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# Education and Sociology 2022

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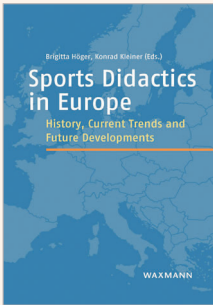
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■ Brigitte Höger,  
Konrad Kleiner (Eds.)  
**Sports Didactics in Europe**  
History, Current Trends and Future  
Developments  
2022, 430 p., pb., € 39,90  
ISBN 978-3-8309-4167-5

During the past decades, the scientific discipline of Sports Didactics has developed in a heterogeneous manner across national borders and individual university locations in Europe. Its position and situatedness has been characterised by its relation to and differentiation from sports pedagogy and other sub-disciplines within sports and educational sciences. The significance of Sports Didactics remains closely connected to the role of the school subject Physical Education as well as Physical Education Teacher Education at universities and colleges. This collected volume provides an overview of the subject understandings, theory landscapes, research contexts and practice models across 24 European countries along five lines of investigation: national historical developments of Sports Didactics, main trends and tendencies of theoretical differentiation, application fields of research and theory formation, recent research perspectives and possible future developments.



■ Claudia Bergmüller, Susanne  
Höck, Bernward Causemann,  
Jean-Marie Krier, Eva Quiring  
**Quality and Impact  
in Global Education**  
Empirical and Conceptual  
Perspectives for Planning and  
Evaluation

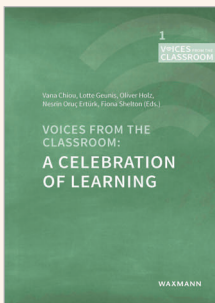
2021, *Erziehungswissenschaft und Weltgesellschaft*, Vol. 14, 220 p., pb.,  
€ 34,90, ISBN 978-3-8309-4219-1

For several years now, the demand for increased impact orientation has also affected the field of Global Education (GE) / Development Education and Awareness Raising (DEAR). In this context, a vivid discussion is still ongoing regarding what can be considered an ›impact‹ in GE/DEAR and how these impacts can be analysed. Both questions are dealt with within the scope of the research project ›Impacts and methods of impact monitoring in development education and awareness raising‹. Against the backdrop of the empirical findings of this research project, this publication shows which effects can be targeted in the planning and evaluation of GE-/DEAR-projects and which contextual conditions can influence their effectiveness.



■ Tanja Tajmel, Klaus Starl,  
Susanne Spintig (Eds.)  
**The Human Rights-Based  
Approach to STEM  
Education**  
2021, 224 p., pb., € 34,90  
ISBN 978-3-8309-4220-7

International scholars and experts from organizations, (e.g. UNESCO), and from diverse disciplines such as human rights, science education, science and technology studies and gender studies illustrate the human rights approach by case studies and guiding questions enable readers to conduct human rights analysis. The volume aims at a global audience and is suitable as a textbook for university courses. The target group consists of students, undergraduate and graduate level, teachers and researchers from different disciplines, in particular human rights, education and STEM education, as well as practitioners, project developers, educators and, of course, the interested public.



## → Series

**Voices from the classroom**

Edited by Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Fiona Shelton

**Volume 1**

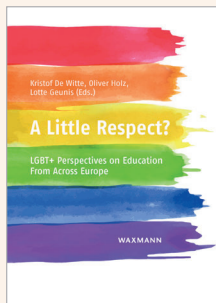
■ Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Ertürk, Fiona Shelton (Eds.)

**Voices from the Classroom: A Celebration of Learning**

2021, Vol. 1, 480 p., pb., € 44,90

ISBN 978-3-8309-4378-5

Voices from the Classroom illustrates that teachers have a leading voice in the policies that impact their students and the profession of teaching. The publication includes chapters on issues ranging from dyslexic students' geospatial abilities to teachers' differential behaviours related, student characteristics and the experiences of refugees with bullying in the educational space. All the contributions published in this book emerged from real classrooms: our teachers and researchers conducted their research by drawing on their experience as educators.

**Volume 2**

■ Kristof De Witte, Oliver Holz, Lotte Geunis (Eds.)

**A Little Respect?**

LGBT+ Perspectives on Education From Across Europe

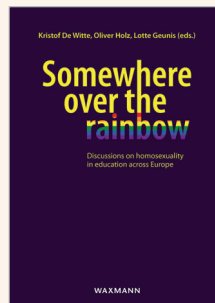
2022, 210 p., pb., € 24,90

ISBN 978-3-8309-4561-1

The project ›All Incl‹ promotes inclusive education by bringing together pupils, (trainee) teachers and the wider school community to build LGBT+ friendly schools. All Incl is active in Belgium, Germany, Greece, Hungary, Poland, the Netherlands, Spain and the United Kingdom.

In each country, a university and secondary school will partner with pupils to co-create visions for LGBT+ friendly schools and supporting ›tools for schools‹. A virtual ›human library‹ will be built to share LGBT+ stories with the wider school community, and with young people across Europe.

This book takes stock of European research, recommendations and resolutions regarding LGBT+ in education and it explores how participating countries are equipping their schools and staff with the knowledge and know-how to deliver inclusive education. This is particularly important in light of this project's wider focus on ›LGBT+‹, to explicitly go beyond the slightly more mainstream ›LGB‹.



■ Kristof De Witte, Oliver Holz, Lotte Geunis (Eds.)

**Somewhere over the rainbow**

Discussions on homosexuality in education across Europe

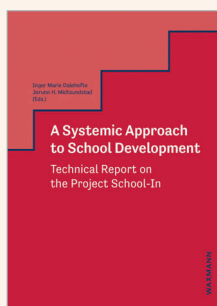
2018, 168 p., pb., € 29,90

ISBN 978-3-8309-3747-0



Schools should offer a safe and secure environment for all young people to develop, to learn, and to thrive. Sadly, for many, they fall short. Homophobic and transphobic behaviour is still painfully common in schools across Europe. A significant number of LGBT pupils experience homophobic and transphobic bullying, and they are more likely to experience violence than heterosexual peers.

This publication explores the underlying attitudes towards homosexuality in eight European countries: Belgium, Germany, Hungary, Poland, Spain, the Netherlands, the United Kingdom and Turkey. It is the product of a strategic partnership (KA2) between fifteen European secondary and higher education institutions, launched in 2016 under the auspices of the European Commission's ERASMUS+ programme. The project supported by this partnership, Homo'poly, promotes greater understanding and acceptance of homosexuality with the explicit aim of improving the school life of LGB pupils.

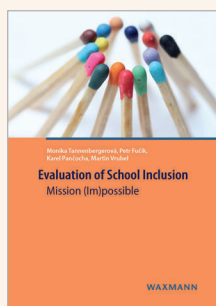


■ Inger Marie Dalehefte,  
Jorunn H. Midtsundstad (Eds.)  
**A Systemic Approach  
to School Development**

Technical Report on the  
Project School-In  
2022, 190 p., pb., € 29,90  
ISBN 978-3-8309-4502-4



This book presents the project School-In and documents research and intervention methods. It provides stakeholders, educational researchers and practitioners with information about the make-up of the study. With this book, School-In presents an example of how new ideas and knowledge can be gained from several research approaches and provides the readers with experiences and advices on how processes within educational development may be implemented.

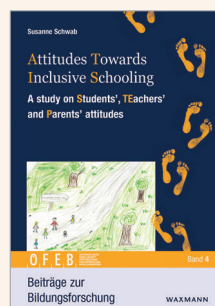


■ Monika Tannenbergerová,  
Petr Fučík, Karel Pančocha,  
Martin Vrabel  
**Evaluation of  
School Inclusion**

Mission (Im)possible  
2018, 162 p., pb., € 29,90  
ISBN 978-3-8309-3771-5

What are the elements creating inclusive school environment and how can we identify them? How is integration understood in school? What can be improved so that the principle of inclusion is more effective to school life? Which aspects of inclusion does research in the Czech Republic focus on?

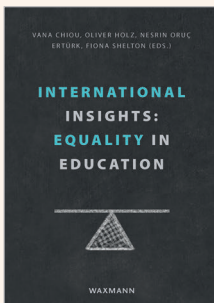
In this book you will find an answer on all these and many other topics.



■ Susanne Schwab  
**Attitudes Towards  
Inclusive Schooling**

A study on Students', Teachers'  
and Parents' attitudes  
2018, Beiträge zur Bildungsforschung,  
Vol. 4, 134 p., pb., € 29,90  
ISBN 978-3-8309-3899-6

Over the last two decades, the implementation of inclusive schooling has increased significantly in European countries and worldwide. Previous studies have shown that positive attitudes towards inclusive schooling are not only a condition for success regarding the implementation, but also an important outcome variable of inclusive education. This study provides empirical insights into the attitudes towards students with learning disabilities and behavioral disorders. ATIS-STEP (Attitudes Towards Inclusive Schooling – Students', Teachers' and Parents' Attitudes) was conducted in the school year 2016/17 in Austria. It provides longitudinal data that examines the attitudes of students, teachers and parents.



■ Vana Chiou, Oliver Holz,  
Nesrin Oruç Ertürk,  
Fiona Shelton (Eds.)  
**International Insights:  
Equality in Education**

2019, 246 p., pb., € 39,90  
ISBN 978-3-8309-4022-7

The authors cover aspects like inclusion and inequality, internationalizing and accessing education, but they also deal with learning foreign languages, education for the future, assessment, feedback and student success, lifelong learning, teacher training as well as different aspects of the LGB(T+) community and gender and education.

*Overall, this book is of significance to furthering work on equality, diversity and inclusion within education across the globe. The nuances in different approaches to tackling injustice coupled with the continued theme of moral conviction to enact the true power of education helps to ensure that this book is a valuable contribution to the EDI agenda within education.*

Andrew Grace (2020): International insights: equality in education, Journal of Education for Teaching, DOI: 10.1080/02607476.2020.1841474.



■ Kristof De Witte, Oliver Holz,  
Kenneth De Beckker (Eds.)  
**Financial education**

Current practices and  
future challenges  
2020, 194 p., pb., € 29,90  
ISBN 978-3-8309-4063-0

In a world where complexity of financial markets and products is growing, financial education becomes crucial. Although it is well accepted to introduce financial education, there is no consensus on the optimal way to implement financial education.

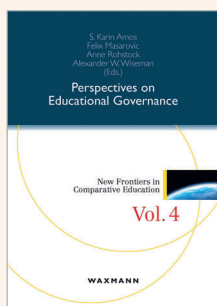
This book explores the current state and the future challenges of financial education in five European countries: Belgium, Estonia, Italy, Slovakia, and the Netherlands. It is a product of a strategic partnership with professionals from 14 partners, including universities, secondary schools and intermediary organisations dealing with financial literacy promotion. The EUFin project supported by this partnership aims to develop evidence-based didactical material for financial literacy education for tertiary and secondary education levels and exchange best-practices.



■ Silke Trumpp, Emma  
Kostiaainen, Isolde Rehm,  
Matti Rautiainen (Eds.)  
**Innovative schools and  
learning environments in  
Germany and Finland**

Research and findings of  
comparative approaches  
Ideas of good and next practice  
2020, 208 p., pb., with coloured  
illustrations, € 34,90  
ISBN 978-3-8309-4169-9

In this book, innovations in the education system are discussed and exemplary developments and projects from Finland and Germany are compared. On the one hand, the focus is on current research results, while on the other hand, examples of good practice from both countries describe remarkable ways of implementation and provide creative suggestions for one's own educational work. These are based on the experience of ten years of international cooperation between two teacher-training university locations.

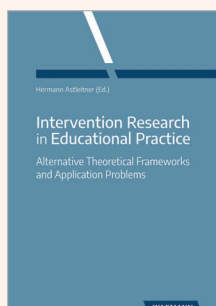


■ S. Karin Amos, Felix Masarovic, Anne Rohstock, Alexander W. Wiseman (Eds.)

### **Perspectives on Educational Governance**

2022, *New Frontiers in Comparative Education*, Vol. 4, 244 p., pb., € 34,90  
ISBN 978-3-8309-4190-3

In March 2019, international students and researchers from various disciplines came together at the university of Tuebingen to discuss Educational Governance from an international perspective. What are the distinctive and different rationales underlying the discourse of Educational Governance and its political, economic, academic and pedagogic objectives? How can we make visible these rationales and which theories and analytic tools can help us to decipher the meanings attached to it? Are there different local and national trajectories in education discourse and practice with regard to Educational Governance and which role do international organizations and transnational transfer play? This volume displays these discussions and aims at initiating a broader communication about Educational Governance between previously separated spaces.



### ■ Hermann Astleitner (Ed.) **Intervention Research in Educational Practice**

Alternative Theoretical Frameworks and Application Problems  
2020, 188 p., pb., € 29,90  
ISBN 978-3-8309-4197-2

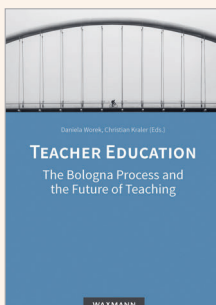
Improving learning and teaching at schools or universities may start with choosing evidence-based interventions and practices, but does not end there. To ensure sustainable changes to programs in educational practice, interventions need to address complex issues related to theories, research designs, and measurements. This book presents typical but often overlooked problems in intervention research in educational practice. These problems are embedded in various educational areas such as, amongst others, school effectiveness, instructional design or motivational aspects of teacher trainings.



### ■ Markus Janssen, Thomas Wiedenborn (Eds.) **School adoption in teacher education**

Increasing pre-service teachers' responsibility during practice  
2021, 102 p., pb., € 24,90  
ISBN 978-3-8309-4263-4

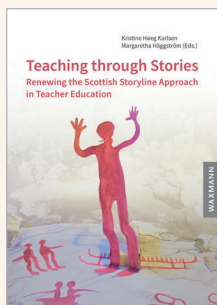
School adoption is an ambitious and innovative partnership model in teacher education which offers unique opportunities for in-service and pre-service teachers. At its core, teachers leave their school to be adopted by student teachers for one week. While the teachers engage in a professional development course outside the school, they are fully substituted by student teachers. In this volume, we present different international concepts of school adoption, lessons learned, and first theoretical considerations. With it, we invite teacher educators in schools, universities, and other institutions to engage into a dialogue about the perspectives school adoption offers for teacher education and teacher education research.



■ Daniela Worek,  
Christian Kraler (Eds.)  
**Teacher Education**

The Bologna Process and  
the Future of Teaching  
2021, 128 p., pb., € 29,90  
ISBN 978-3-8309-4356-3

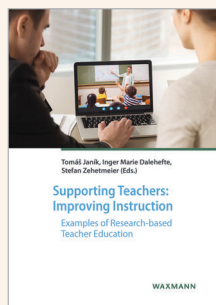
The book reflects current challenges of Teacher Education in Europe based upon these 20 years of development. In this volume, ENTEP members from different countries cover fundamental questions of teacher education in the European Higher Education Area. They discuss crucial aspects like fundaments, Initial Teacher Education, lifelong learning, evaluation, policy making, research and efforts to build bridges into the future.



■ Kristine Høeg Karlsen,  
Margaretha Häggström (Eds.)  
**Teaching through Stories**

Renewing the Scottish Storyline  
Approach in Teacher Education  
2020, 444 p., pb., with numerous  
coloured illustrations, € 49,90  
ISBN 978-3-8309-3986-3

This book aims to meet the demands on teaching and learning in the twenty-first century, and in specific, how teacher education may transform pedagogical approaches and didactic methods to support future teachers in enhancing needful skills. In particular, it focuses on the pedagogical approach of Storyline, and how a Storyline can be applied in teacher education. Storyline is a problem-based, cross-curricular approach, based on learning through an evolving narrative, created in collaboration between teacher and students. It includes a variety of didactic tools, and inclusiveness towards different learners. The book provides an overview of Storyline and introduces improved and new theoretical perspectives on this approach, including many practical examples.



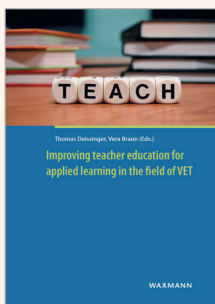
■ Tomáš Janík, Inger Marie  
Dalehefte, Stefan Zehetmeier  
(Eds.)  
**Supporting Teachers:  
Improving Instruction**

Examples of Research-based  
Teacher Education  
2019, 186 p., pb., € 32,90  
ISBN 978-3-8309-4029-6

In the last decades, progress in the field of pre-service and in-service teacher education has been evident. Despite the developments of curriculum programs, models and designs, various challenges are shaping the field. Models of teacher education are usually presented as ›research-based‹, but related research is often invisible or fragmented.

This work introduces individual approaches, models or designs of pre-service and in-service teacher education developed by the authors and specifies their impact and shortcomings for further development. A reflective discussion across individual approaches to reveal particular issues that are shaping the field is provided.





■ Thomas Deissinger,  
Vera Braun (Eds.)  
**Improving teacher  
education for applied  
learning in the field of VET**

2018, 266 p., pb., € 39,90

ISBN 978-3-8309-3960-3

This anthology deals with vocational teacher education in Ukraine, which is a country facing many social and economic challenges. It is a result of the Erasmus+ project ›Improving teacher education for applied learning in the field of VET (ITE-VET)‹, a capacity building project focussing on Ukraine (2016–2018).

The project came up with the following issues which were defined as ›working packages‹ in the context of the EU project guidelines. These issues also represent the major contents and arguments in the chapters of this book:

- Ukrainian VET teacher education and VET system and analysis of their needs
- Didactical input from EU countries on modern teaching
- Revision of course programmes and curricula
- Implementation of new forms of practice-orientation.



■ Sönke Graf  
**«We're better, connected»**

Empirical study on the potential of international science teacher trainings

2019, *Empirische Erziehungswissenschaft*, Vol. 74, 302 p., pb., € 39,90

ISBN 978-3-8309-4037-1

How to improve science teacher effectiveness? In order to find answers to this question a first step in this study is a close observation and critical reflection on the level of science teacher training courses. This work is a first exploratory step into a fairly new field of professional development research, which hopes to come up with some reasonable hypotheses gained from the combination of current research literature and from deeper analyses of field data, that hopefully serves as an inspiration for teacher trainers in practice as well as for further educational research.



■ Edith Braun,  
Rachelle Esterhazy, Robert  
Kordts-Freudinger (Eds.)  
**Research on Teaching  
and Learning in Higher  
Education**

2021, 170 p., pb., € 29,90

ISBN 978-3-8309-4026-5

This international anthology presents current topics and methodologies of the Special Interest Group ›Higher Education‹ (SIG 4) of the European Association for Research on Learning and Instruction (EARLI). It includes a collection of some of the most central empirical contributions in the research community, covering topics ranging from student learning, gain of non-cognitive skills to teaching quality. With authors based all over the world and presenting different quantitative, qualitative, and mixed methods approaches, this volume aims at researchers and practitioners interested in the latest developments in the international higher education research community.



→ Series

**Research in Socialisation and Education: international, comparative, historical**

edited by Christel Adick und Marcelo Parreira do Amaral

**Coming soon**  
**Volume 21**

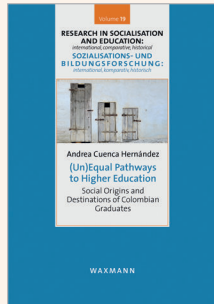
■ Marvin Erfurth

**International Education Hubs in the Global Education Industry**

Changing Policy and Governance in Higher Education

2022, 190 p., pb., € 29,90  
ISBN 978-3-8309-4547-5

The mobility of students, faculty, programs, and campuses are considered central elements in contemporary international (higher) education. Degrees and curricula continue to be harmonized, and programs such as Comenius at school level and Erasmus+ at university level provide funding and administrative support for student and faculty mobility. This book investigates both the phenomenon of education hubs, as well as the ways in which this phenomenon is currently studied, predominantly within international comparative higher education research.



**Volume 19**

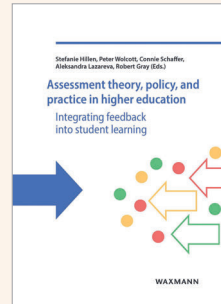
■ **Andrea Cuenca Hernández**  
**(Un)Equal Pathways to Higher Education**

Social Origins and Destinations of Colombian Graduates

2021, 328 p., pb., € 39,90  
ISBN 978-3-8309-4275-7



Inequality of educational opportunities (IEO) is a recurring topic in both public debate and academic research. This book contributes to the contemporary discussion on IEO with a focus on individual trajectories over the life course. It provides empirical evidence on the magnitude and the mechanisms of IEO in Colombia, a country with extreme, persistent levels of social inequality. Using national administrative databases, the author examines the effect of social origin on academic and labor market outcomes among university graduates. Drawing on a comprehensive theoretical approach to stratification and higher education, this volume discusses how the interaction between family background and segmentation of educational institutions might influence individuals' outcomes. As such, it will appeal to scholars, policy makers, and practitioners with interests in education, social inequality, social policy, higher education research, and international/comparative education.



■ **Stefanie Hillen, Peter Wolcott, Connie Schaffer, Alexandra Lazareva, Robert Gray (Eds.)**  
**Assessment theory, policy, and practice in Higher Education**

Integrating feedback into student learning

2022, 148 p., pb., € 24,90  
ISBN 978-3-8309-4478-2

Most professionals in higher education have not approached learning about assessment in the right way. This anthology addresses tools, theoretical perspectives, and methods related to assessment in higher education across a variety of contexts, such as teacher education, vocational education, and other disciplines at European universities, with particular attention paid to assessment as feedback and how that influences student learning.



■ Katja Ninnemann, Bettina Liedtke, Alexandra den Heijer, Kerstin Gothe, Cordula Loidl-Reisch, Suvi Nenonen, Jonathan Nestler, Åse Tieva, Christian Wallenborg

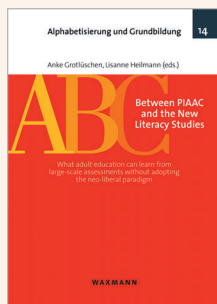
### Hybrid environments for universities

A shared commitment to campus innovation and sustainability  
2020, 120 p., pb., € 19,90  
ISBN 978-3-8309-4179-8

Which organizational structures and processes at universities support a strategic as well as innovative campus development?

As experts with an interdisciplinary background including the social sciences, public real estate, urban planning, architecture and landscape architecture, we could examine the question from a holistic perspective and gain new insights.

The resulting manifesto states necessary steps and strategies to create innovative and sustainable hybrid environments for universities. It addresses all decision makers – executives, practitioners and contributors alike – as all of us face the challenge of limited resources and needing to do more with less.

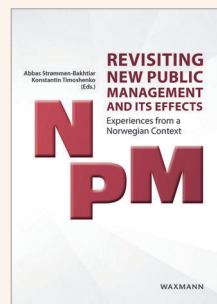


■ Anke Grotlüschen, Lisanne Heilmann (Eds.)  
**Between PIAAC and the New Literacy Studies**

What adult education can learn from large-scale assessments without adopting the neo-liberal paradigm

2021, *Alphabetisierung und Grundbildung*, Vol. 14, 265 p., pb., € 34,90  
ISBN 978-3-8309-4188-0

With this book we present a selection of articles that critically deal with (internationally comparative) large-scale assessments. We acknowledge that studies such as PIAAC are often designed, financed and implemented on the basis of neo-liberal worldviews. Nevertheless, we would like to use the articles that are presented here to show the various ways in which adult and continuing education can benefit and learn from the knowledge that they generate. This book features eleven articles, which – with the NLS's theoretical considerations and points of criticism in mind – find new and alternative evaluations and interpretations of the data.



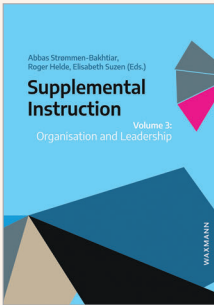
■ Abbas Strømmen-Bakhtiar, Konstantin Timoshenko (Eds.)  
**Revisiting New Public Management and its Effects**

Experiences from a Norwegian Context

2021, 178 p., pb., € 34,90  
ISBN 978-3-8309-4338-9

Five of seven contributions in this volume are geared towards assessing the effects of NPM-style reforms on the Norwegian public healthcare sector in general and nursing in particular, one deals with the impacts of NPM on Norwegian primary and lower secondary education, and one traces the relationship between NPM and the most influential management accounting innovations of the last few decades.

It is our profound hope that the book will trigger fruitful discussions and broaden our understanding of NPM and its effects by providing lessons from the empirical evidence presented in the different chapters. Captivating and instructive, it will be of great interest for all readers keeping an eye on NPM, including but not limited to students and scholars of public administration, practitioners and policymakers.



■ Abbas Strømmen-Bakhtiar,  
Roger Helde, Elisabeth Suzen  
(Eds.)

### Supplemental Instruction

Volume 3: Organisation and  
Leadership

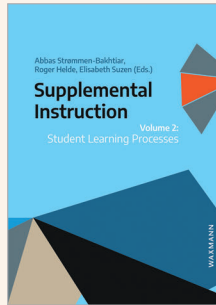
2021, 140 p., pb., € 32,90

ISBN 978-3-8309-4326-6



This book examines different aspects of SI in organizations and leadership, including surveys of Supplemental Instruction programs in Europe, how SI sessions should be organized, the degree to which SI improves retention rates and exam results, SI and learning leadership and leadership development, benefits of being a member of an SI team and employability, SI implementation in healthcare education and virtual students' attitudes towards SI online.

The book is aimed at anyone who is concerned about study quality in higher education. The contributors are researchers and lecturers at various universities from several countries.



■ Abbas Strømmen-Bakhtiar,  
Roger Helde, Elisabeth Suzen  
(Eds.)

### Supplemental Instruction

Volume 2: Student Learning  
Processes

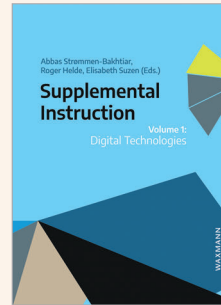
2021, 164 p., pb., € 32,90

ISBN 978-3-8309-4325-9



This book is about student learning processes and Supplemental Instruction, which includes everything from learning activities in SI to developing guidance skills of leaders and more. The book also deals with a comparison of Supplemental Instruction with other group-oriented learning activities, and practical aspects of the programme.

The book is aimed at anyone who is concerned about study quality in higher education. The contributors are researchers and lecturers at various universities from several countries.



■ Abbas Strømmen-Bakhtiar,  
Roger Helde, Elisabeth Suzen  
(Eds.)

### Supplemental Instruction

Volume 1: Digital Technologies

2021, 108 p., pb., € 32,90

ISBN 978-3-8309-4324-2



Supplemental Instruction is a program designed to support students in their learning process. The program consists of advanced students supervising new students, where the purpose is to improve students' performance and reduce the risk of interruption of studies.

This book is about the role, use and place of digital technologies in supplemental Instruction, which includes why we need Supplemental Instruction, teacher's integration of technology experience with lecture capture and more.

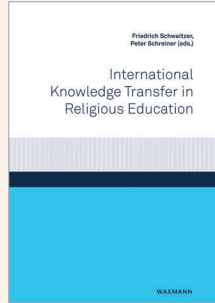
The book is aimed at anyone who is concerned about study quality in higher education. The contributors are researchers and lecturers at various universities from several countries.



■ Medienwerkstatt Encounters  
**Was passiert, wenn wir uns begegnen?**  
**What happens when we meet?**

Encounter als Methode  
 transkulturellen Lernens  
 Encounter as a method for  
 transcultural learning  
 2022, 240 p., pb., € 29,90  
 ISBN 978-3-8309-4507-9

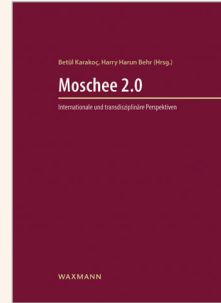
›What happens when we meet?‹ tells the story of the ›Media Workshop Encounters‹. This project focuses on the transformative power of encounters, multilingualism and creative collaboration: it presents methods of trans-cultural and collaborative learning supporting this project. The media workshop emerged from the exchange between the network ›Encounter‹ (activists, artists, media professionals and anthropologists from over 40 countries) and the Tempelhof-Schöneberg City Library. In the book, written as part of a book-sprint, the initiators and participants talk about their experiences in the media project, which works in Arabic, Farsi, German and English. The book shows how multilingualism and diversity of perspectives can succeed in educational and cultural projects.



■ Friedrich Schweitzer,  
 Peter Schreiner (Eds.)  
**International Knowledge  
 Transfer in Religious  
 Education**

2021, 272 p., pb., € 34,90  
 ISBN 978-3-8309-4285-6

This book is about international knowledge transfer in religious education as an academic discipline; at the same time, though, it is related to the school subject of RE. Its aim is to strengthen the awareness of the need for international cooperation in the field of religious education in general and especially for clarifying the role of knowledge in this kind of co-operation. The contributions discuss a number of issues, among others related to the validity and transferability of knowledge in religious education. Thus, the book takes up a topic which so far has remained implicit and therefore also untreated.

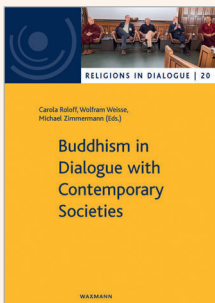


■ Betül Karakoç,  
 Harry Harun Behr (Eds.)  
**Moschee 2.0**

Internationale und transdisziplinäre  
 Perspektiven  
 2022, 254 p., pb., € 32,90  
 ISBN 978-3-8309-4460-7

For about two decades, mosques as places of Muslim self-organisation have been the subject of diverse discourses on an international level. Both in religious practice and from different research disciplines, they are marked as spiritual, educational and social spaces. The reflections are characterised by different - sometimes contradictory - definitions, expectations and perspectives. The authors from different countries and disciplines focus on different thematic aspects. Some of the contributions are based on academic expertise, others on experience gained in mosque work. In this respect, the contributions also reflect the different perspectives in research and the diversity of people in the mosque.

This volume contains articles in English and German.



→ Series

## Religionen im Dialog

edited by Prof. Dr. Wolfram Weisse  
Akademie der Weltreligionen der  
Universität Hamburg

### Volume 20

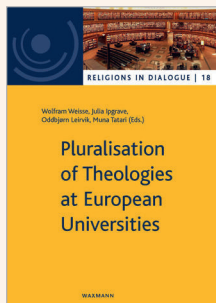
■ Carola Roloff, Wolfram Weisse,  
Michael Zimmermann (Eds.)

## Buddhism in Dialogue with Contemporary Societies

2021, 316 p., pb., € 37,90

ISBN 978-3-8309-4073-9

The growing pluralization of religion and culture in Europe means that we encounter an increasing number of Buddhist immigrants as well as ›Western‹ converts. The contributions in this volume show not only that Buddhism matters in the West but that it already has its strong impact on our societies. Therefore, universities in Europe should include Buddhist theories and techniques in their curricula.



### Volume 18

■ Wolfram Weisse, Julia Ipgrave,  
Oddbjørn Leirvik, Muna Tatari  
(Eds.)

## Pluralisation of Theologies at European Universities

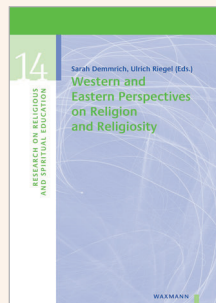
2020, 316 p., pb., € 39,90

ISBN 978-3-8309-4201-6

The intention of the book is to contribute to debates and policy decisions about the inclusion of plural theologies in higher education institutions. It will do this by bringing together case studies from institutions in six European countries and offering reflections on and comparisons of these.

The publication is part of a comparative research study on university responses to the plurality of religions and of religious and non-religious worldviews within Europe today.

With contributions by Handan Aksünger-Kizil, Safet Bektovic, Ranja Ebrahim, Dina El Omari, Yaser Ellethy, Walter Homolka, Zulfiqar Khimani, Mouhanad Khorchide, Halima Krausen, Farid Panjwani, Carola Roloff, Pery Schmidt-Leukel, Zekirija Sejdini, André Van der Braak, Nicholas Adams, Anne Hege Grung, Julia Ipgrave, Oddbjørn Leirvik, Marianne Moyaert, Attaulah Siddiqui, Muna Tatari and Wolfram Weisse.



→ Series

## Research on Religious and Spiritual Education

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

### Volume 14

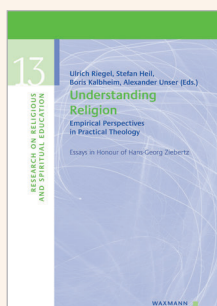
■ Sarah Demmrich,  
Ulrich Riegel (Eds.)

## Western and Eastern Perspectives on Religion and Religiosity

2021, 175 p., pb., € 27,90

ISBN 978-3-8309-4306-8

The concept of religiosity is a highly individual aspect of religion. Both charismatic movements within Christianity and orthopractic religious traditions such as Islam raise the question if an individualized account of religiosity is able to grasp the spectrum of lived religion comprehensively. Even Asian worldviews like Hinduism or Buddhism are part of daily experience and have expanded the notion of what can be perceived of as religion. These changes were discussed at the conference 'Religiosity in East and West: Conceptual and Methodological Challenges' at the University of Münster, Germany, in June 2019.



### Volume 13

■ Ulrich Riegel, Stefan Heil,  
Boris Kalbheim,  
Alexander Unser (Eds.)  
**Understanding Religion**

Empirical Perspectives in  
Practical Theology  
Essays in Honour of  
Hans-Georg Ziebertz  
2019, 254 p., pb., € 34,90  
ISBN 978-3-8309-4054-8

Today, religion is a complex issue. In Western Europe, the so-called ›Christian heritage‹ is challenged by both other religious traditions and secular worldviews. It is therefore essential to understand the complexity of religion in different contexts. This volume addresses four questions in this regard: How can we assess religion and religiosity appropriately? What are important markers of religiosity? How does religion affect recent society? How can religion be taught in modern society? By dealing with these questions, the contributions to this volume offer an insight into the state-of-the-art of research on religion and religiosity within the field of religious education on an international level.

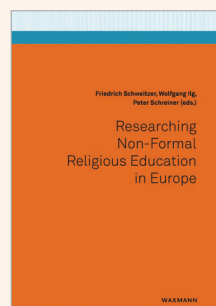
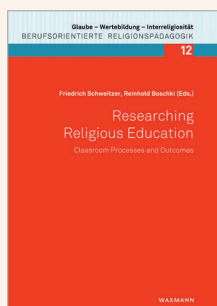
■ Friedrich Schweitzer,  
Reinhold Boschki (Eds.)  
**Researching Religious  
Education: Classroom  
Processes and Outcomes**

2018, *Glaube – Wertebildung – Interreligiösität*, Vol. 12, 424 p., pb., € 49,90  
ISBN 978-3-8309-3719-7

Empirical research in religious education has been able to establish itself as a major approach to this field. The contemporary discussion about comparative evaluation in schools has raised a number of questions which also refer to Religious Education. What competences can pupils acquire in this subject? Does Religious Education really support the acquisition and development of the competences aspired? Are there differences in this respect between different forms of Religious Education or between different approaches to teaching?

*It is rare, in my experience, to find a book that is so informative and so well framed by the editors, to leave the reader both informed and wanting to know more, both knowledgeable and thoughtful, both full of research and wanting to participate in more research. I welcome this volume, and applaud its breadth and depth.*

Julian Stern, in: *British Journal of Religious Education* 2/2019, p. 236.



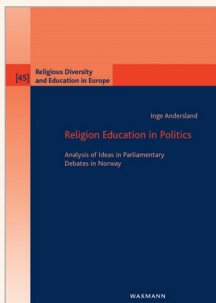
■ Friedrich Schweitzer,  
Wolfgang Ilg,  
Peter Schreiner (Eds.)  
**Researching Non-Formal  
Religious Education in  
Europe**

2019, 298 p., pb., € 39,90  
ISBN 978-3-8309-3856-9

Following the increasing interest in non-formal education in general, this volume brings together experiences and results of empirical research in the field of non-formal religious education in seven European countries. The chapters describe the reality of non-formal religious education in contexts like youth work and Sunday School. The authors present insights from empirical research and discuss possibilities of research-based evaluation of presuppositions and effects of non-formal religious education.

*Researching Non-Formal Religious Education in Europe makes a significant contribution to strengthening the importance of non-formal education in the field of religious education. It is to the credit of the editors and the many authors that the book impressively draws attention to the fact that non-formal education has so far received too little attention in research within most European countries, a gap into which they directly build through their contributions.*

Helena Stockinger, in: *Religious Education*.



## → Series

### Religious Diversity and Education in Europe

edited by Cok Bakker, Jenny Berglund, Gerdien Bertram-Troost, Hans-Günter Heimbrock, Julia Ipgrave, Robert Jackson, Geir Skeie, Wolfram Weisse

#### Volume 45

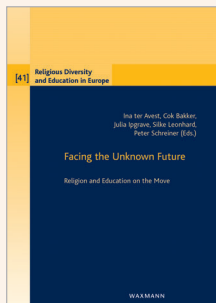
#### ■ Inge Andersland Religion Education in Politics

Analysis of Ideas in Parliamentary Debates in Norway

2021, 262 p., pb., € 37,90

ISBN 978-3-8309-4452-2

What sort of religion education (RE) is best suited for public education? Should RE teach young people how to deal with religious diversity, or should it provide them with religious guidance and a sense of belonging? Should it do both? The book offers analyses of ideas about RE in parallel with ideas of national and religious identity and the purpose of education. Thus, it sheds new light on the complexities involved in political debates around the subject.



#### Volume 41

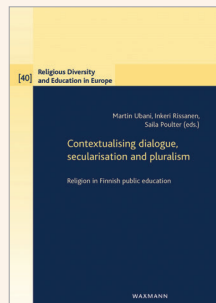
■ Ina ter Avest, Cok Bakker, Julia Ipgrave, Silke Leonhard, Peter Schreiner (Eds.)

#### Facing the Unknown Future

Religion and Education on the Move 2020, 280 p., pb., € 39,90

ISBN 978-3-8309-4076-0

All contributions to the volume were developed in the context of the European Network for Religious Education through Contextual Approaches (EN-RECA). This volume has a special focus on different perspectives of ›time‹ in relation to the tradition, present and future perspectives of Religious Education in Europe.



#### Volume 40

■ Martin Ubani, Inkeri Rissanen, Salla Poulter (Eds.)

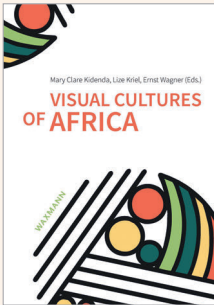
#### Contextualising dialogue, secularisation and pluralism

Religion in Finnish public education 2019, 230 p., pb., € 37,90

ISBN 978-3-8309-4014-2

›Dialogue‹, ›secularisation‹ and ›pluralism‹ have been key concepts in international discussions concerning religion, public space and education for the past decades. National educational systems face new challenges in negotiating with the multitude of civic identities and memberships. This volume enriches and complements the discussion concerning religion in education by contextualising the respective phenomena in the current Finnish educational policy and practice, as well as by compiling empirical and theoretical observations. This localised approach provides an interesting case for the analysis in many ways. The volume at hand discusses how these changes of secularisation and pluralisation in a religious landscape create new conditions for understanding educational dialogue amidst diversity.





■ Mary Clare Kidenda, Lize Kriel, Ernst Wagner (Eds.)

### Visual Cultures of Africa

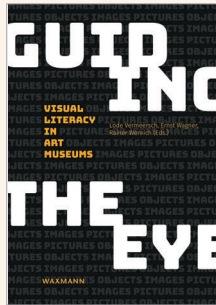
2022, 256 p., pb., with numerous coloured illustrations, € 37,90

ISBN 978-3-8309-4523-9



The book offers a multi-perspectival approach to Africa, focusing on the skills and the knowledge underpinning visual cultural expressions ranging from Akan symbolism to embodied performances by dancers and storytellers, even re-designed models of Western cars.

Educators, designers, artists, critics, curators, and custodians based both in Africa and in Europe are configuring spaces for public, private, institutional as well as digital conversation. Readers are encouraged to question how African visual cultures are both ›in‹ and ›of‹; identifying and confrontational; post- and decolonial; preserved and practised; old and new; borrowed and authentic; composite and complete; rooted and soaring. Disciplines being engaged include visual culture studies, media studies, performance studies, orature, literature, art and design – as well as their histories.



■ Lode Vermeersch, Ernst Wagner, Rainer Wenrich (Eds.)

### Guiding the Eye

Visual Literacy in Art Museums

2019, 178 p., pb., € 29,90

ISBN 978-3-8309-4112-5

This book addresses the link between visual literacy – people's ability to interpret and skillfully use images – and art museums. Art museums invite you to look at objects in different ways. They stimulate your visual curiosity, give you visual satisfaction, and allow the visual to merge with other sensory experiences. All of this makes art museums potentially the ideal learning environments for acquiring visual literacy skills.

But how should an art museum stimulate visual literacy in practice? How can it actually become such an ideal learning place? How can it spark visitors' visual literacy and increase their knowledge about it? In this book a wide range of authors from different parts of the world offer their answers. As researchers, curators and educators they provide crucial theoretical insights and reflect on real-life examples.



Aimee Beaulieu Schmidt

### Wonder-full Experiences in Music Education

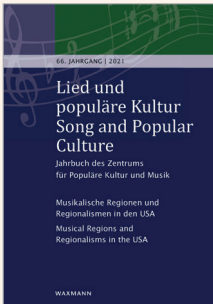
Coordination in Wind Ensembles from an Edusemiotic Perspective

2022, IHS, 701, 380 p., E-Book (PDF),

€ 39,99, ISBN 978-3-8309-2973-4

The question of how musical coordination in a school wind band is addressed by pedagogues was qualitatively reconstructed using videographic interaction analysis. A process of Hervorhebungspraktik (›practice‹ of ›highlighting‹ was observed, which gradually brought musical elements out of their temporal context and into collective perception, allowing both atmospheric interaction with content and the growth of professional vision. A process of deconstruction and reintegration takes place as musical elements, now present in collective consciousness, withdraw back into the piece as a whole.

This necessitates an educational approach emphasizing not only the elements themselves, but the relationships between them. The realms of edusemiotics and phenomenology give us a pragmatic way (in both a Deweyan and a Peircean sense) to approach learning in music-making that goes beyond the idea of (co-)constructivism as content-with-agency, teacher and student participate in coordinative interaction.

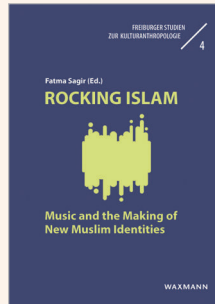


■ Knut Holtsträter,  
Julius Greve (Eds.)  
**Lied und populäre  
Kultur/Song and popular  
Culture**

Musikalische Regionen und  
Regionalismen in den USA  
Musical Regions and Regionalisms  
in the USA

2021, *Jahrbuch des Zentrums für  
Populäre Kultur und Musik*, Vol. 66,  
218 p., pb., € 39,90  
ISBN 978-3-8309-4531-4

The Song and Popular Culture Yearbook 66/2021 is dedicated to musical regions and regionalisms in the USA. If one of the framings of the American dream is the effort to preserve both the diversity of regional cultures and national cohesion between the coasts, this is equally reflected in the diversity of musical cultures in the urban and rural regions of the USA. This creates a tension between region and nation, between nationalism and regionalism, which challenges the motto *E pluribus unum*, also as a musical construction of the USA.



■ Fatma Sagir (Ed.)  
**Rocking Islam**

Music and the Making of New  
Muslim Identities

2021, *Freiburger Studien zur Kultur-anthropologie*, Vol. 4, 190 p., pb., € 29,90  
ISBN 978-3-8309-4396-9

Despite the rich tradition of worldly and religious music in Muslim cultures and throughout Islamic history, music and also women's voices have been often condemned as ›devil's work‹. Nevertheless, young Muslims use music as a medium to express themselves whilst producing their own lines of thought developing individual (religious) legitimations. In this volume we seek to offer glimpses into the variety of regional phenomena of Music by young Muslims from different countries. The contributions are a result from a conference held in fall 2018 in Germany which caught the attention of the national media with a huge interest in music and identity formation of young Muslims particularly living in ›the West‹.



■ Nesrin Oruç Ertürk,  
Ayşe Karaçizmeli (Eds.)  
**Aging and Age  
Discrimination in Europe**

Understanding and  
Challenging Ageism  
2022, 116 p., pb., € 24,90  
ISBN 978-3-8309-4533-8

This study provides an opportunity to analyze the dimensions of ageism in different contexts. Based on these analyses, the exposure levels of older individuals to ageism in aging societies and the discriminatory attitudes of younger generations have been revealed.

The book aims to make contributions to the field of ageism and contains a brief literature review on ageism and descriptive analyses in country context. As part of the project ›WISELIFE: Raising Awareness About Ageism‹ funded by EU ERASMUS+, it investigates the concept of ageism in Turkey, Hungary, Poland and Italy.



■ Eva Lambertsson Björk,  
Jutta Eschenbach, Johanna M.  
Wagner (Eds.)

### **Women and Fairness**

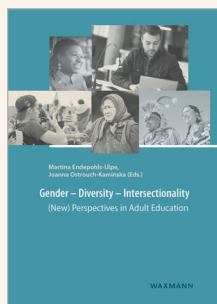
Navigating an Unfair World

2021, 196 p., pb., € 29,90

ISBN 978-3-8309-4365-5



This collection brings together scholars from various disciplines to ask fundamental questions concerning how women handle the manifold impediments placed before them as they simply attempt to live full human lives. The collection explores narratives of women – real and fictional – who fight against these barriers, who succumb to them, who remain unaware of them, or choose to ignore them. It explores the ways we read women in cultural production, and how women are read in society. We assert the obstacles constructed into the very fabric of societies against fifty percent of the population are unfair, be they hindrances for women to attain their goals, encumbrances that limit women's speech and societal participation – communal and artistic – or hindrances that prohibit specific behaviors and images of women.



■ Martina Endepohls-Ulpe,  
Joanna Ostrouch-Kamińska (Eds.)

### **Gender - Diversity - Intersectionality**

(New) Perspectives in Adult Education

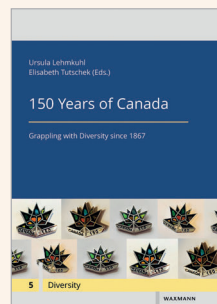
2019, 214 p., pb., € 34,90

ISBN 978-3-8309-3883-5

Gender is a category with far reaching consequences on educational processes which have been extensively investigated in the last decades. But current political situations and societal developments like globalization or movement of refugees require to broaden the perspectives in gender research. The volume aims at giving an insight in attempts to cope with these new challenges particularly in adult education.

*This stimulating book is very welcome with its range of case studies from diverse contexts [...].*

Alan Rogers, in: International Review of Education (2020) 66:123–125.



➔ Series

### **Diversity / Diversité / Diversität**

Publication Series of the International Research Training Group ›Diversity‹

Trier / Montréal / Saarbrücken

edited on behalf of the IRTG

Diversity by Ursula Lehmkuhl

#### **Volume 5**

■ Ursula Lehmkuhl,  
Elisabeth Tutschek (Eds.)

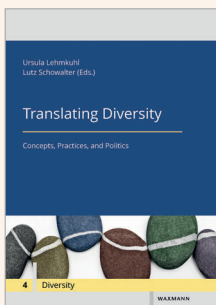
### **150 Years of Canada**

Grappling with Diversity since 1867

2020, 254 p., pb., € 32,90

ISBN 978-3-8309-4124-8

The contributions touch upon issues of Canada's French and English dualism; of its settler colonial past and present and the role of Indigenous Peoples in Canada's identity narrative; of Canada's religious, cultural, ethnic and racial diversity; and of the challenge of forging a ›Canadian‹ identity. The authors analyze these and other problems arising from the tensions between identity and diversity by empirically addressing topics such as multicultural memories, Canadian literary and political discourses, Métis history, or Canada's Indigenous.



#### Volume 4

■ Ursula Lehmkuhl,  
Lutz Schowalter (Eds.)

### Translating Diversity

Concepts, Practices, and Politics

2019, 238 p., pb., € 32,90

ISBN 978-3-8309-3977-1

This volume invites the reader to participate in a discussion about how to conceptualize the mediation of difference in localities of diversity and transcultural spaces via the analytical lenses of ›translation‹ as a social practice. The contributions to the volume explore, discuss, and theorize ›translation‹ as a pre-institutionalized strategy of conflict resolution and conflict transformation as well as a driving force of cultural and social change and as a means of knowledge production. In addition to mistranslations and untranslatabilities, the authors analyze the politics of literary translation and translation as research-creation.



■ Franck Orban,  
Elin Strand Larsen (Eds.)

### Living Alliances, Leaving Alliances

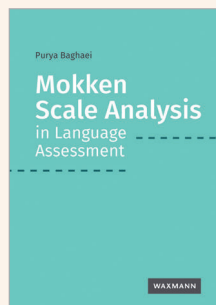
Interdisciplinary Perspectives

2022, 230 p., pb., € 34,90

ISBN 978-3-8309-4449-2

Throughout history, alliances have taken many different forms and they have been difficult to understand in their totality. As we now experience an unprecedented pandemic, which highlights the need for both external alliances between states and internal alliances between governments and populations, understanding alliances is more than ever critical to apprehend an open and interactive world that knows no borders and in which challenges imposed on humans are global.

The book ›Living Alliances, Leaving Alliances‹ is an interdisciplinary approach to investigating past, present and future alliances on an interpersonal, subnational, international and transnational level. It is the result of a two-year project by AreaS, a research group in area studies located at the Østfold University College in Norway.



■ Purya Baghaei

### Mokken Scale Analysis in Language Assessment

2021, 168 p., pb., € 29,90

ISBN 978-3-8309-4446-1

Mokken Scale Analysis collectively refers to a set of methods to examine the fit of data to two nonparametric Item Response Theory (IRT) models known as the Monotone Homogeneity Model (MHM) and the Double Monotonicity Model (DMM). As non-parametric IRT models, MHM and DMM are, compared to their parametric counterparts, easier to fit to the noisy data that social science researchers usually work with. Furthermore, the logic behind these models is a lot easier to grasp by researchers who do not have a strong background in algebra.

This book is an introductory treatment of the topic with examples from the field of language assessment and research. It describes the basics of MSA and includes step-by-step tutorials to help the readers run the analyses with the R package mokken.



## ■ TERTIUM COMPARATIONIS

Journal für International und Interkulturell Vergleichende Erziehungswissenschaft

Tertium Comparationis wants to make a contribution to the fields of comparative education, international educational relations and intercultural education. The journal wants to look at the world wide process of internalization, cultural exchange and mutual influence in education from the viewpoint of experiences and challenges in Germany and Europe. All submitted contributions will be subjected to a peer review process.

[www.waxmann.com/tc](http://www.waxmann.com/tc)

*The articles are written either in German or in English.*

## Tertium Comparationis 28, 2 (2022)

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*Jolien De Vuyst & Angelo Van Gorp*

### »I will tell you what a refugee story is«

Reconstructing (post-)memories of refugee experiences during the First World War

*Anh-Dao Tran & Hanna Ragnarsdóttir*  
**Vietnamese and Syrian refugees in Iceland**

Acculturation and integration in society and schools, 1979–2016

*Patricia Mothes & Sandra Cadiou*

### From »poor refugees« to »good old nigger«.

How press may shape unaccompanied migrants' figures

*Luca Agostinetto & Lisa Bugno*  
**Educational critical events in multicultural residential care communities**

*Lisa Rosen & Fenna tom Dieck*

### »Can I tell my class teacher?«

Newly arrived youth between language support measures and regular classes in the contemporary German school system



## ■ ZEP

Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik

For forty years the mainly German-language journal ZEP (Journal for International Educational Research and Development Education) has been offering a stage for reflection about the challenges for education and global social developments. In the quarterly issues systematical and empirical research concerning development education and international (comparative) education is published. Recently, English-language articles and issues are fostered.

### Recent topics:

Education for all  
Global learning in Europe  
Education and migration  
The policy environment for development education and global learning

[www.waxmann.com/zep](http://www.waxmann.com/zep)  
open access

*The articles are predominantly in German with English titles, abstracts and keywords.*



## ■ DDS Die Deutsche Schule

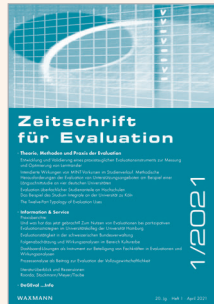
DDS is an academic journal with a double-blind peer-review edited by the GEW ›German Education Union‹ contributing to the scientific foundations of education and offering an orientation with regard to current discussions and developments in the educational system. DDS connects those colleagues, who do theoretical and conceptual research in the fields of education and training, and those, who work in educational institutions, especially in leading positions, or who act as political and administrative decision makers.

### Recent topics:

Recruiting educational leaders  
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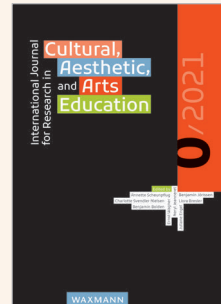
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