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# Education and Sociology 2025

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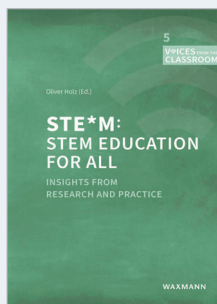
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## → Series

**Voices from the classroom**

Edited by Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska and Fiona Shelton

**Coming soon****Volume 5**

■ Oliver Holz (Ed.)

**STEM: STEM Education for All**

Insights from Research and Practice  
2025, 250 p., pb., € 34,90  
ISBN 978-3-8188-0052-9

STEM education, which encompasses Science, Technology, Engineering, and Mathematics, is of paramount importance in the 21st century. There is currently a global call for a technologically skilled workforce for the 21st century workplace related to scarce skill subjects such as Mathematics, Science, ICT and Arts. Furthermore, these skills and jobs are not promoted effectively in wider communities. In this era of rapid technological advancements and complex global challenges, including a shortage of qualified STEM educators and under-resourced schools, STEM education is essential. It equips individuals with critical skills for success through collaborative and interdisciplinary approaches.

**Volume 4**

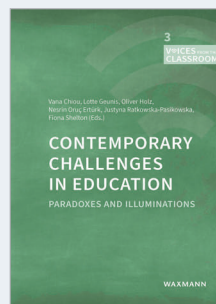
■ Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska, Fiona Shelton (Eds.)

**Research and Evidence-based Perspectives in Education**

Diverse Discourse, Connected Conversations

2025, 732 p., pb., € 79,90  
ISBN 978-3-8188-0006-2

This collection focuses on educational challenges, questions and discussions in a range of educational contexts and phases of learning, including early years, primary, secondary and higher education. The scope of the book is multi-faceted and explores a range of practices and research contexts such as sustainable development, parent/carer engagement, cyberbullying, social pedagogy, professional development, educational innovations, language learning, gender, diversity and inclusion. The chapters offer an insight into how we can think about and offer solutions to complex educational challenges for sustainable and enhanced pedagogic practice.

**Volume 3**

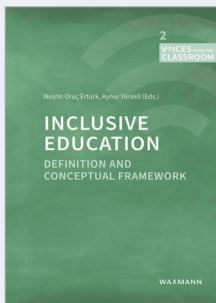
■ Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Justyna Ratkowska-Pasikowska, Fiona Shelton (Eds.)

**Contemporary Challenges in Education**

Paradoxes and Illuminations

2023, 552 p., pb., € 59,00  
ISBN 978-3-8309-4697-7

In this volume, an international team of authors explores paradoxes, shares illuminations and invites you to reflect on educational practices to enhance pedagogy, scaffold learning and keep pace with educational advancements. The collection is written by students, teachers, researchers and higher education instructors and discusses education across all phases of learning, which makes it appealing for teachers, headmasters, stakeholders in the area of education and all those working in different educational contexts.



### Volume 2

■ Nesrin Oruç Ertürk,  
Aynur Yürekli (Eds.)

## Inclusive Education

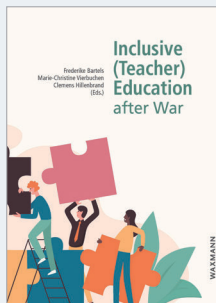
Definition and Conceptual Framework

2023, 182 p., pb., € 34,90

ISBN 978-3-8309-4598-7

This book is a recourse for the readers who would like to learn more about the background of inclusion and diversity in higher education in Flanders, Germany, Greece, Poland, Türkiye and the UK. Rather than the differences, the focus is on how inclusive education will make higher education more functional for both students and teachers.

This book is an intellectual output of the European Project JOINME2 ›Promoting Inclusive Education in Tertiary Level‹ aiming at equipping Higher Education (HE) instructors with the necessary competencies in equality and diversity to promote a learning environment which is more inclusive.



■ Frederike Bartels,  
Marie-Christine Vierbuchen,  
Clemens Hillenbrand (Eds.)

## Inclusive (Teacher) Education after War

2024, 178 p., pb., € 29,90

ISBN 978-3-8309-4660-1

The book summarizes data on cross-sectional topics of heterogeneity, diversity, social justice, human rights, and inclusion in the educational sector in Iraq and in the autonomous region of Kurdistan. The authors demonstrate findings, conditions, and future perspectives, presenting approaches to action at the local level and indicating necessities for action. On a superregional level, the book can help educational governments and scientists who are in a similar process under similar conditions by describing approaches for researching and reforming infrastructure for developing and post-war countries.



■ Judith 't Gilde

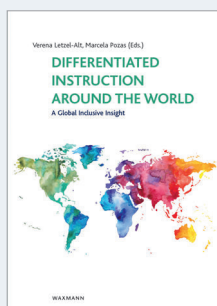
## Towards inclusive teachers

Processes of professionalisation of subject teachers in integration classes at secondary academic schools in Vienna: three case studies

2023, Beiträge zur Bildungsforschung, Vol. 12, 322 p., pb., € 39,90

ISBN 978-3-8309-4739-4

Teachers are the key players of inclusive education. Based on three qualitative case studies of teachers' biographies, this book answers the question of how inclusive education affects processes of professionalisation in teachers working in integration classes in academic secondary schools.



■ Verena Letzel-Alt, Marcela Pozas (Eds.)

### **Differentiated Instruction Around the World**

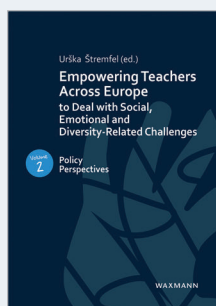
A Global Inclusive Insight

2023, 288 p., pb., € 37,90

ISBN 978-3-8309-4702-8

14 different countries, various research methods, one topic: Differentiated Instruction.

With increasingly diverse student populations in schools, the establishment of inclusive classrooms has become a top international priority. Teachers around the world are urged to differentiate their instruction in order to support all students' learning needs. As there is more to explore, this book tackles limitations and provides a first-ever publication concerning global insights into differentiated instruction. A total of 14 countries from five continents provide empirical evidence, theoretical and practical approaches to the topic.



■ Ana Kozina (Ed.)

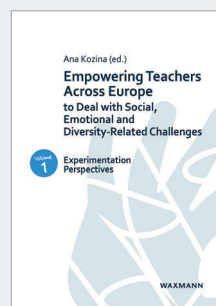
### **Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity-Related Challenges**

Volume 1: Experimentation Perspectives

2024, 252 p., pb., € 34,90

ISBN 978-3-8309-4859-9

The increase in reported levels of stress and burnout in teachers across Europe highlights the importance of teachers' social and emotional competencies and diversity awareness (SEDA). The book is our way of experimentally demonstrating how teachers' SEDA can be supported across Europe (Volume 1) and how policy can support these processes (Volume 2). Volume 1 focuses on the innovative conceptual overlap of social and emotional competencies and diversity awareness and experimentally tests it across European countries – with an emphasis on conceptualisation, implementation and evaluation processes.



■ Urška Štremfel (Ed.)

### **Empowering Teachers Across Europe to Deal with Social, Emotional and Diversity-Related Challenges**

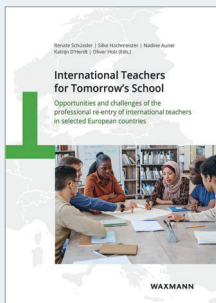
Volume 2: Policy Perspectives

2024, 208 p., pb., € 34,90

ISBN 978-3-8309-4867-4

The increase in reported levels of stress and burnout in teachers across Europe highlights the importance of teachers' social and emotional competencies and diversity awareness (SEDA). The innovative conceptual overlap of social and emotional competencies and diversity awareness is experimentally tested across European countries. The book is our way of experimentally demonstrating how teachers' SEDA can be supported across Europe (Volume I) and how policy can support these processes (Volume II).

Volume II provides insights into how the development of teachers' SEDA competencies currently is and could be better supported at the European Union and national policy levels in the future.



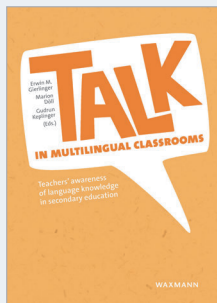
■ Renate Schüssler, Silke Hachmeister, Nadine Auner, Katrijn D'Herdt, Oliver Holz (Eds.)  
**International Teachers for Tomorrow's School**

Opportunities and challenges of the professional re-entry of international teachers in selected European countries

2023, 208 p., pb., € 34,90  
 ISBN 978-3-8309-4719-6



The professional re-entry of migrant teachers is a topic that is still little researched in many countries. The publication is dedicated to the opportunities and challenges of international teachers' professional re-entry in seven countries: Belgium, Germany, Greece, Iceland, Poland, Slovenia and Türkiye. In addition, potentials for a successful re-entry are illustrated across countries and findings from the project »International Teachers for Tomorrow's School« (ITTS) are presented.



■ Erwin M. Gierlinger, Marion Döll, Gudrun Keplinger (Eds.)  
**TALK in multilingual classrooms**

Teachers' awareness of language knowledge in secondary education  
 2023, 360 p., pb., € 49,90  
 ISBN 978-3-8309-4652-6

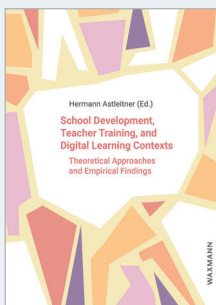
This volume presents a variety of concepts, practices, and experiences in the field of content learning through the additional language(s) of learners in a migration society. Moreover, it describes how migration pedagogy has become a catalyst for discussing the ideological and power aspects of language learning and how a hegemony-critical attitude needs to become an integral part of classroom language learning and communicating. In this context, the deliberate development of Teachers' Awareness of Language Knowledge (TALK) through a variety of supportive measures is considered to be of central pedagogical importance. Principles and practical applications of TALK for the classroom are discussed and evaluated.



■ Silke Kruse-Weber  
**Reflect!**

Strengthening competencies through playful self-determination for instrumental and vocal music teachers  
 with the assistance of Margareth Tumler, Elizabeth Bucura  
 2023, Grazer Schriften zur Instrumental- und Gesangspädagogik, Vol. 5, 88 p., pb., with a set of cards, € 34,90  
 ISBN 978-3-8309-4659-5

Teaching is complex, dynamic, and constantly changing. So-called checklists for lesson observation are therefore not always helpful for instrumental and vocal teachers. Volume 5 of the Grazer Studies for Instrumental and Vocal Pedagogy conveys four areas of competencies in a playful and artistically designed card set, which is intended to stimulate a scientifically based exchange about the quality of instrumental teaching and learning. In the context of music (high) schools, the cards offer concrete entry points and imaginative ways to reflect on the complex, overlapping competencies associated with teaching and learning music and observing and developing instrumental and vocal teaching.



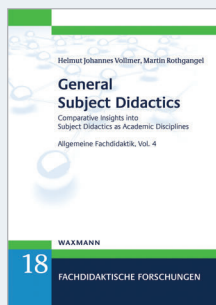
■ Hermann Astleitner (Ed.)  
**School Development,  
 Teacher Training, and  
 Digital Learning Contexts**

Theoretical Approaches and  
 Empirical Findings

2024, 214 p., pb., € 34,90  
 ISBN 978-3-8309-4779-0

This book is on a long-term and multi-method research project on school development during the COVID-19 pandemic. It integrates innovative approaches related to scaffolding and self-regulated learning, student online assessments, and adaptive video-conferencing-based teacher training. Other perspectives are on advanced developments in digital teaching and learning research.

The book is aimed at researchers, teacher trainers, instructional designers, and practitioners in the field of school development as well as teacher education.

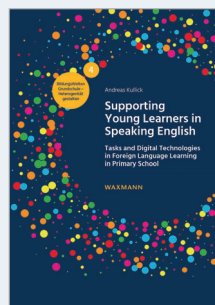


■ Helmut Johannes Vollmer,  
 Martin Rothgangel  
**General Subject Didactics**

Comparative Insights into Subject  
 Didactics as Academic Disciplines  
 Allgemeine Fachdidaktik, Volume 4

2024, *Fachdidaktische Forschungen*,  
 Vol. 18, 406 p., pb., € 44,90  
 ISBN 978-3-8309-4873-5

The book deals with a new scientific approach developed under the title of ›General Subject Didactics‹. It observes and reflects on how the individual subject didactics explore subject-specific teaching and learning, both by top-down reflections and by bottom-up comparisons. The empirical basis derives from a comprehensive study in Germany where 17 subject didactics were compared on the basis of six impulses, e.g. reference sciences of subject didactics, sources and selection of subject content or research formats applied. This allows to gain insights into the commonalities of all related disciplines and helps to identify differences among them.

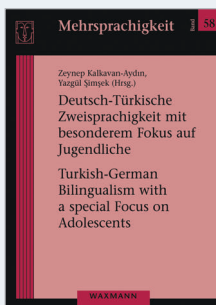


■ Andreas Kullick  
**Supporting Young Learners  
 in Speaking English**

Tasks and Digital Technologies in  
 Foreign Language Learning in  
 Primary School

2024, *BildungsWelten Grundschule –  
 Heterogenität gestalten*, Vol. 4, 248 p.,  
 pb., € 34,90  
 ISBN 978-3-8309-4892-6

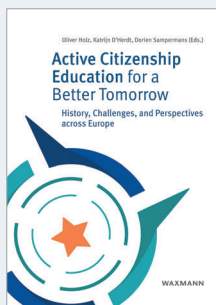
How can technology-enhanced tasks be used to support oral communication in heterogeneous English as a Foreign Language (EFL) primary classrooms? This study explores pre-service and in-service teachers' cognitions on the use of technology-enhanced foreign language learning tasks. The study investigates aspects of such tasks with a relevant impact on the development of learners' oral communicative competence, criteria considered relevant for the design of such tasks for heterogeneous groups, and helpful support for creating and implementing such tasks.



■ Zeynep Kalkavan-Aydın,  
Yazgül Şimşek (Eds.)  
**Deutsch-Türkische  
Zweisprachigkeit mit  
besonderem Fokus auf  
Jugendliche**  
**Turkish-German  
Bilingualism with a Special  
Focus on Adolescents**

2024, *Mehrsprachigkeit/Multilingualism*,  
Vol. 58, 184 p., pb., € 29,90  
ISBN 978-3-8309-4875-9

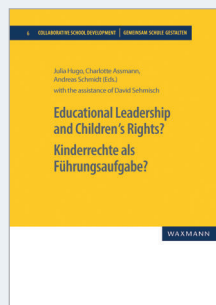
The studies in this book contribute to answering the question of the extent to which Turkish can continue to be viewed as a »very much alive language« in Germany and what special features the bilingual acquisition processes are subject to. The results should be viewed as pieces of a very large puzzle, which include individual areas of acquisition (such as morphology) as well as the use of Turkish – especially by adolescents.



■ Oliver Holz, Katrijn D'Herdt,  
Dorien Sampermans (Eds.)  
**Active Citizenship  
Education for a Better  
Tomorrow**

History, Challenges and  
Perspectives across Europe  
2025, 152 p., pb., € 29,90  
ISBN 978-3-8188-0005-5

This book offers a valuable reflection on citizenship education in Europe and illustrates how historical events, national contexts, and European policies shape the way citizenship is taught in schools. Countries are no longer solely focused on national values; they emphasize international democratic values and expect citizens to develop the knowledge, skills, and attitudes necessary to become active and critical members of society. The chapters provide a synthesis of how citizenship education is organized within the specific national contexts of Belgium, the Czech Republic, Spain, Greece, the Netherlands, and Turkey.



■ Julia Hugo, Charlotte Assmann,  
Andreas Schmidt (Eds.)  
**Educational Leadership  
and Children's Rights?  
Kinderrechte als  
Führungsaufgabe?**

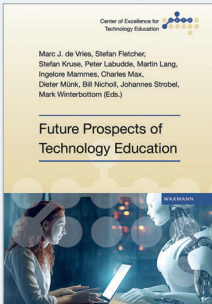
2025, *Gemeinsam Schule gestalten/  
Collaborative School Development*, Vol. 6,  
156 p., pb., € 34,90  
ISBN 978-3-8309-4825-4

The compiled articles either focus on educational leadership and discuss its impacts on children's rights or on children's rights and their implications for educational leadership. In doing so, they take diverse theoretical, conceptual, and empirical perspectives, combining (inter)national views from educational sciences, policy, and practice.

Scientific contributions highlight current strands of discourse and research; guest articles address different examples for educational practice.

The volume addresses scholars in the educational sciences and related disciplines as well as those involved in educational policy, practice, administration, and law.





■ Marc J. de Vries, Stefan Fletcher, Stefan Kruse, Peter Labudde, Martin Lang, Ingelore Mammes, Charles Max, Dieter Münk, Bill Nicholl, Johannes Strobel, Mark Winterbottom (Eds.)

### Future Prospects of Technology Education

2024, *Center of Excellence for Technology Education (CETE)*, Vol. 4, 254 p., pb., € 34,90, ISBN 978-3-8309-4781-3

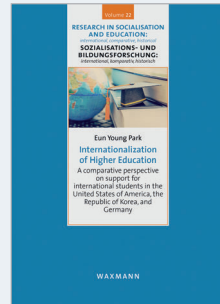
Volume IV of the CETE publication series, similar to the first three volumes, covers an overly broad range of themes and scientific topics through an international authorship again. In eleven articles in seven different chapters, the framework topic technology education is presented with current research work from the disciplinary areas Digitization, Methodology and Design Technology, Gender, Diversity, Language, Curriculum Development and, finally, International Communication in Technology Education – Developments.



### ■ Bettina Dresemann English as a lingua franca in business negotiations

2024, *Mehrsprachigkeit / Multilingualism*, Vol. 57, 208 p., pb., € 32,90  
ISBN 978-3-8309-4829-2

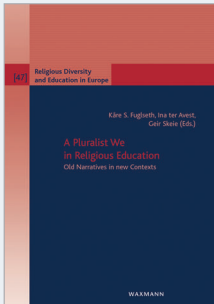
This dissertation contributes to the study of English as a lingua franca in business negotiations with focus on the pragmatic functions of conditionals. Is there a regularity to the use of conditionals? What functions do different forms of conditionals have in lingua franca English business negotiations? The author uses business encounters recorded at an international music trade fair as her data. She applies a corpus analysis and a qualitative-interpretative approach and shows that different conditionals are used to indicate different degrees of commitment.



### ■ Eun Young Park Internationalization of Higher Education

A comparative perspective on support for international students in the United States of America, Republic of Korea, and Germany  
*2024, Sozialisations- und Bildungsforschung: international, komparativ, historisch Research in Socialisation and Education: international, comparative, historical*, Vol. 22, 224 p., pb., € 34,90  
ISBN 978-3-8309-4885-8

The purpose of this study was to explore the voices of the main actors involved, i.e., staff members, who provide social and cultural support services at host universities, and international students who experience the offered support. Three countries were selected: USA, Korea, and Germany. The qualitative empirical approach centered around semi-structured interviews with experts and international students from the three countries in question applying a reflexive comparative perspective, thus making it possible to cross-reference individual voices.



→ Series

## Religious Diversity and Education in Europe

edited by Cok Bakker, Jenny Berglund, Gerdien Bertram-Troost, Julia Ipgrave, Geir Skeie

**Volume 47**

■ Kåre S. Fuglseth, Ina ter Avest, Geir Skeie (Eds.)

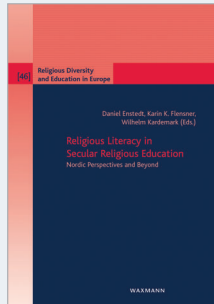
### A Pluralist We in Religious Education

Old Narratives in new Contexts

2025, 270 p., pb., € 39,90

ISBN 978-3-8188-0049-9

The publication explores the complex issue of religious identity formation in the 21<sup>st</sup> century, addressing the intersectional nature of identity through different narratives. The contributions in this volume address issues of contextualisation by discussing how narratives of different kinds can be part of educational processes. Contexts in general are difficult to grasp and to deal with theoretically without examples. Even in research, where narratives and their different interpretations are central, there is often a need for exemplification in case studies. The use and study of narratives for specific pedagogical, political and ethical purposes are manifold, as this volume shows.



**Volume 46**

■ Daniel Enstedt, Karin K. Flensner, Wilhelm Kardemark (Eds.)

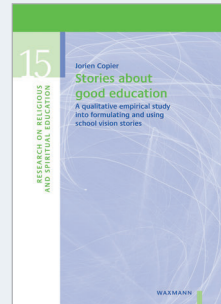
### Religious Literacy in Secular Religious Education

Nordic Perspectives and Beyond

2024, 262 p., pb., € 39,90

ISBN 978-3-8309-4752-3

This edited volume aims to shed light on the relationship between the design of the subject of religious education in different Nordic countries and the subject knowledge and generic abilities that the subject aims to develop, such as the ability to discern and relate to various aspects where religion and outlook on life are central factors. This volume further examines theoretical, methodological and empirical issues concerning the practice and the study of religion and non-religion, spirituality and worldviews within contemporary education.



→ Series

## Research on Religious and Spiritual Education

edited by Theo van der Zee, Kirsi Tirri and Ulrich Riegel

**Volume 15**

■ Jorien Copier

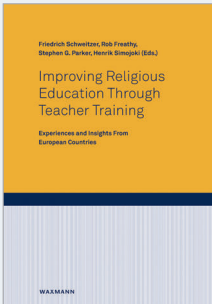
### Stories about good education

A qualitative empirical study into formulating and using school vision stories

2023, 154 p., pb., € 32,90

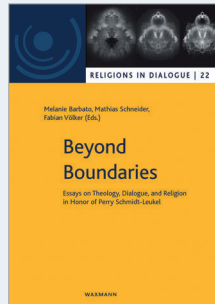
ISBN 978-3-8309-4815-5

Educational professionals as well as academic scholars agree that a clear educational vision is of utmost importance for successful school leaders and schools. What this vision contains, and how it is communicated and used is less clear. This study proposes a conceptual framework for educational visions as ›stories about good education.‹ The qualitative empirical part investigates to what extent school leaders and school teams of primary schools in the Netherlands are able to formulate these stories about good education and how they are used in school improvement projects.



■ Friedrich Schweitzer, Rob Freathy, Stephen G. Parker, Henrik Simojoki (Eds.)  
**Improving Religious Education Through Teacher Training**  
 Experiences and Insights From European Countries  
 2023, 272 p., pb., € 39,90  
 ISBN 978-3-8309-4637-3

This book brings together two topics which have both been of increasing interest in different countries. The first refers to the quality of Religious Education (RE) as a school subject in general, the second is about the education of teachers of RE and its possible contribution to better quality RE. The chapters contained in this volume are not meant to continue the debates, but to make use of research, especially research on teacher education in the field of RE, in order to provide insights based not just on political or personal opinions, but on rigorous academic scholarship.



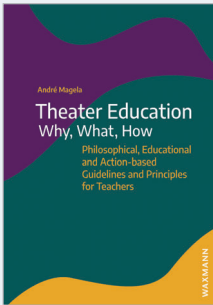
■ Melanie Barbato, Mathias Schneider, Fabian Völker (Eds.)  
**Beyond Boundaries**  
 Essays on Theology, Dialogue, and Religion in Honor of Perry Schmidt-Leukel with the assistance of Madlen Krüger  
 2024, *Religions in Dialogue*, Vol. 22, 310 p., pb., € 37,90  
 ISBN 978-3-8309-4831-5

Perry Schmidt-Leukel has made significant contributions to the academic study of religion and religious diversity through his innovative work in Theology and Religious Studies. On his pluralist basis, Schmidt-Leukel has developed the vision of a theology beyond boundaries, which takes the form of interreligious discourse and draws on the rich resources and insights of the global history of religions. This Festschrift in honor of Perry Schmidt-Leukel on the occasion of his seventieth birthday brings together essays that constructively engage with his erudite and wide-ranging contributions.



**Coming soon**  
 ■ Maja Tabea Jerrentrup, Arvind Kumar Pal  
**Creating Visual Media**  
 A Comprehensive Introduction  
 2025, 260 p., pb., fourcolored throughout, € 39,90  
 ISBN 978-3-8252-6511-3

We encounter media everywhere in our everyday lives. Their design determines whether we perceive them and how we judge them and corresponds in many ways with their content. This book provides a comprehensive introduction to the world of media - both in a more general way and with practical details on various media products. The chosen perspective is holistic and sociological, historical and psychological aspects are touched upon where appropriate, and practical exercises complete the textbook for students.



■ André Magela

### **Theater Education – Why, What, How**

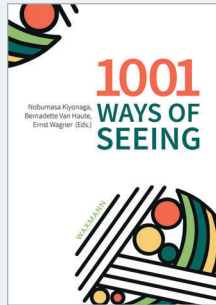
Philosophical, Educational and Action-based Guidelines and Principles for Teachers

2025, 172 p., pb., € 32,90

ISBN 978-3-8309-4911-4

This book offers a comprehensive approach to theater education, blending the craft of acting with contemporary philosophy, cognition studies and educational concepts. It explores the political and pedagogical aspects of theater teaching, enriched with practical examples.

The core objective is to propose guidelines that extend theater education beyond the stage, transforming it into a vital resource for living, regarding ethical aesthetic values and the pressing challenges of an uncertain world.



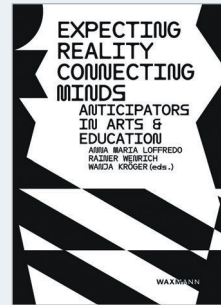
■ Nobumasa Kiyonaga,  
Bernadette Van Haute, Ernst  
Wagner (Eds.)

### **1001 Ways of Seeing**

2024, 176 p., pb., € 29,90

ISBN 978-3-8309-4845-2

How do we see art works? How do we see artefacts? How do we see our surroundings? How do we see the world? This book opens up a worldwide dialogue between ten experts, from Japan to Brazil, from South Africa to Germany. It provides a fascinating insight into the different cultures of seeing and learning to see. It also offers a deeper understanding of the differences that divide us and the similarities that connect us. This book marks an important step towards transcultural art education.



■ Anna Maria Loffredo, Rainer  
Wenrich, Wanja Kröger (Eds.)

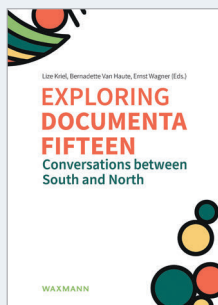
### **Expecting Reality – Connecting Minds**

Anticipators in Arts & Education

2024, 254 p., pb., € 39,90

ISBN 978-3-8309-4924-4

The starting point for this edited volume is a hybrid lecture series as a follow-up cooperation project between the University of Arts Zurich (Switzerland) and the Catholic University of Eichstätt-Ingolstadt (Germany). International experts from the academic and non-university sector anticipate disciplinary foresight of local and global strategies, policies, and networking toward an interdisciplinary forward thinking. Relevant philosophical, cultural, political, and economic analysis clusters a shared vision of tomorrow's challenges in higher education.

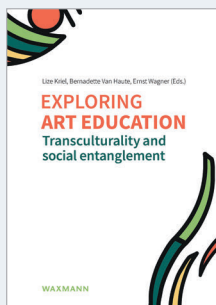


■ Lize Kriel, Bernadette Van Haute, Ernst Wagner (Eds.)

### **Exploring documenta fifteen**

Conversations between South and North  
2025, 122 p., pb., with numerous coloured illustrations, € 29,90  
ISBN 978-3-8309-4967-1

*documenta fifteen* in Kassel 2022 produced conflicts and scandals in Germany. But what is the international response to this ›world art exhibition‹? This book presents reflections, interpretations and personal experiences of *documenta fifteen* by artists, scholars and art educators from Africa and Europe: academically inclined or personal reflections, but always providing an insider's glimpse of this major art event.

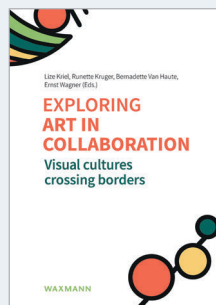


■ Lize Kriel, Bernadette Van Haute, Ernst Wagner (Eds.)

### **Exploring art education**

Transculturality and social entanglement  
2025, 160 p., pb., with numerous coloured illustrations, € 34,90  
ISBN 978-3-8309-4968-8

How does art education change when colleagues from the Global South and Global North think about it together? What can we learn from a transcultural approach for developing art education? Authors from Africa and Europe present their concepts and projects and explain the ways in which they respond to local challenges, on the one hand, and position themselves in the global discourse, on the other. Conscious contemporaneity characterises the examples presented in this book, ranging from the Arctic to South Africa.



■ Lize Kriel, Runette Kruger, Bernadette Van Haute, Ernst Wagner (Eds.)

### **Exploring art in collaboration**

Visual cultures crossing borders  
2025, 120 p., pb., with numerous coloured illustrations, € 29,90  
ISBN 978-3-8309-4969-5

This book explores the work of art crossing borders, transforming them from ordering and excluding formations into zones where the possible might hatch. It comprises reports, case studies, projects, experiences and hypotheses that have emerged from inter-continental projects, dialogues and collaborations, and from imaginative crossings between the international and the local, between institutions and communities, between government and civil society, the traditional and the contemporary, memory and the future. In its own way, this book constitutes a space in-between, mobilising hybridity and agency to bring forth formerly unrealised possibilities in the spheres of art, art education and the everyday.

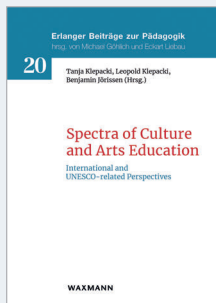


■ Runette Kruger, Lize Kriel (Eds.)  
**Exploring art in response**

Visual cultures and glocal concerns  
 2025, 220 p., pb., with numerous  
 coloured illustrations, € 37,90

ISBN 978-3-8309-4970-1

This book shows how artists, educators, and scholars confront challenges in their societies. It explores the legacy of colonization, the preservation of heritage, the unmaking of dominant knowledge systems, and the reshaping of memory and history from below. Issues like gender and socioeconomic inequality are addressed across global contexts. Together, these perspectives offer ways to reimagine collective agency in the arts as a means to confront shared and specific concerns.



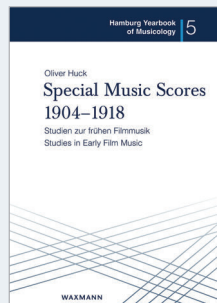
Coming soon

■ Tanja Klepacki, Leopold Klepacki, Benjamin Jörissen (Eds.)  
**Spectra of Culture and Arts Education**

International and UNESCO-related Perspectives

2025, *Erlanger Beiträge zur Pädagogik*,  
 Vol. 20, 200 p., pb., €  
 ISBN 978-3-8188-0048-2

This volume responds to the 2024 UNESCO World Conference by offering diverse perspectives on current challenges in culture and arts education. Drawing on an international summer school, it combines theoretical and practice-oriented insights. The contributions explore critical, decolonial, and sustainable approaches and advocate for moving beyond dominant Eurocentric frameworks toward more inclusive and transformative futures in education and cultural policy.



→ Series

**Hamburg Yearbook of Musicology**

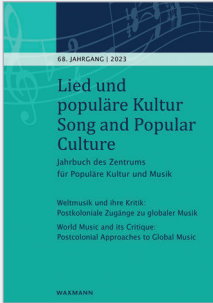
edited by the  
 University of Hamburg

Volume 5

■ Oliver Huck  
**Special Music Scores 1904-1918**

Studien zur frühen Filmmusik /  
 Studies in Early Film Music  
 2025, 156 p., pb., € 34,90  
 ISBN 978-3-8188-0017-8

With more than 150 surviving prints and far more than twice as many lost scores up to 1918, the number and importance of composed and compiled music scores for individual films is far greater than previously thought. The six studies presented in this volume deal with fundamental questions of the synchronization of music and film as well as with individual film music cultures – prerequisites for a history of early film music that takes appropriate account of the scores for individual films.



■ Maria Fuchs, Johannes Miske, Knut Holtsträter (Eds.)

## **Lied und populäre Kultur / Song and Popular Culture**

Jahrbuch des Zentrums für Populäre Kultur und Musik

68. Jahrgang – 2023

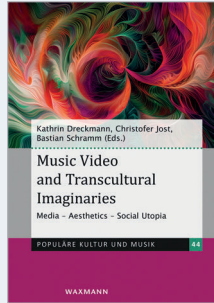
Weltmusik und ihre Kritik:

Postkoloniale Zugänge zu globaler Musik / World Music and its Critique: Postcolonial Approaches to Global Music

2024, 258 p., pb., € 39,90

ISBN 978-3-8309-4889-6

This yearbook, *World Music and Its Critique: Postcolonial Approaches to Global Music*, engages with the problematic term ›world music‹ and addresses current debates on the decolonization of music. It critically examines the Eurocentric status quo of world music as part of global musical practices and highlights the complex dependencies between the global majority and the Global North. Alongside researchers, composers, musicians, and curators from the global music scene contribute through reports and interviews, offering diverse perspectives on these pressing issues.



### → Series

## **Populäre Kultur und Musik**

hrsg. von Michael Fischer im Auftrag des Zentrums für Populäre Kultur und Musik der Universität Freiburg und Nils Grosch im Auftrag der Universität Salzburg

### **Volume 44**

■ Kathrin Dreckmann, Christofer Jost, Bastian Schramm (Eds.)

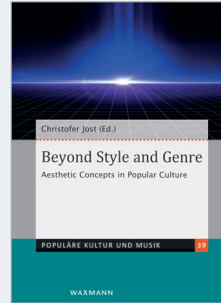
## **Music Video and Transcultural Imaginaries**

Media – Aesthetics – Social Utopia

2025, 316 p., pb., € 39,90

ISBN 978-3-8188-0009-3

Music videos today offer counter-proposals to heteronormativity, ableism, patriarchalism, racism, and other forms of oppression that not only reach a wider audience but also reflect a broader diversity of lifestyles, interests and motivations than was possible during the MTV era. This volume explores transcultural imaginaries in music videos from a variety of angles, providing a broad overview of approaches to negotiating the ›cultural‹ in the music video genre, both past and present.



### **Volume 39**

■ Christofer Jost (Ed.)

## **Beyond Style and Genre**

Aesthetic Concepts in Popular Culture

2023, 268 p., pb., € 34,90

ISBN 978-3-8309-4770-7

This book explores aesthetic concepts in popular culture such as camp, retro, and trash as transgressive strategies that blur boundaries between genres, styles, and media. The volume brings together authors from different disciplines who approach aesthetic concepts in popular culture on a historical, theoretical and methodological level, analyze them on the basis of various aesthetic phenomena, or discuss aspects relevant to their theoretical contextualization, such as the emergence and establishment of artistic practices and aesthetic value systems.



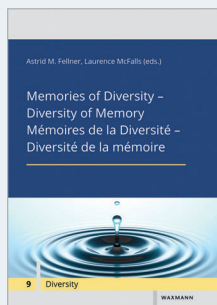
■ Sarah May, Sinah Osner,  
Fabian Stransky, Janine Wildhage  
**Hands, Skills, Tools**

Learning the Craft of Violin Making  
2024, *Freiburger Studien zur Kulturanalyse, Special Volume 9*, 172 p., hardcover,  
€ 38,00

ISBN 978-3-8309-4572-7

As violin makers are striving to create instruments of perfect sound and form, it is necessary to answer the question comparatively: How is violin making taught and learned in European schools at present and how do they respond to technical and cultural changes?

This volume explores parallels and differences between learning and teaching in the violin making schools in different European countries. In order to realize this work, the implicit knowledge of the craftsmanship needs to be understood on the levels of observation, experience and dialogue against a culture-analytical background.



→ **Series**  
**Diversity / Diversité /**  
**Diversität**

edited on behalf of the  
International Research Training  
Group ›Diversity‹ Trier / Montréal /  
Saarbrücken by Ursula Lehmkuhl

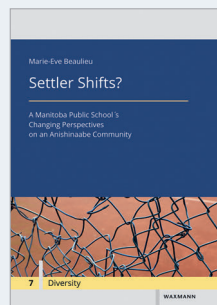
**Volume 8**

■ Astrid M. Fellner,  
Laurence McFalls (Eds.)

**Memories of Diversity –**  
**Diversity of Memory**  
**Mémoires de la diversité –**  
**Diversité de la mémoire**

2023, 180 p., pb., € 34,90  
ISBN 978-3-8309-4680-9

How do diversity and memory mutually shape one another? A focus on memory introduces an important and contested temporal dimension to the politics, practices, and narratives of diversity. Exploring the entanglements of historical projections and representations of and from the past with contemporary discourses on difference and inclusion, the articles in this collection problematize memory in relationship to three modes of storytelling: literature, ethno-biography, and historiography. From the construction of diasporic identities to the conflicted politics of remembering, memories shape diversity, be they in the form of shared memories, divided memories, or conflicting memories.



**Volume 7**

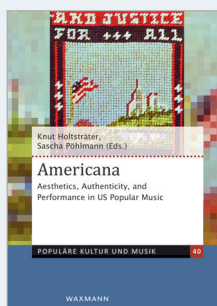
■ Marie-Eve Beaulieu  
**Settler Shifts?**

A Manitoba Public School's  
Changing Perspectives on an  
Anishinaabe Community  
2023, 210 p., pb., € 34,90

ISBN 978-3-8309-4671-7

This project aims at better understanding how a K-12 Manitoba public-school and its Settler educators represent, reflect on, and practice their relationship to Indigeneity and to their Anishinaabe neighbors. It thus explores how Settlerhood is constantly constructed, and how this takes shape in this public school, in the midst of the changing recognition of Indigenous Peoples in Canada. The research investigates structures of Settler dominations that were reproduced and disrupted in the school through changing practices.





→ SeriesReihe

## Populäre Kultur und Musik

edited by Michael Fischer on behalf of the Zentrum für Populäre Kultur und Musik at the University of Freiburg and Nils Grosch on behalf of the University of Salzburg

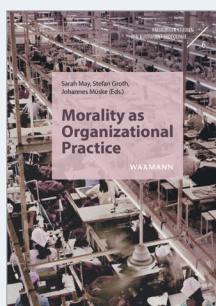
### Volume 40

■ Knut Holtsträter,  
Sascha Pöhlmann (Eds.)

## Americana

Aesthetics, Authenticity, and  
Performance in US Popular Music  
2024, 234 p., pb., € 34,90  
ISBN 978-3-8309-4756-1

The essay collection *Americana* poses the basic question of how American music can be described and analyzed as such, as American music. Situated at the intersection between musicology and American Studies, the essays focus on the categories of aesthetics, authenticity, and performance in order to show how popular music is made American—from Alaskan Hip Hop to German Schlager, from Creedence Clearwater Revival to film scores, from popular opera to U2, from the Rolling Stones to Country Rap, and from Steve Earle to the Trans Chorus of Los Angeles.



■ Sarah May, Stefan Groth,  
Johannes Muske (Eds.)

## Morality as Organizational Practice

Negotiating, Performing, and  
Navigating Moral Standards in  
Contexts of Work  
2023, *Freiburger Studien zur Kultur-  
anthropologie*, Vol. 6, 216 p., pb., € 34,90  
ISBN 978-3-8309-4787-5

This book focuses on how moral debates impact the everyday work of actors within enterprises, non-governmental organizations, and public institutions. While »ethical consumption« has highlighted consumer and organizational perspectives, less attention has been paid to those working within or for these organizations. Through ethnographic case studies, the volume turns its attention to the actors and organizational practices in order to trace the effects of these discourses on everyday lives. Similarly, the ethnographic case studies explore the extent to which everyday work life itself shapes discourses on the negotiation of morality in the present.

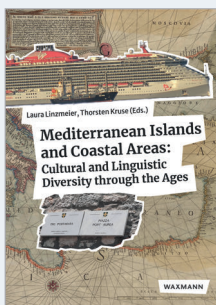


■ Franck Orban, Elin Strand  
Larsen, Sondre Lindahl (Eds.)

## Trust under Threat

Challenges in a Digital Society  
2024, 200 p., pb., € 34,90  
ISBN 978-3-8309-4853-7

In this third anthology from the AreaS research group at Østfold University College we take a closer look at the notion of trust in a digital society. How do we build trust and trusting relationships in the context of digitalization and what are the main challenges we face when it comes to trust in the digital world? The book is recommended for students, scholars and practitioners interested in how trust is built and challenged by digital media.



■ Laura Linzmeier,  
Thorsten Kruse (Eds.)  
**Mediterranean Islands and  
Coastal Areas: Cultural and  
Linguistic Diversity  
through the Ages**

2025, 240 p., pb., € 39,90  
ISBN 978-3-8309-4987-9

This volume brings together contributions from history, linguistics, literature, and cultural studies, focusing on Mediterranean regions, their cultures, languages, and literatures. Using historical, comparative, and multidirectional approaches, the texts explore how island characteristics shape identity, cultural expression, and language—examined within the broader context of migration and cultural exchange.



■ **Tertium Comparationis**  
Journal für International und  
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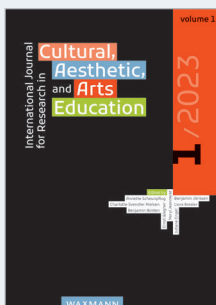
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