

# *Bias and Beyond* *Rethinking Data Practices and* *Inspiring Collective Dialogue*

Editors

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## Synopsis

The rapid expansion of data in every facet of modern life from research and education to public policy and private industry demands a critical re-examination of how data is collected, analyzed, interpreted, and used. *Bias and Beyond: Rethinking Data Practices and Inspiring collective dialogue* responds to this call by exploring how bias enters the data lifecycle and how inclusive, reflexive, and equity-centered methodologies can improve the validity and impact of data-driven decisions.

Structured around the four stages of the data lifecycle including problem formulation, data collection, analysis, and use, this volume brings together diverse voices to interrogate systemic inequities and offer practical strategies for inclusive data practices. Drawing from qualitative, quantitative, and mixed methods, each chapter highlights the role of researcher positionality, power, and representation in shaping outcomes and knowledge.

*Bias and Beyond* is anchored in a commitment to Diversity, Equity, and Inclusion (DEI), not only as aspirational values but as methodological imperatives that must inform every aspect of data practice. It will serve as a timely and essential resource for researchers, educators, policymakers, and students committed to data justice and ethical inquiry.

**Hardback:** 9781806866663 | £90.00, €110.00, \$125.00

**Paperback:** 9781806866687 | £29.99, €34.99, \$39.99

**epub:** 9781806866670 | £29.99, €34.99, \$39.99

**PDF:** 9781806866656 | £29.99, €34.99, \$39.99

**Publication date:** 15 Jun 2026

**Language:** English

**Page count:** 196

**Dimensions:** 156 x 234

**Series title:** The University of Miami School of Education and Human Development Series

**BIC code:** GPH, UMB, UNC

**BISAC code:** SOC006000, REF020000, EDU048000

**THEMA code:** GPH, UMB, UNC

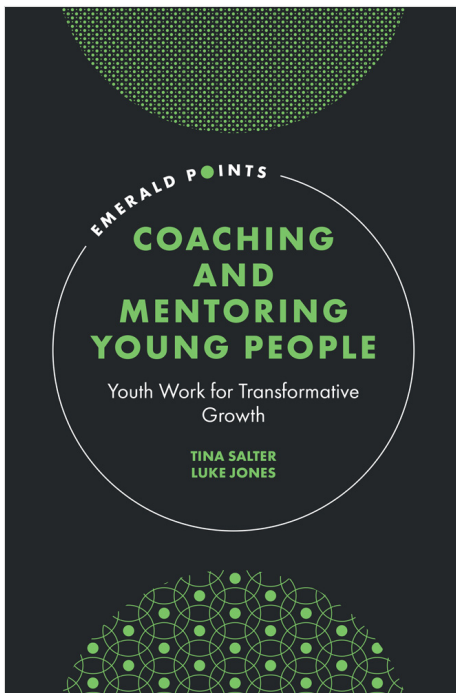
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# *Coaching and Mentoring Young People*

## *Youth Work for Transformative Growth*

Authors

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### Synopsis

Much has been written about coaching and mentoring. However, the focus has tended to be on business or professional development, with limited references to young people or youth work. Addressing this need, this unique text combines rigorous research with practical advice to examine coaching and mentoring in youth work, highlighting the purpose of these interventions in supporting the transition of young people from adolescence to adulthood.

Written by an academic and practitioner team, Salter and Jones address deficit-based approaches to coaching and mentoring in youth work whereby funding necessitates that those young people must demonstrate emotional and behavioural difficulties, or poor school outcomes. Prioritising strength-based approaches, this powerful resource demonstrates the power of blended facilitation and direction to better support the specific needs of young people. Equipping readers with the knowledge and skills to know when to offer directive advice and guidance, and when to step back and facilitate a conversation well and allow the young person to take more of a lead, each chapter contributes to building relational approaches for transformative growth. With topics including youth transitions and the importance of diversity, inclusivity and cultural understanding in coaching and mentoring young people, this work also explores how best to set up and run a coaching or mentoring project for young people - ethically and in line with safeguarding standards.

Bridging the gap between coaching, mentoring and youth work, this is a comprehensive resource for students and practitioners working at these intersections.

**Hardback:** 9781837421466 | £45.00, €52.00, \$60.00

**epub:** 9781837421473 | £45.00, €52.00, \$60.00

**PDF:** 9781837421459 | £45.00, €52.00, \$60.00

**Publication date:** 01 Jun 2026

**Language:** English

**Page count:** 144

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** JFSP2, JKSN, JFFM

**BISAC code:** SOC025000, SOC047000, BUS106000

**THEMA code:** JBSP2, JKSN, JBFQ

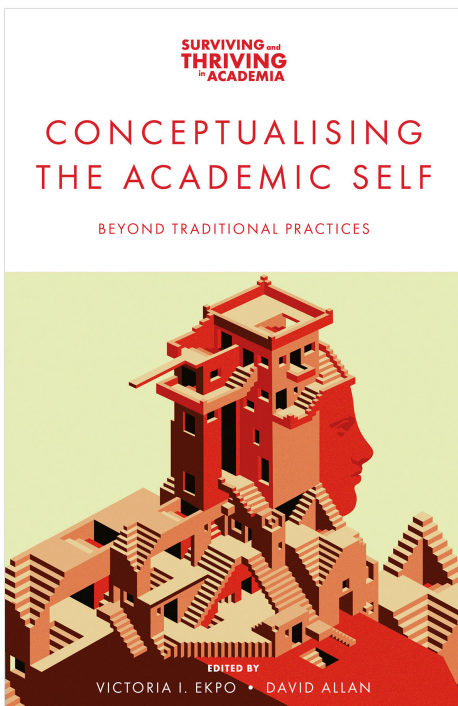
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# Conceptualising the Academic Self

## Beyond Traditional Practices

Editors

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### Synopsis

Becoming an academic can be an overwhelming, if not a completely consuming, experience, and conceptualising this process is often fraught with a lack of understanding of both the process and the subsequent implications. Many academics struggle with the notion of who they are, despite believing that they are aware of who they want to be and where they are situated on their academic journey.

This edited collection draws on the experiences of early and mid-career academics, as well as leaders in the field, to explore the role and contribution of the self when professionally undertaking research. Each chapter addresses valuable questions for academics to examine and articulate the self in one's work, and encourages the probing of the impact of academic engagement in higher education on individual fidelity to personal and professional values, beliefs and assumptions. With a focus on self-methodologies, including arts-based approaches to reflective and reflexive practice, the authors showcase methods that go beyond traditional reflective practice and explore the interplay of arts and self-practices.

*Conceptualising the Academic Self* offers transformative educational insights with both theoretical and practical applications. It serves as a comprehensive guide for novice academics to seasoned educators and researchers, as well as institutional leaders and policy influencers, addressing the challenges of self-conceptualisation and self-formation.

**Hardback:** 9781837082438 | £80.00, €95.00, \$110.00

**Paperback:** 9781837082452 | £21.99, €26.99, \$29.99

**epub:** 9781837082445 | £21.99, €26.99, \$29.99

**PDF:** 9781837082421 | £21.99, €26.99, \$29.99

**Publication date:** 30 Jun 2026

**Language:** English

**Page count:** 188

**Dimensions:** 138 x 216

**Series title:** Surviving and Thriving in Academia

**BIC code:** JNM, JNC, JNR

**BISAC code:** EDU009000, EDU015000, EDU046000

**THEMA code:** JNM, JNC, JNR

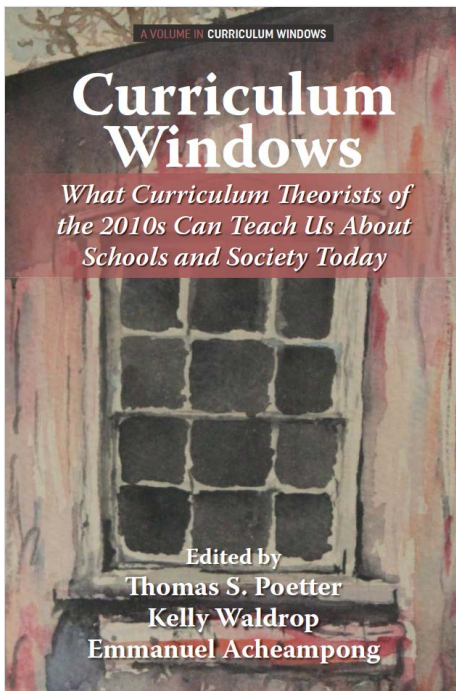
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# Curriculum Windows

## What Curriculum Theorists of the 2010s Can Teach Us About Schools and Society Today

Editors

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### Synopsis

*Curriculum Windows: What Curriculum Theorists of the 2010s Can Teach Us About Schools and Society Today* is an effort by students of curriculum studies, along with their professor, to interpret and understand curriculum texts and theorists of the 2010s in contemporary terms.

The authors explore how key books/authors from the curriculum field of the 2010s illuminate new possibilities forward for us as scholar educators today: How might the theories, practices, and ideas wrapped up in curriculum texts of the 2010s still resonate with us, allow us to see backward in time and forward as well – perhaps all at the same time? How might these figurative windows of insight, thought, ideas, fantasy, and fancy make us think differently about curriculum, teaching, learning, students, education, leadership, and schools? Further, how might they help us see more clearly, even perhaps put us on a path to correct the mistakes and missteps of intervening decades and of today? Or even create the possibilities for a bold, just, robust future for all, supported by outstanding educational access and experiences for all?

The chapter authors, all doctoral students at Miami University in the Department of Educational Leadership in Oxford, Ohio, interpret several of the most important books in the curriculum field of the 2010s. The book's Foreword is by renowned curriculum theorist and friend of the *Curriculum Windows* series, William H. Schubert.

**Hardback:** 9781806866748 | £90.00, €110.00, \$125.00

**Paperback:** 9781806866762 | £29.99, €34.99, \$39.99

**epub:** 9781806866755 | £29.99, €34.99, \$39.99

**PDF:** 9781806866731 | £29.99, €34.99, \$39.99

**Publication date:** 15 Jun 2026

**Language:** English

**Page count:** 220

**Dimensions:** 156 x 234

**Series title:** Curriculum Windows

**BIC code:** JNB, JNKC, JNU

**BISAC code:** EDU007000, EDU016000, EDU024000

**THEMA code:** JNB, JNDG, JNU

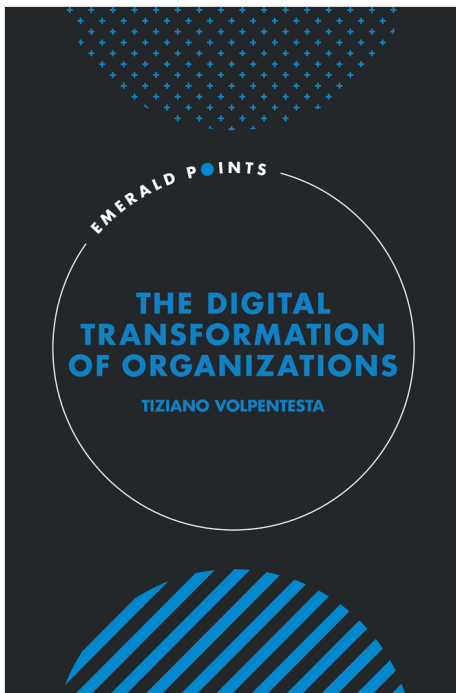
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# *The Digital Transformation of Organizations*

Author

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## Synopsis

Digital transformation (DT) has emerged as a distinctive and evolving phenomenon that is reshaping individuals, organizations, and societies. Although it was initially perceived as a new label for long-standing processes, it has become increasingly evident that DT embodies unique and novel characteristics that set it apart from related concepts such as digitalization and digitization.

Addressing a gap in current research, this book explores the specific innovations and implications associated with DT and artificial intelligence. It builds on insights developed through more than four years of direct involvement in the digital transformation of complex organizations, drawing on the reflections, experiences, and understandings that arose from this sustained engagement.

Furthermore, advanced text analysis techniques are employed to uncover the distinctive features of digital transformation across multiple disciplines. While the book primarily targets scholars in fields such as information systems, organization studies, and innovation management, it also offers practical insights relevant to a broader audience interested in understanding the multifaceted nature of digital transformation.

**Hardback:** 9781805920977 | £45.00, €52.00, \$60.00

**epub:** 9781805920984 | £45.00, €52.00, \$60.00

**PDF:** 9781805920960 | £45.00, €52.00, \$60.00

**Publication date:** 25 May 2026

**Language:** English

**Page count:** 116

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** KJD, KJC, KJE

**BISAC code:** BUS013000, BUS020000, BUS103000

**THEMA code:** KJD, KJC, KJE

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# *European Families Facing Hard Times*

## *Challenges, Strategies, and Family Policies*

Editors

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### Synopsis

This book contains two Open Access chapters.

Families in Europe have faced many challenges in the early years of the 21st Century that have disrupted everything from care services to education. From the frequent periods of lockdown in face of the Covid-19 pandemic to the devastation wrought by the Russian invasion of Ukraine, many families have been left with nothing but uncertainty.

In this edited collection of carefully curated chapters from researchers across Europe, the authors create a comprehensive and engaged look at the strategies employed to overcome unprecedented hardships for European families. Split across 3 parts, the chapters discuss topics such as problems of childcare, work-life balance, parenting while living in economic hardship, parenting children with special needs, paternity leave, care and assistance policies, and more. The chapters include a strong focus not only on innovative policy measures for mitigating these challenges, but of the methods developed by families themselves to cope with the pressures of contemporary life.

With meticulous research and a rich exploration of current European family life, *European Families Facing Hard Times* is a unique volume for those wanting to further their understanding of modern-day family policies and social care.

**Hback:** 9781836088950 | £74.00, €87.00, \$100.00

**epub:** 9781836088967 | £74.00, €87.00, \$100.00

**PDF:** 9781836088943 | £74.00, €87.00, \$100.00

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 392

**Dimensions:** 152 x 229

**BIC code:** JHBK, JFFJ, JFFC

**BISAC code:** SOC026010, SOC047000, POL029000

**THEMA code:** JHBK, JNG, JKSL

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# *Festschrift of Edward L. Fink, Ph.D. The Well-Lived Life of a Scholar*

## Editors

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Qi Wang Schlupp  
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Deborah A. Cai  
Temple University, USA

## Synopsis

The ebook edition of this title is Open Access and freely available to read online.

This Festschrift honors the life of Dr. Edward L. Fink, Professor Emeritus and former Laura H. Carnell Professor of Media and Communication at Temple University, and Professor Emeritus from the University of Maryland. Dr. Fink spent more than fifty years as a scholar of communication, persuasion, and quantitative research methods. Dr. Fink is a Fellow of the International Communication Association, Sigma Xi: The Scientific Research Honor Society, and the International Academy for Intercultural Research. His impact goes well beyond the field of communication. He was educated as a sociologist, and he has impacted the lives and careers of highly experienced as well as novice scholars and researchers for decades. This Festschrift comprises a collection of more than 50 essays that attest to Dr. Fink's tremendous impact as a scholar, academic leader, and mentor.

This volume is divided into three sections. The first section provides a narrative of Ed Fink's life story based on extensive interviews about his personal and academic life.

The second section addresses Dr. Fink's academic contributions to communication science and his research. It includes contributions from scholars who have worked with Ed who have written about their collaborative projects by sharing anecdotes and insights about their work together.

The third section features personal stories about Ed from students, fellow researchers, colleagues, and friends.

This unique volume is a combination of biography, memory, and inspiration. The stories recounted capture the person of Dr. Edward L. Fink as a brilliant scholar as well as a selfless mentor, committed to helping scholars, young and old, achieve their best work. This volume makes accessible the experience of a quantitative scholar without leaving non-researchers behind.

**Paperback:** 9781805923589 | £20.00, €25.00, \$32.00

**epub:** 9781805923572

**PDF:** 9781805923558

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 316

**Dimensions:** 152 x 229

**BIC code:** KJP, KJSP, GTC

**BISAC code:** BUS007000, BUS012000, BUS070060

**THEMA code:** KJP, KJSP, GTC

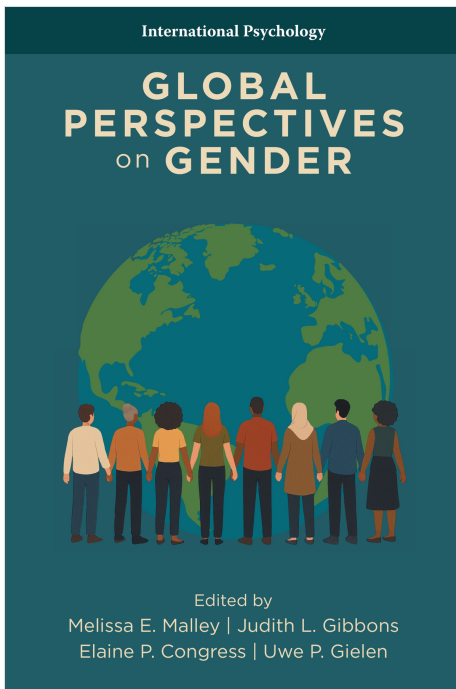
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# *Global Perspectives on Gender*

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Elaine P. Congress  
Fordham University, USA

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## Synopsis

*Global Perspectives on Gender* offers a multidisciplinary exploration of gender as a global, dynamic, and deeply embedded social construct. Coming 30 years after the 1995 Beijing Declaration and Platform for Action, this book examines the construction of gender roles and related influences, including culture, history, religion, and structural inequality. The first section introduces key theoretical frameworks, using the biopsychosocial model, and addresses global patterns for women, men, and gender diverse individuals.

The second section analyzes gender within major societal domains, including violence, health, religion, and climate change, highlighting how gender inequities are reinforced or challenged across institutions. The third section presents region-specific case studies from India to Oceania, exploring how colonization, modernization, policy, and local traditions impact gender ideals and experiences. Additional topics addressed throughout the book include gender-based violence, intersectionality, the enduring impact of colonialism, the role of technology, and building resilience in marginalized communities.

*Global Perspectives on Gender* concludes by posing the question: Will gender become so fluid that it becomes increasingly irrelevant? Readers of all backgrounds, from scholars to students to practitioners, are invited to analyze present constructs to advance gender equity worldwide.

**Hardback:** 9781806866946 | £98.00, €116.00, \$130.00

**Paperback:** 9781806866960 | £36.99, €43.99, \$49.99

**epub:** 9781806866953 | £36.99, €43.99, \$49.99

**PDF:** 9781806866939 | £36.99, €43.99, \$49.99

**Publication date:** 10 Jun 2026

**Language:** English

**Page count:** 352

**Dimensions:** 156 x 234

**Series title:** International Psychology

**BIC code:** JMG, JMH, JMA

**BISAC code:** PSY031000, PSY003000, PSY000000

**THEMA code:** JMG, JMH, JMA

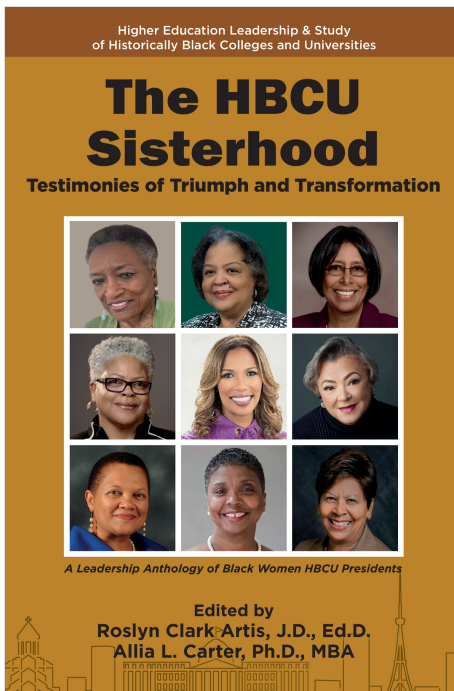
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# *The HBCU Sisterhood Testimonies of Triumph and Transformation*

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## Synopsis

*The HBCU Sisterhood: Testimonies of Triumph and Transformation* is a powerful, first-of-its-kind anthology that pulls back the curtain on one of the most extraordinary leadership legacies in American history. For the first time, eight pioneering Black women presidents—Dr. Sebetha Jenkins, Dr. Dianne Boardley Suber, Dr. Trudie Kibbe Reed, Dr. Brenda Allen, Dr. Cynthia Jackson-Hammond, Dr. Cheryl Davenport Dozier, Dr. Colette Pierce Burnette, and Dr. Cynthia Warrick—share their stories in their own words. These are the voices that sustained, protected, and transformed America's Historically Black Colleges and Universities through some of the most challenging eras of modern higher education.

Their testimonies are breathtakingly honest and profoundly insightful. These women describe the realities of navigating financial crises, accreditation pressures, political scrutiny, cultural resistance, gender bias, and the relentless expectations placed on Black women leaders. Through every challenge, they demonstrate bravery, integrity, excellence, resilience, and grace. Their reflections offer powerful wisdom for aspiring leaders and provide a historic lens into the inner workings of HBCUs, reminding readers that leadership at these institutions is both a calling and a transformative act of service.

More than a book, *The HBCU Sisterhood* stands as a living archive of Black women's leadership and a tribute to the enduring strength of HBCUs. This volume includes a historical documentation of every HBCU founded in the United States and the women who have served as sister presidents across the sector. A companion workbook extends the experience, inviting readers to reflect, engage, and apply the leadership insights shared within these pages. This collection is essential reading for anyone who cares about education, equity, and the powerful legacy of Black women leading with vision and purpose.

**Hardback:** 9781806869145 | £90.00, €110.00, \$125.00

**Paperback:** 9781806869169 | £29.99, €34.99, \$39.99

**epub:** 9781806869152 | £29.99, €34.99, \$39.99

**PDF:** 9781806869138 | £29.99, €34.99, \$39.99

**Publication date:** 02 Jul 2026

**Language:** English

**Page count:** 196

**Dimensions:** 156 x 234

**Series title:** Higher Education Leadership & Study of Historically Black Colleges and Universities

**BIC code:** JNM, JNK, JNP

**BISAC code:** EDU015000, EDU032000, EDU048000

**THEMA code:** JNM, JNK, JNP

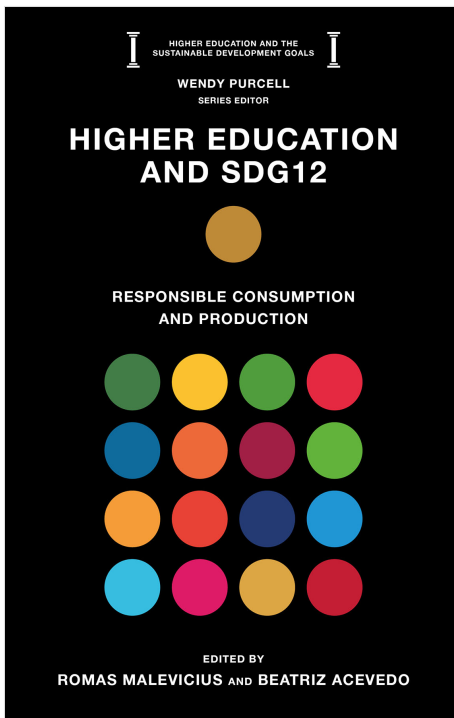
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# Higher Education and SDG12 Responsible Consumption and Production

Editors

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## Synopsis

*Higher Education and SDG12* focuses on how higher education institutions worldwide are furthering Sustainable Development Goal 12 'Responsible Consumption and Production' through the integration of knowledge and practice toward sustainability in their campuses, curriculum, collaborations, and cultures.

Offering an international view, the chapters present research findings, recommendations, and practical insights from countries in the Global South and North addressing challenges relating to campus operations, changes in the curriculum, collaborations with industry and communities, and cultural change. Real world examples of innovative approaches globally are offered in teaching and learning, community involvement, partnerships with industry, activism and the empowerment of students, with academics and communities leading change on the SDG12 agenda. A dedicated resource for fostering sustainable development in higher education, the book offers a structured approach to identifying and developing sustainability practices. Showcasing a wide array of responsible consumption and production solutions, this insightful text equips educators, administrators, and policymakers with the necessary resources to drive meaningful change.

*Higher Education and the Sustainable Development Goals* is a series of 17 books that address each of the SDGs through the lens of higher education. Adopting a solutions-based approach, each book focuses on how higher education is advancing delivery of Agenda 2030. The series is edited by Wendy Purcell, Professor with Rutgers University and Academic Research Scholar with Harvard University; Emeritus Professor and University President Emerita.

**Hardback:** 9781836628415 | £80.00, €95.00, \$110.00

**Paperback:** 9781836628439 | £22.00, €27.00, \$30.00

**epub:** 9781836628422 | £22.00, €27.00, \$30.00

**PDF:** 9781836628408 | £22.00, €27.00, \$30.00

**Publication date:** 01 Jun 2026

**Language:** English

**Page count:** 188

**Dimensions:** 138 x 216

**Series title:** Higher Education and the Sustainable Development Goals

**BIC code:** JNM, JNMN, RNU

**BISAC code:** EDU015000, EDU034000, BUS094000

**THEMA code:** JNM, KJJ, RNU

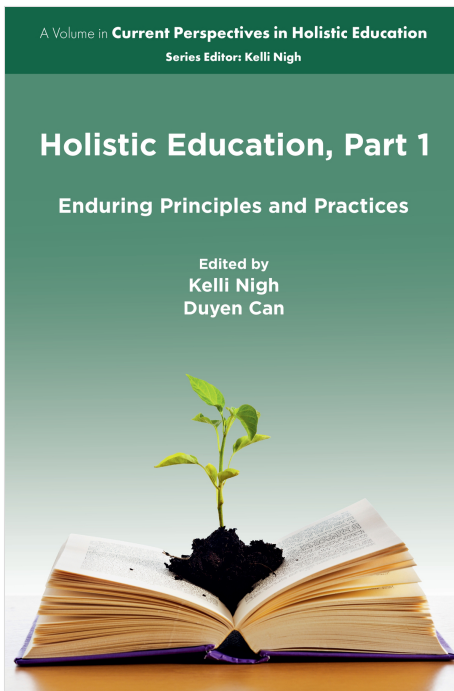
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# *Holistic Education, Part 1* *Enduring Principles and Practices*

Editors

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VNU University of Languages and International Studies, Vietnam

## Synopsis

In contemporary educational discourse, the language of holism and whole person learning has become increasingly prevalent. Yet the deeper philosophical and pedagogical foundations of holistic teaching and learning are often overlooked. *Holistic Education Part 1: Enduring Principles and Practices* returns to these origins, engaging with the theoretical and practical dimensions that have shaped the field.

Building upon Carol Flake's seminal 1993 collection, *Holistic Education: Principles, Perspectives, and Practices*, revisits the original vision of holistic education as articulated by its early advocates, educators committed to integrating intellectual, emotional, physical, and spiritual dimensions of human development. Contributors examine the evolution of holistic principles in relation to spirituality, embodied and earth-based learning, ecological awareness, and global citizenship.

By situating holistic education within enduring philosophical traditions and emerging global challenges, this volume affirms the continued relevance of holistic approaches for education and the professions. It invites scholars, practitioners, and policymakers to consider education not merely as a means of instruction, but as a transformative process aimed at cultivating wholeness in persons, communities, and the wider world.

**Hardback:** 9781806863808 | £90.00,  
€110.00, \$125.00

**Paperback:** 9781806863822 | £29.99,  
€34.99, \$39.99

**epub:** 9781806863815 | £40.00,  
€48.00, \$54.00

**PDF:** 9781806863792 | £29.99, €34.99,  
\$39.99

**Publication date:** 08 Jun 2026

**Language:** English

**Page count:** 220

**Dimensions:** 156 x 234

**Series title:** Current Perspectives in  
Holistic Education

**BIC code:** JNAM, JNT, JNFN

**BISAC code:** EDU009000, EDU040000,  
EDU051000

**THEMA code:** JNC, JNDG, JNFC

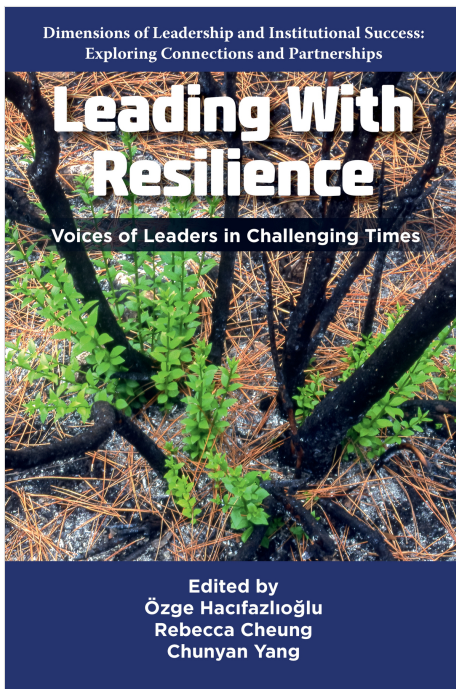
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# *Leading With Resilience* *Voices of Leaders in Challenging Times*

Editors

Özge Hacifazlıoğlu  
University of California, USA

Rebecca Cheung  
University of California, USA

Chunyan Yang  
University of Maryland, College Park, USA

## Synopsis

In an era marked by uncertainty and rapid change, how do educational leaders sustain resilience, not just for themselves, but for their entire school communities? *Leading With Resilience: Voices of Leaders in Challenging Times* brings together powerful narratives and research-driven insights from teachers, school leaders, and system-level changemakers navigating some of the most challenging moments in recent history. brings together powerful narratives and research-driven insights from teachers, school leaders, and system-level changemakers navigating some of the most challenging moments in recent history. Drawing from three longitudinal projects in California, this compelling volume explores how resilience can be cultivated through intentional leadership, community care, and equity-centered practices.

From the frontlines of the global pandemic to the lived experiences of AAPI educators and women of color pursuing superintendency, each chapter offers a unique lens on the emotional, cultural, and systemic dimensions of resilience. These stories illuminate the strategies that have helped leaders not only survive but thrive, fostering wellbeing, driving change, and inspiring hope.

Whether you're an educator, policymaker, or aspiring leader, this book offers a timely and deeply human look at what it means to lead with strength, compassion, and purpose in times of crisis.

**Hardback:** 9781806863600 | £98.00, €116.00, \$130.00

**Paperback:** 9781806863624 | £36.99, €43.99, \$49.99

**epub:** 9781806863617 | £36.99, €43.99, \$49.99

**PDF:** 9781806863594 | £36.99, €43.99, \$49.99

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 260

**Dimensions:** 156 x 234

**Series title:** Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships

**BIC code:** JNFN, JNKH, JNKN

**BISAC code:** EDU034000, EDU032000, EDU020000

**THEMA code:** JNE, JNKH, JNFK

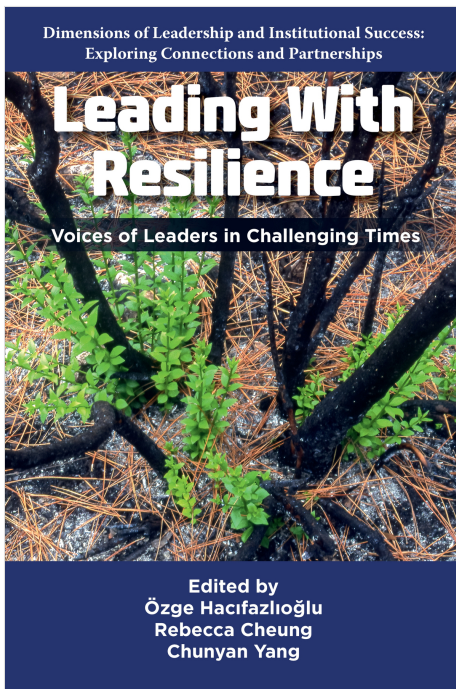
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**epub:** 9781806863617 | £36.99, €43.99, \$49.99

**PDF:** 9781806863594 | £36.99, €43.99, \$49.99

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 260

**Dimensions:** 156 x 234

**Series title:** Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships

**BIC code:** JNFN, JNKH, JNKN

**BISAC code:** EDU034000, EDU032000, EDU020000

**THEMA code:** JNE, JNKH, JNFK

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# Local Governance Resilience Navigating Contemporary Challenges

## Author

Gerrit van der Waldt  
North-West University, South Africa

## Synopsis

*Local Governance Resilience: Navigating Contemporary Challenges* explores the critical intersection of governance, resilience, and sustainability, and offers a comprehensive framework for addressing contemporary issues. Gerrit van der Waldt examines how local governments can adapt, recover, and innovate amidst crises, providing theoretical insights and practical applications across diverse topics, including climate adaptation, urbanization, smart city governance, and crisis management. His work integrates the principles of the United Nations Sustainable Development Goals (SDGs), particularly SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action), underscoring the essential role of resilient local governance in achieving global sustainability targets. Through examples and actionable strategies, this study equips readers with the tools needed to build adaptive, inclusive, and sustainable communities.

Providing valuable insights for academics, policymakers, urban planners, and local government leaders, this volume is essential for those seeking to understand and enhance the resilience of local governance systems. By addressing both theoretical and practical dimensions, it offers a vital resource for navigating the complexities of modern governance.

**Hardback:** 9781837087778 | £80.00, €95.00, \$110.00

**epub:** 9781837087785 | £80.00, €95.00, \$110.00

**PDF:** 9781837087761 | £80.00, €95.00, \$110.00

**Publication date:** 07 Jul 2026

**Language:** English

**Page count:** 272

**Dimensions:** 152 x 229

**BIC code:** JP, JPP, JPRB

**BISAC code:** POL017000, POL028000, POL038000

**THEMA code:** JP, JPP, JPR

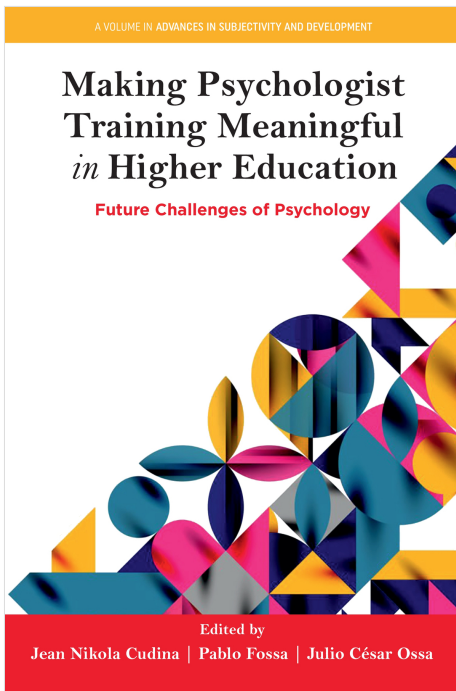
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# *Making Psychologist Training Meaningful in Higher Education Future Challenges of Psychology*

Editors

Jean Nikola Cudina  
Leibniz University Hannover, Germany

Pablo Fossa  
Universidad del Desarrollo, Chile

Julio César Ossa  
Universidad Cooperativa de Colombia, Colombia

## Synopsis

Making Training Meaningful in Higher Education: Future Challenges of Psychology invites us to reflect on the education and professional development of future psychologists. Their preparation demands a solid theoretical foundation, enriched by supervised practice and the strengthening of personal and professional competencies. The central purpose of this book is to share with society the psychological knowledge that students acquire and refine throughout their formative process, while highlighting emerging challenges and opportunities for the discipline in contemporary higher education.

The chapters presented within this book include proposals developed within the framework of academic activities, professional practices or research processes in which students participate with their professors. Through contributions from different countries and research teams, this book analyzes the current and future variables that the training of psychologists faces, such as the powerful technological development and its influence on the practice of the profession, distance education/learning processes, the training of therapists and clinical training in a technological society, among others. *Making Psychologist Training Meaningful in Higher Education: Future Challenges of Psychology* constitutes a valuable contribution for psychology teachers, clinical supervisors, educational researchers and psychology students.

**Hardback:** 9781806862023 | £98.00, €116.00, \$130.00

**Paperback:** 9781806862047 | £36.99, €43.99, \$49.99

**epub:** 9781806862030 | £36.99, €43.99, \$49.99

**PDF:** 9781806862016 | £36.99, €43.99, \$49.99

**Publication date:** 16 Jun 2026

**Language:** English

**Page count:** 276

**Dimensions:** 156 x 234

**Series title:** Advances in Subjectivity and Development

**BIC code:** JMB, JMH, JNRV

**BISAC code:** PSY003000, PSY012000, PSY046000

**THEMA code:** JMHC, JMA, JNRV

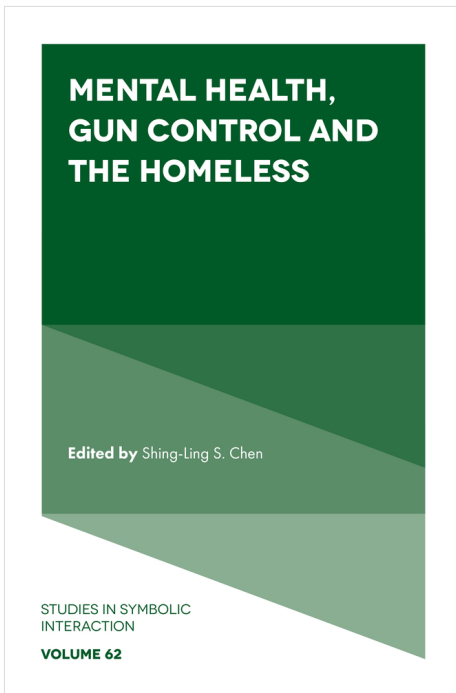
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# *Mental Health, Gun Control and the Homeless*

Editor

Shing-Ling S. Chen  
University of Northern Iowa, USA

## Synopsis

This volume contains an Open Access chapter.

This edited collection showcases the usefulness of symbolic interactionism in examining concurrent social issues which demand researchers' attention - symbolic interactionists demonstrate their roots in pragmatism by examining contemporary social issues, mental health, gun control and the homeless. Although these issues have been around for quite some time, recent changes in social, political, and economic landscapes have escalated the significance of these issues in everyday life.

While these issues have traditionally been examined using a quantitatively "big data" approach, authors here illustrate the usefulness of utilizing the symbolic interactionist methodology, an empirical endeavor that keys on micro interactional developments, in providing understandings of these social issues. Theoretically, chapters showcase the utility of symbolic interactionism, a perspective for investigating the meanings of objects, social relationships, and how objects become linked to social structures, in providing significant contributions to the advancement of knowledge of these social issues. Stressing the importance of examining mental health, gun control and the homeless as social constructs that involve social relationships and communication processes of actors in various structures, the authors utilize theoretical concepts such as reflexivity, interaction, and willfulness as pivot points in analyzing these social issues.

Calling for researchers' attention to study urgent social issues by demonstrating the effectiveness of symbolic interactionism as a research tool both theoretically and methodologically, this is appealing reading for both emerging and established interactionist scholars.

**Hardback:** 9781806866540 | £71.00, €92.00, \$110.00

**epub:** 9781806866557 | £71.00, €92.00, \$110.00

**PDF:** 9781806866533 | £71.00, €92.00, \$110.00

**Publication date:** 02 Jul 2026

**Language:** English

**Page count:** 236

**Dimensions:** 152 x 229

**Series title:** Studies in Symbolic Interaction

**BIC code:** JH, JHB, JHBA

**BISAC code:** SOC026000, SOC026040, SOC000000

**THEMA code:** JH, JHB, JHBA

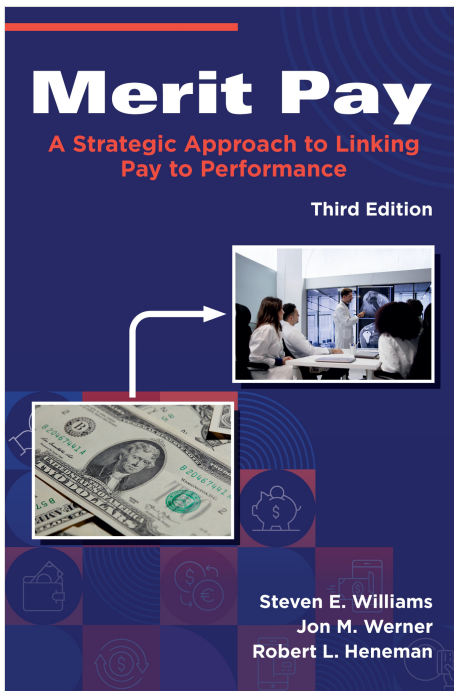
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# Merit Pay

## A Strategic Approach to Linking Pay to Performance

Authors

Steven E. Williams  
National University, USA

Jon M. Wener  
University of Wisconsin-Whitewater, USA

Robert L. Heneman  
Ohio State University, USA

### Synopsis

The world of work has changed considerably since the second edition of *Merit Pay* was published. Advances in technology, changes in job design, alternate forms of work processes, differences in workforce demographics form many of these changes. In addition, compensation (in general) and merit pay (in particular) also have experienced changes based on these trends and events. The third edition addresses how these occurrences have introduced new theory and research impacting merit pay plans.

While much has changed in the compensation world since the second edition, merit pay remains popular – with perhaps as many as 90% of U.S. firms using it despite its controversial nature. The timeliness of this edition could not be better, occurring on the heels of major events and trends. Readers will benefit from over 230 new references added to the third edition. Moreover, this edition provides study questions and case studies to increase understanding of concepts, principles, and applications. Finally, in selected areas of the book, we added a new feature - current events in merit pay. These events explore innovative and often provocative subjects, aiming to leave readers with meaningful ideas to reflect upon.

*Merit Pay* is essential reading for undergraduate and graduate students studying compensation administration, as well as professionals working in pay administration, human resource management, industrial and organizational psychology, and labor economics.

**Hardback:** 9781806867028 | £98.00, €116.00, \$130.00

**Paperback:** 9781806867042 | £36.99, €43.99, \$49.99

**epub:** 9781806867035 | £36.99, €43.99, \$49.99

**PDF:** 9781806867011 | £36.99, €43.99, \$49.99

**Publication date:** 08 Jun 2026

**Language:** English

**Page count:** 392

**Dimensions:** 156 x 234

**BIC code:** KJMV2, KCFM, KJMV1

**BISAC code:** BUS045000, BUS001040, BUS030000

**THEMA code:** KJMV21, KJMB, KJMV1

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# *Microbial Processes in Environmental Engineering From Theory to Practice*

## Editors

Rajneesh Kumar  
Banaras Hindu University, India

Ram Sharan Singh  
Banaras Hindu University, India

Maulin P Shah  
Enviro Technology Limited, India

## Synopsis

*Microbial Processes in Environmental Engineering* explores the latest advances in microbial biotechnology and environmental engineering. Bridging the gap between theoretical concepts and practical applications, the book illustrates how microbial processes can be effectively utilised in pollution control, ecosystem restoration and resource recovery.

The chapters provide clear explanations of microbial mechanisms, biochemical pathways, and environmental factors influencing microbial activity, and cover essential topics such as microbial ecology, metabolism, biodegradation and bioremediation.

## Key features include:

- applications across a range of environmental challenges, including water pollution, wastewater treatment and soil remediation
- innovative approaches to sustainable energy production, including microbial fuel cells and biogas production
- case studies in a variety of sectors providing concrete examples of successful microbial interventions
- practical techniques for bioaugmentation and biostimulation, illustrating how these technologies can enhance microbial activity for effective bioremediation
- insights into the latest advancements and future trends, including developments in pollutant degradation and resource recovery.

*Microbial Processes in Environmental Engineering* is an essential resource for researchers, practitioners and students in environmental engineering seeking to contribute to environmental sustainability through microbial applications.

**Hardback:** 9781837083275 | £95.00, €107.00, \$128.00

**epub:** 9781837083282 | £95.00, €107.00, \$128.00

**PDF:** 9781837083268 | £95.00, €107.00, \$128.00

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 331

**Dimensions:** 156 x 234

**BIC code:** TQ, TQD, TQK

**BISAC code:** TEC010000, TEC010010, TEC010030

**THEMA code:** TQ, TQD, TQK

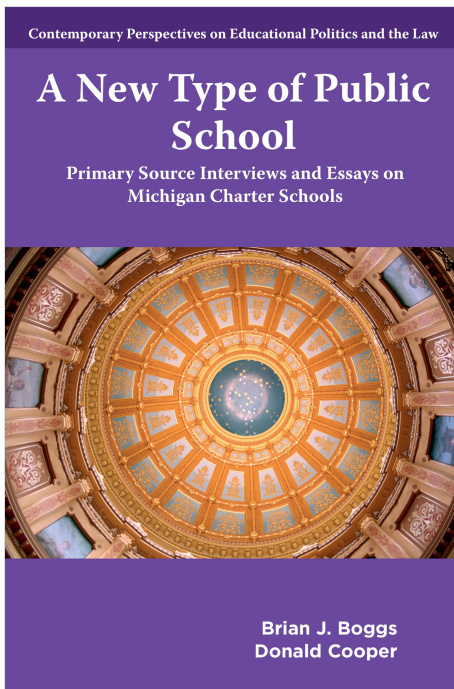
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# *A New Type of Public School Primary Source Interviews and Essays on Michigan Charter Schools*

Authors

Brian J. Boggs  
University of Michigan-Dearborn, USA

Donald Cooper  
National Charter Schools Founders Library, USA

## Synopsis

Michigan's education system has been transformed by the rapid growth of charter schools and school choice since 1993. *A New Type of Public School: Primary Source Interviews and Essays on Michigan Charter Schools* traces the state's journey from restrictive policies to a dynamic, often controversial marketplace for public education.

Drawing on original documents and the voices of policymakers, the chapters in this book reveal how political leaders and advocacy networks have reshaped governance, accountability, and equity. Michigan's story offers vital insights into the national debate on charter schools and the future of public education.

*A New Type of Public School* demystifies the policymaking process and provides a vital lens on the complexities of educational reform. It is essential reading for educators, policymakers, and anyone invested in the future of public schooling.

**Hardback:** 9781806867066 | £98.00,  
€116.00, \$130.00

**Paperback:** 9781806867080 | £36.99,  
€43.99, \$49.99

**epub:** 9781806867073 | £36.99,  
€43.99, \$49.99

**PDF:** 9781806867059 | £36.99, €43.99,  
\$49.99

**Publication date:** 15 Jun 2026

**Language:** English

**Page count:** 292

**Dimensions:** 156 x 234

**Series title:** Contemporary Perspectives  
on Educational Politics and the Law

**BIC code:** JNF, JNK, JNL

**BISAC code:** EDU034000, EDU001020,  
EDU034020

**THEMA code:** JND, JNK, JNL

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# *Possibility and Statistics*

## *How to Use Data to Illuminate Pathways to Success*

Author

Ivory A. Toldson  
Howard University, USA

### Synopsis

"Possibility and Statistics" (P.S.) is a rigorously ethical, mixed-method way of knowing that centers lived experience, assets, and human agency; treats oral narratives as primary data; and designs measures, tools, and dissemination practices to cultivate flourishing rather than manage risk. Ivory A. Toldson's *Possibility and Statistics* is more than a book about statistical methods; it is a profound and necessary intervention into the soul of education and social science. It is a methodological treatise and a deeply personal work of literary scholarship that redefines the purpose of data in a world saturated with it. By developing a new statistical language, Toldson demonstrates that the principles of possibility—care, context, and potential—can be as analytically rigorous as the principles of probability.

*Possibility and Statistics* introduces a new analytical toolkit; formula-driven methods designed to quantify hope. Metrics like the Overcoming Adversity Index (OAI), which measures success relative to context; the Potential Realization Quotient (PRQ), which quantifies achievement beyond statistical expectations; and the Resource Parity Index (RPI), which measures inequities in resources, give practitioners tangible tools.

Toldson crafts a powerful argument that the tools of statistics, so often used to document despair and predict failure, must be re-engineered to architect hope and cultivate human potential. The result is a work that is at once a rigorous academic text and a moral call to arms for researchers, educators, policymakers, and anyone who wields data that touches human lives.

**Hardback:** 9781806865925 | £90.00, €110.00, \$125.00

**Paperback:** 9781806865949 | £24.99, €29.99, \$34.99

**epub:** 9781806865932 | £24.99, €29.99, \$34.99

**PDF:** 9781806865918 | £24.99, €29.99, \$34.99

**Publication date:** 30 Jun 2026

**Language:** English

**Page count:** 388

**Dimensions:** 152 x 229

**BIC code:** JHBC, JNFN, GPS

**BISAC code:** EDU027000, EDU048000, EDU037000

**THEMA code:** JHBC, JNFN, GPS

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# *Private Schools and Cultural Capital Privilege and Inequalities in the English Education System*

Author

Rachel Louise Stenhouse  
Manchester Metropolitan University, UK

## Synopsis

Private schooling continues to be a divisive issue. In Britain, there has been a rapid expansion of overseas branches being opened by elite British private schools. *Private Schools and Cultural Capital* offers insight into the workings of private schools that continue to provide an advantage for their students. Author Rachel Louise Stenhouse reports on the role played by teachers' social and cultural capital in reproducing privilege in private schools and how this capital is transmitted to students through their preparation for application to elite universities.

Drawing on data from interviews with teachers, observations of lessons and teachers' own reflections to provide an insight into the workings of one private school in England, Stenhouse contributes to an understanding of how private schools are able to continue to reproduce the privilege that their students enjoy. Using the theories of Pierre Bourdieu as a fitting framework in which to understand how private school privilege is reproduced, the chapters also provoke discussion about the prominence of "cultural capital" in the Ofsted school inspection framework and the role played by teachers in private schools in developing cultural capital in their students.

A timely addition to the literature on private school advantage, this is a compelling resource for international readers working in policy, academia, or education with an interest in social inequality and in particular the workings of private schools.

**Hardback:** 9781835493113 | £80.00, €95.00, \$110.00

**epub:** 9781835493120 | £80.00, €95.00, \$110.00

**PDF:** 9781835493106 | £80.00, €95.00, \$110.00

**Publication date:** 07 Jul 2026

**Language:** English

**Page count:** 188

**Dimensions:** 152 x 229

**Series title:** Emerald Studies in the Sociology of Education

**BIC code:** JHB, JNLP, JFFJ

**BISAC code:** SOC026000, EDU013000, SOC050000

**THEMA code:** JHB, JNLP, JBFA

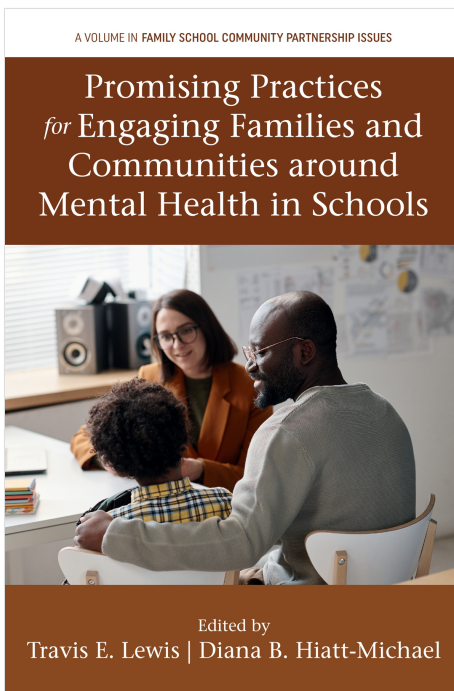
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# *Promising Practices for Engaging Families and Communities around Mental Health in Schools*

Editors

Travis Lewis  
East Carolina University, USA

Diana Hiatt-Michael  
Pepperdine University, USA

Edited by  
Travis E. Lewis | Diana B. Hiatt-Michael

## Synopsis

As the volume and complexity of mental health needs of school-aged children has grown, the capacity of schools to meet those needs has been challenging at best. School closures and social isolation during the height of the COVID-19 pandemic exacerbated disconcerting trends regarding levels of anxiety, depression, and suicidality in children and adolescents. As resources continue to be strained for many schools, innovative approaches to addressing school mental health are necessary.

*Promising Practices for Engaging Families and Communities around Mental Health in Schools* is part of the *Family School Community Partnership Issues* series. This volume explores promising practices for engaging families and communities around mental health in schools. Through compelling case studies, it highlights collaborations that creatively engage systems of care to help schools respond to mental health concerns.

This book also introduces new paradigms for whole child support within the school-family-community context. It offers thoughtful analysis of the ethical, policy, and practical tensions that arise when addressing mental health in partnership with families and communities. *Promising Practices for Engaging Families and Communities around Mental Health in Schools* is an essential resource for educators, mental health professionals, and policymakers seeking inclusive, collaborative solutions to today's school mental health challenges.

**Hardback:** 9781806868223 | £90.00, €110.00, \$125.00

**Paperback:** 9781806868247 | £29.99, €34.99, \$39.99

**epub:** 9781806868230 | £29.99, €34.99, \$39.99

**PDF:** 9781806868216 | £29.99, €34.99, \$39.99

**Publication date:** 30 Jun 2026

**Language:** English

**Page count:** 236

**Dimensions:** 156 x 234

**Series title:** Family School Community Partnership Issues

**BIC code:** JNH, JNSL, JNC

**BISAC code:** EDU038000, EDU022000, EDU006000

**THEMA code:** JNFC, JNSL, JNC

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# *A Reference Guide for Teaching Kinesiology through Problem-Based Learning: Case Studies and Insights*

Editors

Sarah Shultz  
Fort Lewis College, USA

Brittany Heintz Walters  
Seattle University, USA

## Synopsis

In an ever-evolving health and fitness landscape, educators need tools that bridge theory with practice. *A Reference Guide for Teaching Kinesiology through Problem-Based Learning: Case Studies and Insights* is designed to transform how students engage with the study of human movement. This innovative resource offers a multidisciplinary approach to teaching Kinesiology, integrating foundational, applied, and sociocultural sciences through the lens of Problem-Based Learning (PBL).

Structured to support undergraduate teaching while remaining adaptable for graduate-level instruction, this book provides educators with ready-to-use activities and strategies that foster critical thinking, collaboration, and real-world problem-solving. Each chapter, authored by experts in the field, showcases successful PBL implementation across diverse sub-disciplines—from biomechanics and exercise physiology to sport sociology and ethics.

Whether designing inclusive fitness programs, analyzing movement mechanics, or navigating ethical dilemmas in sport management, students are challenged to synthesize knowledge across domains. PBL not only enhances academic outcomes but equips future practitioners with the confidence and competence to thrive in interdisciplinary teams and dynamic professional environments.

This book is more than a teaching guide—it's a catalyst for educational innovation. With practical tools, expert insights, and a glossary for technical clarity, Problem-Based Learning in Kinesiology empowers instructors to create engaging, experiential learning environments that prepare students for the complexities of modern Kinesiology practice.

**Hardback:** 9781806867868 | £98.00, €116.00, \$130.00

**Paperback:** 9781806867882 | £36.99, €43.99, \$49.99

**epub:** 9781806867875 | £36.99, €43.99, \$49.99

**PDF:** 9781806867851 | £36.99, €43.99, \$49.99

**Publication date:** 22 Jun 2026

**Language:** English

**Page count:** 368

**Dimensions:** 156 x 234

**Series title:** Contemporary Perspectives on Problem-Based Learning

**BIC code:** JNRV, JNT, WSDF

**BISAC code:** EDU051000, MED024000, EDU033000

**THEMA code:** SCGF, JNTP

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THE HANDBOOK OF RESOURCES IN MIDDLE LEVEL EDUCATION

Resources  
for Effective Health  
and Well-Being Practices  
in the  
Middle Grades



Edited by  
Katherine Main  
Susan Whatman

# *Resources for Effective Health and Well-Being Practices in the Middle Grades*

Editors

Katherine Main  
Griffith University, Australia

Susan Whatman  
Griffith University, Australia

## Synopsis

Educators and researchers confirm that young adolescents' health and well-being directly impacts their academic progress. Yet, those with a vested interest in educating young adolescent learners have few explicit resources to guide them through the implementation of programs or practices that support the health and well-being of young adolescent learners, their teachers, or school.

*Resources for Effective Health and Well-Being Practices in the Middle Grades* provides school leaders, teachers, academics, and teacher candidates with evidence-based examples of the successful implementation of health and well-being programs or practices—ones that focus explicitly on the needs of young adolescent learners and/or their teachers or school leaders. Specifically, this book provides a collection of examples from the field that describe 'how' to implement a range of individual, class, whole school, or teacher focused programs.

**Hardback:** 9781806863525 | £98.00, €116.00, \$130.00

**Paperback:** 9781806863549 | £36.99, €43.99, \$49.99

**epub:** 9781806863532 | £36.99, €43.99, \$49.99

**PDF:** 9781806863518 | £36.99, €43.99, \$49.99

**Publication date:** 06 Jul 2026

**Language:** English

**Page count:** 284

**Dimensions:** 156 x 234

**Series title:** The Handbook of Resources in Middle Level Education

**BIC code:** JNLB, JNH, JNKH

**BISAC code:** EDU046000, EDU036000, EDU029000

**THEMA code:** JNLB, JNE, JNKH

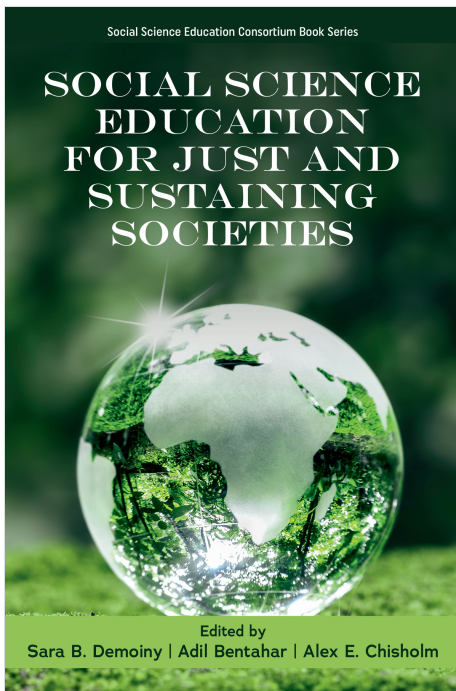
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# *Social Science Education for Just and Sustaining Societies*

Editors

Sara B. Demoigny  
Auburn University, USA

Adil Bentahar  
University of Delaware, USA

Alex E. Chisholm  
Clemson University, USA

## Synopsis

People around the world face grave crises of wars, climate change, genocides, rising sea levels, human rights violations, and inequitable distribution of natural resources. These problems are transcontinental, interconnected, and create immense human suffering, which require collective efforts toward just and sustainable global solutions. The United Nations resolved to address these concerns in adopting the Sustainable Development Goals in 2015. These goals form a "plan of action for people, planet, and prosperity," which "seeks to strengthen universal peace in greater freedom" (United Nations, 2015, para. 1). The social sciences are uniquely positioned to address the Sustainable Development Goals (SDGs) by offering content and tools to pursue just and sustainable societies. The knowledge, skills, and values of social science education can empower global citizens to seek truth, to deliberate on the current problems, and to shape a just and equitable future for people and for our planet. In this volume, authors from around the world a) propose critical philosophical questions, b) describe current education problems, and c) explore educational possibilities for a just and sustainable world.

**Hardback:** 9781806861941 | £98.00, €116.00, \$130.00

**Paperback:** 9781806861965 | £36.99, €43.99, \$49.99

**epub:** 9781806861958 | £36.99, €43.99, \$49.99

**PDF:** 9781806861934 | £36.99, €43.99, \$49.99

**Publication date:** 25 Jun 2026

**Language:** English

**Page count:** 296

**Dimensions:** 156 x 234

**Series title:** Social Science Education Consortium Book Series

**BIC code:** JNAM, JFFJ, JFFC

**BISAC code:** EDU040000, SOC000000, POL000000

**THEMA code:** JNAM, JBFA, JBFF

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# *Sovereign Citizen Ideology Spotlight on the January 6th Attack on the United States Capitol*

Author

Christine Sarteschi  
Chatham University, USA

## Synopsis

Sovereign citizens are an anti-government movement steadily expanding across the United States and many other parts of the world. A subculture of anti-government extremists, sovereign citizens falsely deny the legitimacy of government and law, believing their interpretation of society's laws supersede all others. A much-needed introduction to Sovereign Citizen ideology in book form, this study spotlights the prevalence and scope of sovereign citizen involvement in the January 6<sup>th</sup> Capitol insurrection.

The January 6<sup>th</sup> Congressional Committee reported that only two insurrectionists were sovereign citizens. Providing a more comprehensive review of their participation in the attack since that time, Christine Sarteschi draws together hours of access to court records to unveil that the correct number was much higher. Highlighting the nature of their participation in the riot, this study also details the use of sovereign citizen tactics and their interactions with court officials during the adjudication process. Addressing a topic that is underexplored yet increasingly relevant as the growth in this movement continues unabated in the United States and abroad, Sarteschi extends our knowledge of known sovereign citizen cases and also provides a practical resource for identifying and countering sovereign citizen tactics.

Written for scholars and students of criminal justice, criminology, social work, psychology, forensic psychology and other related disciplines, *Sovereign Citizen Ideology* is crucial for understanding right wing extremism and social movements.

**Hardback:** 9781806868827 | £45.00, €52.00, \$60.00

**epub:** 9781806868834 | £45.00, €52.00, \$60.00

**PDF:** 9781806868810 | £45.00, €52.00, \$60.00

**Publication date:** 25 May 2026

**Language:** English

**Page count:** 156

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** JFHC, JFSS, JFFE

**BISAC code:** SOC004000, SOC051000, SOC058000

**THEMA code:** JBSW, JBG, JBFK

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# *Strategic Orientation and Performance in Immigrant Firms The Migration Journey as a Driver of Entrepreneurial Strategy*

Author

Erika Branca  
Ghent University, Belgium

## Synopsis

Traditionally, research on immigrant entrepreneurship has adopted a somewhat monolithic perspective, often concentrating on the sheer number of immigrant-founded businesses, their internationalization strategies or their economic contributions. In many cases, immigrants are regarded merely as another sample population to which mainstream entrepreneurial theories are applied, rather than being recognized as a distinct phenomenon warranting a tailored approach.

*Strategic Orientation and Performance in Immigrant Firms* introduces a new conceptual model that considers how the entrepreneur's migration journey serves as a vital source of entrepreneurial heterogeneity, ultimately accounting for differences in strategic orientation and performance between immigrant- and non-immigrant-founded firms. Recognizing that immigrant entrepreneurs are heterogeneous individuals who adapt differently to new environments, the book offers a more sophisticated understanding of how cultural, individual, and socio-economic factors intersect and impact entrepreneurship.

Policymakers, practitioners, and researchers alike can benefit from an approach that considers not only firm-level metrics but also the personal trajectories that inspire and guide entrepreneurial endeavours. In doing so, the book offers a much-needed framework for understanding how the migration experience can act as a powerful catalyst for strategic orientation and performance outcomes.

This series is dedicated to communicating innovative and multi-disciplinary new research that advances theory and practice in Entrepreneurial Behaviour. The series is focused on expanding the scope of Entrepreneurial Behaviour theory and analysis and enriching practice by encouraging multi-theoretical multi-cultural and multi-disciplinary approaches. Key issues to be explored in the series include cognition decision-making organisational behaviours and identifying creating and exploiting opportunities concerning new products services processes innovations or ventures from entrepreneurial perspective.

**Hardback:** 9781806864188 | £45.00, €52.00, \$60.00

**epub:** 9781806864195 | £45.00, €52.00, \$60.00

**PDF:** 9781806864171 | £45.00, €52.00, \$60.00

**Publication date:** 02 Jul 2026

**Language:** English

**Page count:** 124

**Dimensions:** 152 x 229

**Series title:** Entrepreneurial Behaviour

**BIC code:** KJH, KJV, KJT

**BISAC code:** BUS025000, BUS049000, BUS020000

**THEMA code:** KJH, KJV, KJT

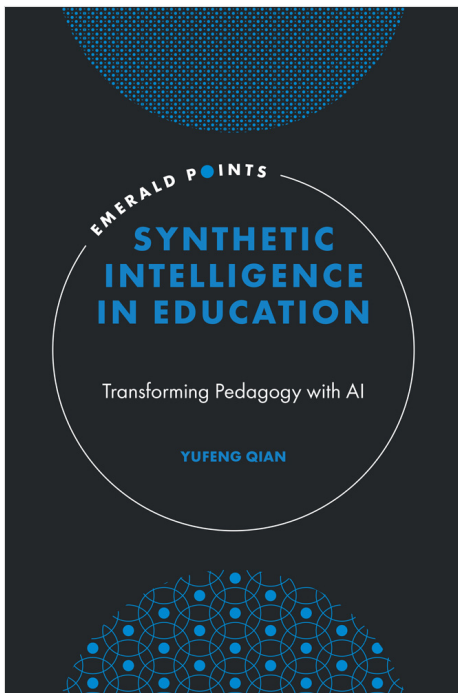
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# *Synthetic Intelligence in Education*

## *Transforming Pedagogy with AI*

Author

Yufeng Qian  
Louisiana State University, USA

### Synopsis

*Synthetic Intelligence in Education* introduces the groundbreaking concept of synthetic intelligence, referring to a harmonious blend of human and artificial intelligence. Yufeng Qian explores how today's generative AI and future systems can create a progressive learning environment where human cognition and AI capabilities work together, fostering co-learning experiences that surpass the possibilities of previous technological eras.

Arriving at a critical moment, this volume addresses the urgent need for a fundamental shift in mindset, pedagogical vision, and professional practice. As AI becomes increasingly integrated into educational tools and practices, many educators and learners still rely on outdated methods and lack the frameworks to engage with AI meaningfully. *Synthetic Intelligence in Education* provides a clear and accessible roadmap for educators, researchers, and policymakers to navigate the evolving landscape of AI in education.

The book examines the theoretical foundations of synthetic intelligence, emphasizing the cognitive and pedagogical principles that support meaningful human-AI collaboration. Through practical examples and actionable strategies, it shows how synthetic intelligence can be applied across diverse educational contexts.

**Hardback:** 9781806868001 | £45.00, €52.00, \$60.00

**epub:** 9781806868018 | £45.00, €52.00, \$60.00

**PDF:** 9781806867998 | £45.00, €52.00, \$60.00

**Publication date:** 25 May 2026

**Language:** English

**Page count:** 108

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** JNT, JNV, JNL

**BISAC code:** EDU039000, EDU007000, EDU034000

**THEMA code:** JNV, JNKH, JNT

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# *Teaching about War in International Contexts Pedagogical Practices in Secondary Social Studies Classrooms*

## Editors

Jing A. Williams  
University of South Dakota, USA

Natalie Keefer  
University of Louisiana Lafayette, USA

## Synopsis

Social studies teachers cannot avoid teaching about war. They must consider how they can teach about war and related topics meaningfully instead of relegating wars to a body of facts, such as dates, places, names, or casualties. Teaching about war helps students comprehend (de)colonization, cultivates their critical thinking skills, and facilitates student understanding of conflict and peace.

In *Teaching about War in International Contexts*, the contributors adopt the literal meaning of war—a state of armed conflict between nations, states, or groups within a country or state. While there are books out there focusing on how to teach a specific war, such as the Vietnam War or the Korean War, no books highlight the pedagogical practices of teaching global wars. Thus, *Teaching about War in International Contexts* fills the gap in the existing literature.

This edited book is an invaluable pedagogical resource highlighting the teaching of war in an international context in secondary (grades 6–12 or equivalent) social studies classrooms worldwide. Featuring the voices of classroom teachers, graduate students who used to be classroom teachers, and teacher educators, this book provides readers with classroom-tested practices for teaching about war. Readers will find examples of lesson planning, teaching strategies, teachers' reflections, and further teaching resources on specific wars. This edited volume is an invaluable resource for secondary social studies classroom teachers, graduate and undergraduate social studies education students, and social studies curriculum and instruction experts.

**Hardback:** 9781806861224 | £90.00, €110.00, \$125.00

**Paperback:** 9781806861248 | £29.99, €34.99, \$39.99

**epub:** 9781806861231 | £29.99, €34.99, \$39.99

**PDF:** 9781806861217 | £29.99, €34.99, \$39.99

**Publication date:** 07 Jul 2026

**Language:** English

**Page count:** 224

**Dimensions:** 156 x 234

**Series title:** Teaching and Learning Social Studies

**BIC code:** JNKC, JNT, JNLC

**BISAC code:** EDU007000, EDU025000, EDU029050

**THEMA code:** JNDG, JNLC, JNE

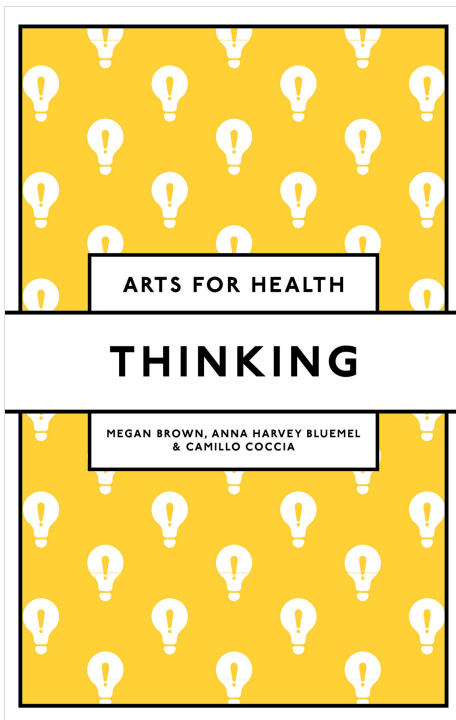
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# Thinking

Authors

Megan E.L. Brown  
Newcastle University, Newcastle upon Tyne, UK

Anna Harvey Bluemel  
Newcastle University, Newcastle upon Tyne, UK

Camillo Coccia  
St Vincent's University Hospital, Ireland

## Synopsis

Healthcare faces immense challenges. Ensuring both clinicians and the public remain healthy to negotiate a world of increasing complexity, misinformation and uncertainty is urgent. Does scientific knowledge help them do this?

In *Thinking*, healthcare professionals and researchers Brown, Harvey Bluemel, and Coccia explore how philosophy can help us think differently about health. Drawing from history, culture, literature, and lived experience, they trace the deep connections between ideas, healing, and human flourishing. Each chapter offers accessible explanations of key philosophical ideas, with examples and exercises to help readers bring those ideas into their own lives.

This book invites readers to slow down and give thinking the attention it deserves. *Thinking* is a guide, but also an invitation to ask better questions; make space for reflection; and to rediscover the value of thought in an age that prizes speed and certainty over depth and understanding.

**Hardback:** 9781836625018 | £80.00, €95.00, \$110.00

**Paperback:** 9781836625032 | £21.99, €26.99, \$29.99

**epub:** 9781836625025 | £21.99, €26.99, \$29.99

**PDF:** 9781836625001 | £21.99, €26.99, \$29.99

**Publication date:** 02 Jun 2026

**Language:** English

**Page count:** 220

**Dimensions:** 138 x 216

**Series title:** Arts for Health

**BIC code:** VFD, MBNH, MBP

**BISAC code:** PER015000, HEA055000, MED102000

**THEMA code:** ATXD, MBNH

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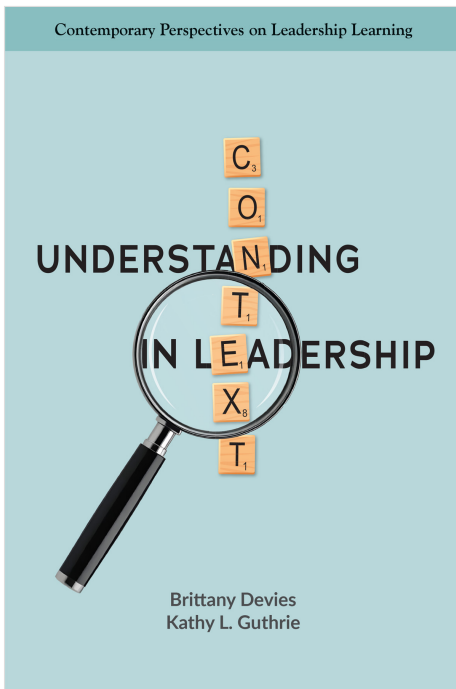
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Contemporary Perspectives on Leadership Learning



# Understanding Context in Leadership

Authors

Brittany Devies  
Florida State University, USA

Kathy L. Guthrie  
Florida State University, USA

## Synopsis

*Understanding Context in Leadership* invites readers to explore the often-overlooked element of leadership: the context in which it occurs. This accessible and thought-provoking text introduces students and new leadership learners to the essential practice of analyzing context as part of the leadership process. By examining the dynamic interplay between leaders, followers, and their environments, readers will learn how to observe, interpret, and respond to the many forces that shape leadership outcomes.

At the heart of the book is the SHAPE framework, a powerful tool for breaking down context into five key dimensions: Social, Historical, Attitudinal, Personal and Environmental.

Each chapter explores one SHAPE dimension through four lenses—self, organizational/team, institutional, and societal—offering a layered understanding of how context influences leadership at every level. Readers will gain practical strategies for observing and analyzing context, along with reflective prompts and tips to apply these insights in real-world settings.

Whether you're a student beginning your leadership journey or an educator guiding others, *Understanding Context in Leadership* provides the tools to lead with greater awareness, adaptability, and impact.

**Hardback:** 9781806862405 | £90.00, €110.00, \$125.00

**Paperback:** 9781806862429 | £29.99, €34.99, \$39.99

**epub:** 9781806862412 | £29.99, €34.99, \$39.99

**PDF:** 9781806862399 | £29.99, €34.99, \$39.99

**Publication date:** 29 Jun 2026

**Language:** English

**Page count:** 120

**Dimensions:** 156 x 234

**Series title:** Contemporary Perspectives on Leadership Learning

**BIC code:** KJMB, KJR, KJB

**BISAC code:** BUS071000, BUS063000, BUS000000

**THEMA code:** KJMB, KJU, KJB

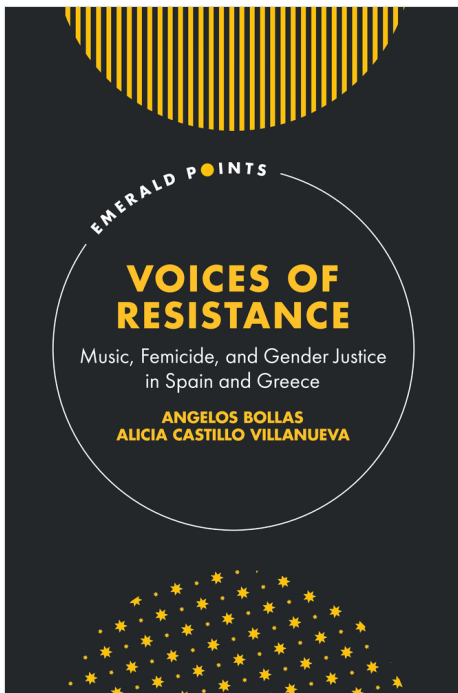
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# *Voices of Resistance* *Music, Femicide, and Gender* *Justice in Spain and Greece*

Authors

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Alicia Castillo Villanueva  
Dublin City University, Ireland

## Synopsis

*Voices of Resistance: Music, Femicide, and Gender Justice in Spain and Greece* examines how feminist musical practices across Southern Europe confront femicide and gender-based violence through mourning, memory, and political resistance.

Drawing on detailed national case studies, the book argues that in contexts marked by institutional silences, legal gaps, or patriarchal backlash, music becomes a crucial feminist tool for naming violence, honouring victims, and sustaining collective demands for justice. In Spain, a rich genealogy of feminist musical activism intersects with a robust yet contested legislative landscape – functioning as emotional counter-publics that challenge antifeminist backlash and supplement the limitations of institutional responses. In Greece, where femicide lacks full legal recognition and media narratives often reproduce misogyny, music assumes an even more urgent role – transforming public grief into mobilisation and forging affective publics that hold state and society accountable.

Across both contexts, *Voices of Resistance* positions music as a vital yet incomplete mode of feminist world-making, capable of unsettling silence and imagining more just futures.

**Hardback:** 9781837084579 | £45.00,  
€52.00, \$60.00

**epub:** 9781837084586 | £45.00,  
€52.00, \$60.00

**PDF:** 9781837084562 | £45.00, €52.00,  
\$60.00

**Publication date:** 26 May 2026

**Language:** English

**Page count:** 112

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** JFSJ, JFSJ1, JFFE

**BISAC code:** SOC032000, SOC051000,  
SOC028000

**THEMA code:** JBSF, JKVN, JHBC

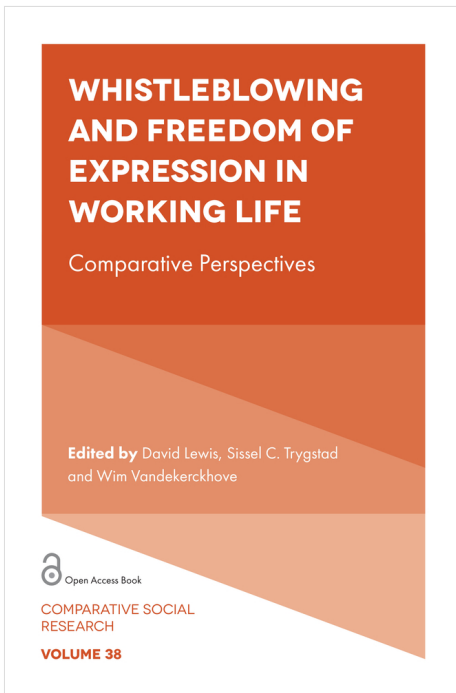
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# *Whistleblowing and Freedom of Expression in Working Life Comparative Perspectives*

Editors

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Sissel C. Trygstad  
Fafo, Norway

Wim Vandekerckhove  
EDHEC Business School, France

## Synopsis

The ebook edition of this title is Open Access and freely available to read online

*Whistleblowing and Freedom of Expression in Working Life* examines how the right to blow the whistle is regulated across various national contexts. With contributors from Europe, the United States, Australia, and Africa, the chapters focus on factors that influence how different countries design and implement their whistleblower protection laws.

The book approaches the issues from a range of academic and methodological perspectives across labour law, political science, and sociology and including comparative institutional mapping, legal analysis, qualitative interviews, and surveys. Topics include attitudes to freedom of expression, trade union involvement, regulatory agencies, enforcement mandates, handling processes and comparative studies of transpositions of the EU Whistleblowing Directive (2019/1937).

A sharp volume of social research in this increasingly important area, this work will appeal to scholars of sociology, labour studies, political science and law.

Paperback: 9781806868889 | £20.00,  
€25.00, \$32.00

epub: 9781806868872

PDF: 9781806868858

Publication date: 06 Jul 2026

Language: English

Page count: 224

Dimensions: 152 x 229

Series title: Comparative Social Research

BIC code: JHBA, J, JHB

BISAC code: SOC026040, SOC026000,  
SOC000000

THEMA code: JHBA, J, JHB

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