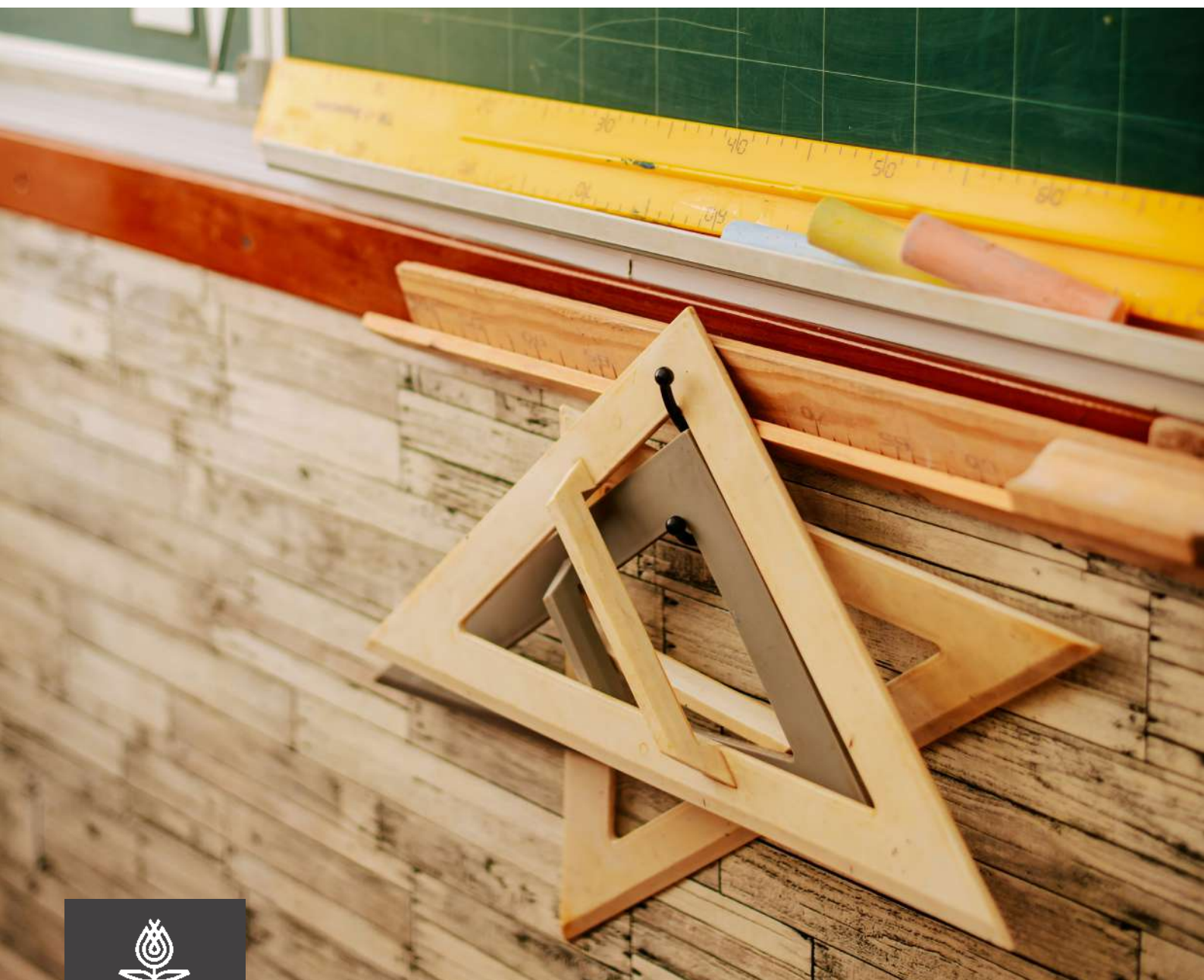


EDUCATION

SUBJECT CATALOGUE

2025



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RECENT PUBLICATIONS

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Title HIGHLIGHTS

Curriculum, Teaching & Learning



SOCIAL INTERACTIONS IN THE CLASSROOM: THOUGHTS AND PERSPECTIVES

Francesco Arcidiacono, Marcelo Giglio

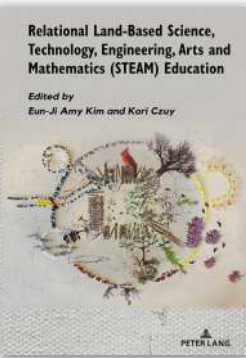
Bruxelles, 2024. 262 pp.

Exploration. Vol. 212

pb. ISBN 978-3-0343-4964-2
CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.– /
£ 35.– / US-\$ 50.95
eBook (SUL) ISBN 978-3-0343-4965-9
CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.– /
£ 35.– / US-\$ 50.95

How can pupils and students learn to interact with others? How can they interact with others to learn? How do teachers organize the various forms of interaction in a discursive dynamic within their classrooms? The different ways in which social and cultural psychology views explore school have consolidated a new image of learning processes. However, social interactions in the classroom need to be constantly re-examined and rethought. To this end, the contributions of this book exploit, innovates and study the multiple interactions in the classroom and the conditions that can favor teaching and learning processes. By linking psychology, educational sciences and learning models, this book contributes to the study of the interconnected processes of individual and social development in compulsory and higher education.

Marcelo Giglio has been professor at University of Teacher Education BEJUNE (Switzerland), lecturer and associate researcher at the Institute of Psychology and Education of the University of Neuchâtel (Switzerland). His research has focused on creative and reflexive collaboration between students, the teacher-student relationship in innovative pedagogical situations, as well as educational changes and innovations (educational psychology, educational sciences, professional development of teachers, music didactics). *Francesco Arcidiacono* is professor of Developmental Psychology and Social Interactions at the University of Teacher Education BEJUNE (Switzerland). His research interests concern socialization processes in educational contexts. He also develops synergies between teaching and research practices within educational communities.



RELATIONAL LAND-BASED SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS (STEAM) EDUCATION

Eun-Ji Kim, Kori Czuy (eds.)

New York, 2024. XIV, 250 pp., 11 b/w ill., 13 color ill., 2 tables.

Bios-Mythois. Vol. 1

hb. ISBN 978-1-63667-244-1
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95
pb. ISBN 978-1-63667-168-0
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-63667-079-9
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

This edited collection brings together theories and lived experiences in teaching and learning Nature through multiple ways of coming to know. Showcasing the experiences and ideas from diverse stakeholders in the field of education, this book includes work from researchers, teacher-educators, teachers, outreach workshop facilitators, and Indigenous youth. Focusing on the importance of relationalities in teaching and learning, this book offers candid accounts and innovative ideas on bringing diverse perspectives into Science, Technology, Engineering, Arts, and Mathematics (STEAM) Education.

Dr. Eun-Ji Amy Kim (she/her) is Lecturer in Science Education in the School of Education and Professional Studies, Griffith University, Queensland, Australia. She is a former high school teacher and an education consultant for diverse Indigenous communities across Canada. *Dr. Kori Czuy* (she/her) is Métis/Polish, and was born in Treaty 8 by the banks of the Peace River. She is an Indigenous Science Consultant, focusing on weaving together multiple ways of knowing, being, and doing science. Kori is on an ongoing journey to reconnect with and learn from the knowings of the land, and helping others connect with the complexities of these knowings alongside Global science. She has a PhD in storying mathematics and hosts a podcast called „Ancestral Science.“

This catalogue shows you our Education titles from the last two years. Want to see our full selection in Education? Check out <https://www.peterlang.com/subjects/education/>

Cet ouvrage collectif questionne l’articulation entre les conceptions théoriques de la mobilité et les pratiques institutionnelles de celle-ci dans les instituts de formation des enseignant.e.s en Suisse. Unter anderem werden folgende Fragen diskutiert: Wie werden Mobilitäten in der schweizerischen Lehrer:innenbildung typisiert? Inwiefern finden grundlegende Konzepte, Begriffe und Epistemologien Eingang in die Curricula? Quelles sont les limites et les perspectives ? Chaque contribution apporte un éclairage situé institutionnellement aux questionnements communs, wobei Einblicke in bestehende Praktiken, das zugrunde liegende wissenschaftliche Verständnis und damit verbunden didaktische oder institutionelle Herausforderungen aufgedeckt werden. L’ouvrage réunit des contributions en français, en anglais, en allemand et parfois combinant plusieurs de ces langues, wie diese Synopsis.

LA MOBILITÉ DANS LA FORMATION DES ENSEIGNANT.E.S EN SUISSE : QUELLES CONCEPTIONS SCIENTIFIQUES POUR QUELS DÉFIS DIDACTIQUES ? / MOBILITÄT IN DER SCHWEIZERISCHEN LEHRER: INNENBILDUNG: WISSENSCHAFTLICHES VERSTÄNDNIS UND DIDAKTISCHE HERAUSFORDERUNGEN

Jésabel Robin, Simone Ganguillet (éds.)

Bruxelles, 2024. 198 p., 1 ill. en couleurs, 8 ill. n/b, 6 tabl.

Champs Didactiques Plurilingues : données pour des politiques stratégiques. Vol. 21

br. ISBN 978-2-87574-916-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 33.– / US-\$ 48.95
eBook (SUL) ISBN 978-2-87574-917-8

En poste à la Pädagogische Hochschule Bern (Suisse), *Jésabel Robin* et *Simone Ganguillet* travaillent en didactique des langues. Leurs travaux portent sur le contexte sociolinguistique suisse, les dispositifs de formation des enseignant.e.s, la différenciation en cours de FLE, les politiques linguistiques familiales, le bi/plurilinguisme et les expériences de mobilité.



Education & Technology

Dans le domaine de l’évaluation en éducation, les technologies numériques mettent à la portée des chercheurs et des praticiens des outils qui évoluent sans cesse et de plus en plus vite. Dans cet ouvrage, ces avancées sont déclinées en trois parties. La première partie décrit des environnements virtuels ou simulés visant à reproduire la réalité et ainsi fournir des lieux propices à l’évaluation qui étaient jusqu’à très récemment inaccessibles au monde de l’éducation. La deuxième partie détaille des dispositifs perfectionnés pour collecter des données. Finalement, la troisième partie présente des modèles sophistiqués pour analyser les données. [...] [Click here](#) to read more.

 VALUATION, APPRENTISSAGE ET NUM RIQUE

Nathalie Loye, Natacha Duroisin ( ds.)

Bruxelles, 2024. 608 p., 69 ill. en couleurs, 34 ill. n/b, 56 tabl.

br. ISBN 978-2-87574-878-2
CHF 87.– / €^D 74.95 / €^A 77.– / € 70.– /
£ 57.– / US-\$ 84.95
eBook (SUL) ISBN 978-2-87574-879-9

Nathalie Loye est professeure et vice-doyenne   la Facult  des sciences de l’ ducation de l’Universit  de Montr al au Canada. Sp cialiste en  valuation avec un int r t marqu  pour la mesure, elle dirige depuis 2017 le Groupe de recherche Interuniversitaire sur l’ valuation et la mesure en  ducation   l’aide des TIC (GRI M tic). *Natacha Duroisin* est professeure   l’Universit  de Mons (Ecole de Formation des Enseignants) en Belgique et y dirige le service d’EDUcation et des Sciences de l’Apprentissage (EDUSA). Ses champs d’expertise concernent la psychologie des apprentissages (avec un int r t particulier pour la cognition spatiale) et l’ valuation en contexte scolaire.



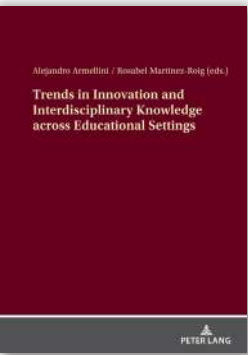
This book deals with various contributions on innovation and knowledge from an educational perspective. Throughout the various chapters, empirical research, reflections and bibliographical studies from different areas of education are presented. All of this is articulated with the aim of forming a compendium of studies based on the knowledge generated in today’s society. In short, this book is an indispensable tool for educators, researchers and students interested in the latest trends in education, offering didactic guides, case studies and analysis of methodologies to promote meaningful learning.

TRENDS IN INNOVATION AND INTERDISCIPLINARY KNOWLEDGE ACROSS EDUCATIONAL SETTINGS

Ale Armellini, Rosabel Martinez-Roig (eds.)

Berlin, 2024. 366 pp.

hb. ISBN 978-3-631-90499-2
CHF 75.– / €^D 64.95 / €^A 66.80 / € 60.70 /
£ 50.– / US-\$ 73.95
eBook (SUL) ISBN 978-3-631-90500-5
CHF 75.– / €^D 64.95 / €^A 66.80 / € 60.70 /
£ 50.– / US-\$ 73.95

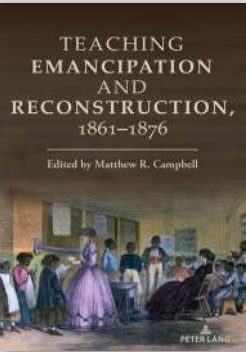


History of Education



UNE QUESTION “CHAUDE”
Histoire de l’éducation sexuelle à l’école (France, XXe-XXIe siècle)
Yves Verneuil
Bruxelles, 2023. 536 p., 13 tabl.
Exploration. Vol. 209
br. ISBN 978-2-87574-898-0
CHF 25.– / €^D 20.95 / €^A 22.– / € 20.– / £ 17.– / US-\$ 24.95
eBook (SUL) ISBN 978-2-87574-899-7
CHF 25.– / €^D 20.95 / €^A 22.– / € 20.– / £ 17.– / US-\$ 24.95

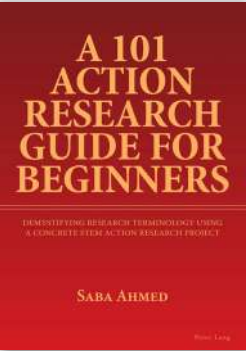
Agrégé d'histoire, Yves Verneuil est professeur des universités en sciences de l’éducation à l’Université Lumière Lyon 2 et co-rédacteur en chef de la revue Histoire de l’éducation. Il a notamment publié Les agrégés. Histoire d’une exception française (2017) et, avec J.-N. Luc et J.-F. Condette, Histoire de l’enseignement en France, XIXe -XXIe siècle (2020).



TEACHING EMANCIPATION AND RECONSTRUCTION, 1861-1876
Matthew Campbell (ed.)
New York, 2025. XVI, 216 pp., 6 b/w ill., 5 b/w tables.
Teaching Critical Themes in American History. Vol. 5
pb. ISBN 978-1-4331-8427-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-3-0343-5179-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

Matthew Campbell, Ed.D., serves as the K-12 Social Studies Coordinator in Conroe ISD. He also teaches social studies methods courses at the University of Houston and UH – Downtown locations. Matt received the Award for Outstanding Early-Career Teaching from Humanities Texas in 2015. He is the current president of the Texas Council for the Social Studies.

Pedagogy & Practice



A 101 ACTION RESEARCH GUIDE FOR BEGINNERS
Demystifying Research Terminology using A Concrete STEM Action Research Project
Saba Ahmed
Oxford, 2024. X, 148 pp., 8 fig. b/w, 2 tables.
pb. ISBN 978-1-80374-582-4
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95
eBook (SUL) ISBN 978-1-80374-583-1
CHF 39.– / €^D 33.95 / €^A 34.– / € 30.90 / £ 25.– / US-\$ 37.95

Saba Ahmed is a lecturer teaching healthcare management and works as a dissertation supervisor. The author has a wealth of experience in supporting undergraduates with completing dissertation projects. Her main role is working as one of the Pharmacy Professional Development Leads, teaching on Biology, Microbiology and Healthcare modules. Occasionally, she locums as a pharmacist.

“Written for those new or returning to educational and action research, the author travels from definitions of key terms, through data collection and academic writing, to the finished research report. There are welcome stop offs for reflection, artificial intelligence, and quality assurance. The final chapter brings the work together in example reports written following small scale action research projects. The author provides a resource that’s very much needed. It’s simple, real and relevant to novice researchers while being authoritative and straightforward, reflective without being fluffy, and grounded in science and related subjects.”
- Louise Coleman, Pearson BTEC Higher National Subject Lead for Health and Science, MSc, DCR(T)

Aux premières heures du XX^e siècle, alors que la sexualité est un tabou social, des médecins hygiénistes, obsédés par la lutte contre les maladies vénériennes, recommandent d’introduire une éducation sexuelle à l’école. Leur proposition suscite aussitôt un vif débat, dont les termes vont perdurer jusqu’à nos jours. Une telle éducation ne va-t-elle pas pervertir enfants et adolescents ? Quelle est la légitimité de l’école pour intervenir dans un domaine qui semble relever de l’intime et de la famille ? Une éducation sexuelle collective peut-elle éviter de froisser la sensibilité de certains enfants ? Un siècle plus tard, après de multiples expérimentations, cette éducation, qui considère désormais la sexualité dans toutes ses dimensions, est devenue obligatoire. Mais elle demeure une “question socialement vive”. [...] [Click here to read more.](#)

Historians argue that the years following the Emancipation Proclamation and those immediately after the Civil War were formative years in the trajectory of the United States as a country. So, why then, does this era of history not get the proper attention it deserves in survey classes across the nation? Why does the Civil War overshadow Reconstruction? The contributors of this volume would collectively argue that there are scant resources known to educators and typically teachers do not feel comfortable diving into the subject without proper content knowledge. This book hopes to provide an entry to the subject and spur ideas on where teachers may lead discussions about this import era of history. The authors ask questions about Reconstruction that allow students opportunities to dive deeply into themes of the era. Overall, they aim to extend the nuances of the [...] [Click here to read more.](#)

The main premise of the book is to demystify research terminology for those teaching, and completing action research projects; in particular for trainee STEM teachers engaged in action research. Research terms such as systematic reviews, and meta-analysis will be explained in a simple manner, with solid links made with teaching and practice. The author found research terminology hard to decipher after a long gap from doing their undergraduate dissertation, and then doing their action research project for the postgraduate diploma in education and training. This book is written to support all researchers in the same position. In the 101 action research guide, the real-life example of a STEM teacher action research project to improve literacy skills for STEM students in a FE setting, [...] [Click here to read more.](#)

Philosophy & Theory of Education



LIFELONG LEARNING
Expanding Concepts and Practices
Olav Eikeland, Hedvig Johannesen (eds.)
Berlin, 2024. 214 pp., 1 fig. b/w, 2 tables.
hb. ISBN 978-3-631-88992-3
CHF 58.– / €^D 49.95 / €^A 51.40 / € 46.70 / £ 38.– / US-\$ 56.95
eBook (SUL) ISBN 978-3-631-90871-6
CHF 58.– / €^D 49.95 / €^A 51.40 / € 46.70 / £ 38.– / US-\$ 56.95

This anthology discusses the necessity of an expanded notion of lifelong learning. Expanded lifelong learning means providing consistent and inter-connected preconditions for learning in all life contexts, both individually and collectively. Expanding the concept of lifelong learning means to provide conducive preconditions for learning, organizing all activities for learning, implementing, and promoting learning broadly across institutions and organizations. Expanded lifelong learning is necessary to handle current global crises. Through the nine chapters, the authors explore lifelong learning and what expanding it means. Integrating formal, non-formal, and informal learning and discussing non-conventional ways of theorizing and organizing, opens new pathways for lifelong learning.

Olav Eikeland (1955-2023) was a philosopher with a PhD in Ancient Greek Philosophy (1993). After several decades at the Work Research Institute in Oslo, he was appointed professor of pedagogy (education and work life research) in 2008 at OsloMet – Oslo Metropolitan University. He extensively published articles and books on critical research methodology, action research, philosophical bases, and institutional ramifications of different research forms and ways of knowing. His special focus was on the relevance of Aristotelian perspectives for modern social research and on organizational and collective learning outside the educational systems and in their intersection. Hedvig Skonhoft Johannesen, PhD, is a sociologist and associate professor at OsloMet – Oslo Metropolitan University, Norway, teaching at the master's program in vocational pedagogy. She has written about vocational teacher's cultural codes, lifelong learning at the boundaries between university and work life and critical thinking in the climate crisis. Her research interests include vocational education and training (VET), teacher's professional practices, lifelong learning and the sociology of knowledge.

Douglas Kellner's *Re-Visioning Education: Cultural Studies, Critical Media and Digital Literacies, and Democracy* provides a comprehensive account of his critical theory of education that combines his work in philosophy of education, cultural studies, and media and digital literacies aimed at a critical theory of education and radical pedagogy for the 21st Century. Kellner also engages the battle for Higher Education in the contemporary moment, taking on rightwing attacks on education, and defending progressive concepts of education and democracy advocated by John Dewey and his pragmatist cohort, Paulo Freire and his movement of critical pedagogy, and Herbert Marcuse who calls for a radical critique and transformation of education in the contemporary era. Clearly written and documented for teachers, students, and citizens Kellner provides discussion of key issues [...] [Click here to read more.](#)

RE-VISIONING EDUCATION
Cultural Studies, Critical Media and Digital Literacies, and Democracy
Douglas Kellner
New York, 2024. VI, 178 pp.
Counterpoints. Vol. 555

pb. ISBN 978-3-0343-4998-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-3-0343-4996-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

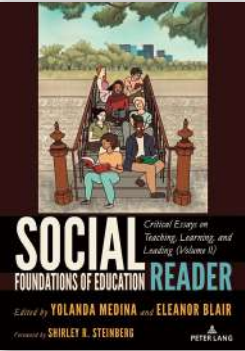
Douglas Kellner received his Ph.D. in Philosophy in 1973 at Columbia University and then taught 25 years in the Philosophy Department at the University of Texas-Austin, followed by 25 years of teaching in the Department of Education and Information Studies at UCLA and guest professorships throughout the United States, Europe, and Asia. Kellner is author of many books on social theory, politics, history, and culture, including Herbert Marcuse and the Crisis of Marxism; Kellner has edited six volumes of the collected papers of Herbert Marcuse, which have appeared with Routledge.

The *Social Foundations Reader* is intended for undergraduate and graduate students in introductory foundations of education classes. Unlike other readers, which often provide a generic and conservative perspective, this book offers a broad yet critical view of issues in education. It encourages students to consider the roles of critical theory and social justice in creating school environments that address equity and diversity. This book presents a different lens on twenty-first-century schools, considering the perspectives of parents, teachers, students and communities. The reader is exposed to a wide range of scholarship. Contested topics in teaching, learning and leading in contemporary public schools are examined within a context where addressing fundamental questions guiding meaningful school reform is essential for educators.

SOCIAL FOUNDATIONS OF EDUCATION READER
Critical Essays on Teaching, Learning, and Leading (Volume II)
Yolanda Medina, Eleanor Blair (eds.)

New York, 2025. XVIII, 480 pp., 52 b/w ill., 9 b/w tables.
pb. ISBN 978-1-63667-169-7
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95
eBook (SUL) ISBN 978-1-63667-071-3
CHF 67.– / €^D 57.95 / €^A 59.60 / € 54.20 / £ 44.– / US-\$ 64.95

Yolanda Medina is Professor and Chair of the Teacher Education Department at the Borough of Manhattan Community College, City University of New York. Dr. Medina has authored and co-authored several publications and is a co-editor of the Critical Studies of Latinx in the Americas book series published by Peter Lang. Eleanor J. Blair is a professor at Western Carolina University, where she teaches foundations of education courses. She is a frequent presenter at regional, national, and international conferences and has several publications that explore teaching, learning, and leadership in contemporary schools.



Curriculum, Teaching & Learning



IT'S NOT ROCKET SCIENCE!

Designing Meaningful Learning Experiences in the Elementary Classroom

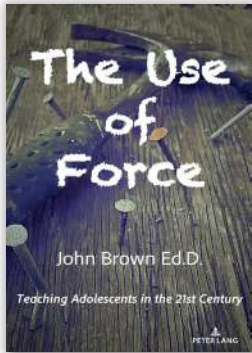
Robert W. Jr. Blake, Lisa R. Trattner

New York, 2025. XX, 108 pp., 29 b/w ill., 1 color ill., 25 b/w tables.

Critical Literacies and Language. Vol. 2

pb. ISBN 978-1-63667-709-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-707-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

"In It's Not Rocket Science! Designing Meaningful Learning Experiences in the Elementary Classroom Robert Blake and Lisa Trattner pare down the planning process to five central questions that need to be internalized by teachers, educational leaders, all who engage in the educational process, even including students. Far too much is wasted by the drudgery of requiring educators to pursue endless hours of writing lesson plans, only to find that they don't meet the ever-changing needs of educational situations. Like living a good philosophy of life, embodying these questions nourishes seeds of imagination and improvisation that enrich teaching and learning moment by moment by enhancing the meaning that students experience. Although it may not be as technically sophisticated as rocket science, it may be more important. It collaboratively reconstructs the next (and hopefully better) generations of human beings!"
- William H. Schubert. Professor Emeritus of Curriculum and Instruction, and Former University Scholar, University of Illinois Chicago



THE USE OF FORCE

Teaching Adolescents in the 21st Century

John Brown

New York, 2024. XII, 162 pp.

pb. ISBN 978-1-63667-530-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-531-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

"John has been in the trenches of secondary and higher education for many years, and throughout this time he has held tight to a student-centered approach that emphasizes equal measures of caring, thought, reflection, humility, and action. The ideas shared in this book are relevant and important for any teacher who considers themselves a lifelong learner and an advocate for students."
- Bill Barrett, Head of School Landmark School

"The Use of Force" is a must read for educators. We are at a critical time in this field and arguably, the only way to move forward is through a radical re-thinking about the role of the educator. Brown's approach provides insight into what this future could - and should - look like."
- Dr. Danielle Ricci, Principal Amesbury High School



ROBOTER AUS LESE- UND LITERATURDIDAKTISCHER PERSPEKTIVE

Wolfgang Jäger, Julia Sander (Hrsg.)

Berlin, 2024. 310 S., 8 farb. Abb., 24 S/W-Abb., 1 Tab.

Beiträge zur Literatur- und Mediendidaktik. Bd. 48

geb. ISBN 978-3-631-89641-9
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 /
£ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-89642-6
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 /
£ 46.– / US-\$ 67.95

It's Not Rocket Science! Designing Meaningful Learning Experiences in the Elementary Classroom is a hands-on manual that streamlines the curriculum design process by utilizing a four-step approach: deconstructing, reconstructing, lesson planning, and assessing. Grounded in a theoretical framework that all students, regardless of background, are entitled to high quality learning, this step-by-step method allows teachers to create structured, cohesive units of study that impact students' lives, while at the same time providing the opportunity for teachers to thoroughly analyse a content area before creating learning experiences. Included are concrete examples, strategies and templates that help educators create active and engaging lessons for students.

Education is naturally transformative, but the acquisition of new skills and construction of new knowledge are only possible when we empower students instead of forcing their conformity. Our current compliance-based teaching methodologies rely on coercion, conditioning and external motivators that engender submission and fear in students and teachers. These practices are divisive and destructive to the learning process. This book discusses ways of replacing *the banking model* of instruction with new approaches, valuing the identity, dignity, and humanity of our students.

Roboter finden sich zunehmend im Bildungsbereich, auch in der Leseförderung, und sie sind als Figuren in kinder- und jugendliterarischen Texten hochpräsent. Darauf reagiert dieser Band – er führt Analysen von Robotern in Literatur und weiteren Medien mit Beiträgen zu Projekten angewandter Robotik zusammen. Auf diese Weise ermöglicht er eine multiperspektivische Reflexion von Möglichkeiten und Grenzen des Einsatzes von Robotern in Lernkontexten. Es wird das Desiderat einer kritischen Roboterdidaktik deutlich, die auf eine ganzheitlichere Betrachtung von Robotern in Lernkontexten zielt. Der Band entwickelt Perspektiven dafür und betont dabei die Relevanz lese- und literaturdidaktischer Forschung zur Förderung von Critical Literacy im Umgang mit Robotern – inner- wie außerliterarisch.

Writing can be a tortuous process in any discipline. However, it can be particularly daunting in science, technology, engineering, the arts or architecture, and mathematics (henceforth, STEAM). In fact, it is not uncommon for most STEAM professionals to say things like, "As an engineer, I write only when I have to..." or "engaging in science is easy for me but sitting down and writing my manuscripts are so painful" or "I'm really good at math but I'm a terrible writer..." However, writing can become an easier process in STEAM especially when one's ideas are fleshed out and organized in a systematic manner. While there are a number of books or articles on reading and writing in specific STEM disciplines, at present, there are no books or supplementary materials that serve to support STEAM learners, [...] [Click here to read more.](#)

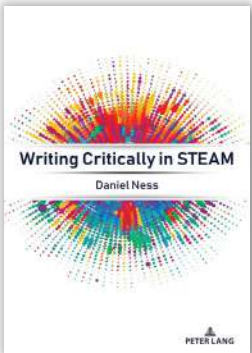
WRITING CRITICALLY IN STEAM

Daniel Ness

New York, 2024. XIV, 186 pp., 9 b/w ill., 4 tables.

Critical Literacies and Language. Vol. 1

pb. ISBN 978-1-63667-322-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-320-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95



Cet ouvrage retrace l'évolution des liens qui se sont tissés entre la littérature de jeunesse et l'enseignement secondaire, principalement en France et au Québec. Il se focalise notamment sur la période durant laquelle l'institution scolaire va légitimer le recours à une offre éditoriale contemporaine en pleine expansion. La valorisation de ce corpus dans les programmes de français à partir des années quatre-vingt-dix va s'accompagner de publications didactiques. Celles-ci se donnent pour objectif de guider les enseignants dans leurs pratiques et dans la sélection d'oeuvres proposées à leurs publics adolescents. Des modalités de lecture variées viseront à leur donner le goût de lire et à renouveler l'étude de l'oeuvre intégrale en particulier. La littérature de jeunesse révèle la porosité des frontières didactiques et justifie une approche contextuelle plurielle, que le français soit enseigné comme langue première, étrangère ou seconde.

LITTÉRATURE DE JEUNESSE ET ENSEIGNEMENT DU FRANÇAIS : À LA CROISÉE DES DIDACTIQUES

Anne-Claire Raimond

Bruxelles, 2024. 288 p.

ThéoCrit'. Vol. 16

br. ISBN 978-2-87574-968-0
CHF 55.– / €^D 47.95 / €^A 48.30 / € 44.– /
£ 36.– / US-\$ 52.95
eBook (SUL) ISBN 978-2-87574-969-7
CHF 55.– / €^D 46.95 / €^A 48.40 / € 44.– /
£ 36.– / US-\$ 53.95



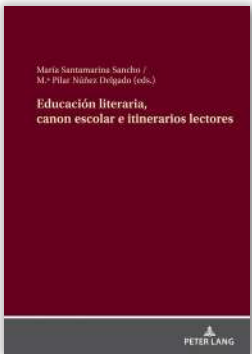
La literatura forma parte desde hace siglos de la educación escolar y, pese a los rápidos cambios a los que asistimos en las sociedades actuales, se sigue enseñando en gran medida de la misma forma. Este libro presenta los resultados de un proyecto de investigación que se ha centrado en obtener datos sobre el corpus de textos que actualmente se lee en las etapas no universitarias, sobre las actividades que se realizan en torno a ellos, y sobre si estas incluyen la reflexión a propósito de valores de la ciudadanía europea como la igualdad de género o la multiculturalidad.

EDUCACIÓN LITERARIA, CANON ESCOLAR E ITINERARIOS LECTORES

María Santamarina Sancho, M.ª Pilar Núñez Delgado (eds.)

Berlin, 2024. 260 p., 9 il. blanco/negro, 20 tablas.

enc. ISBN 978-3-631-90626-2
CHF 58.– / €^D 49.95 / €^A 51.40 / € 46.70 /
£ 38.– / US-\$ 56.95
eBook (SUL) ISBN 978-3-631-90627-9
CHF 58.– / €^D 49.95 / €^A 51.40 / € 46.70 /
£ 38.– / US-\$ 56.95



Given the current emphasis on how to teach reading, also known as the debate on the "Science of Reading," this text addresses the fundamentals of reading instruction and provides practical evidence-based research and strategies to support students who may be experiencing reading challenges. With a keen focus on how to apply knowledge of effective teaching along with reading strategies, this text addresses the flexibility teachers must know in order to teach reading to a wide variety of learners. Drs. Margaret Vaughn and Dixie Massey focus on critical questions about reading instruction ranging from, "When should a child be reading?" to "How do you strengthen decoding and fluency in students?" to "What to do when a student starts middle school?" The book opens with critical questions like these and outlines each chapter with knowledge of theory and practical instructional actions teachers of all levels can engage in to support students [...] [Click here to read more.](#)

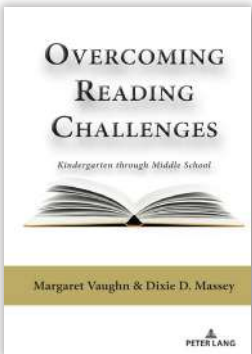
OVERCOMING READING CHALLENGES

Kindergarten through Middle School

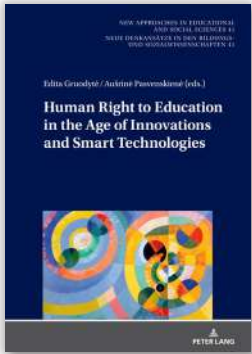
Margaret Vaughn, Dixie Massey

New York, 2024. XIV, 162 pp., 14 b/w ill., 21 tables.

hb. ISBN 978-1-63667-165-9
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-164-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-073-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95



Developmental Education



HUMAN RIGHT TO EDUCATION IN THE AGE OF INNOVATIONS AND SMART TECHNOLOGIES

Edita Gruodytė, Aušrinė Pasvenskienė (eds.)

Berlin, 2024. 348 pp., 27 fig. b/w, 14 tables.

New Approaches in Educational and Social Sciences / Neue Denkansätze in den Bildungs- und Sozialwissenschaften. Vol. 41

hb. ISBN 978-3-631-91671-1
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95

eBook (SUL) ISBN 978-3-631-91672-8
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 / £ 46.– / US-\$ 67.95

This book explores a range of technological and legal matters introduced to the education system by recent and significant technological developments. It delves into the transformation of education systems resulting from the Covid-19 pandemic, which presented various new challenges and threats that educational institutions were compelled to address. While most education policies prioritize innovation and smart technologies as crucial drivers of global economic growth, it is essential to acknowledge that inadequate preparedness for future digital transformations may result in missed opportunities for social and economic growth. Thus, the book comprehensively addresses the complexity of legal and ethical key issues related to technological development and the use of smart technologies in and for education. Its goal is to contribute to the global commitment to safeguarding the right to education in an ever-evolving technological landscape.



SELBSTKONZEPTENTWICKLUNG GEFLÜCHTETER KINDER NACH IHREN TRAUMATISCHEN ERLEBNISSEN

Sasmita Rosari

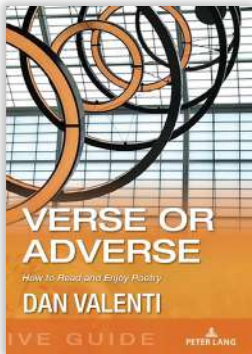
Berlin, 2024. 248 S., 7 farb. Abb., 16 s/w Abb., 9 Tab.

Pädagogische Rahmung. Bd. 6

geb. ISBN 978-3-631-92060-2
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.50 / £ 41.– / US-\$ 59.95

eBook (SUL) ISBN 978-3-631-92061-9
CHF 62.– / €^D 52.95 / €^A 54.50 / € 49.50 / £ 41.– / US-\$ 59.95

Im Laufe der Lebensspanne stellen sich für viele Menschen Fragen nach der ‚Selbstidentität‘. Um diese angemessen beantworten zu können, ist es erforderlich, das eigene Selbstkonzept zu verstehen. Das Selbstkonzept ist ein komplexes Konstrukt in der Psychologie, das von verschiedenen Faktoren beeinflusst wird. Dazu gehören Erziehung, Kultur, individuelle Eigenschaften, das soziale Umfeld, persönliche Erfahrungen und besondere Erlebnisse – sowohl positive als auch negative. Bei Kindern, die traumatische Erfahrungen wie Krieg, Folter oder Flucht gemacht haben, und die im Aufnahmeland mit weiteren belastenden Situationen konfrontiert sind, stellt sich die Frage nach der Entwicklung ihres Selbstkonzepts in besonderem Maße: Wie sehen sie sich selbst? Mittels des Mixed-Methods-Ansatzes wurde eine Untersuchung zum Selbstkonzept geflüchteter Kinder [...] [Click here to read more.](#)



VERSE OR ADVERSE

How to Read and Enjoy Poetry

Dan Valenti

New York, 2024. XXVI, 388 pp., 4 b/w ill.

pb. ISBN 978-1-63667-679-1
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95

eBook (SUL) ISBN 978-1-63667-680-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95

Poetry has been around for nearly five millennia, yet never has it been more puzzling. Technology, social media, and the blinding pace of contemporary life leave many students and readers in the dark. Just in time, this book comes to the rescue not just with a response to the problem of understanding and enjoying poetry, but it offers a solution. A widely published writer and poet, the author takes the mystery and madness out of verse with specific strategies designed to tame the poetic wilderness—not by dumbing down the poems but by raising the ability of readers to absorb this gem of literary form. Readers of all abilities and sensibilities will profit from the book’s ability to drill down to the bedrock of meaning. [...] [Click here to read more.](#)

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<https://www.peterlang.com/subjects/#spacer/Subject-Newsletter-Registration-Form>

Diversity, Equity & Inclusion

Intersectionality is a term coined by Kimberlé Crenshaw in 1989. Crenshaw, a scholar of law, critical race theory, and Black feminist legal theory, uses intersectionality to explain the experiences of Black women who—because of the intersection of their race, gender, and class—are exposed to exponential and interlocking forms of marginalization and oppression, often rendering them invisible. The third edition of *Intersectionality & Higher Education: Theory, Research, & Praxis* further documents and expands upon Crenshaw’s articulation of intersectionality within the context of higher education. The text includes (a) theoretical and conceptual chapters on intersectionality; (b) empirical research and research-based chapters using intersectionality as a framework; and (c) chapters focusing on intersectional practices, all within higher education settings. The volume may prove beneficial for graduate programs in ethnic studies, higher education, sociology, student affairs, women and gender studies, and programs alike.

“This is a vibrant and rigorous collection of essays that think about intersectionality in practice and as a practice. The essays think about intersectionality in the context of higher education, and imagine what it might mean to take seriously intersectionality’s call to enact practices of inclusion and equity.”
- Jennifer Nash, Jean Fox O’Barr Professor of Gender, Sexuality, and Feminist Studies, Duke University

“In times like these when the freedom to learn about truth and justice is under assault, this collection of essays is more important than ever. It illuminates the essential building blocks of intersectionality with care and insight, extends intersectionality into new and urgent territory given the changing landscape of higher education in the United States, and provides successful examples of how to put intersectionality into practice throughout the university.”
- Leslie McCall, Presidential Professor of Sociology and Political Science, The Graduate Center, City University of New York

This textbook blends key social work competencies (engagement, assessment, treatment planning, risk assessment, intervention, termination, and evaluation) with an anti-oppressive, antiracist, trauma-informed, clinical approach. It offers information and knowledge on anti-oppressive clinical practice and teaches skills to facilitate effective antiracist service provision. Each chapter provides basic knowledge, followed by reflective questions and exercises for critical analysis, case examples for practical application, and tools for implementing these skills. Social workers need to understand clinical theory and develop practice skills with clients, families, and communities who have experienced historical trauma, systemic oppression, and multiple intersectional identities. Learning how to increase practitioner self-awareness, engage in strategic action, and improve accountability are the beginnings of an antiracist clinical practice.

The beacon of racial opportunity which is the National Football League (NFL) inclusive of 32 professional football teams have advanced beyond racially plagued issues related to African American athlete player representation and position segregation. However, when it comes to employing Black men as head coaches, the National Football League has continuously been engaged in contesting Blacks’ equitable humanity.

INTERSECTIONALITY & HIGHER EDUCATION

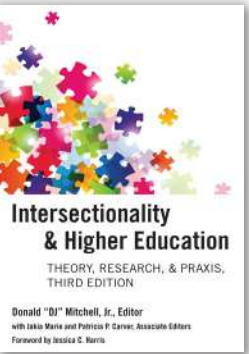
Theory, Research, & Praxis, Third Edition

Donald “DJ” Mitchell, Jr., Jakia Marie, Patricia Carver (eds.)

New York, 2024. XXII, 256 pp., 3 b/w ill., 4 tables.

pb. ISBN 978-1-63667-876-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95

eBook (SUL) ISBN 978-1-63667-877-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



MERGING CLINICAL SOCIAL WORK PRACTICE AND ANTIRACIST POSITIONING

How to be a Clinically Sound, Antiracist Social Work Practitioner

Wendy Ashley

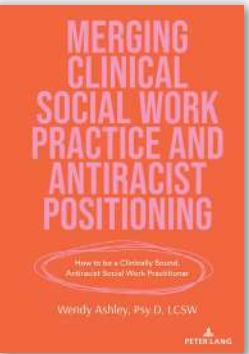
New York, 2024. XIV, 580 pp., 29 B/W ill.

Counterpoints. Vol. 552

hb. ISBN 978-1-63667-333-2
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 / £ 94.– / US-\$ 139.95

pb. ISBN 978-1-63667-306-6
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 / £ 42.– / US-\$ 62.95

eBook (SUL) ISBN 978-1-63667-307-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



PERSONAL FOUL AGAINST THE NFL

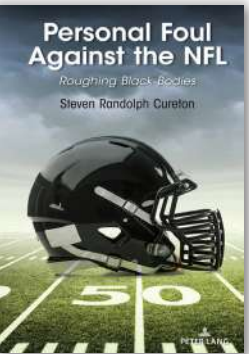
Roughing Black Bodies

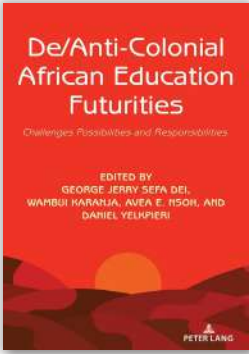
Steven Cureton

New York, 2024. XIV, 116 pp. 1 b/w table.

hb. ISBN 978-1-4331-9985-1
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95

eBook (SUL) ISBN 978-1-4331-9986-8
CHF 93.– / €^D 80.95 / €^A 82.50 / € 75.– / £ 60.– / US-\$ 89.95





DE/ANTI-COLONIAL AFRICAN EDUCATION FUTURITIES

Challenges Possibilities and Responsibilities

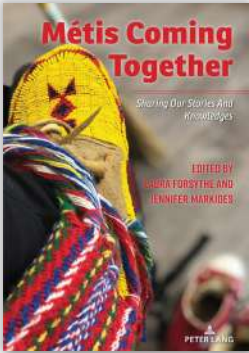
George Jerry Sefa Dei, Wambui Karanja, Avea Nsoh, Daniel Yelkpiei (eds.)

New York, 2025. X, 246 pp., 2 b/w ill., 3 b/w tables.

Counterpoints. Vol. 560

pb. ISBN 978-1-63667-663-0
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-63667-664-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

This is a powerful collection addressing the challenges, possibilities and responsibilities for de/anti-colonial African educational futurities. The book is framed within an anti-colonial interrogation of collective educational leadership, responsibility and accountability to address the invisibilization and marginalization of African Indigenous knowledge systems and to examine the critical role these knowledges can play in the decolonization of African education.



MÉTIS COMING TOGETHER

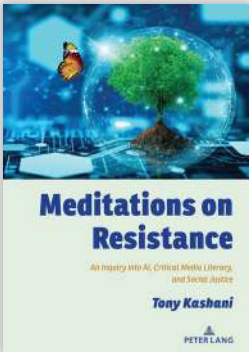
Sharing Our Stories And Knowledges

Laura Forsythe, Jennifer Markides (eds.)

New York, 2025. XII, 204 pp., 1 b/w ill., 6 col. ill.
Counterpoints. Vol. 557

hb. ISBN 978-3-0343-5320-5
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-3-0343-5404-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-3-0343-5402-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

Métis Coming Together invites readers to witness the knowledge exchanges that occur in community. Diverse perspectives from Métis across the homeland help us convene a dynamic and generous thinking space to broaden our individual and collective understandings of Métis-ness. Topics addressed from a Métis lens include relationality, kinship, history, storytelling, language revitalization, poetry, futurities, sexuality, feminisms, geographies, religion and spirituality, self-determination, and sovereignty. The collection provides opportunities to learn contemporary Métis ways of knowing and being.



MEDITATIONS ON RESISTANCE

An Inquiry into AI, Critical Media Literacy, and Social Justice

Tony Kashani

New York, 2024. XII, 316 pp., 1 table.
Counterpoints. Vol. 551

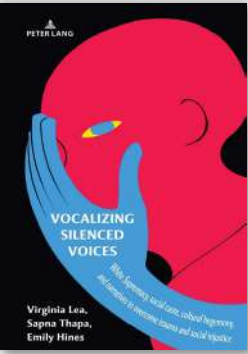
hb. ISBN 978-1-63667-335-6
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95
pb. ISBN 978-1-63667-334-9
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-63667-336-3
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

Meditations on Resistance explores various academic fields, such as education, media studies, cultural studies, law, psychology, and philosophy. Through a transdisciplinary approach, it harnesses a wide range of theories and ideas to delve into inquiries concerning the impact of Artificial Intelligence and new media within the realm of Neoliberal capitalism. The volume serves as a collective and immanent critique of Neoliberalism and significant technological corporations, while also issuing a call for action.

“This distinguished collection offers hope in a difficult time. The authors remind us of the power of resistance to the threat represented by neoliberalism and the fascist upsurge it has provoked. The struggle continues!”
- Andrew Feenberg, Author of The Ruthless Critique of Everything Existing: Nature and Revolution in Marcuse’s Philosophy of Praxis (Verso Books)

“Meditations brings together insights as we in the United States and around the world reckon with the challenges brought on by corporate and state-driven AI and other technologies. This book provides perspectives by leading scholars discussing the material impacts of these emerging technologies and powerful visions of how we, around the planet, may find a path forward whereby technologies of all kinds may actually work for the betterment of humanity.”
- Ramesh Srinivasan, Professor of Information Studies in the Graduate School of Education & Information Studies Program, UCLA, and author of Beyond the Valley (MIT Press)

“This anthology provides a synoptic survey exploring the interface between the media tech industry, the culture industry, capitalism, democracy, the rise of neo- fascist populism, and efforts to increase critical media literacy in schools and other forms of media democracy. An indispensable guide for anyone perplexed by the contemporary structural transformation of the public sphere.”
- David Ingram, Professor of Philosophy, Loyola University, and author of World Crisis and Underdevelopment (Cambridge University Press)



VOCALIZING SILENCED VOICES

White Supremacy, social caste, cultural hegemony, and narratives to overcome trauma and social injustice

Virginia Lea, Sapna Thapa, Emily Hines

New York, 2024. XXXVI, 228 pp., 4 color ill., 2 b/w tables.

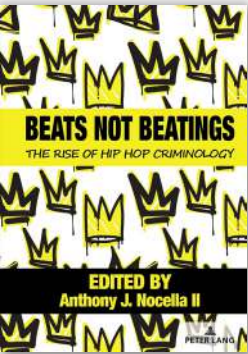
hb. ISBN 978-1-4331-5218-4
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95
pb. ISBN 978-1-4331-5219-1
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-4331-5220-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

In this book, we argue that authoritarian forces are working harder than ever to maintain, reinstate, and pass laws and policies that are antithetical to a kind, equitable, and socially just society that meets all of its citizens’ needs. American cultural hegemony—the dissemination process by which people are persuaded through laws and policies, institutional and cultural ideologies, norms, values, and practices to privilege the interests of powerful, disproportionately white, highstatus, and wealthy individuals and families—is ubiquitous. We learn to take for granted that the capitalist, social caste system in which we live, in largely segregated, racial, ethnic, and social class communities, is the best and fairest of all possible systems and just ‘the way things are.’ For example, large numbers of media and educational programs sell white supremacy, racism, social caste, sexism, and other forms of discrimination, as normal, natural, and common sense. Few schools teach children to become critically conscious of the hegemonic process by which social hierarchy in the United States has been handed down over more than four hundred years. [...] Click [here](#) to read more.

Beats Not Beatings: The Rise of Hip Hop Criminology is a powerful, radical, intersectional scholarly-activist collection of liberation-based articles by “Mic” Crenshaw, Chandra Ward, Maurece Graham, Daniel White Hodge, Anthony J. Nocella II, Antonio Quintana, Andrea N. Hunt, Tammy D. Rhodes, Kenneth Culton, andre douglas pond cummings, Victor Mendoza, Adam de Paor-Evans, Lenard G. Gomes, Elloit Cardozo, and Tasha Iglesias that center marginalized and oppressed stories and experiences. This book emerged out of the Black Lives Matter and prison abolition movements. This collection challenges state violence as well as racist and classist laws such as the school-to-prison pipeline, redlining, three strikes, mandatory minimums, truancy, felons cannot vote, check the box, and curfew. This thoughtprovoking, insightful text demands that those affected by the criminal justice system should be leading the conversation on how it is broken, managed, and needs to be transformed. [...] Click [here](#) to read more.

“A brilliant and compelling book that highlights the empowering and revolutionary nature of Hip Hop, a powerful medium that also highlights the corrupt and malicious criminal justice systems that serve the interests of the powerful. These essays make a profound contribution to the growing grass-roots movement calling for an inclusive, egalitarian, and sustainable future for everyone on the planet.”
- Dr. David Nibert, Professor of Sociology, Wittenberg University

“It is refreshing, exciting and affirming to know that a collection of people have made the conscious decision to document hip-hop’s resistance to the carceral state. A definite must-read for those interested in the relationship between carcerality and self-determination.”
- Dr. David Stovall, University of Illinois at Chicago



BEATS NOT BEATINGS

The Rise of Hip Hop Criminology

Anthony J. Nocella II (ed.)

New York, 2024. XX, 120 pp., 1 b/w table.
Hip Hop Studies and Activism. Vol. 4

hb. ISBN 978-1-4331-9419-1
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-4331-9418-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-4331-9415-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

This is a study of Black women’s anger, its attempted silencing, and its cultural effects. It grounds the discussion of the political and cultural function of Black feminist anger in several points of inquiry, tying it to the conditions of Black life mired in the structures that characterize the afterlives of slavery and colonialism. Turning to anger can do important work with regards to unraveling epistemic and hermeneutic injustices, the role of negative affect in public spaces, as well as in everyday communicative situations, and how emotional standards integral to dominant definitions of the human and of subjectivity function to maintain and reify human difference and discrimination. By analyzing integral works of Black literature, this book explores how the messiness of anger and rage is navigated and represented in literary texts, but also commended and valued as part of Black feminist lived experience.

WHY ARE YOU SO ANGRY?

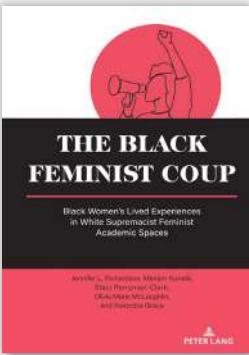
Anger and Rage in Black Feminist Literature

Anne Potjans

New York, 2024. XII, 200 pp.
Counterpoints. Vol. 550

hb. ISBN 978-1-63667-220-5
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-221-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-4331-9612-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95





THE BLACK FEMINIST COUP
Black Women's Lived Experiences in White Supremacist Feminist Academic Spaces

Jennifer L. Richardson, Mariam Konaté,
Staci Peryman-Clark, Olivia Marie
McLaughlin, Keiondra Grace

New York, 2024. X, 178 pp.
**Equity in Higher Education Theory, Policy,
and Praxis. Vol. 19**

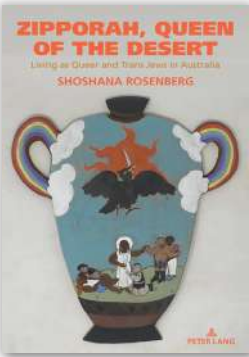
hb. ISBN 978-1-63667-768-2
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-706-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-769-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

"The Black Feminist Coup is a groundbreaking text. Through courageous counter-stories and brilliant theoretical engagements, the authors spotlight the various intellectual traditions, institutional arrangements, power dynamics, and sociocultural practices that have made academia a persistent site of oppression and violence for Black women. Although such an offering would be more than enough for a single text, the book also provides a clear and accessible pathway toward dismantling White supremacy, nurturing radical resistance, and building safe and productive intellectual spaces for Black women within academia."

- Marc Lamont Hill, Presidential Professor of Urban Education and Anthropology at CUNY Graduate Center

"THE BLACK FEMINIST COUP is a compelling, courageous co-authored monograph that explores the lived experiences of a group of mostly Black women in white supremacist feminist spaces at one university. Grounded in Black feminist history and theory, this pioneering text makes visible – in moving and painful ways– the impact of racism, sexism, and misogynoir on Black feminists in the academy during various junctures of their journeys, including, perhaps surprisingly, women's and gender studies spaces. Especially instructive is the book's exploration of what cross-racial solidarities might mean in feminist academic spaces and what white women in particular might learn from these analyses and blueprints for transformation."

- Beverly Guy-Sheftall, The Anna Julia Cooper Professor of Comparative Women's Studies at Spelman College and co-edited WORDS OF FIRE (New Press, 1995)



ZIPPORAH, QUEEN OF THE DESERT
Living as Queer and Trans Jews in Australia

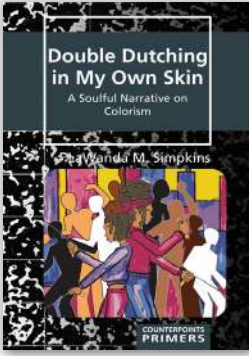
Shoshana Rosenberg

New York, 2024. X, 168 pp.
Counterpoints. Vol. 553

pb. ISBN 978-1-63667-640-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-641-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

The Black Feminist Coup: Black Women's Lived Experiences in White Supremacist Feminist Academic Spaces is a collective narrative of how three Black women faculty at a large Mid-western PWI, and two of their former students and allies build alliances to collaboratively disrupt white supremacist feminist spaces. Themes of what it means to be a fugitive, to be free, and to be a feminist inform how we envision the future of Black women's labor in the academy. More specifically, this project explores intersecting narratives of how three Black women faculty fled a racist and microaggressive Gender and Women's Studies (GWS) department, following the start of the COVID 19 pandemic and the 2020 summer of racial unrest, and moved to an institute that houses African American and African studies. Their stories of misogynoir reflect a brutal irony that GWS departments expect Black women to further all women's interests while impeding Black women's ability to thrive. This work demands that institutions bear responsibility in providing Black women with an environment to thrive, and dream of new possibilities and opportunities to develop curricula and initiatives [...] [Click here](#) to read more.

This book delves into the lived experiences of queer and trans Jewish people living in so-called Australia. The volume weaves interviews, personal stories, and political analysis together to form a work which explores how queerness, transness, and Jewishness interplay in the context of living in the modern-day colony. Through discussions of Zionism, queer liberation, and community-making, the book provides insight into the historical and contemporary relationships queer and trans Jews have to ourselves, each other, the nation-state, and the world. In typical Jewish fashion, *Zipporah* is less about answers than it is about questions: how do we live a Jewish life queerly or a queer life Jewishly? What role do queer and trans Jews play in the tapestry of personal, national, and international politics? [...] [Click here](#) to read more.



DOUBLE DUTCHING IN MY OWN SKIN
A Soulful Narrative on Colorism

LaWanda M. Simpkins

New York, 2024. XVI, 104 pp.
Counterpoints Primers. Vol. 39

pb. ISBN 978-1-63667-309-7
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-310-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

Restrictively more than most, the collective image of Black women's identities are created by others. The glamorized life of Black women with light skin and the presumed likeness to whiteness has caused division within the Black community for years. Most often written and spoken of is the victimization of darker-hued women due to their skin tone. This thoughtful book explores colorism, which is a form of internalized racism, from the perspective of a light-skinned Black woman. By examining the social construction of race through the lens of Black Feminist Thought and Critical Race Theory the author uncovers a different narrative of colorism. Intimate accounts of skin tone stratification from Dr. Simpkins' own lived experience are shared as she engages in self-awareness throughout the entire book. [...] [Click here](#) to read more.

Education & Technology

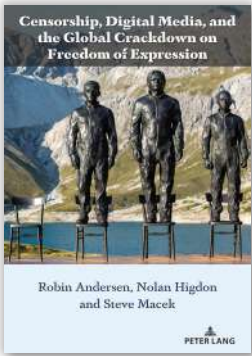
Censorship, Digital Media and the Global Crackdown on Freedom of Expression explores the rising global phenomenon of censorship across various media platforms, in schools, universities, and public spaces. It documents physical assaults, legal restrictions, and the exclusion of critical topics from public discourse. This volume analyzes contemporary censorship methods, emphasizing the anti-democratic implications and the threat to civil society, human rights, and global democracy. It delves into the dangerous consequences of suppressing dialogue, information dissemination, and educational materials, providing insight into the challenges faced by critical media literacy and activists. The book advocates for policy alternatives, including economic restructuring of media, global agreements on freedom of the press, and educational strategies to preserve global freedom of expression.

CENSORSHIP, DIGITAL MEDIA, AND THE GLOBAL CRACKDOWN ON FREEDOM OF EXPRESSION

Robin Andersen, Nolan Higdon, Steve Macek (eds.)

New York, 2024. XII, 444 pp., 1 table.
Liberatory Stories and Rebel Voices for Abolition. Vol. 2

pb. ISBN 978-1-4331-9975-2
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95
eBook (SUL) ISBN 978-1-4331-9973-8
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95



Im Kontext des Themas Migration sind Weiterbildungsorganisationen zu ihrer kontinuierlichen Entwicklung aufgefordert. Deren Richtung hängt auch davon ab, wie die Organisationen das Thema Migration wahrnehmen und verarbeiten. Eine differenzierungsreflexive Organisationsentwicklung stellt dabei den Anspruch, migrationsbezogene Unterscheidungen nicht zu reproduzieren, sondern sie als sozial konstruiert sowie hinsichtlich ihrer Folgen zu reflektieren. Vor diesem Hintergrund untersucht die vorliegende Arbeit die Frage, mit Hilfe welcher Unterscheidungen Weiterbildungsorganisationen ihre Adressat:innen, Teilnehmer:innen und (potenziellen) Mitarbeiter:innen im Kontext des Themas Migration beobachten. Die systemtheoretische Rahmung der Studie führt eine organisationstheoretische Perspektive mit solchen Phänomenen der Differenzierung zusammen, bietet methodische Orientierung für die mit Leitungspersonen von Weiterbildungsorganisationen durchgeführten Interviews und deren Auswertung mit Hilfe der dokumentarischen Methode und informiert schließlich auch die Ergebnisdiskussion.

'MIGRATION' BEOBACHTEN

Eine Studie zu personenbezogenen Umweltbeobachtungen durch Weiterbildungsorganisationen vor dem Hintergrund differenzierungsreflexiver Organisationsentwicklung

Eva Humt

Berlin, 2024. 298 S., 4 s/w Abb., 7 Tab.
Studien zur Pädagogik, Andragogik und Gerontagogik / Studies in Pedagogy, Andragogy, and Gerontagogy. Bd. 82

geb. ISBN 978-3-631-90978-2
CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 /
£ 44.– / US-\$ 64.95
eBook (SUL) ISBN 978-3-631-91119-8
CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 /
£ 44.– / US-\$ 64.95



Virtual Exchange refers to the numerous initiatives and methodologies which engage learners in sustained online collaborative learning and interaction with partners from different cultural backgrounds as part of their study programs and under the guidance of teachers or trained facilitators. This book reports on a large-scale European project, VALIANT (Virtual Innovation and Support Networks for Teachers), which explored how Virtual Exchange can be applied to bring together students of Initial Teacher Education with in-service teachers. The book also examines how participation in these Virtual Exchange initiatives impacted on aspects of teachers' and student teachers' professional development, their motivation levels, sense of professional isolation as well as on their intercultural, digital and other soft skills.

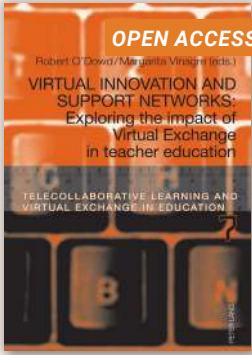
VIRTUAL INNOVATION AND SUPPORT NETWORKS

Exploring the impact of Virtual Exchange in teacher education

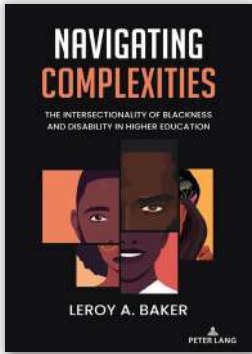
Robert O'Dowd, Margarita Vinagre (eds.)

Lausanne, 2024. 240 pp., 16 fig. b/w, 12 tables
Telecollaborative learning and Virtual Exchange in Education. Vol. 7

pb. ISBN 978-3-0343-4752-5
CHF 64.– / €^D 55.95 / €^A 56.50 / € 51.40 /
£ 42.– / US-\$ 61.95
eBook (SUL) ISBN 978-3-0343-4923-9

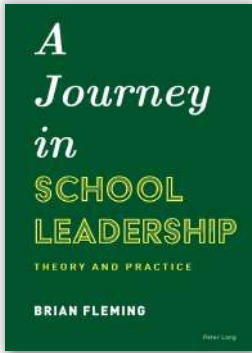


Education Leadership & Policy



NAVIGATING COMPLEXITIES
The Intersectionality of Blackness and Disability in Higher Education
Leroy Baker
New York, 2025. X, 256 pp., 1 color ill.
pb. ISBN 978-1-63667-742-2
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-743-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

Academic accommodations have become quite commonplace in universities in the Global North. At their best, accommodations support the rights of all students to an education, enabling students with disabilities or those who learn differently to succeed in the university and beyond. But are accommodations truly at their best? Reflecting on his own experiences as a Black student with a disability as well as the experiences of other Black students accessing accommodations at Canada's premier university, the University of Toronto, Baker examines how Black students who self-identify as having a disability navigate the everyday complexities of Blackness and disability in Canadian higher education. [...] [Click here to read more.](#)



A JOURNEY IN SCHOOL LEADERSHIP
Theory and Practice
Brian Fleming
Oxford, 2024. XX, 242 pp., 2 fig. b/w.
hb. ISBN 978-1-80374-592-3
CHF 93.– / €^D 79.95 / €^A 81.50 / € 74.10 /
£ 60.– / US-\$ 90.95
eBook (SUL) ISBN 978-1-80374-593-0
CHF 93.– / €^D 79.95 / €^A 81.50 / € 74.10 /
£ 60.– / US-\$ 90.95

Books on school leadership are usually written from a theoretical viewpoint. The insights that emerge, whilst very valuable, are based on an imaginary school, devoid of distinctive human agency, and located in a context-free setting. However, in the real world leadership is not enacted in a vacuum. This study is set in a school where the author served as principal. He describes the impact of various contextual factors, including policy developments at national level since the 1980s, that had an important effect on a principal's role and the nature of provision. In the history of Irish education, a book of this nature has never before been written from the perspective of a principal. The author analyses the various theories [...] [Click here to read more.](#)

"This book is a fascinating addition to the literature on school leadership. It is based on the real-life experience of a long-serving school principal and is a must-read for prospective and serving school leaders and academics everywhere."
- Áine Hyland, Emeritus Professor of Education, UCC

"The author has used his detailed and intricate knowledge of research on school leadership together with his experiences as a long-serving principal to provide us with a comprehensive, illuminating and very readable account of the role and its many challenges. This book is essential reading for current and aspiring school leaders."
- Judith Harford, Professor of Education, UCD



DAS HISTORISCHE ALS ARGUMENT
Geschichtsbezüge in Bildungsdebatten
Katharina Gather, Ulrich Schwerdt, Norbert Grube (Hrsg.)
Berlin, 2024. 220 S.
Studien zur Bildungsreform - Neue Folge. Bd. 2
geb. ISBN 978-3-631-89573-3
CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.10 /
£ 35.– / US-\$ 50.95
eBook (SUL) ISBN 978-3-631-89574-0

In Bildungsdebatten spielen historische Argumente eine wichtige Rolle. Die Beiträge des Bandes fokussieren explizite und implizite argumentative Bezugnahmen auf „das Historische“ in unterschiedlichen thematischen, räumlichen und zeitlichen Bildungsreformkontexten. Ihr Spektrum reicht vom deutschen Humanismus um 1500 über Debatten zur Schulreform des 19. und 20. Jahrhunderts und bildungspolitische Ambitionen in Sozialen Bewegungen bis zu aktuellen erinnerungs- und geschichtspolitischen Diskursen. Aus verschiedenen methodologischen Perspektiven wird beleuchtet, wie und als was „das Historische“ im argumentativen Geflecht erscheint.

Are you looking for a specific topic? Our website www.peterlang.com offers a practical search function to help you find titles of interest.

By highlighting the links between cosmopolitanism and inclusive education, this book explores the potential of 21st-Century Disney films to tackle some contemporary social and cultural issues in order to promote inclusive values. This manuscript claims that the link between both fields is cosmopolitan education, which brings together the values and theories of cosmopolitanism and inclusive education. In particular, it examines three 21st-Century Disney animated films under a cosmopolitan lens to explore how they help to construct and reflect discourses about cosmopolitan issues such as geographical and cultural borders, global cities and climate change. The case studies were chosen on the basis of the Index for Inclusion: A Guide to School Development Led [...] [Click here to read more.](#)

COSMOPOLITANISM AND INCLUSIVE EDUCATION THROUGH 21ST-CENTURY DISNEY FILMS
Ana López-Fuentes
Oxford, 2024. X, 192 pp., 12 fig. b/w.
hb. ISBN 978-1-80374-467-4
CHF 93.– / €^D 79.95 / €^A 81.50 / € 74.10 /
£ 60.– / US-\$ 90.95
eBook (SUL) ISBN 978-1-80374-468-1
CHF 93.– / €^D 79.95 / €^A 81.50 / € 74.10 /
£ 60.– / US-\$ 90.95



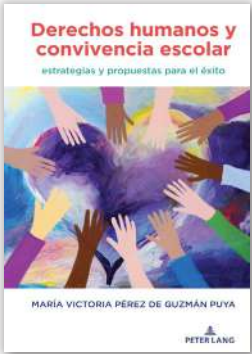
Der vorliegende Band bietet einen fundierten Einblick in die Freizeitpädagogik und skizziert mittels ihrer differenzierten Analyse den Entwurf einer systematischen Freizeitpädagogik. Die Autorin präsentiert nicht nur die disziplingeschichtlichen Grundlagen, interdisziplinäre Zugänge und Entwicklungen im Freizeitbereich, sondern zeigt auch Zusammenhänge und verinnahmende Tendenzen auf. Die Arbeit regt damit dazu an, reflektiert mit der eigenen Freizeit umzugehen. Zugleich wird das Bildungspotenzial von Freizeit deutlich, das eine gesunde Ausbalancierung der unterschiedlichen Bedürfnisse und Funktionen von Freizeit erfordert. Freizeitbildung kann zur Steigerung von Autonomie, persönlichem Wachstum und sinnstiftendem Erleben beitragen. Insbesondere die soziokulturelle Animation stellt einen gesellschaftspolitisch relevanten Ansatz dar, um Integration, ziviles Engagement und Demokratie in der Freizeit erlebbar zu machen und Menschen Hilfe zur Selbsthilfe zu bieten.

REFLEXIVE FREIZEITPÄDAGOGIK
Eine systematische Annäherung unter erziehungswissenschaftlicher Perspektive, mit besonderem Fokus auf die Freizeitbildung
Martina Möller
Berlin, 2024., 726 S., 93 s/w Abb.
New Approaches in Educational and Social Sciences / Neue Denkansätze in den Bildungs- und Sozialwissenschaften. Bd. 42
geb. ISBN 978-3-631-92170-8
CHF 102.– / €^D 87.95 / €^A 90.40 / € 82.20 /
£ 67.– / US-\$ 99.95
eBook (SUL) ISBN 978-3-631-92200-2
CHF 102.– / €^D 87.95 / €^A 90.40 / € 82.20 /
£ 67.– / US-\$ 99.95



Trabajar la convivencia desde un enfoque de derechos humanos en las instituciones educativas es importante; si bien, tenemos que saber cómo hacerlo. No basta sólo con que nos indiquen las problemáticas que existen sino aprender estrategias concretas que nos lleven a generar una cultura de paz, una verdadera educación intercultural y de igualdad. Las personas dedicadas a la educación necesitan claves que puedan llevar a cabo en su día a día, que les resulten prácticas para dar respuesta a las diferentes situaciones que se presentan en los centros educativos. Esta obra nos enseña claves, estrategias, reflexiones que nos van a ayudar a promover la igualdad, la cultura de paz, la educación intercultural, la coeducación y educar para la sostenibilidad. Del mismo modo, nos enseña claves de éxito desde la inteligencia emocional y la resiliencia, cómo educar para la participación comunitaria escolar y un modelo integrado de gestión entre la familia y el centro educativo.

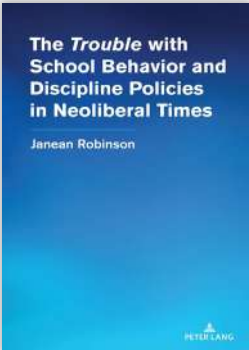
DERECHOS HUMANOS Y CONVIVENCIA ESCOLAR
estrategias y propuestas para el éxito
María Victoria Pérez De Guzmán Puya (ed.)
New York, 2024. XII, 182 p., 16 il. blanco/negro.
enc. ISBN 978-1-63667-780-4
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
en rústica ISBN 978-1-4331-9204-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-778-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95



In a world yearning for change, "Roses from Concrete" delivers a blueprint for educational transformation. Through the compelling stories of Black women superintendents and heads of schools, it reveals the power of intersectional leadership to dismantle systemic inequities and inspire a more just and equitable future. This groundbreaking research not only illuminates the unique challenges these leaders face, but also empowers educators, recruiters, school boards, and other stakeholders with practical strategies to create inclusive learning environments. Discover the resilience, wisdom, and unwavering commitment that will ignite a movement for educational justice. Intriguing and forward-thinking, "Roses from Concrete" disrupts conventional approaches and sparks vital dialogue for anyone invested in the future of education.

ROSES FROM CONCRETE
A Black Feminist Leadership Model for School Reform
Nadine Richards
New York, 2024. XIV, 114 pp., 3 b/w ill., 7 b/w tables.
pb. ISBN 978-1-63667-756-9
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-757-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95





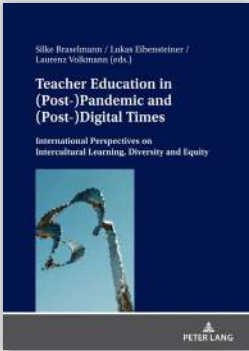
THE “TROUBLE” WITH SCHOOL BEHAVIOR AND DISCIPLINE POLICIES IN NEO-LIBERAL TIMES

Janean Robinson
New York, 2025. XII, 132 pp., 1 b/w ill.
Counterpoints. Vol. 556

hb. ISBN 978-1-63667-332-5
CHF 118.– / €¹ 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-329-5
CHF 42.– / €¹ 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-330-1
CHF 42.– / €¹ 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

Neoliberalism, after decades of reform, continues to steer educational policies around the world. As private enterprise encroaches public education, schools are held accountable, tangled up in an internationally competitive culture of achieving benchmarks that meet technically managed standards. Not only is it academic performance that is audited but also codes of behavioral conduct. As behaviour remains one of the most dominant discourses of schooling, it is discipline policies that are critiqued in this book, framed by tracing genealogical, historical, and political patterns of discipline practices in schooling from 16th century Europe through to 21st century Australia. Two in-depth, ethnographic case studies conducted in Western Australia (when the author was both teacher and researcher), are shared as theoretical tools to provide insights into how behavior management and discipline policies are enacted within the field of institutional secondary schooling. [...] [Click here](#) to read more.

Further & Higher Education

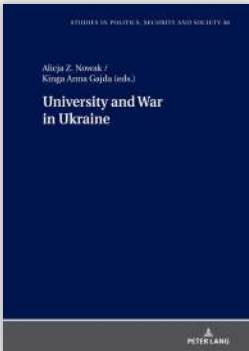


TEACHER EDUCATION IN (POST-)PAN-DEMIC AND (POST-)DIGITAL TIMES

International Perspectives on Intercultural Learning, Diversity and Equity
Silke Bräselmann, Lukas Eibensteiner,
Laurenz Volkmann (eds.)

Berlin, 2024. 262 pp., 6 fig. col., 14 fig. b/w,
5 tables.
hb. ISBN 978-3-631-87222-2
CHF 58.– / €¹ 49.95 / €^A 51.40 / € 46.70 /
£ 38.– / US-\$ 56.95
eBook (SUL) ISBN 978-3-631-89391-3
CHF 58.– / €¹ 49.95 / €^A 51.40 / € 46.70 /
£ 38.– / US-\$ 56.95

Drawing on experiences of the COVID-19 pandemic, this volume presents international and interdisciplinary perspectives on intercultural learning, diversity and equity in teacher education. With contributions from teacher educators from different fields and contexts, it explores the various challenges posed by the pandemic and reflects on the opportunities for teacher education in (post-)pandemic and (post-)digital times. Contributors present conceptual considerations and practical examples from (post-)pandemic times and share insights from different projects that have emerged from the sudden need to adapt to a (post-)digital world.

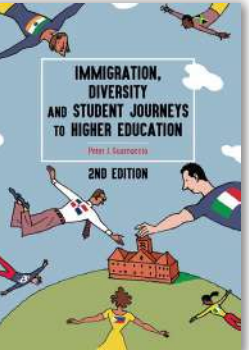


UNIVERSITY AND WAR IN UKRAINE

Kinga Anna Gajda, Alicja Z. Nowak (eds.)
Berlin, 2023. 284 pp., 36 fig. col., 26 fig. b/w,
2 tables.
Studies in Politics, Security and Society. Vol. 58

hb. ISBN 978-3-631-89901-4
CHF 70.– / €¹ 59.95 / €^A 61.60 / € 56.10 /
£ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-90814-3
CHF 70.– / €¹ 59.95 / €^A 61.70 / € 56.10 /
£ 46.– / US-\$ 67.95

The war in Ukraine has not only affected the political, economic, social, and cultural systems but also the education and schooling system. The full-scale assault of the Russian Federation on Ukrainian territory on 24 February 2022 disrupted the teaching and research systems. The necessity of finding scholarly answers to tough questions about the situation of the universities – their academic staff and students – during the war, the solidarity attitude of universities in foreign countries, and the status of Ukrainian Studies are the causes of preparing this publication. The value of this volume is that the authors of most of the articles are specialists and theorists of the subject, at the same time observers and witnesses of the events and processes described, often actively involved in them.



IMMIGRATION, DIVERSITY, AND STUDENT JOURNEYS TO HIGHER EDUCATION, 2ND EDITION

Peter J. Guarnaccia
New York, 2024. XXXIV, 196 pp., 1 b/w, 2
color ill., 14 b/w tables.
Equity in Higher Education Theory, Policy, and Praxis. Vol. 20

hb. ISBN 978-1-63667-844-3
CHF 129.– / €¹ 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95
pb. ISBN 978-1-63667-843-6
CHF 50.– / €¹ 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-63667-846-7
CHF 50.– / €¹ 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

Immigration, Diversity and Student Journeys to Higher Education presents an in-depth understanding of how immigrant students at a major public research university balanced keeping their family cultures alive and learning U.S. culture to get to college. A revitalized anthropological understanding of acculturation provides the theoretical framework for the book. The text builds its analysis using extensive quotes from the 160 immigrant students who participated in the 21 focus groups that form the core of this study. The students’ families come from Africa, Asia, the Caribbean, Europe and Latin America, and reflect a wide diversity of experiences and insights into how these students successfully pursued higher education. A key theme of the book is the “immigrant bargain,” where students repay their parents’ hard work and migration sacrifices by excelling in school. A large majority of the parents made clear that a major motivation for immigrating was so their children could have better educational opportunities; these parents had the original dreams for their children. [...] [Click here](#) to read more.

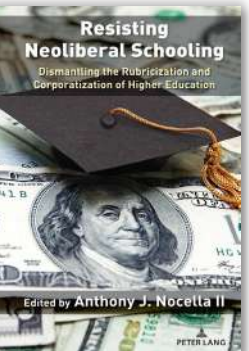
Resisting Neoliberal Schooling: Dismantling the Rubricization and Corporatization of Higher Education, edited by award-winning author and professor Anthony J. Nocella II, is the first book that critiques the use of rubrics in assessment and evaluation within education and the effects of the rubric as a tool for social and intellectual control. This powerful theoretical intervention goes beyond the most dangerous academic repressive theory, standardization, and critically interrogates the next step in academic control, rubricization. Nocella, a public intellectual on the school-to-prison pipeline and academic repression, gathers together brilliant scholars from around the world to write on the mass normalization, assimilation, homogenization, and commodification of knowledge learning, creation, and analysis. The most important theme of this book is the challenging, resisting, and explaining of neoliberalism in education. This thought-provoking and engaging anthology has writings by Clifton Sanders, Roderic Land, Ashley Cox, Laurelea Edwards, [...] [Click here](#) to read more.

RESISTING NEOLIBERAL SCHOOLING

Dismantling the Rubricization and Corporatization of Higher Education

Anthony J. Nocella II (ed.)
New York, 2024. XXII, 240 pp.
Liberatory Stories and Rebel Voices for Abolition. Vol. 1

hb. ISBN 978-1-63667-261-8
CHF 118.– / €¹ 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-262-5
CHF 42.– / €¹ 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-259-5
CHF 42.– / €¹ 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95



History of Education

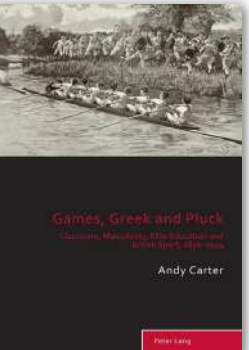
Public school education in the second half of the nineteenth century was completely dominated by classics and sport. Rejecting the view that these were competing strands resulting in friction between aesthetic scholars and athletic philistines, this book shows how classicism and athleticism were closely entwined. Using primary sources, such as school magazines and memoirs, it considers how classical ideas shaped the elite British male’s view of his place in the world and his attitudes to masculinity, gender, race, class and duty. At the heart of this process were a comparatively small number of classically-educated men who influenced the reorganisation and reform of games between 1850 and 1914 laying the foundations for modern sport. This book explores their overlapping social networks, and the ways in which they sometimes co-opted ancient history, as they tried to retain [...] [Click here](#) to read more.

GAMES, GREEK AND PLUCK

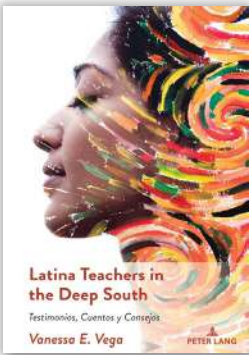
Classicism, Masculinity, Elite Education and British Sport, 1850–1914

Andy Carter
Oxford, 2025. XII, 330 pp., 9 tables
Sport, History and Culture. Vol. 13

pb. ISBN 978-1-80374-613-5
CHF 73.– / €¹ 62.95 / €^A 63.90 / € 58.10 /
£ 47.– / US-\$ 70.95
eBook (SUL) ISBN 978-1-80374-614-2
CHF 73.– / €¹ 62.95 / €^A 63.90 / € 58.10 /
£ 47.– / US-\$ 70.95



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LATINA TEACHERS IN THE DEEP SOUTH
Testimonios, Cuentos y Consejos

Vanessa E. Vega

New York, 2024. VIII, 128 pp., 4 b/w ill., 3 tables.

Critical Studies of Latinxs in the Americas. Vol. 32

hb. ISBN 978-1-4331-9314-9
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95

pb. ISBN 978-1-4331-9315-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

eBook (SUL) ISBN 978-1-4331-9311-8
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

The first of its kind, this book focuses on the personal and educational experiences of three Latina teachers in the Deep South, using contemporary young adult literature written by three Latina authors. The three-month narrative ethnographic study explored the lived experiences of these teachers during the global COVID-19 pandemic. Data collection methods included book talks, altered book tasks, in-depth interviews, questionnaires, and ethnographic field notes. This study disrupted traditional methods by emphasizing cultural trenzas (braids), highlighting the linguistic and cultural attributes of the Latina teacher participants. Findings revealed three predominant themes in the narrative stories shared by the participants, namely: grounding by family, the experience of belongingness, and empowerment (stemming from bilingualism and increased awareness through young adult literature).



IRISH IN OUTLOOK
A Hundred Years of Irish Education

Nicole Volmering, Claire Dunne, John Walsh,
Noel Ó Murchadha (eds.)

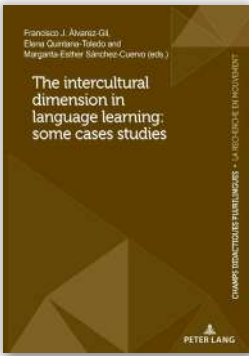
Oxford, 2024. XIV, 334 pp., 6 fig. b/w, 2 tables.
Reimagining Ireland. Vol. 130

pb. ISBN 978-1-80374-090-4
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

eBook (SUL) ISBN 978-1-80374-150-5
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

This volume marks the 2022 centenary of the first National Programme for Education in the Free State. Central to the outlook of the new educational programme was the position of the Irish language as a marker of Irish national identity and culture. Education was to be the means to revitalise the language and cultural nationalism eroded through years of Anglicisation. This principal aim had far-reaching consequences for the shape of the education system, its educational programme, and for the survival of Irish into the twenty-first century. This collection of essays explores the centrality of the Irish language and the desired “Irish outlook” in education, touching on key developments within Irish language education, educational policy and the role of Irish in society over the past hundred years.

Language Education



**THE INTERCULTURAL DIMENSION IN
LANGUAGE LEARNING: SOME CASES
STUDIES**

Francisco J. Álvarez-Gil, Elena Quintana-
Toledo, Margarita Esther Sánchez Cuervo
(eds.)

Bruxelles, 2025. 292 pp., 45 fig. b/w, 17
tables, 2 graphs.

**Champs Didactiques Plurilingues : données
pour des politiques stratégiques. Vol. 22**

pb. ISBN 978-2-87574-886-7
CHF 49.– / €^D 42.95 / €^A 43.20 / € 39.30 /
£ 32.– / US-\$ 47.95

eBook (SUL) ISBN 978-2-87574-887-4
CHF 49.– / €^D 41.95 / €^A 43.20 / € 39.30 /
£ 32.– / US-\$ 47.95

This volume brings together studies which represent current perspectives on second language learning and teaching in relation to language and culture in intercultural contexts. The authors reflect on and analyse a variety of topics such as the significance of recognizing and valuing heritage speakers in intercultural contexts, the role of multimodal mediation strategies in language teaching materials, and the impact of intercultural variation on language assessment. Their contributions provide a unique lens through which we can view the intricate relationship between language and culture in second language settings where learners of different cultural backgrounds are involved. Overall, the chapters contribute to the ongoing scholarly discourse in the field of applied linguistics and language education in intercultural contexts.

Les contributeurs, provenant de divers champs disciplinaires des sciences humaines et sociales (sciences de l'éducation, sciences du langage, didactique, linguistique, sociologie, sociolinguistique), offrent au lecteur un regard renouvelé sur le développement du processus de l'appropriation en interrogeant les modalités et les enjeux de sa prise en compte dans des contextes scolaires pluriels (Suisse, Japon, France, Pologne, Maroc, Chypre, Grèce) de l'école primaire à l'université. Dans une optique pluridisciplinaire, l'ouvrage vise à promouvoir les travaux récents ou en cours sur des questionnements autour des principes et fondements didactiques de l'appropriation des langues et des cultures en contextes éducatifs plurilingues. De plus, il a pour originalité de reposer sur une approche ascendante et met au jour une nouvelle conception de l'appropriation des langues en contexte scolaire plurilingue en interrogeant les outils et les dispositifs et en s'appuyant sur les résultats de recherches scientifiques pluridisciplinaires menées sur le terrain. [...] [Click here to read more.](#)

**DE L'APPROPRIATION LANGAGIÈRE EN
CONTEXTES PLURILINGUES ET PLURI-
CULTURELS**

**Quelles approches, quels outils et quels en-
jeux pour la didactique du FLE/FLS ?**

Kaouther Ben Abdallah, Dana Di Pardo
Leon-Henri (éds.)

Bruxelles, 2024. 352 p., 10 ill. en couleurs, 2
ill. n/b, 37 tabl.

**Champs Didactiques Plurilingues : données
pour des politiques stratégiques. Vol. 18**

br. ISBN 978-2-87574-772-3
CHF 58.– / €^D 50.95 / €^A 51.40 / € 46.80 /
£ 38.– / US-\$ 56.95

eBook (SUL) ISBN 978-2-87574-773-0
CHF 58.– / €^D 49.95 / €^A 51.50 / € 46.80 /
£ 39.– / US-\$ 56.95



This book offers a collection of research contributions that delve into crucial aspects within two intricately connected realms of knowledge: Education and the Humanities. It explores pivotal topics, including tutoring across diverse educational levels, linguistic and communicative considerations from cultural, intercultural, historical, and gender perspectives – coupled with an examination of their intersection with technology. Additionally, the book provides a critical analysis of the artist's role, tracing its evolution from the historical avant-garde to contemporary times.

BUILDING KNOWLEDGE

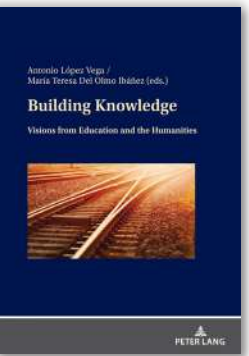
Visions from Education and the Humanities

María del-Olmo-Ibáñez, Antonio Vega Lopez
(eds.)

Berlin, 2024. 144 pp., 12 tables b/w.

hb. ISBN 978-3-631-91905-7
CHF 35.– / €^D 29.95 / €^A 30.80 / € 28.– /
£ 23.– / US-\$ 33.95

eBook (SUL) ISBN 978-3-631-91955-2
CHF 35.– / €^D 29.95 / €^A 30.80 / € 28.– /
£ 23.– / US-\$ 33.95



Der Sammelband dokumentiert Einblicke in die aktuelle Forschung zu Fremdsprachenlehrer*innen und ihrer Aus- und Fortbildung im deutschsprachigen Raum. Er präsentiert die Bandbreite an Projekten und forschungsmethodischen Zugängen zur Förderung von professionellem Wissen sowie zu Können und Handeln entlang bedeutender hochschul- und ausbildungs-didaktischer Fragestellungen. Auf der Ebene der Hochschuldidaktik geht es u.a. um die Frage, wie innovative Lehr- und Lernmethoden nachhaltig zur Förderung eines Selbstverständnisses als Fremdsprachenlehrperson beitragen oder wie bildungspolitische Entwicklungen vor dem Hintergrund von Digitalisierung oder Mehrsprachigkeit adressiert werden können. Aus Forschungsperspektive werden unterschiedliche Konstrukte und Methoden vorgestellt, die Fremdsprachenlehrer*innenprofessionalität und -professionalisierung greifbar und förderbar machen lassen.

**WISSEN, KÖNNEN UND HANDELN VON
FREMDSPRACHENLEHRPERSONEN**

**Professions- und Wissensforschung in den
Fremdsprachendidaktiken. Unter Mitarbeit
von Marcus Bär, Stefanie Frisch, Ralf Gießler,
Sara Hägi-Mead, Annette Kroschewski und
Lars Schmelter**

David Gerlach (Hrsg.)

Berlin, 2024. 290 S., 12 s/w Abb., 12 Tab.

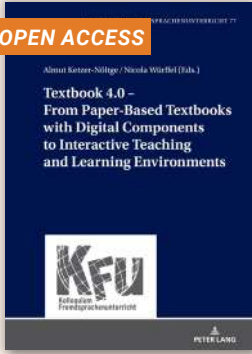
**KFU – Kolloquium Fremdsprachenunterricht.
Bd. 75**

geb. ISBN 978-3-631-90410-7
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 /
£ 46.– / US-\$ 67.95

eBook (SUL) ISBN 978-3-631-90411-4
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 /
£ 46.– / US-\$ 67.95



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TEXTBOOK 4.0 – FROM PAPER-BASED TEXTBOOKS WITH DIGITAL COMPONENTS TO INTERACTIVE TEACHING AND LEARNING ENVIRONMENTS

Almut Ketzer-Nöltge, Nicola Würffel (eds.)
Berlin, 2024. 332 pp., 9 fig. col., 33 fig. b/w, 9 tables.
KFU – Kolloquium Fremdsprachenunterricht. Vol. 77
hb. ISBN 978-3-631-80839-9
CHF 75.– / €^D 64.95 / €^A 66.80 / € 60.70 / £ 50.– / US-\$ 73.95
eBook (SUL) ISBN 978-3-631-90147-2

For over four decades, textbooks have been enhanced with digital components, and today, it is almost impossible to find a textbook that does not contain any. Does this mean that textbooks have been fully digitalized and that we have reached a point where the integration of digital media into textbooks is the norm? Since there is no clear consensus on what is meant by the digitalization of textbooks, there is no simple answer to this question. This edited volume, therefore, attempts to clarify the respective terminology as a starting point. Through a multi-perspective approach and the joint conceptual considerations of various experts, it then provides insights into the historical processes of the increasing digitalization of textbooks, into evaluations of the current status quo, and into considerations of different and innovative design options for future interactive learning and teaching environments. In doing so, it identifies deficiencies and challenges and offers perspectives for new developments.



DEUTSCH ALS ZWEITSPRACHE ALS STUDIENFACH FÜR LEHRAMTSSTUDIENRENDEN

Konzeptionen, Erfahrungen und zentrale Fragen
Julia Ricart Brede, Diana Maak, Sibylle Draber (Hrsg.)
Berlin, 2024., 276 S., 16 s/w Abb., 21 Tab.

geb. ISBN 978-3-631-88559-8
CHF 65.– / €^D 55.95 / €^A 57.50 / € 52.30 / £ 43.– / US-\$ 63.95
eBook (SUL) ISBN 978-3-631-88993-0
CHF 65.– / €^D 55.95 / €^A 57.50 / € 52.30 / £ 43.– / US-\$ 63.95

Im Fokus des Sammelbandes stehen Studienfachangebote für Deutsch als Zweitsprache (DaZ) für (angehende) Lehrer:innen in Deutschland, Österreich und der Schweiz. Dabei verfolgt die Publikation zwei Ziele: Erstens ist sie als klares Plädoyer für die Notwendigkeit der Professionalisierung in diesem Bereich zu lesen. Die Beiträge des Bandes zeigen, dass dem Fach DaZ und dessen Wissenschaftlichkeit (hochschul-)politisch keine ausreichende Bedeutung zukommt. Deutlich wird das z.B. daran, dass lediglich für acht Länder der Bundesrepublik Deutschland genuine Studienfachoptionen ermittelt werden konnten und dass DaZ in Österreich und der Schweiz vornehmlich postgradual Gegenstand der Qualifizierung von Lehrkräften ist. Zweitens dient der Band dazu, die Bandbreite an Studienfachmöglichkeiten im Fach aufzuzeigen und zu diskutieren. Hierzu bieten zehn Beiträge differenzierte Einblicke in die DaZ-Studienfachmöglichkeiten für [...] [Click here to read more.](#)



DER BOLOGNA-PROZESS IM FACHBEREICH TRANSLATOLOGIE

Empirische Untersuchung der europäischen Studienreform 2006–2016
Laura Rothe

Berlin, 2025., 250 S., 1 s/w Abb., 2 Tab.
Sprache – Kultur – Gesellschaft. Bd. 26
geb. ISBN 978-3-631-92562-1
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-92563-8
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 / £ 46.– / US-\$ 67.95

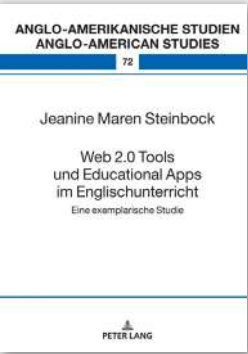
Seit 25 Jahren arbeiten 49 Staaten an der Realisierung der Bologna-Erklärung zur Schaffung eines Europäischen Hochschulraums. Die Bildungssysteme der teilnehmenden EU- und Nicht-EU-Staaten werden mittels dieser Reform besser koordinierbar. In diesem Band wird die Reformsituation bis zum Jahr 2016 als Zwischenergebnis des Bologna-Prozesses speziell im Fachbereich der Translation eingeschätzt. Die Studie beinhaltet einen hochschulhistorischen und bildungspolitischen Teil sowie eine empirische Untersuchung. Dabei werden sowohl der Bologna-Prozess als auch nationale Umsetzungen untersucht. Auf dieser Basis werden Hypothesen über das Fortschreiten des Reformprozesses aufgestellt. Im empirischen Teil werden eine Korpusstudie sowie eine Interviewstudie durchgeführt. Der Vergleich der beiden Studien führt zu Schlussfolgerungen, [...] [Click here to read more.](#)

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Die Forschung in der Fremdsprachendidaktik stellt sich nicht erst seit Beginn der COVID-19-Pandemie die Frage, wie digitale Tools gewinnbringend im Englischunterricht eingesetzt werden können. Dabei kommt es sowohl darauf an, wie digitale Tools Englischlehrkräfte in ihrer Unterrichtsvorbereitung und der Unterrichtsdurchführung unterstützen, als auch wie diese Tools Englischlernende individuell in ihrem Lernfortschritt begleiten. So bieten Web 2.0 Tools wie Podcasts oder Blogs sowie Educational Apps vielfältige Möglichkeiten, digitale Medienkompetenz sowie die Ausbildung kommunikativer fremdsprachlicher Kompetenzen zu unterstützen. Das Buch systematisiert diese digitalen Möglichkeiten: Mittels einer Lehrkräftebefragung wird der Status Quo des digital-gestützten Englischunterrichts beschrieben, und es werden seine Entwicklungsmöglichkeiten im Hinblick auf den Einsatz von Web 2.0 Tools und Educational Apps aufgezeigt.

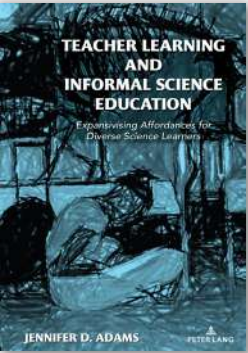
WEB 2.0 TOOLS UND EDUCATIONAL APPS IM ENGLISCHUNTERRICHT
Eine exemplarische Studie
Jeanine Maren Steinbock
Berlin, 2025. 308 S., 15 farb. Abb.
Anglo-amerikanische Studien / Anglo-American Studies. Bd. 72

geb. ISBN 978-3-631-92484-6
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 / £ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-92485-3
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 / £ 46.– / US-\$ 67.95



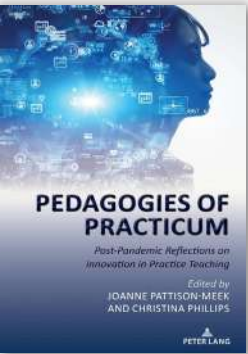
Teacher Learning and Informal Science Education chronicles Jennifer D. Adams' teaching and research journey in informal science education. While the primary focus of the book is research on teacher learning and identity in informal science education, it contains bursts of reflections of Adams' navigation of learning spaces from childhood visits to the museum, class trips as a high school teacher, designing and facilitating learning as a museum and teacher educator, and researcher. These learning interactions inspired research to learn how teachers' identities and corresponding practices were influenced by informal science learning. What emerged was the ways that teachers transformed meanings, pedagogies, and enactments of informal science in ways that both resonated with their identities as social agents vis-à-vis the identities and needs of their students. Recognising the importance of historical context in current and ongoing educational inequities, this book offers a chapter that unpacks the colonial history of the museum and discusses the relevance for science teaching and learning today. With New York City as the backdrop, [...] [Click here to read more.](#)

TEACHER LEARNING AND INFORMAL SCIENCE EDUCATION
Expansivising Affordances for Diverse Science Learners
Jennifer D. Adams
New York, 2024. XII, 198 pp., 5 b/w ill., 1 b/w table.
Counterpoints. Vol. 549
hb. ISBN 978-1-63667-284-7
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 / £ 77.– / US-\$ 114.95
pb. ISBN 978-1-63667-283-0
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-281-6
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 / £ 28.– / US-\$ 40.95



Internationally, the practicum is a cornerstone of initial teacher education in preparing pre-service teachers to enter the teaching profession. This edited collection expands theory and research in pedagogies of practicum by examining different ways teacher education programs across the globe experienced, modified, and innovated the practicum in response to the COVID-19 pandemic. What have we learned about the limitations of traditional in-school, brick-and-mortar practicum, and to what extent were these limitations challenged by pandemic shift s? Contributions from researchers, program chairs, teacher educators, field coordinators, and faculty supervisors address themes such as virtual practicum programming, emerging technologies that enhance the student teaching experience, and ways to support preservice teachers' well-being during practicum sessions. [...] [Click here to read more.](#)

PEDAGOGIES OF PRACTICUM
Post-Pandemic Reflections on Innovation in Practice Teaching
Joanne Pattison-Meek, Christina Phillips (eds.)
New York, 2024. XVI, 418 pp., 16 b/w ill., 10 b/w tables.
pb. ISBN 978-1-63667-366-0
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-63667-367-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– / £ 32.– / US-\$ 47.95



"This thoughtfully constructed volume not only documents creative and responsive teacher education program designs and practices from around the world, but also gives insight into the principles, processes, and learnings of the teacher educators who collaborated to create coherent and meaningful practicum experiences in their contexts."
- Dr. Kathy Broad, Associate Professor, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education, University of Toronto

"Many innovative approaches in the teaching practicum during the pandemic have proven to carry further value and should be explored in-depth to enhance concepts and delivery. This book provides an excellent global overview of practicum stories and will inspire thoughtful reflection to enhance quality teacher education."
- Charles Hopkins, UNESCO Chair in Reorienting Education Towards Sustainability, York University



FOR THE LOVE OF NATURE

Ecowriting the World

Jeff Share (ed.)

New York, 2024. XII, 224 pp., 6 b/w ill., 8 color ill.

Counterpoints. Vol. 547

pb. ISBN 978-1-4331-9979-0
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-4331-9980-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

For the Love of Nature: Ecowriting the World brings together a series of essays that address the power and magic of writing about the natural world. The array of authors and locations, from Melbourne to Los Angeles to Rome, share their expertise in literacy and their passion for nature. They offer ideas and examples of ecowriting through various media and genres including videos, journals, letters, comic strips, poetry, and more. Their reflections on writing demonstrate a love of nature and concern for education that promotes social and environmental justice for students of all ages. The essays offer numerous examples for interacting with the environment. *For the Love of Nature* includes many entry points for ecowriting, from theoretical explanations to practical, step-by-step applications. The essays, student examples, lesson plans, and lists of resources provide everything [...] [Click here to read more.](#)

“This engaging collection posits the value of and need for instruction on ecowriting that fosters students’ relationships with the natural world and an appreciation of Indigenous/Non-Western ecological perspectives. The book includes useful essays on teaching various types and genres of ecowriting, including the use of digital media productions such as video and multimodal essays. It also includes examples of students’ essays, letters, and poems from Jeff Share’s environmental justice class that illustrate the instructional methods described in the book. Therefore, this book is a useful resource for teachers to incorporate ecowriting into their teaching to engage students in creatively portraying their experiences with the natural world for having them address the need for action about the global climate crisis.”
- Richard Beach, Professor Emeritus of English Education, University of Minnesotaa

“Drawing upon Indigenous wisdom and critical pedagogy, For the Love of Nature: Ecowriting the World is both a call to action and an important resource for teaching, learning, and enacting environmental justice. The beautiful collection of essays is a must-read for all K-12 educators interested in advancing educational and climate justice to create a more sustainable and caring world for our present and our future.”
- Annamarie M. Francois, Ed.D. Executive Director Center X, UCLA

Philosophy & Theory of Education



L'INTERCULTURALITÉ AU SERVICE DES TRANSITIONS

Repenser la vie et l'éducation de l'humain dans l'époque de l'Anthropocène

Loïc Chalmel, Anne Herrmann-Israel (éds.)

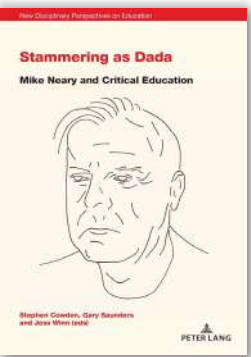
Bruxelles, 2024. 160 p., 5 ill. en couleurs, 5 ill. n/b, 2 tab.

Anthropocene / Anthropocène / Anthro-
pozän. Vol. 5

br. ISBN 978-2-87574-831-7
CHF 47.– / €^D 40.95 / €^A 41.80 / € 38.– /
£ 31.– / US-\$ 45.95
eBook (SUL) ISBN 978-2-87574-832-4
CHF 47.– / €^D 40.95 / €^A 41.80 / € 38.– /
£ 31.– / US-\$ 45.95

C'est dans la continuité de journées d'études, de rencontres interculturelles et de dialogues interdisciplinaires soutenus par la Chaire Interculturalités (Université de Haute-Alsace, Mulhouse) que cet ouvrage rend compte de questionnements réflexifs, critiques et prospectifs pour repenser la vie et l'éducation de l'être humain dans l'époque de l'Anthropocène. Les contributions proposées se déclinent autour des notions de transition et d'interculturalité qui soutiennent tant la réflexion autour de nouveaux paradigmes et le questionnement d'enjeux complexes que la formation à la lecture critique et à la prise de conscience à travers divers outils pédagogiques. Forts d'un constat - "plus nous avancerons en Anthropocène, moins il y aura de transitions, plus il y aura de ruptures" (Nathanaël Wallenhorst, UCO) -, d'une ressource - "l'interculturalité est un réacteur en puissance des transitions humaines à mener. Activons-le !" (Éric Hueber, UHA) - et d'une visée éducative - "éclairons, [...] [Click here to read more.](#)

Our editorial team attends several conferences in the fields of Education and other subjects throughout the year. Take a moment to review our [Event Schedule](#), and we look forward to meeting with you.



STAMMERING AS DADA

Mike Neary and Critical Education

Stephen Cowden, Joss Winn, Gary Saunders (eds.)

Oxford, 2025. XII, 302 pp., 20 fig. b/w.

New Disciplinary Perspectives on Education. Vol. 9

pb. ISBN 978-1-80374-115-4
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95
eBook (SUL) ISBN 978-1-80374-116-1
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

Mike Neary was a renowned critical educator, Professor of Sociology at the University of Lincoln, and a founding member of the Social Science Centre, Lincoln. He died in January 2023, and in the months prior to his death, the editors of this book met with Mike and, with his guidance, worked with him on a collection of his writings. Mike was once asked why he wrote and he responded, "I write for the future" This book gathers some of his key writings to keep alive the critical legacy which Mike's life and work embodied. It contains a body of work written by Mike on his own, with his close collaborators, as well as contributions written about him. The work gathered here in this book attests to Mike's lifelong critical engagement with the work of Karl Marx, and as his work shows, this is an engagement on terms which are uniquely his own, reflecting Mike's unique vision, his deep egalitarianism, his personal warmth, and his critical intellect.

This work suggests that art has more to offer education than diverting activities grounded by ideas of human exceptionalism. Posthuman perspectives of everyday playful activity in Early Childhood Education and Care, can offer alternative ways of seeing and understanding nature/culture entanglements. Tuning in to young children's play with materials through a posthuman theoretical lens, can orientate adults' attention toward the innate artfulness of young children's everyday moments of learning and growth. This perspective reveals how such moments of intensity and learning always occur in complex relation with diverse others, human and non-human, natural and technological, living and non-living. This emphasises the undeniably rich, yet easily overlooked, relationship with the material and social complexities of the world, upon which all human learning and growth relies.

“In a world where environmental challenges, education and activism converge, this is an important addition to the field of art and early childhood education. It identifies a post qualitative research approach and provides an ethical alternative to the difficult and urgent challenges facing future artist educators and researchers in Ireland today.”
- Dr Dervil Jordan, Emeritus Professor of Education, NCAD

“This thought-provoking book is an essential read. Lucy's aesthetic lens offers a fresh perspective for early years professionals’ as it reveals the infinite richness of children's learning with materials. It is full of AHA moments on the artfulness of everyday moments, you will think differently about the material world.”
- Mary Skillington, Lecturer, Atlantic Technical University, Ireland



EVERYDAY ARTFULNESS

A posthuman perspective on young children's play with materials

Lucy Hill

Oxford, 2024. XIV, 248 pp., 21 fig. col, 4 fig. b/w, 4 tables.

New Disciplinary Perspectives on Education. Vol. 7

pb. ISBN 978-1-80079-784-0
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95
eBook (SUL) ISBN 978-1-80079-785-7
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

“Why Study for A Future We Won’t Have?” was a sign carried by a student at a protest at a local school board. It provided the motivation for this collection. Herein are philosophical, poetic and practical essays that question the image of education we have all inherited, and provide encouragement, commiserations and examples of a more ecologically sound understanding of the living disciplines of knowledge entrusted to teachers and students in school. is book also explores the parallels between this ecopedagogy and hermeneutics. Hermeneutics is not just a research method about curriculum, teaching and learning, but is itself deeply pedagogical. e author has been exploring these issues since the early 1990s. Why mention this? Up against the dominant discourses that bend and shape our individual and collective lives in and outside of schools, our task is inevitably tough and long-standing. We all need encouragement and commiseration in these ecologically sorrowful times.

“WHY STUDY FOR A FUTURE WE WON'T HAVE?”

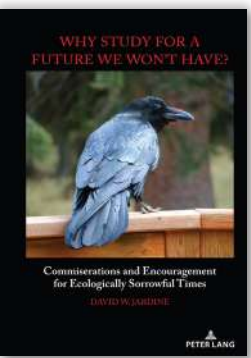
Commiserations and Encouragement for Ecologically Sorrowful Times

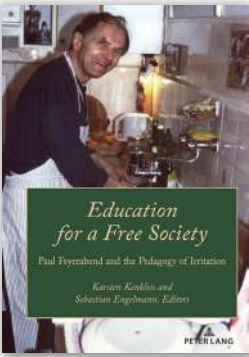
David W. Jardine

New York, 2024. XII, 578 pp., 18 b/w ill., 28 color ill.

Complicated Conversation. A Book Series of Curriculum Studies. Vol. 62

hb. ISBN 978-1-63667-810-8
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 /
£ 94.– / US-\$ 139.95
pb. ISBN 978-1-63667-811-5
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95
eBook (SUL) ISBN 978-1-63667-808-5
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95





EDUCATION FOR A FREE SOCIETY

Paul Feyerabend and the Pedagogy of Irritation

Karsten Kenklies, Sebastian Engelmann (eds.)

New York, 2024. X, 188 pp., 3 b/w ill., 1 color ill.

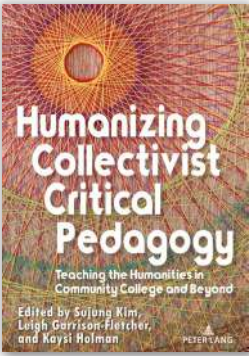
Paedagogica. Vol. 3

hb. ISBN 978-1-63667-697-5
CHF 118.– / €^D 102.95 / €^A 105.40 / € 95.80 /
£ 77.– / US-\$ 114.95

pb. ISBN 978-1-63667-694-4
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

eBook (SUL) ISBN 978-1-63667-695-1
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95

Paul Feyerabend was one of the most influential forces that changed the intellectual world in the second half of the 20th century. Based on his intimate knowledge of the history and of the contemporary state of the sciences, his background in philosophy, and his genuine interest in the arts, Feyerabend never missed an opportunity to challenge prevalent views on the sciences and philosophy. Feyerabend's broad interest in cultural affairs included, of course, questions of education, of the ways people are educated (or: indoctrinated) into scientific beliefs and worldviews. He always was appalled by the ways in which sciences and philosophy are taught as truths and as facts rather than as imperfect, questionable theories or, even better, as practices of searching and philosophizing. His reflections touch on a wide range of pedagogical issues, from questions around the shape of educational theories or the role the sciences play or should play in education to the discussion around educational aims and methods. [...] [Click here](#) to read more.



HUMANIZING COLLECTIVIST CRITICAL PEDAGOGY

Teaching the Humanities in Community College and Beyond

Sujung Kim, Leigh Garrison-Fletcher, Kaysi Holman (eds.)

New York, 2024. XVI, 212 pp., 4 b/w ill., 2 color ill.

pb. ISBN 978-1-63667-591-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

eBook (SUL) ISBN 978-1-63667-592-3
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

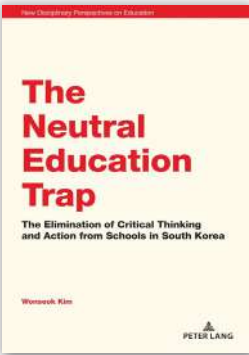
This book provides concrete examples of humanizing collectivist critical pedagogy, which creates a learning space with students, values their mutual-agency, and invites them to play a leading role in remaking higher education. It redefines student success to include an understanding of positionality, macro social structures, and agency. Each class activity shared in this book is grounded in deep interdisciplinary theory and has been tested in community college—some of the most diverse humanities classrooms in the U.S. The contributing authors present their teaching praxis with examples of program administration, extracurricular programs, and pedagogical professional development that further extend their pedagogy beyond the classroom. We hope to help administrators, staff, faculty, and students of all levels in higher education take what the authors have learnt, build upon it, and adapt pieces of it to fit their institutional environment and structures.

"Given the manner in which the debilitating structures of schooling continue to reinforce the dehumanization and alienation of students worldwide, Humanizing, Community-Based, Critical Pedagogy offers educators powerful insights into how they can enact a praxis of empowerment and transformation. The volume is truly an outstanding addition to the critical pedagogy literature."

- Antonia Darder, Professor Emerita of Ethics and Moral Leadership, Loyola Marymount University

"This invaluable book offers a range of essays in support of an engaged pedagogy designed to help students, and especially students of color, have the tools they need for agency, critical thinking, and empowerment in a world where those are necessary life skills. The combination of theory and practical advice will be invaluable to any instructor and especially those in community colleges."

- Cathy N. Davidson, Author of The New Education and, with Christina Katopodis, The New College Classroom



THE NEUTRAL EDUCATION TRAP

The Elimination of Critical Thinking and Action from Schools in South Korea

Wonseok Kim

Oxford, 2024. VIII, 138 pp.

New Disciplinary Perspectives on Education. Vol. 8

pb. ISBN 978-1-78997-333-4
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

eBook (SUL) ISBN 978-1-78997-334-1
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95

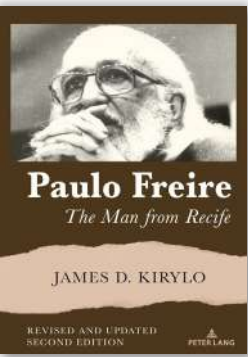
Despite the remarkable growth of Korean education, this book sheds light on 'repressive' Korean education where critical thinking and action, which are essential for living in a democratic society, are considered as threats to society and thus regulated. Drawing on research findings and many case examples, the author particularly highlights that the concept of educational neutrality has been used by conservative forces as a means of shrinking space for the critical in the field of education, which mirrors the very Korean war-political situation.

"I am deeply grateful to the author for clarifying the task of education reform in South Korea by capturing the distorted framing of 'political neutrality of education' as the core problem of Korean education, and empirically exploring its anti-educational consequences."

- Minjung Kang, Member of the 21st Parliament of South Korea

"The Neutral Education Trap provides a fascinating insight into how the laws and ideologies of teacher neutrality or educational neutrality have made students and citizens de-political and conformist."

- Dongchoon Kim, Professor of SungKongHoe University in South Korea



PAULO FREIRE

The Man from Recife, Revised and Updated Second Edition, 2nd Edition

James D. Kirylo

New York, 2024. XXVIII, 360 pp., 25 b/w ill.

Counterpoints. Vol. 554

hb. ISBN 978-1-63667-881-8
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95

pb. ISBN 978-1-4331-9967-7
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

eBook (SUL) ISBN 978-1-63667-879-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

This revised and updated second edition of *Paulo Freire: The Man from Recife* recounts the life, thought, and experiences of a remarkable man who has left an indelible mark on the social sciences, education, and theology. As one who was born in the northeastern part of Brazil in a city called Recife, Freire experienced the sting of poverty and the pangs hunger within an unjust social and economic system, yet he emerged as a courageous, prophetic voice of conscience. With a new Foreword, Preface, and Afterword, notable stylistic changes in chapter structures, and updated chapters relevant to these contemporary times, this new revised, updated edition continues to bring attention to a man whose thought continues to influence around the globe.

"This latest edition of Paulo Freire: The Man from Recife is a captivating and refreshing take on Paulo Freire's timeless principles...Kirylo skillfully incorporates issues like neoliberalism, destructive tribalism, and religious sectarian nationalism in dialogue with Freire's transformative ideas, underscoring the continued relevance of Freire's thought in addressing today's challenges. This book is much more than a simple compendium of historical and bibliographical information; it is a call to action, an inspiration for change, and a testament to the power of critical and transformative education."

- Débora B. Agra Junker, PhD, Associate Professor of Critical Pedagogies, Founder and Director of Cátedra Paulo Freire, Garrett-Evangelical Theological Seminary

"James D. Kirylo has brilliantly revised his foundational text on Paulo Freire's life and work. This new edition is panoramic and marvelously readable, expanding our knowledge of the contexts from which Freire emerged to become a leading advocate for social justice in education and society."

- Ira Shor, Co-author with Paulo Freire, A Pedagogy for Liberation

"Reading Paulo Freire: The Man from Recife deeply fascinated me. Each chapter on relevant passages from Paulo Freire's life and his intellectual and educational work expresses a profound connection between Kirylo and the Brazilian thinker, leading us to a clear understanding of the reasons that has made Freire a reference of universal and timeless repercussion. I am impressed by the admiration, affection and seriousness that Kirylo shows in the characterization of Paulo Freire's land, his country and hometown. The book's structure, with short chapters and fluid language, makes it a pleasant and captivating journey, which increases our appetite for tasting each page."

- Lucimara Cristina De Paula, State University of Ponta Grossa, Parana, Brazil

"James D. Kirylo's Paulo Freire: The Man From Recife provides a unique portrait of one of the most influential educationists of the 20th century. This second edition – with its thoughtful revisions to the style, substance, and structure of the text – makes what was already a key work in Freirean scholarship even more accessible and engaging. Kirylo shows, with great insight and clarity, how Freire's ideas emerged from his personal, pedagogical, and political experiences. I recommend this book very highly for anyone seeking to gain a better understanding of Paulo Freire – the intellectual, the teacher, and the man."

- Peter Roberts, University of Canterbury, New Zealand

What is research and who is a researcher? Why engage in research and what is the value of research? *Paradigms of Research for the 21st Century* explores multiple questions relating to the nature and process of educational research. The book offers an insightful and detailed account of Western and non-Western philosophical traditions and perspectives on reality, knowledge, and values. These accounts form a paradigm... a system of inquiry, a model, a way of knowing. Empirical, analytic, pragmatic, interpretive, critical, poststructuralist, and transcendental paradigms are distinguished as alternatives to a quantitative-qualitative typology of paradigms in educational research. This book is suitable for graduate courses in the theoretical foundations of research and research methodology. It features new chapters which include examples of doctoral students' research projects illustrating various systems of inquiry.

PARADIGMS OF RESEARCH FOR THE 21ST CENTURY

Perspectives and Examples from Practice, Second Edition, 2nd Edition

Antonina Lukenchuk (ed.)

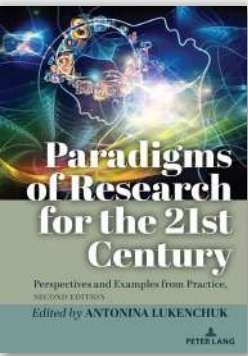
New York, 2025. XVI, 356 pp., 4 b/w ill., 2 color ill., 2 b/w tables.

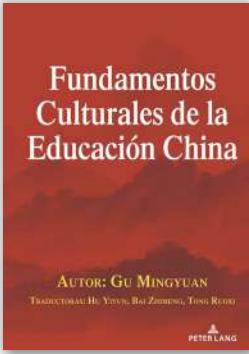
Counterpoints. Vol. 558

hb. ISBN 978-3-0343-5130-0
CHF 144.– / €^D 124.95 / €^A 128.30 / € 116.70 /
£ 94.– / US-\$ 139.95

pb. ISBN 978-3-0343-5127-0
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95

eBook (SUL) ISBN 978-3-0343-5128-7
CHF 65.– / €^D 56.95 / €^A 57.70 / € 52.50 /
£ 42.– / US-\$ 62.95





FUNDAMENTOS CULTURALES DE LA EDUCACIÓN CHINA
GU Mingyuan
New York, 2024. XIV, 264 p.
enc. ISBN 978-1-4331-9767-3
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 /
£ 67.– / US-\$ 99.95
eBook (SUL) ISBN 978-1-63667-745-3
CHF 103.– / €^D 89.95 / €^A 91.70 / € 83.30 /
£ 67.– / US-\$ 99.95

Este libro analiza los factores culturales, tanto chinos como extranjeros, que influyen en la educación china, centrándose en la relación entre la educación y la cultura, las características de la cultura tradicional china, la tradición educativa china y sus características fundamentales, así como la influencia de la cultura tradicional china en la educación del país. Este libro acumula más de diez años de reflexiones y conocimientos del autor y abarca los contenidos siguientes: (1) La relación entre la educación y la cultura. (2) La cultura china y sus características esenciales. (3) Tipología, naturaleza y espíritu esencial de la cultura tradicional china. (4) La tradición educativa china y sus características fundamentales. [...] [Click here to read more.](#)



BEING-IN-AMERICA
White Supremacy and the American Self
Ronald Kent Richardson
New York, 2024. XII, 258 pp., 2 b/w ill.
hb. ISBN 978-1-4331-9414-6
CHF 129.– / €^D 111.95 / €^A 114.60 / € 104.20 /
£ 84.– / US-\$ 124.95
pb. ISBN 978-3-0343-5000-6
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95
eBook (SUL) ISBN 978-1-4331-9411-5
CHF 50.– / €^D 42.95 / €^A 44.– / € 40.– /
£ 32.– / US-\$ 47.95

White supremacy and American-style individual autonomy are mutually supportive and co-dependent. Attacking white racism will not dislodge white supremacy, which the author contends is the greatest danger facing America. That can only be accomplished by making concurrent and significant modifications in American individualism. Yet, white supremacist thinking, feeling, and acting and American individualism are protected by what the author describes as *The White Supremacist Collective Unconscious*, a culturally determined mental construct that Americans assimilate as they grow into adulthood, which endows all Americans, regardless of race, with a white supremacist mental orientation to one degree or another. Drawing on his personal experiences as an African American growing up in the United States, and on his research, the author details the development and [...] [Click here to read more.](#)

“In this provocative, personal, and engaging volume, so timely in its intervention, Ronald Richardson gives us a new way of looking at ourselves, how we came to be, and the inescapable role white supremacy has played in the unfolding.”
- Henry Louis Gates, Jr., Alphonse Fletcher University Professor, Harvard University

“This is a brave and candid book centered on the psychology and vexed history of race and the white ascendancy in the United States. The gaze is unblinking, the analysis rigorous, and the conclusions judicious. Professor Richardson has composed a most impressive study, drawing on the provocative ideas of varied thinkers—among whom Fanon, Jung, Kierkegaard, Kakuzo Okakura—and his own experience, stretching from childhood to youth to distinguished scholar.”
- David Mayers is Professor, History Department, Political Science Department, Boston University

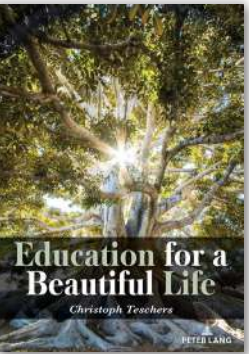


BILDUNGSLÜGEN
Ausgewählte Texte von Alfred Schirlbauer zu Erziehung, Unterricht und Bildung
Alfred Schirlbauer
Berlin, 2024. 340 S., 1 s/w Abb.
Grundfragen der Pädagogik. Studien - Texte - Entwürfe. Bd. 25
geb. ISBN 978-3-631-91490-8
CHF 52.– / €^D 44.95 / €^A 46.20 / € 42.10 /
£ 35.– / US-\$ 50.95
eBook (SUL) ISBN 978-3-631-91491-5
CHF 52.– / €^D 44.95 / €^A 46.30 / € 42.10 /
£ 35.– / US-\$ 50.95

Der Band versammelt ausgewählte Vorträge und Aufsätze aus dem Werk von Alfred Schirlbauer (1948-2022), die zwischen 1981 und 2018 entstanden sind. Die Texte spannen den Bogen ins Heute und sind hinsichtlich ihrer Aktualität bestechend. Systematisch und kritisch nimmt sich Schirlbauer Innovationen und Reform-Pakete mit skeptischem Blick vor und bringt deren Widersprüchlichkeiten pointiert zum Vorschein. Die dabei vorfindlichen Transformationen betreffen Gesellschaft, Politik, Schule und Bildung. Da viele Aufsätze und Reden von Schirlbauer nicht mehr zugänglich sind, wurden in diesem Band die wichtigsten zusammengestellt.

Education is marked by conflicting demands and expectations from the state, society and individuals. Views on what education and schooling should achieve are numerous and vary across time and place. However, one recurring hope of people as human beings, this book argues, is to live a good and perhaps even a ‘beautiful life’. Drawing on Wilhelm Schmid’s notion of the *art of living*, this book explores how an *Education for a Beautiful Life* can make a meaningful contribution to some of today’s complex conversations, such as (student) wellbeing, social equity, equal educational opportunity, individual and social good, and the purposes, aims and goals of education and schooling. [...] [Click here to read more.](#)

EDUCATION FOR A BEAUTIFUL LIFE
Christoph Teschers
New York, 2025. XIV, 130 pp.
Complicated Conversation. Vol. 63
pb. ISBN 978-1-63667-170-3
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95
eBook (SUL) ISBN 978-1-63667-077-5
CHF 42.– / €^D 36.95 / €^A 37.60 / € 34.20 /
£ 28.– / US-\$ 40.95



In recent years, the application of artificial intelligence and big data analysis has become increasingly common, including in areas related to security and cybersecurity. The use of artificial intelligence and advanced big data analysis tools has enabled new critical perspectives on many different areas of the world around us. The purpose of this volume is to present the perspectives of researchers, experts and scientists, who are concerned with the problem of the distortion of reality by the authors of false narratives. The book focuses primarily on security matters, issues demanded by the international political and economic situation. Disinformation is a tool of hybrid war, shaping the social and economic environment long before the start of the Russian invasion of Ukraine. Since February 2022, the issues of post-truth, fake news, and disinformation have taken on additional gravity.

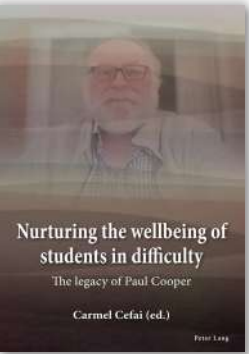
BIG DATA
Post-truth and Disinformation in Politics and Economy
Aleksander Żołnierski, Dariusz Jaruga (eds.)
Berlin, 2025. 202 pp., 47 fig. b/w, 28 tables
Studies in Politics, Security and Society. Vol. 60
hb. ISBN 978-3-631-92243-9
CHF 70.– / €^D 59.95 / €^A 61.60 / € 56.10 /
£ 46.– / US-\$ 67.95
eBook (SUL) ISBN 978-3-631-92760-1
CHF 70.– / €^D 59.95 / €^A 61.70 / € 56.10 /
£ 46.– / US-\$ 67.95



Psychology of Education

Paul Cooper dedicated his academic life researching and writing to advance theory and practice to nurture and enhance the wellbeing of marginalised and disadvantaged children, at a time when such children were not only voiceless and disenfranchised but frequently at the receiving end of punitive and exclusionary practices. In this book various colleagues share their work and insights into how Paul Cooper’s pioneering work was instrumental in advancing the field they were working on and inspired them to further extend and develop the area themselves through their research and publications. Social, emotional and behaviour difficulties, the perspectives of students, nurture groups, the biopsychosocial perspective to special educational needs and disability, the wellbeing of students, especially those most marginalised, these have become keywords endemically attached to Paul Cooper.

NURTURING THE WELLBEING OF STUDENTS IN DIFFICULTY
The legacy of Paul Cooper
Carmel Cefai (ed.)
Oxford, 2024. XIV, 252 pp., 14 fig. b/w, 3 tables.
pb. ISBN 978-1-80374-342-4
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95
eBook (SUL) ISBN 978-1-80374-343-1
CHF 62.– / €^D 52.95 / €^A 54.40 / € 49.40 /
£ 40.– / US-\$ 60.95



“This book is an opportunity to pay tribute to Professor Paul Cooper, whose long career in the field of young people with emotional and behavioural difficulties has made it possible to greatly influence the understanding of the difficulties of these children and the interventions that are implemented to them.
I have never seen, in the same book, such a diverse collection of topics, but which nevertheless offers a very coherent and relevant whole.”
- Caroline Couture, Tenured Professor, Department of Psychoeducation and Social Work, Université du Québec à Trois-Rivières

“The originality of this book lies in bringing together a set of mature reflections by international authors on the understanding of the nature of SEBD and the challenges of equitable inclusive education in relation to students with SEBD.”
- Paul Bartolo, Department of Psychology, Faculty for Social Wellbeing, University of Malta



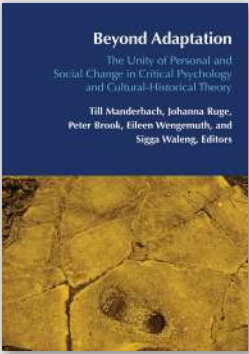
TRANSFORMER & COMPRENDRE
Une Introduction à la Théorie Historico-Culturelle de l'Activité
Yannick Lémonie
Bruxelles, 2024. 480 p., 48 ill. n/b, 14 tabl.
Exploration. Vol. 213
br. ISBN 978-3-0343-5144-7
CHF 66.– / €^D 57.95 / €^A 58.60 / € 53.30 /
£ 44.– / US-\$ 64.95
eBook (SUL) ISBN 978-3-0343-5145-4
CHF 66.– / €^D 56.95 / €^A 58.60 / € 53.30 /
£ 44.– / US-\$ 64.95

Il n'a sans doute jamais été aussi nécessaire d'apprendre à construire collectivement des alternatives au mode d'organisation de nos activités. Cette nécessité implique une théorie forte orientée vers la production d'un avenir possible, réalisable et souhaitable, contenu en germe dans les contradictions de notre présent. La théorie historico-culturelle de l'activité constitue une telle théorie interventionniste. Ce livre en retrace dans une première partie les développements successifs depuis les travaux des psychologues soviétiques du XXe siècle jusqu'aux développements plus récents. Il propose dans une deuxième partie un éclairage sur les concepts clés et leur mobilisation dans la recherche. Il décrit enfin dans une troisième partie les perspectives d'intervention orientée vers la transformation des systèmes d'activité en expliquant les principes méthodologiques des interventions formatives et du laboratoire du changement.

"In this beautifully-written book, the authors skip across the many bridges that connect neuroscience to education, creating a wonderful resource for educators. They consider all the elements that an understanding of neuroscience can bring to education in a highly accessible manner, focusing on emotions and spiritual meaning as well as more traditional topics like learning and memory. They have produced a tour de force. I have never seen, in the same book, such a diverse collection of topics, but which nevertheless offers a very coherent and relevant whole."
- Usha Goswami, Director for the Centre for Neuroscience in Education, Professor of Cognitive Developmental Neuroscience and a Fellow of St. John's College, University of Cambridge

"This book is singular and a vital service to health, education and labor thinkers, doers and investors. Increased brain capital, which encompasses brain health and brain skills, is vital to educational attainment, upskilling and reskilling. In this book, Staunton and Brennan provide a detailed roadmap for the vital importance of neuroscience to fuel improved education. This area has been oft neglected, but no more."
- Harris A. Eyre MD PhD, Lead and Senior Fellow, Neuro-Policy Program, Rice University, USA

"This is a hugely useful and insightful text, written in a format which makes a challenging area of discourse accessible. Neuroscience is now the dominant science in education, and it is important to ensure that the synergy between the disciplines is well-founded and robust. This book contributes positively to unravelling the many areas of intersection between neuroscience and education in a rigorous manner."
- William H Kitchen, Senior Lecturer Stranmillis University College



BEYOND ADAPTATION
The Unity of Personal and Social Change in Critical Psychology and Cultural-Historical Theory
Till Manderbach, Johanna Ruge, Peter Brook, Eileen Wengemuth, Sigga Waleng (eds.)
New York, 2024. XIV, 254 pp., 5 b/w ill.
(Post-)Critical Global Childhood & Youth Studies. Vol. 4
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This book discusses transformative approaches to psychology, social work, and education. Addressing these disciplines' entanglements with oppressive structures, the contributors aim to reconcile individual support with social justice. In current times of accelerating crises, professionals often see only few opportunities to influence the conditions of their work. Thinking and acting beyond adaptation, authors from seven countries provide inspiration for researchers, practitioners, and students who want to be more than brokers of a broken system. Cultural-Historical Theory is a powerful framework that can depict the dynamic of individual minds in society. Building on this, Critical Psychology has formulated an elaborate theory of human agency. Linking individual and social change needs such theorizing. This volume is a rare intellectual exchange by scholars drawing on these traditions. An alternative to both control science and abstract criticism, it inquires the capacity to act. [...] [Click here](#) to read more.

Cet ouvrage s'intéresse à l'enseignement et à l'apprentissage du français aux publics migrants en contexte francophone. Il vise un double objectif. D'une part, il ambitionne de mettre en lumière les réflexions didactiques contemporaines sur les questions d'enseignement et d'apprentissage du français en situation d'inclusion sociale et scolaire. D'autre part, il illustre des pratiques et propose des outils pour la classe. L'ouvrage réunit des contributions d'acteurs pluricatégoriels du champ du français langue étrangère provenant du monde universitaire mais aussi du monde professionnel. Les articles réunis s'intéressent à l'ingénierie au sens large (ingénierie pédagogique, didactique, de formation), à l'enseignement aux adultes migrants, à l'enseignement aux élèves allophones en contexte scolaire avec un focus particulier sur les problématiques de l'inclusion. [...] [Click here](#) to read more.

ENSEIGNER LE FRANÇAIS EN CONTEXTE MIGRATOIRE : INGÉNIERIES, LITTÉRATIE, INCLUSION
Cécile Bruley, Lucile Cadet (éds.)
Bruxelles, 2024. 482 p., 40 ill. en couleurs, 13 ill. n/b, 53 tabl.
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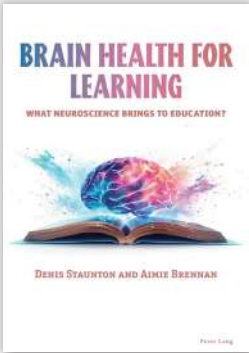


GUIDELINES FOR ASSESSMENT IN PSYCHO-ONCOLOGY
Clinical and Methodological Aspects
Dana Rad, Monica Licu, Florinda Golu (eds.)
Berlin, 2024. 162 pp.
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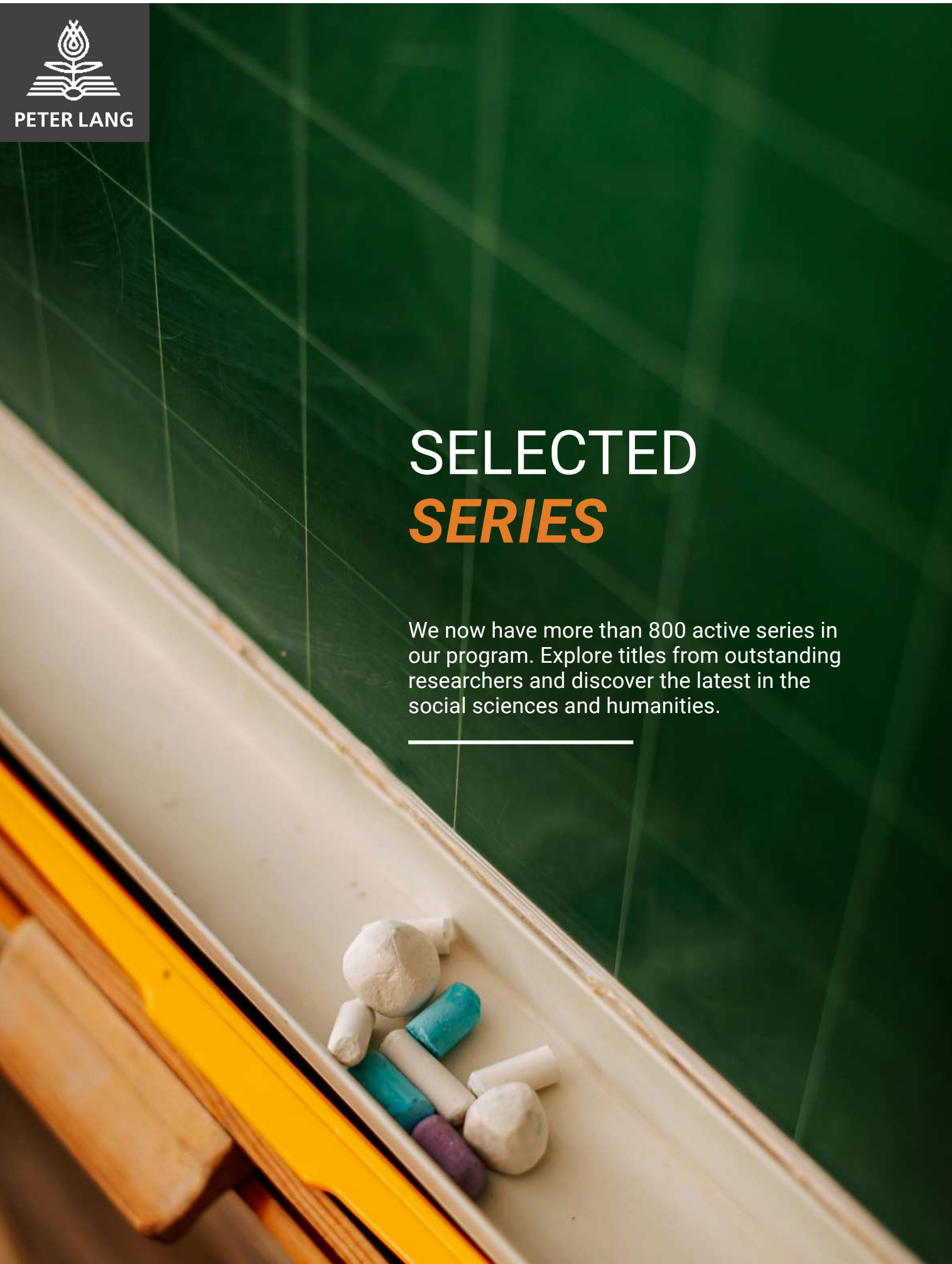
Pour les enseignants, l'un des principaux défis est de favoriser l'égalité des chances en donnant la possibilité à chaque élève, indépendamment de son sexe, de son origine sociale et culturelle, de ses difficultés ou de son handicap, de développer pleinement ses compétences. Cet enjeu est d'autant plus marqué en éducation physique où l'hétérogénéité des ressources des élèves ne permet pas une intervention uniforme. Cet ouvrage collectif propose une succession d'études récentes qui ambitionnent de parcourir la question de la diversité des élèves en éducation physique, de sa composante théorique à des perspectives pratiques. Les différences entre élèves seront abordées par différents acteurs du monde éducatif (enseignants, chercheurs) et sous différents [...] [Click here](#) to read more.

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BRAIN HEALTH FOR LEARNING
What neuroscience brings to education?
Denis Staunton, Aimie Brennan
Oxford, 2024. XVI, 284 pp., 19 fig. b/w.
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This book is an original contribution to the field of educational neuroscience. The authors argue that all adults should pay more attention and become more reflective of their experiences so that they can learn more deliberately and in a focused way. The book addresses the functioning of the brain, the architecture of the brain, neuroplasticity, learning processes and how to develop and maintain a healthy brain throughout life. Learning to learn is about individuals understanding how they learn and thus developing their capacity to learn by harnessing lessons from neuroscience. The book will be useful for learners who are transitioning or returning to education, those training to work with children and young people, and those interested in understanding more about their own learning.



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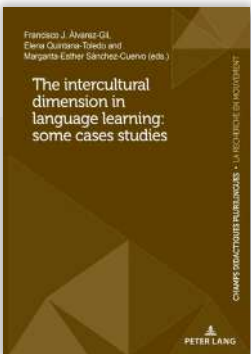
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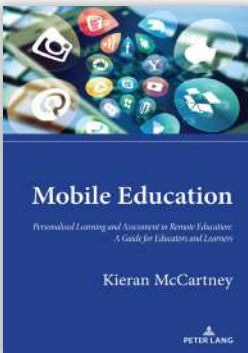
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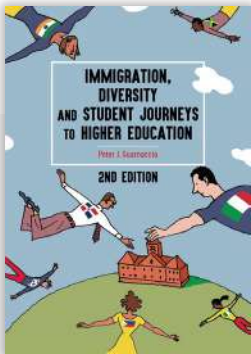
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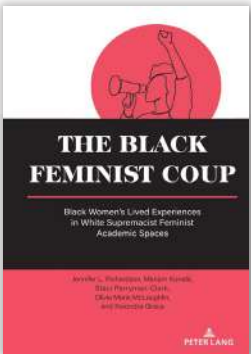
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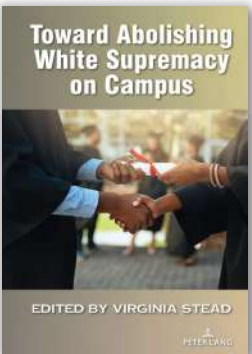
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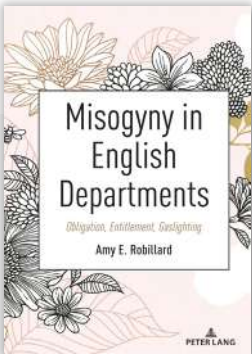
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	11.-15. 26.-28.	24. Deutscher Hispanistiktag British Association of Film, Television and Screen Studies (BAFTSS)	Hamburg, DE Warwick, UK	Hispanic Studies Film Studies
04	23.-27.	American Educational Research Association (AERA)	Denver, USA	Education
	23.-25. 30.05.-01.06.	Annual meeting of DGfA / GAAS Women in French (WIF)	Oldenburg, DE Leeds, UK	American Studies French Studies
06	12.-16.	International Communication Association (ICA)	Denver, USA	Media & Communications
	24.-27. 30.06.-02.07.	9. Bibliothekskongress 2025 Society for French Studies (SFS)	Bremen, DE Bristol, UK	Library Fair French Studies



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