offered to aspiring and current graduate students to help their studies be successful. Chapters contain contributions from a range of academics and academic-practitioners, from those getting established in their careers to those that are more novice and emergent. Contributors include scholars from many universities throughout the United States, and they cover essential aspects of graduate study, such as writing and publishing, relationships with supervisors, utilizing rejection and critique, and becoming a researcher. Contributors write of studying for higher degrees and coping with family, illness, disability, and distance. Culture is bridged between Hispanic scholars and their colleagues in mainstream academia, and international students offer advice to those wanting to study at an American university. This book provides indispensable advice that every graduate student can utilize and follows on from the initial, successful publication of *Postgraduate Study in Aotearoa New Zealand: Surviving and Succeeding* (2014). The US edition is part of an international 'survive and succeed' series also being produced in Australia, the UK, and South Africa.

New York, 2016. XVI, 212 pp.

hb. ISBN 978-1-4331-2990-2
CHF 148.- / €^D 131.60 / €^A 135.30 / € 123.03 / £ 98.- / US-\$ 159.95
pb. ISBN 978-1-4331-2989-6
CHF 38.- / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.- / US-\$ 40.95



Ann Milne

Coloring in the White Spaces

Reclaiming Cultural Identity
in Whitestream Schools

This book examines the struggle against racial and cultural inequity in educational systems, presenting the case study of a New Zealand school and its community's determination to resist alienating environments. If we look at an untouched child's coloring book, for instance, we think of the pages as blank. But they're not actually blank – each page is uniformly white, with lines established to dictate where color is allowed to go. Children by this are taught about the place of color and the importance of staying within pre-determined boundaries and expectations, reinforcing a system where the white background is considered the norm. To challenge such white-streaming, this book offers the example of a community that defied and rejected this environment in favor of a culturally-located, bilingual learning model of education based on secure cultural identity, stable positive relationships, and aroha (authentic caring and love). This journey is juxtaposed against pervasive deficit-driven, whitestream explanations of inequity and purported «achievement gaps» of indigenous Māori and Pasifika students. This story chronicles the efforts of the Kia Aroha College community on its quest to step outside education's «White spaces» to create a new space for learning and to reclaim educational sovereignty – where individuals have the absolute right to «be Māori,» to be who they are, in school.

New York, 2017. XXII, 228 pp., 12 tables, 5 graphs

Counterpoints. Studies in the Postmodern Theory
of Education. Vol. 513

hb. ISBN 978-1-4331-3484-5
CHF 98.- / €^D 84.95 / €^A 87.10 / € 79.20 / £ 64.- / US-\$ 94.95
pb. ISBN 978-1-4331-3483-8
CHF 55.- / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.- / US-\$ 52.95



Mojca Kompara · Tomasz Stępień

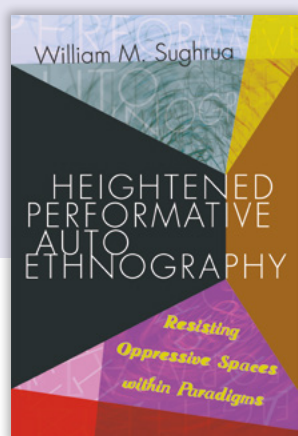
Spatialisation of Higher Education: Poland and Slovenia

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

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

Comparative Studies on Education, Culture and
Technology. Vol. 6

hb. ISBN 978-3-631-71297-9
CHF 47.- / €^D 39.95 / €^A 41.10 / € 37.40 / £ 31.- / US-\$ 45.95
eBook (SUL) ISBN 978-3-631-71298-6
CHF 49.- / €^D 44.95 / €^A 44.90 / € 37.40 / £ 31.- / US-\$ 45.95



William M. Sughrue

Heightened Performative Autoethnography

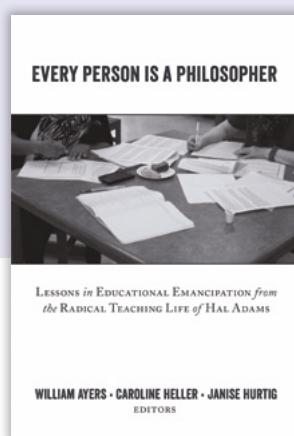
Resisting Oppressive Spaces within Paradigms

This book argues for – and carries out – what the author terms Heightened Performative Autoethnography (HPA). The common theme throughout the volume involves resisting oppressive and hegemonic spaces within paradigms, and hence seeking epistemological liberation. The text methodologically and conceptually situates this newly proposed variant of autoethnography, while contextualizing and justifying its «performed or enacted» theme involving resistance against the oppressiveness of paradigms. The book concludes with an analysis and commentary, demonstrating how this particular theme, and HPA as a research and writing repertoire, are able to meaningfully respond to the eighth moment of contemporary qualitative research, which calls for a critical and social justice agenda directed at empowerment, equity, liberation, and related issues. *Heightened Performative Autoethnography* could be used in upper-level undergraduate classes and graduate courses within the social sciences, humanities, and education, for courses on critical theory, contemporary research methodology, performative studies, narrative writing, and related subjects.

New York, 2016. XI, 239 pp.

Higher Ed. Questions About the Purpose(s) of Colleges and Universities. Vol. 26

hb. ISBN 978-1-4331-3293-3
CHF 139.– / €^D 123.40 / €^A 126.90 / € 115.35 / £ 92.– / US-\$ 149.95
pb. ISBN 978-1-4331-3292-6
CHF 40.– / €^D 35.40 / €^A 36.30 / € 33.04 / £ 26.– / US-\$ 42.95



Bill Ayers · Caroline Heller ·
Janise Hurtig (eds.)

Every Person Is a Philosopher

Lessons in Educational Emancipation from the Radical Teaching Life of Hal Adams

Hal Adams was a legendary radical educator who organized writing workshops with people who had been written off during much of their lives, marginalized for reasons of race, gender, class, and caste. Hal detested the carelessness and neglect his students endured and set about building spaces of respect and repairation. Fostering communities of local writers and publishing their work in journals of «ordinary thought,» the work brought pride and dignity to the authors, carrying the wisdom of their narratives into and beyond their communities. In the traditions of Paulo Freire, Antonio Gramsci, and C.L.R. James, Hal based his approach on the conviction that every person is a philosopher, artist, and storyteller, and that only the insights and imaginings of the oppressed can sow seeds of authentic social change. *Every Person Is a Philosopher* gathers essays by classroom and community educators deeply influenced by Hal's educational work and vision, and several essays by Hal Adams. They explore diverse ways this humanizing pedagogy can be applied in a wide range of contexts, and consider its potential to transform students and teachers alike. This is an ideal text for courses in educational foundations, multicultural education, urban studies, sociology of education, English education, social justice education, literacy education, socio-cultural contexts of teaching, adult education, cultural studies, schools and communities, and popular education.

New York, 2016. VI, 152 pp., num. ill.

Teaching Contemporary Scholars. Vol. 10

hb. ISBN 978-1-4331-2937-7
CHF 139.– / €^D 123.40 / €^A 126.90 / € 115.35 / £ 92.– / US-\$ 149.95
pb. ISBN 978-1-4331-2936-0
CHF 37.– / €^D 32.90 / €^A 33.80 / € 30.73 / £ 25.– / US-\$ 39.95



Angela Groskreutz

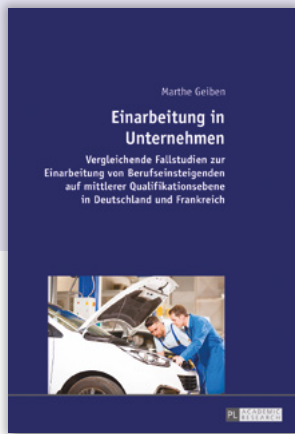
Kinder sprechen über (ihre) Mehrsprachigkeit

Theoretische Überlegungen und eine qualitative Studie zu Perspektiven mehrsprachig aufwachsender Grundschülerinnen und Grundschüler

Diese Studie geht der Frage nach, wie Kinder (ihre) Mehrsprachigkeit erleben. In einem qualitativen Untersuchungsdesign kommen dazu mehrsprachige Grundschulkindern selbst zu Wort. Die Ergebnisse liefern vielfältige Einblicke in die Sichtweisen der Kinder sowie Erkenntnisse zu ihrem Sprachbewusstsein und ihrer metasprachlichen Reflexionsfähigkeit. Die Kinder thematisieren zahlreiche Aspekte, wie den familiären Sprachgebrauch, Vor- und Nachteile von Mehrsprachigkeit, Sprachmischungen und (ihr) Sprachlernen in (außer-)schulischen Kontexten. Deren Analyse zeigt das weitgehend ungenutzte Potential auf, das Kinder als Expert_innen ihrer Mehrsprachigkeit und Lebenswelt für die Forschung mit sich bringen. Darüber hinaus lassen sich Konsequenzen für sprachpädagogisches Handeln ableiten.

Frankfurt am Main, 2016.
770 S., 7 s/w Abb., 40 farb. Abb., 62 Tab.

geb. ISBN 978-3-631-67380-5
CHF 116.– / €^D 99.95 / €^A 102.70 / € 93.40 / £ 76.– / US-\$ 112.95
eBook (SUL) ISBN 978-3-653-06640-1
CHF 122.– / €^D 110.95 / €^A 112.10 / € 93.40 / £ 76.– / US-\$ 112.95



Marthe Geiben

Einarbeitung in Unternehmen

Vergleichende Fallstudien zur Einarbeitung von Berufseinsteigenden auf mittlerer Qualifikationsebene in Deutschland und Frankreich

Während im allgemeinbildenden Bereich die Erwartungen an Absolvierende recht homogen sind, gestalten sich diese in der Berufsbildung als sehr heterogen. Die Autorin geht davon aus, dass eine Auseinandersetzung mit dem Prozess der Einarbeitung hilfreich ist, um Fragen des Übergangs von Absolvierenden einer beruflichen Bildung zu beleuchten. Im Rahmen einer vergleichenden Studie kann sie dabei das Thema des kulturellen Einflusses integrieren und diskutieren. Auf dieser Basis erfolgt die Auseinandersetzung mit dem Konzept der Einarbeitung sowie mit kulturtheoretischen Überlegungen. Die Auswertung der Ergebnisse vertieft die Autorin mit Hilfe einer Sekundäranalyse quantitativer Daten und durch Fallstudien in Deutschland und Frankreich.

Frankfurt am Main 2017.
LX, 279 S., 41 s/w Abb., 35 s/w Tab.

geb. ISBN 978-3-631-69887-7
CHF 70.- / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.- / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-70089-1
CHF 73.- / €^D 66.95 / €^A 67.30 / € 56.10 / £ 46.- / US-\$ 67.95



Jens-R. Olesch

Institutionalisiertes Controlling als Risiko-Träger

Theoriegeleitete Verortung und Bewältigungsoptionen im Rahmen eines dialogischen Führungsverständnisses

Im Rahmen der risikoorientierten Unternehmensführung hat das institutionalisierte Controlling zunehmend Bedeutung erhalten. Jedoch erfährt die Frage nach dem Controlling als Risiko-Träger kaum Beachtung. Diesen blinden Fleck der Literatur beziehungsweise betrieblichen Praxis greift dieses Buch auf, um das Controlling als Risiko-Träger im Führungsgeschehen zu identifizieren und Bewältigungsoptionen im Rahmen dialogischer Führung aufzuzeigen. Im Ergebnis macht der Autor nicht nur systemische Risiken des Controllings im Führungskontext sichtbar. Vielmehr erlaubt der Bezug auf dialogische Führung eine Perspektiverweiterung auf ein «föderalistisches», auf Teilhabe getragenes und vertrauendes Führungsverständnis und ermöglicht den am Führungsgeschehen beteiligten Akteuren eine kritisch-konstruktiv reflexive Auseinandersetzung mit sich und ihrem Verständnis von betrieblicher Führung.

Frankfurt am Main, 2017. 482 S.

Bildung und Organisation. Bd. 27

geb. ISBN 978-3-631-71379-2
CHF 87.- / €^D 74.95 / €^A 77.10 / € 70.10 / £ 57.- / US-\$ 84.95
eBook (SUL) ISBN 978-3-631-71391-4
CHF 92.- / €^D 82.95 / €^A 84.10 / € 70.10 / £ 57.- / US-\$ 84.95



Marie-Louise Rendant (Hrsg.)

Grundbildung

Bildung mit Mehrwert

Das noch schemenhafte Gebilde Grundbildung wird in diesem Buch mit all seinen Facetten und unterschiedlichen Erscheinungsformen dargestellt. Grundbildung hat in den letzten Jahren sehr an Publicity gewonnen. Für viele steht sie jedoch im Schatten der Allgemeinbildung. Dies zu Unrecht: Denn Grundbildung steht für zweckgebundenes und anwendbares Wissen und zielt damit auf die soziale und berufliche Teilhabe. Der Leser erfährt Wichtiges über die Abgrenzung zur Allgemeinbildung, über den Mehrwert und die politische Weichenstellung, über Rahmencurricula und methodische Ansätze und erhält interessante Arbeitshilfen für die Bewerbung von arbeitsorientierter Grundbildung. Grundbildung stellt sich bei dieser umfassenden Betrachtung als dynamisch und zweckgebunden, relevant und interessant heraus.

Frankfurt am Main, 2016. 271 S., 18 s/w Graf., 3 s/w Tab.

geb. ISBN 978-3-631-67113-9
CHF 58.- / €^D 49.95 / €^A 51.40 / € 46.70 / £ 38.- / US-\$ 56.95
eBook (SUL) ISBN 978-3-653-06413-1
CHF 61.- / €^D 55.95 / €^A 56.- / € 46.70 / £ 38.- / US-\$ 56.95



Jana Rückmann

Interne Evaluation zwischen bildungspolitischen Vorgaben und individueller Entwicklung der Einzelschule

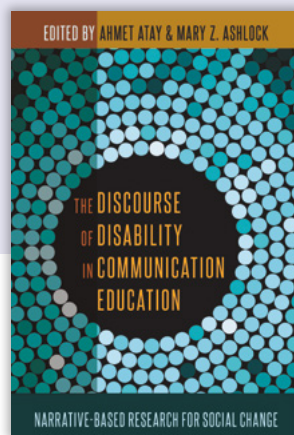
Eine empirische Studie an beruflichen Schulen

Im Rahmen einer empirischen Studie an Berliner beruflichen Schulen untersucht die Autorin Evaluations- und Entwicklungsprozesse und dabei insbesondere die subjektive Perspektive der pädagogischen Akteure. Die Studie umfasst Dokumentenanalysen, Gruppeninterviews sowie eine Lehrkräftebefragung. Die Befunde verweisen unter anderem auf eine abnehmende Distanz gegenüber internen Evaluationsmaßnahmen sowie auf einen Anstieg an Evaluationsaktivitäten. Direkte Wirksamkeiten für den Prozess der Evaluation selbst sowie Kontinuität und Nachhaltigkeit der Evaluationsaktivitäten lassen sich hingegen kaum beobachten. Die Analyse der Ergebnisse zeigt, dass die pädagogischen Akteure die bildungspolitischen Vorgaben überwiegend als extern induziert, als wenig kompatibel mit den einzelschulischen Bedürfnissen sowie als zusätzliche Belastung wahrnehmen.

Frankfurt am Main, 2016. 398 S., 19 s/w Graf., 35 s/w Tab.

Berufliche Bildung im Wandel. Bd. 19

geb. ISBN 978-3-631-67622-6
 CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95
 eBook (SUL) ISBN 978-3-653-06987-7
 CHF 73.– / €^D 66.95 / €^A 67.30 / € 56.10 / £ 46.– / US-\$ 67.95



Ahmet Atay · Mary Z. Ashlock (eds.)

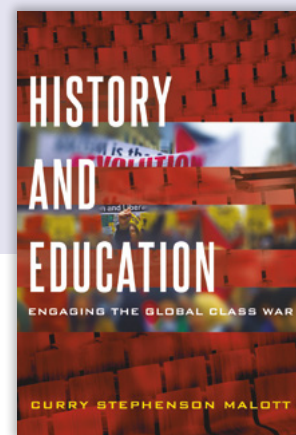
The Discourse of Disability in Communication Education

Narrative-Based Research for Social Change

This book examines the ways in which communicative practices influence the lives of students and faculty with disabilities in higher education. Offering their own experiences as teachers and students, the authors use qualitative research methods, mainly narrative and autoethnography, to highlight the intersections among communication, disability, diversity, and critical communication pedagogy. While embodying and emphasizing these connections, each chapter defines the notion of disability from a different point of view; summarizes the relevant literature; provides suggestions for different ways of improving the experiences of people with disabilities in higher education; promotes social change; and in some cases, promotes policy change. Overall, the volume promotes more effective, mindful, honest, and caring interaction between able-bodied and disabled individuals.

New York, 2016. VI, 196 pp.

hb. ISBN 978-1-4331-2933-9
 CHF 148.– / €^D 131.60 / €^A 135.30 / € 123.03 / £ 98.– / US-\$ 159.95
 pb. ISBN 978-1-4331-2932-2
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Curry Stephenson Malott

History and Education

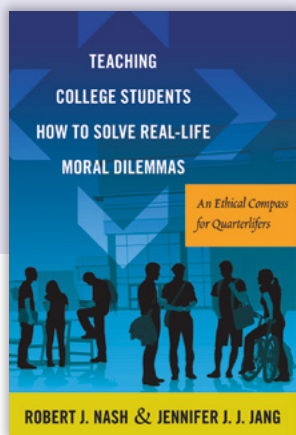
Engaging the Global Class War

History and Education is a text that engages the history of the global class war, from the United States to the former Soviet Union, from the People's Republic of China to the Democratic People's Republic of Korea, in order to contribute to the development of communist pedagogy. Central to this communist pedagogy is the struggle for Native American sovereignty and for the self-determination of oppressed nations within the U.S. Pedagogical theory is mobilized to highlight the centrality of seizing state power in the movement for transforming capitalist production relations and bourgeois society into socialist relations and a communist form of society premised on the self-determination of racial, ethnic, and linguistic minorities. In the process *History and Education* challenges both the white chauvinism of pure proletarian communists as well as the anti-communism that, for decades, has dominated the Left in general, and the educational Left in particular, especially in the U.S. The book contributes to the current resurgence in the popularity and appeal of socialism as an achievable and necessary internationalist, solidarity-based alternative to capitalism.

New York, 2016. XX, 176 pp.

Education and Struggle. Narrative, Dialogue and the Political Production of Meaning. Vol. 9

hb. ISBN 978-1-4331-3399-2
 CHF 139.– / €^D 123.40 / €^A 126.90 / € 115.35 / £ 92.– / US-\$ 149.95
 pb. ISBN 978-1-4331-3398-5
 CHF 38.– / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.– / US-\$ 40.95



Robert J. Nash · Jennifer J. Jang

Teaching College Students How to Solve Real-Life Moral Dilemmas

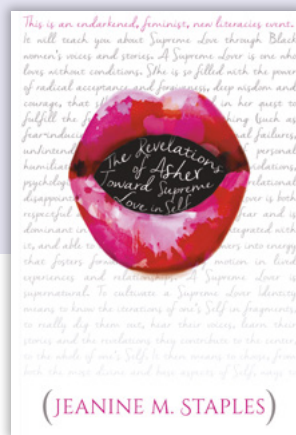
An Ethical Compass for Quarterlifers

Teaching College Students How to Solve Real-Life Moral Dilemmas will speak to the sometimes confounding, real-life, moral challenges that quarterlife students actually face each and every day of their lives. It will spell out an original, all-inclusive approach to thinking about, and applying, ethical problem-solving that takes into consideration people's acts, intentions, circumstances, principles, background beliefs, religio-spiritualities, consequences, virtues and vices, narratives, communities, and the relevant institutional and political structures. This approach doesn't tell students exactly what to do as much as it evokes important information in order to help them think more deeply and expansively about ethical issues in order to resolve actual ethical dilemmas. There is no text like it on the market today. *Teaching College Students How to Solve Real-Life Moral Dilemmas* can be used in a variety of ethics courses.

New York, 2016. VIII, 212 pp.

Critical Education and Ethics. Vol. 8

hb. ISBN 978-1-4331-3153-0
CHF 148.- / €^D 131.60 / €^A 135.30 / € 123.03 / £ 98.- / US-\$ 159.95
pb. ISBN 978-1-4331-3152-3
CHF 38.- / €^D 33.70 / €^A 34.70 / € 31.50 / £ 25.- / US-\$ 40.95



Jeanine M. Staples

The Revelations of Asher

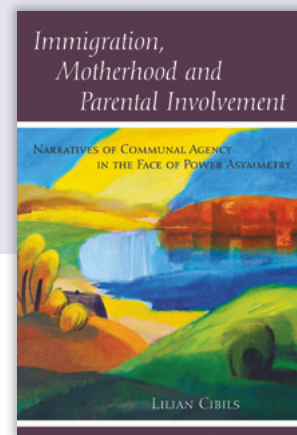
Toward Supreme Love in Self –
(This Is an Endarkened, Feminist,
New Literacies Event)

The Revelations of Asher: Toward Supreme Love in Self is an endarkened, feminist, new literacies event. It critically and creatively explores Black women's terror in love. With poetry, prose, and analytic memos, Jeanine Staples shows how a group of Black women's talk and writings about relationships revealed epistemological and ontological revelations, after 9/11. These revelations are presented in the context of a third wave new literacies framework. They are voiced and storied dynamically by the women's seven fragmented selves. Through the selves, we learn the five ways the women lived as lovers: *Main Chick*, *Side Chick*, *Bonnie*, *Bitch*, and *Victim*. As an alternative-response to these identities in love, the author presents a new way. She introduces the Supreme Lover Identity and illuminates its integral connection to social and emotional justice for and through Black women's wisdom.

New York, 2016. XXX, 592 pp.

Black Studies and Critical Thinking. Vol. 53

hb. ISBN 978-1-4331-2200-2
CHF 167.- / €^D 148.10 / €^A 152.20 / € 138.40 / £ 111.- / US-\$ 179.95
pb. ISBN 978-1-4331-2199-9
CHF 37.- / €^D 32.90 / €^A 33.80 / € 30.75 / £ 25.- / US-\$ 39.95



Lilian Cibils

Immigration, Motherhood and Parental Involvement

Narratives of Communal Agency
in the Face of Power Asymmetry

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

New York, 2017. X, 296 pp.

Counterpoints. Studies in the Postmodern Theory of Education. Vol. 439

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



Carmen Becker · Gabriele Blell ·
Andrea Rössler (Hrsg.)

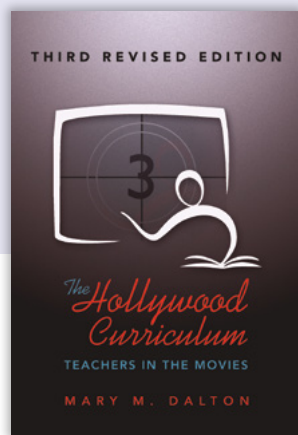
Web 2.0 und komplexe Kompetenzaufgaben im Fremdsprachenunterricht

Der vorliegende Band legt die Ergebnisse des XI. Mediendidaktischen Kolloquiums für Fremdsprachendidaktik vor. Er widmet sich der Frage, wie die integrierte Nutzung digitaler Medien in kompetenz- und aufgabenorientierten Unterrichtsszenarien gelingen und wie und mit welchen Zielen das Web 2.0 im Rahmen komplexer Kompetenzaufgaben eingesetzt werden kann. Die Schwerpunkte der Beiträge liegen auf den Möglichkeiten der integrierten Fertigkeitenschulung mit dem Web 2.0, insbesondere des Sprechens, Hörens und Schreibens, der Individualisierung und Binnendifferenzierung in webbasierten Lernszenarien sowie der Initiierung von kollaborativen Lernprozessen. Zudem wird das Potenzial des Web 2.0 für die Entwicklung der interkulturellen und literarisch-ästhetischen Kompetenz erörtert.

Frankfurt am Main, 2016. 296 S.

**Fremdsprachendidaktik inhalts- und
lernerorientiert. Bd. 32**

geb. ISBN 978-3-631-65827-7
CHF 57.– / €^D 49.95 / €^A 51.40 / € 46.70 / £ 37.– / US-\$ 60.95
eBook (SUL) ISBN 978-3-653-05027-1
CHF 60.05 / €^D 55.57 / €^A 56.04 / € 46.70 / £ 37.– / US-\$ 60.95



Mary M. Dalton

The Hollywood Curriculum

Teachers in the Movies

Third Revised Edition

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

New York, 2017. XVI, 244 pp.

**Counterpoints. Studies in the Postmodern Theory of
Education. Vol. 495**

pb. ISBN 978-1-4331-3085-4
CHF 55.– / €^D 47.95 / €^A 48.60 / € 44.20 / £ 36.– / US-\$ 52.95
eBook (SUL) ISBN 978-1-4331-3885-0
CHF 58.– / €^D 52.95 / €^A 53.– / € 44.20 / £ 36.– / US-\$ 52.95



Matthew Farber

Gamify Your Classroom

A Field Guide to Game-Based Learning

Revised edition

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

New York, 2017. XIV, 220 pp.

New Literacies and Digital Epistemologies. Vol. 77

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Holger Limberg · Olaf Jäkel (Hrsg.)

Unterrichtsforschung im Fach Englisch

Empirische Erkenntnisse
und praxisorientierte Anwendung

Die empirische Erforschung des Englischunterrichts in verschiedenen Schulformen und Klassenstufen sowie deren Nutzen für die Ausbildung zukünftiger Lehrkräfte stehen im Zentrum dieses Sammelbandes. Die Beiträge präsentieren neueste Erkenntnisse zum Englischunterricht auf der Primar- und Sekundarstufe. Darüber hinaus erörtern sie forschungsmethodische und -methodologische Fragestellungen kritisch und diskutieren die Frage, welchen Mehrwert die empirische Unterrichtsforschung für die Englischdidaktik liefern kann. Einige Beiträge zeigen praxisorientierte Anwendungsmöglichkeiten und reflektieren diese kritisch, insbesondere dahingehend, wie Unterrichtsdokumentationen in Form von Videoaufnahmen oder Transkripten zur Professionalisierung von angehenden Lehrkräften eingesetzt werden können.

Frankfurt am Main, 2016. 278 S., 8 s/w Abb., 9 s/w Tab.

Kolloquium Fremdsprachenunterricht. Bd. 58

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Thomas A. Bauer ·
Bernd H. Mikuszeit (Hrsg.)

Lehren und Lernen mit Bildungsmedien

Grundlagen – Projekte – Perspektiven –
Praxis

Das Buch fasst die Problemstellungen und die Ergebnisse der beiden von der Europäischen Kommission im Programm Lebenslanges Lernen geförderten Projekte «E-Teaching» und «Blended-Learning» zusammen. Dazu erörtern die Beiträge Grundlagen, Perspektiven und theoretische Zugänge von Lehren und Lernen in der Mediengesellschaft und diskutieren einen neuen, mediologischen Zugang zur Theorie von Bildungsmedien, der den Begriff der Wissensvermittlung um den der Wissensverständigung erweitert. Der Band beschreibt und analysiert Projekte und den Einsatz von Bildungsmedien in der pädagogischen Praxis und stellt grundsätzliche Überlegungen an zu Qualitätskriterien und zur Bewertung von Bildungsmedien. Dabei berücksichtigen die Beiträge unterschiedliche Bildungsmedienformate.

Frankfurt am Main, 2017. 416 S., 1 s/w Abb., 1 s/w Tab.

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Lucie Mottier Lopez ·
Walther Tessaro (éds)

Le jugement professionnel, au cœur de l'évaluation et de la régulation des apprentissages

Le jugement professionnel est au cœur des pratiques d'enseignement. Il représente un enjeu crucial pour l'évaluation formative et certificative des apprentissages des élèves. Il oriente le regard sur les compétences professionnelles nécessaires à l'exercice d'une évaluation pédagogique de qualité, inscrite dans un cadre éthique et déontologique. À travers le jugement professionnel, l'ouvrage a pour objectif de mieux comprendre le caractère complexe de l'évaluation située des apprentissages des élèves. Les chapitres présentent des recherches menées dans différents ordres d'enseignement et contextes de formation. Les auteurs ont choisi diverses entrées de problématisation: pratiques de notation, implication de l'élève dans l'évaluation, régulations dans des situations d'évaluation de compétences, négociation des cultures d'évaluation y compris au-delà de la salle de classe.

Bern, 2016. VII, 357 p., 17 ill. n/b

Exploration. Collection de la Société Suisse pour la Recherche en Education. Vol. 172

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Thomas Szende

The Foreign Language Appropriation Conundrum

Micro Realities & Macro Dynamics

This monograph's title reflects the need to articulate the classroom actions and strategies of an increasingly efficient technological environment with symbolic, cultural, and political issues, namely the multi-dimensionality of affiliations, which today condition the practices of learners, teachers, tool designers, and the dissemination (or not) of languages throughout the world. Reflective testimony of a teacher who is passionate about his work, this book is also the result of research conducted by a linguist wishing to raise the field of foreign language education to the level of a coherent and rigorous discipline capable of presenting teaching/learning options to all languages/cultures.

Bruxelles, 2016. 223 pp.

hb. ISBN 978-2-87574-371-8
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Omiunota Nelly Ukpokodu

You Can't Teach Us if You Don't Know Us and Care About Us

Becoming an Ubuntu, Responsive and Responsible Urban Teacher

This book addresses the needs of diverse urban students for a new kind of teacher, classroom learning context, curriculum, and pedagogy in order to effectively learn, perform, and achieve. Drawing on the African concept of Ubuntu as a fundamental framework for enacting a humanizing pedagogy, the text invites teachers, students, and families to enter into an interdependent and interconnected relationship for education. This book is uniquely transformative as it elevates the centrality of student humanity and models the integration of emergent theories and practices, utilizing real-life stories to enlighten and illuminate. Emphasis is placed on Ubuntu pedagogy as a model to emulate, anchored on five ethical dimensions: humanism and Ubuntu competence, relationship and learning community, humanism in the curriculum, pedagogical and instructional excellence, and collaboration and partnership. Particularly valuable for teachers learning to cultivate the spirit of Ubuntu that undergirds their ability to be humane, responsive, socially-just, efficacious, and resilient, this book is a cutting-edge resource for effectively addressing the persistent academic achievement of diverse urban students.

New York, 2016. XXVI, 240 pp.

Black Studies and Critical Thinking. Vol. 66

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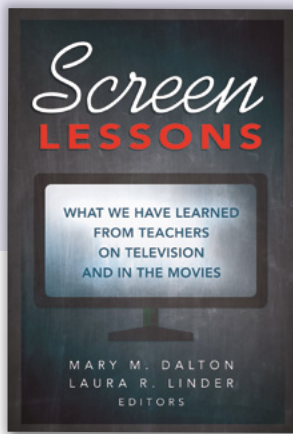
Alexandra Tsedryk

La compétence paraphrastique en français langue seconde

La compétence paraphrastique (CP) est la capacité à produire des phrases exprimant approximativement le même sens. Elle est essentielle à l'apprenant d'une langue seconde. D'une part, elle l'aide à présenter une idée plus clairement et, d'autre part, elle lui permet de ne pas interrompre la production langagière. Grâce à la CP, l'apprenant a recours à de multiples façons d'exprimer une idée. Cet ouvrage porte sur le développement de la CP en français langue seconde aux niveaux avancés. De manière intéressante, un apprenant avancé éprouve parfois des difficultés à reformuler son discours. Ce livre propose une méthodologie de l'évaluation et de l'amélioration de la CP. La méthode didactique proposée inclut une présentation simplifiée des concepts de la Théorie Sens-Texte qui sont ensuite utilisés dans des exercices de reformulation. Cette nouvelle démarche pédagogique pourrait servir de référence aux enseignants de français langue seconde au niveau universitaire.

Bern, 2016. 355 p.

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

Screen Lessons

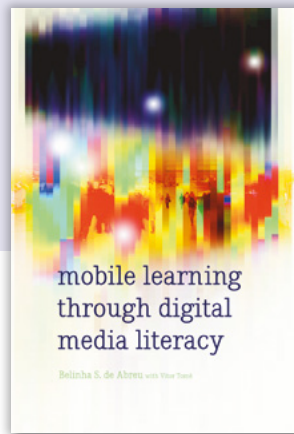
What We Have Learned from Teachers
on Television and in the Movies

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

New York, 2017. XIV, 242 pp.

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Belinha S. de Abreu

Mobile Learning through Digital Media Literacy

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

New York, 2016. XXXIV, 214 pp.

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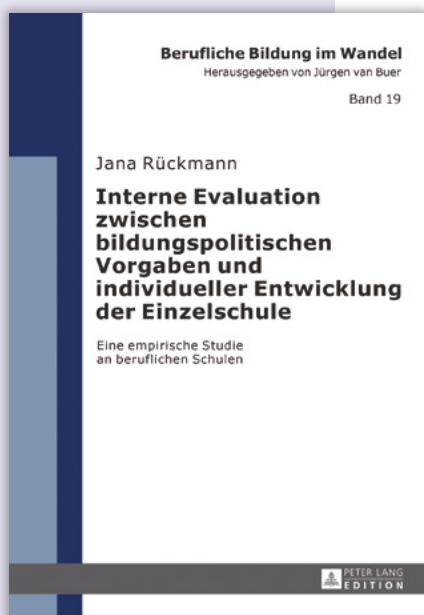
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Herausgegeben von Jürgen van Buer

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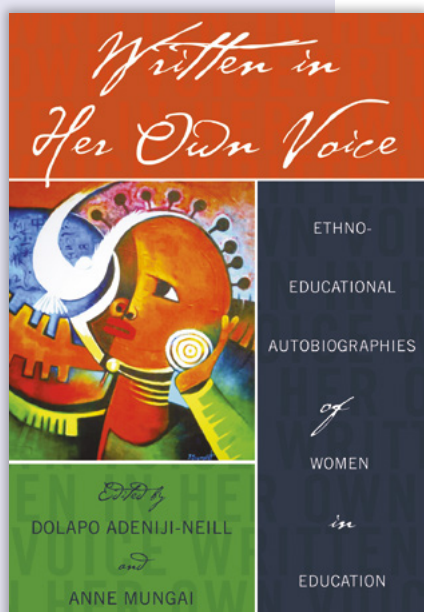
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Edited by Gaile S. Cannella

For many years, the field of Childhood Studies has crossed disciplinary boundaries that include, but are not limited to, anthropology, art, education, history, humanities, and sociology by addressing diverse histories, cultures, forms of representation, and conceptualizations of «childhood». The publications in the *Rethinking Childhood Series* have supported this work by challenging the universalization of childhood and introducing reconceptualized, critical spaces from which increased social justice and possibilities are generated for those who are younger. This newly named *Childhood Studies Series* in the global 21st century is created to continue this focus on social justice for those who are younger, but also to broaden and further explore conceptualizations of privilege, justice, possibility, responsibility and activism. Authors are encouraged to consider «childhood» from within a context that would decenter human privilege and acknowledge environmental justice and the more-than-human Other, while continuing to research, act upon, and transform beliefs, public policy, societal institutions, and possibilities for ways of living/being in the world for all of us. Boundary crossings are of greater importance than ever as we live unprecedented technological change, violence against living beings that are not labeled human (through experimentation, industrialization, and medicine), plundering of the earth, and gaps between the privileged and the marginalized (whether rich/poor, human/nonhuman). Along with continued concerns related to social justice, equity, poverty, and diversity, some authors in the *Childhood Studies Series* will choose to think about, and ask questions like: What does it mean to be a younger human being within such a world? What are the values, education, and forms of care provided within this context; and can/how should these dispositions and practices be transformed? Can childhood studies, and the diverse forms of representation and practice associated with it, conceptualize and practice a more just world broadly, while avoiding utopian determinisms and continuing to remain critical and multiple?

Volume 6

Susan Bernheimer

Voices of Early Childhood Educators

Volume 3

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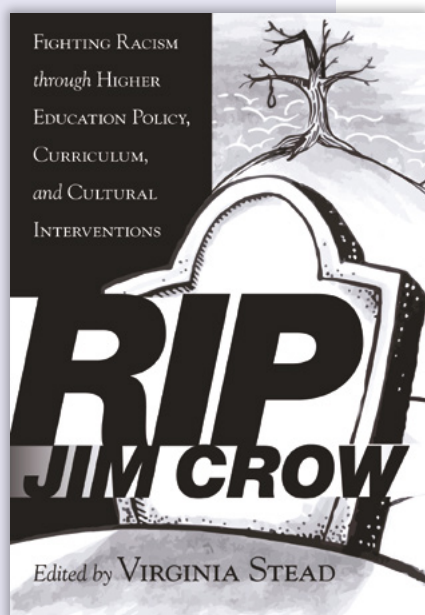
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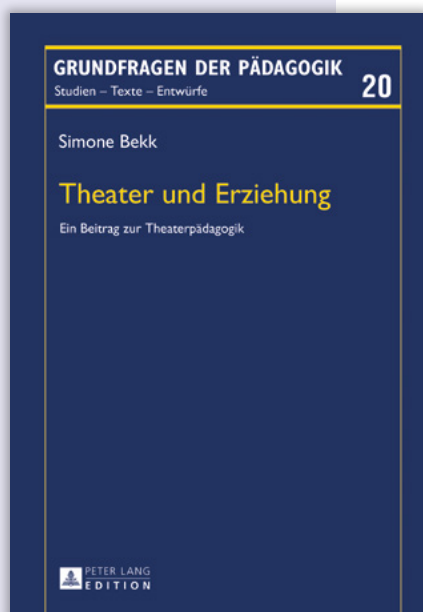
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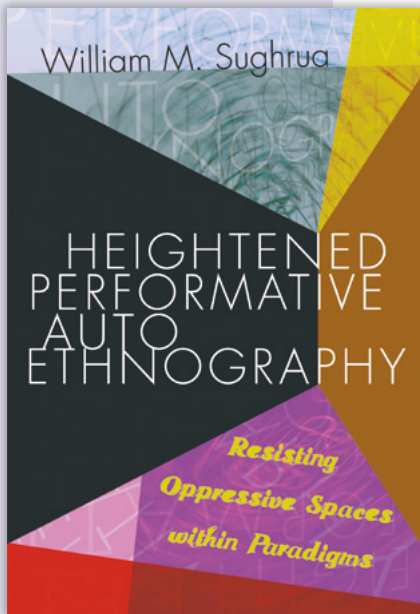
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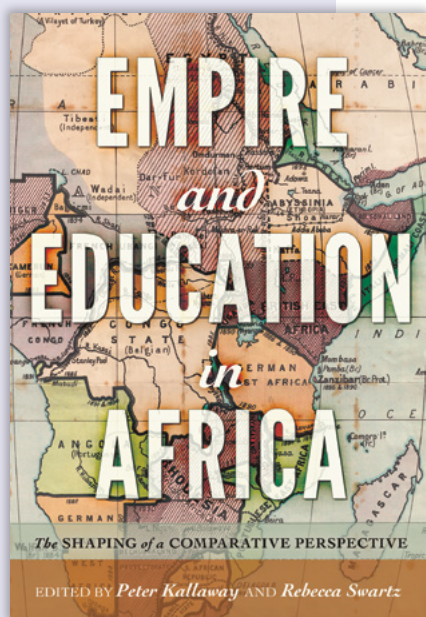
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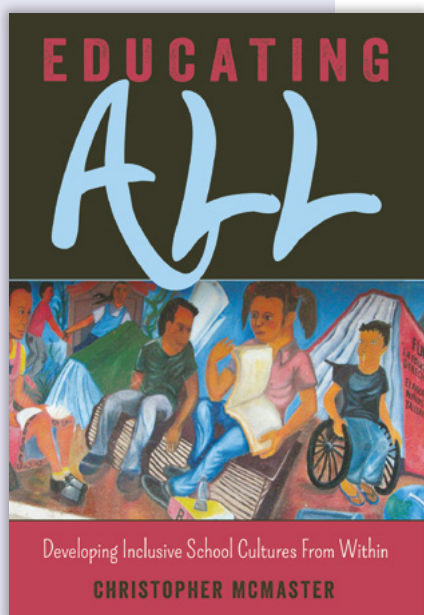
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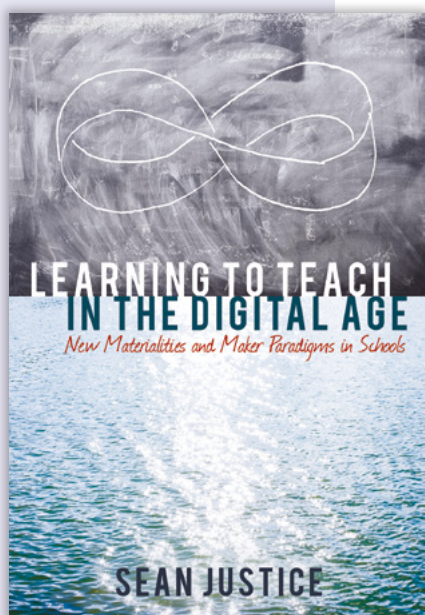
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New literacies emerge and evolve apace as people from all walks of life engage with new technologies, shifting values and institutional change, and increasingly assume 'post-modern' orientations toward their everyday worlds. Despite many efforts to take account of such changes, educational institutions largely remain out of touch with the range of new ways of making and sharing meanings that increasingly mediate and shape the lives of the young people they teach and the futures they face. This series aims to explore some key dimensions of the changes occurring within social practices of literacy and the educational challenges they present, with a view to informing educational practice in helpful ways. It asks what are new literacies, how do they impact on life in schools, homes, communities, workplaces, sites of leisure, and other key settings of human cultural engagement, and what significance do new literacies have for how people learn and how they understand and construct knowledge? It aims to challenge established and 'official' ways of framing literacy, and to ask what it means for literacies to be powerful, effective, and enabling under current and foreseeable conditions. Collectively, the works in this series will help to reorient literacy debates and literacy education agendas.

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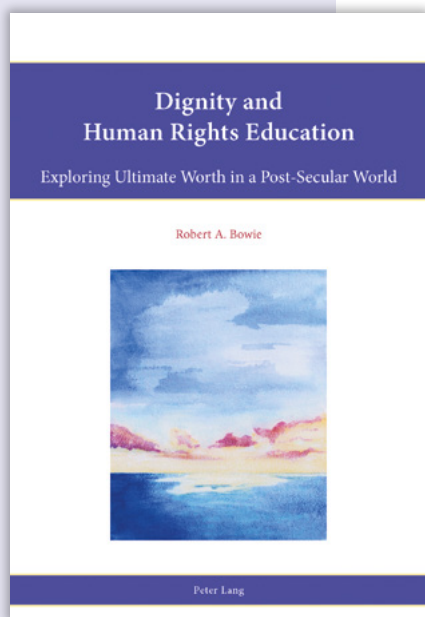
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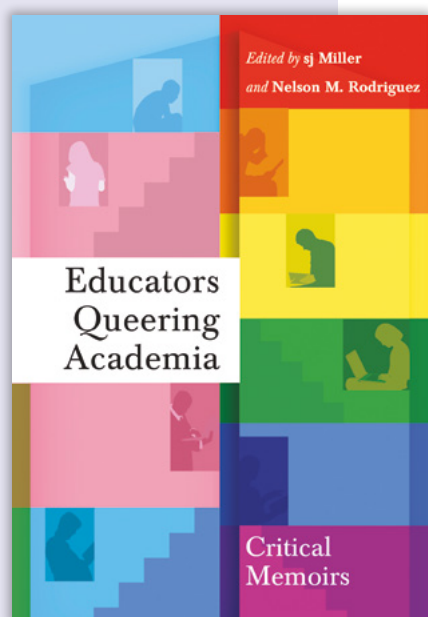
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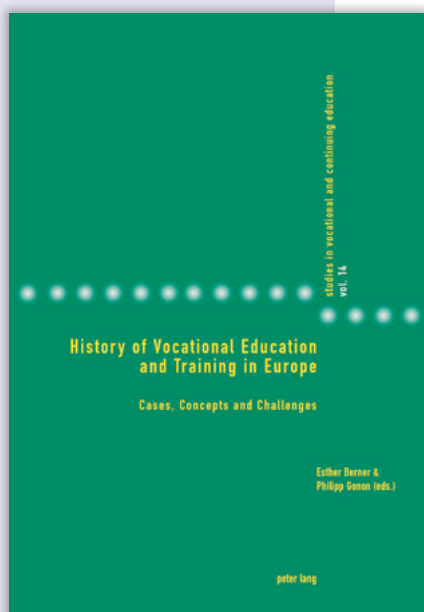
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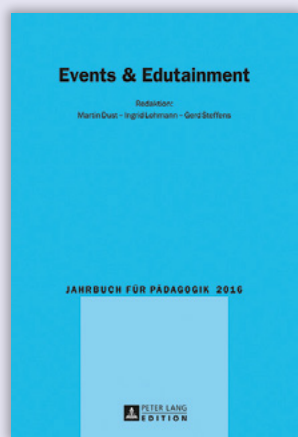
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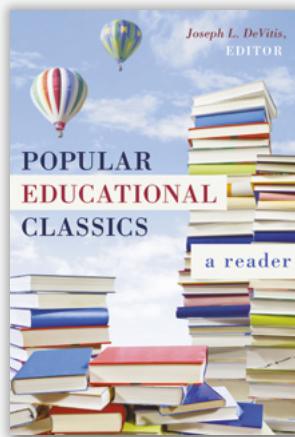
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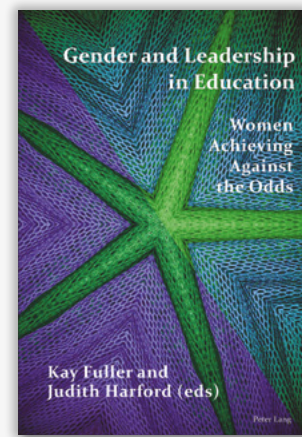
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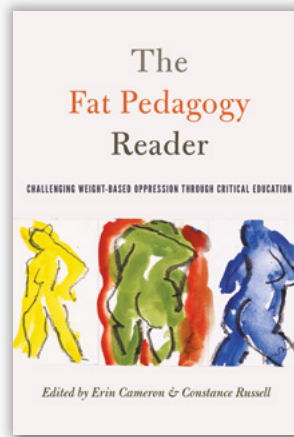
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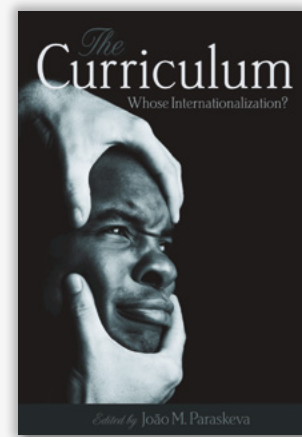
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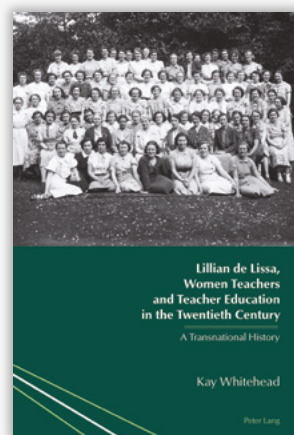
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