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Volume 19
Marius Harring, Valerie Krupp, Oliver Meyer (Hrsg.)
Deeper Learning in der Lehrkräftebildung / Deeper Learning in Teacher Education
Interdisziplinäre und internationale Zugänge / Interdisciplinary and International Perspectives
2024, ca. 292 p., pb., €37,90
ISBN 978-3-8309-4840-7
Der Band zielt darauf ab, das Modell des Deeper Learning aus verschiedenen interdisziplinären und internationalen Perspektiven zu erfassen und für die Lehrkräftebildung nutzbar zu machen. Er umfasst theoretische Fundierungen, empirische und forschungsmethodische Erkenntnisse sowie Ableitungen für die pädagogische und fachdidaktische Praxis. Die Autor:innen untersuchen die Facetten vertiefter Lernprozesse und deren Mechanismen, Logiken sowie Impulse für (schulische) Lernprozesse und die Professionalisierung von Lehrer:innen.

Volume 18
Helmut Johannes Vollmer, Martin Rothgangel
General Subject Didactics
Comparative Insights into Subject Didactics as Academic Disciplines
Allgemeine Fachdidaktik, Volume 4
2024, 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“. This concept can be defined as the theory of 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.

Volume 4
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, 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.
Voices from the classroom
Edited by Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Er tü rk, Justyna Ratkowska-Pasikowska and Fiona Shelton

Volume 3
Vana Chiou, Lotte Geunis, Oliver Holz, Nesrin Oruç Er tü rk, 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 of Voices from the Classroom, "Contemporary Challenges in Education - Paradoxes and Illuminations", 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 Er tü rk, Aynur Yürekli (Eds.)
Inclusive Education
Definition and Conceptual Framework
2023, 182 p., pb., € 34,90
ISBN 978-3-8309-4598-7

"Inclusive Education: Definition and Conceptual Framework" 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, Turkey and the UK. Rather than the differences, the authors wanted to discuss the common ground of 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.

Gemeinsam Schule gestalten/Collaborative School Development
hrsg. von Jonas Scharfenberg und Julia Hugo

Volume 5
Jonas Scharfenberg, Julia Hufnagl, Amani Kroner, Mara Spiekenheuer (Eds.)
Migration und Bildung in der globalisierten Welt / Migration and Education in a Globalised World
Perspektiven, Herausforderungen und Chancen in der Migrationsgesellschaft / Perspectives, Challenges, and Opportunities in the Migration Society
2024, 198 p., pb., € 39,90
ISBN 978-3-8309-4841-4


Contains English and German articles.
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, 1 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. Although there is research on the topic, there are still important gaps to explore. This book tackles such limitations and provides a first ever publication concerning global insights into differentiated instruction. A total of 14 countries from 5 continents provide empirical evidence, theoretical and practical approaches to the topic.

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 advice on how processes within educational development may be implemented.

Series
New Frontiers in Comparative Education
edited by S. Karin Amos

Volume 4
S. Karin Amos, Felix Masarovic, Anne Rohstock, Alexander W. Wiseman (Hrsg.)
Perspectives on Educational Governance
2022, 244 p., pb., 34,90 €
ISBN 978-3-8309-4190-3

In 2019, students and researchers from Germany, the USA, China, Kenya and South Africa came together to discuss Educational Governance (EG) from an international perspective and debated questions such as: What are the rationales underlying the discourse of EG and its political, economic, academic and pedagogic objectives? How can we make these rationales visible and which theories and tools can help us to decipher the meanings attached to them? Are there different local and national trajectories in education discourse and practice with regard to EG and which roles do international organizations and trans-national transfer play? This edited volume displays these discussions and aims at initiating a broader communication about EG between previously separated spaces.
During the past decades, the scientific discipline of Sports Didactics has developed in a heterogenous 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.

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 I focuses on the innovative conceptual overlap of social and emotional competencies and diversity awareness and experimentally test it across European countries – with an emphasis on conceptualisation, implementation and evaluation processes.
Frederike Bartels, Marie-Christine Vierbuchen, Clemens Hillenbrand (Eds.)

Inclusive (Teacher) Education after War
2024, 140 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 how inclusive education affects processes of professionalisation in teachers working in integration classes in academic secondary schools.

The study was awarded the dissertation prize of the Austrian Society for Research and Development in Education/Oesterreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen (OFEB) in 2022.

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 trainings. 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.
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.

Series
Sozialisations- und Bildungsforschung: international, komparativ, historisch / Research in Socialisation and Education: international, comparative, historical
hrsg. von Christel Adick

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, 230 p., pb., € 34.90
ISBN 978-3-8309-4885-8

In the process of the internationalization of higher education, a meaningful integration of international students at host universities has gained interest in the past two decades. Against this background, 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: the United States of America (USA), the Republic of Korea (Korea), and Germany.

Marvin Erfurth
International Higher Education Hubs in the Global Education Industry 2022, 186 p., pb., € 29.90
ISBN 978-3-8309-4547-5

Education hubs are a recent phenomenon in higher education systems of predominantly Asian countries to innovate local systems through the expertise of foreign actors, particularly from English-speaking countries. To understand some of the phenomenon’s implications on international higher education, this empirical study compares attempts to create education hubs in Singapore and the United Arab Emirates. First, the book explores the analytical potential of current approaches to study the phenomenon, and second, it investigates how education hubs change policy and governance in the higher education systems of Singapore and the United Arab Emirates. The book sheds light on how education hubs lead to the involvement of Global Education Industry actors in local systems and how the phenomenon creates new dynamics for policy making and research.
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.

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.

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, 240 p., pb., € 34,90
ISBN 978-3-8309-4892-6

This study explores pre-service and in-service teachers’ cognitions on the use of technology-enhanced foreign language learning tasks in the young learners’ classroom. The study investigates the aspects that participants consider as having a relevant impact on the development of learners’ oral communicative competence, the criteria they consider relevant for the design of such tasks in ways that cater for the needs of heterogeneous groups, and the support they consider helpful in order to create and implement such tasks. Therefore, data were collected by carrying out three small-scale technology-enhanced projects in EFL primary school classrooms in the German federal state of Baden-Württemberg. The findings suggest that technology-enhanced tasks are well suited to supporting heterogeneous groups of primary school children in speaking English.
Deutsch-Türkische Zweisprachigkeit mit besonderem Fokus auf Jugendliche
Turkish-German Bilingualism with a special Focus on Adolescents

To what extent can Turkish still be regarded as a ‘very lively language’ in Germany and what special features are the bilingual acquisition processes subject to? The studies cover individual areas of acquisition as well as the use of Turkish – especially by adolescents. The studies contribute to the knowledge that German-Turkish bilingualism has its peculiarities that cannot be measured against a monolingual norm, but rather have their origin in a specific bilingual processing of knowledge and are influenced by the social circumstances of the migration society.

Series
Mehrsprachigkeit / Multilingualism
edited by Wilhelm Grießhaber and Jochen Rehbein

Volume 57
Zeynep Kalkavan-Aydın, Yazgül Şimşek (Eds.)
English as a lingua franca in business negotiations
2024, 200 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 negotiation? 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.

Volume 56
Stefan Sudhoff, Jan D. ten Thije (Eds.)
Multilingualism in Academic and Educational Constellations
2024, 424 p., pb., € 44,90
ISBN 978-3-8309-4788-2

The contributions of this book underpin the fact that multilingualism is a stimulus for the acquisition of more linguistic knowledge by individuals or groups of language users as well as an engine of scientific knowledge expansion as such. The book begins with the analysis of overarching socio-political developments and, through the introduction of new theoretical linguistic concepts and the educational practices of academic writing, concludes with the micro-analysis of linguistic procedures.
The media workshop emerged from the exchange between the network Encounter (activists, artists, media professionals and anthropologists from over 40 countries) and the Templehof-Schöneberg City Library and it presents methods of transcultural and collaborative learning supporting this project.

In a booksprint, 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. It illustrates how to create a spirit that is characterised by curiosity and trust, in which conflicts can be dealt with, in which difference is celebrated and the focus is on learning from each other.
Religious Education

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. There have been many public, and often controversial, debates concerning both of these topics. The chapters contained in this volume, however, are not meant to continue such 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.

Religious Diversity and Education in Europe
edited by Cok Bakker, Jenny Berglund, Gerdien Bertram-Troost, Julia Ipgrave and Geir Skeie

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.

Music and Arts Education

Aimee Beaulieu Schmidt
**Wonder-full Experiences in Music Education**
Coordination in Wind Ensembles from an Edusemiotic Perspective
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 video-graphic interaction analysis. A process of *Hervorhebungspraktik* (»practise 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.
Music and Arts Education

Grazer Schriften zur Instrumental- und Gesangspädagogik
hrsg. von Silke Kruse-Weber und Elizabeth Bucura

Volume 5
Silke Kruse-Weber
Reflect!
Strengthening competencies through playful self-determination for instrumental and vocal music teachers
with the assistance of Margareth Tumler and Elizabeth Bucura

Teaching is complex, dynamic, and constantly changing. So-called checklists for lesson observation are therefore not always helpful for instrumental and vocal teachers. This Volume 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.

Volume 2
Elizabeth Bucura
Music Teacher Identities
Places, People, and Practices of the Professional Self
2022, 266 p., pb., € 34,90
ISBN 978-3-8309-4611-3

Based on findings of an in-depth social phenomenological study, this book describes the experiences of music teachers, whose careers are rich, complex, and multi-faceted. Stories of their professional enactments contribute rich considerations in music teacher identity discourse and to the construction of their professional selves. Individuals’ social worlds are highlighted in terms of ways they shape social and professional worlds. With a wide view of who music teachers are and what they do, this book reveals insights to the supports needed to enact a long, satisfying career.

Nobumasa Kiyonaga, Bernadette Van Haute, Ernst Wagner (Eds.)
1001 Ways of Seeing
2024, 174 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 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.
Music and Arts Education

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 voices in this book offer 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 – whether through pottery or portraiture, furniture or film, shoes or selfies, buildings or books. 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.

Sociology

Franck Orban, Elin Strand Larsen, Sondre Lindahl, Laila Berg (Eds.)
Trust under Threat
Challenges in a digital society
2024, 250 p., pb., € 34.90
ISBN 978-3-8309-4853-7

From digital political participation in the 2014 independence referendum in Scotland to foreign cyber interference in the French presidential election in 2017 and 2022. From audience trust perception among fact-checkers in Mali to Scandinavian fact-checking of the Israel-Hamas conflict. From crisis pregnancy centers to climate change discussions. From Wikipedia to Tik Tok. 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.

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.
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.

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
The past few years in Canada have been marked by numerous events in the course of which Canadian Settlers were invited to reconsider their perspectives on, and practices toward the Indigenous population. 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.

Temporalities of Diversity – Temporalités de la diversité – Zeitlichkeiten der Vielfalt
2022, 254 p., pb., € 34,90
ISBN 978-3-8309-4342-6
This volume explores the connections between time and difference in a transcultural perspective. The experience and perception of time is at once psychological, linguistic, political, philosophical, and cultural. It is also technologically mediated. Whether linear, circular, interrupted, cyclical, synchronic, diachronic, or (non-)simultaneous, time stands in problematic relation to space. Overlapping memories, hidden histories, processes of in- and exclusion, future aspirations and projections, arise from and give rise to diversity. Both memories and metanarratives are cultural practices that organize experience and transform it into general knowledge. Following Lyotard and poststructuralist theorists we can question these hegemonies to unveil «petits récits» (1979) and to reflect on the diversity of human experience.
Sarah May, Stefan Groth, Johannes Müske (Eds.)

**Morality as Organizational Practice**
Negotiating, Performing, and Navigating Moral Standards in Contexts of Work
2023, Freiburger Studien zur Kulturanthropologie, Vol. 6, 216 p., pb., € 34,90

The positioning of enterprises, non-governmental organizations, or public institutions in moral debates is discussed and taken as a basis for consumer, client, and political decisions in a broad scope of topics. While the perspectives of customers, organizations, and further stakeholders on such developments have been highlighted under the label of ‘ethical consumption’, the impact and effects on actors working in or for such organizations or subcontractors have so far only been dealt with tangentially. This 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.

Nesrin Oruç Ertürk, Ayşe Karacığmeli (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.

As part of the project ‘WISELIFE: Raising Awareness About Ageism’, this book investigates the concept of ageism in Turkey, Hungary, Poland and Italy.

It is an essential resource for institutions working with older people, non-governmental organizations, academic circles dealing with age discrimination, and organizations such as the continuing education centers and lifelong learning centers providing education for older people to understand age discrimination and the situation of this concept in Europe.

Wladimir Chávez, Leonor Taiano, Gen Yamabe (Eds.)

**Finisterre II: Revisiting the Last Place on Earth**
Migrations in Spanish and Latin American Culture and Literature
2024, 200 p., pb., € 28,90
ISBN 978-3-8309-4843-8

Finisterre II: Revisiting the Last Place on Earth. Migrations in Spanish and Latin American Culture and Literature is a collective aesthetic, historical, literary, and cultural analysis of how biopolitical, cultural, and economic trends have impacted narratives about migration in the Hispanic world. Considering migrants as protagonists of their stories, the book approaches the migrant as a subject of cultural patrimony and knowledge. The different articles, written by scholars from the United States, Japan, Norway, the United Kingdom, and Ecuador, examine how Hispanic art and narratives of migrancy allow us to re-evaluate the cultural understanding of borders.
Tertium Comparationis
Journal für International und Interkulturell Vergleichende Erziehungswissenschaft

Tertium Comparationis: Journal for International Comparative and Multicultural Education aims to contribute to the fields of comparative education, international educational relations and intercultural education. The journal focuses on processes of internationalization, cultural exchange and mutual influence in education from the viewpoint of a variety of experiences and challenges worldwide. All submitted contributions are subjected to a peer review process.

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The articles are written either in German or in English.

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:
- Peace Education and Global Learning
- Global Learning in Europe
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