

# *Advancing Anti-Racism in Education Across the UK*

## *Critical Conversations, Actions, and Impact*

Author

**Marlon Lee Moncrieffe**  
Independent Scholar and Researcher, UK

### Synopsis

*Advancing Anti-Racism in Education Across the UK* offers a timely and original account of how anti-racist education is being imagined, contested, and advanced across Scotland, England, Wales, and Northern Ireland. Arising from a four-nations programme of seminars, analysis, and publication conducted between 2024 and 2026, the book examines the conditions under which anti-racist educational reform becomes durable rather than symbolic within curriculum, institutional practice, and democratic life.

Framed through Moncrieffe's critical institutionalism, the book develops an original triadic architecture organised around epistemic reform, institutional embedding, and civic translation. Emerging from the comparative evidence itself, this framework provides a distinctive way of understanding how racialised power is reproduced and challenged across knowledge, institutions, and public culture. Drawing on keynote contributions, seminar discussions, participant testimonies, interviews, survey responses, and fieldnotes, the book shows that anti-racist education must be understood not as an additive diversity initiative, but as a deeper struggle over legitimacy, belonging, professional accountability, and the public purposes of education.

Set against a wider context of anti-DEI backlash, nationalist retrenchment, and intensified struggles over belonging and democratic life, the book brings together critical voices and grounded insights from across the four UK nations. In doing so, it makes a major new contribution to contemporary debates on educational justice, democratic renewal, and the conditions under which anti-racist educational reform becomes durable.

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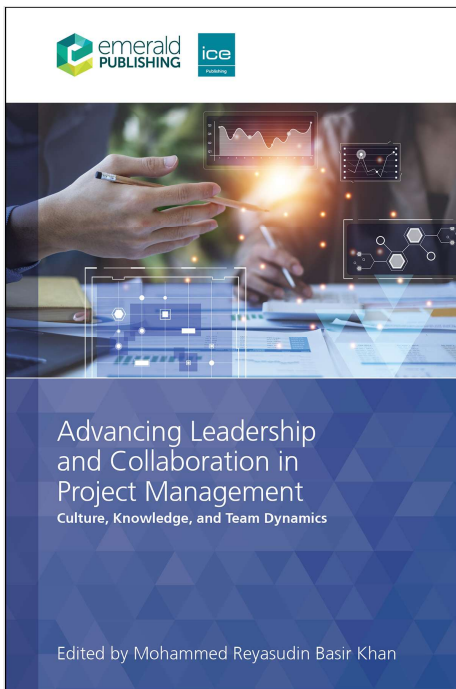
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# Advancing Leadership and Collaboration in Project Management Culture, Knowledge, and Team Dynamics

Editor

Mohammed Reyasudin Basir Khan  
Universiti Tun Abdul Razak, Malaysia

## Synopsis

*Advancing Leadership and Collaboration in Project Management* investigates the human and organisational factors that drive project success - leadership, communication, culture, and team dynamics - through rigorous empirical research. Drawing on evidence from logistics, IT, construction, telecommunications, and energy sectors, it offers insights into how people and processes interact to shape project outcomes. Drawing on data from over 2,000 professionals, the book blends quantitative studies with case analyses to reveal how collaboration and knowledge sharing underpin resilience and innovation.

Structured in four sections: communication and culture; knowledge and learning; leadership; and team dynamics, it argues that methodologies alone cannot guarantee success - alignment of leadership styles, cultural context and organisational learning are equally critical. While rooted in Malaysian industry cases, the insights resonate globally - helping organisations deliver projects with agility and sustainability while navigating challenges such as virtual collaboration, cultural differences, vendor performance and emerging technologies like 5G and cloud computing.

As a companion to *Advancing Project Management: Frameworks, Digital Transformation, Sustainability and Governance*, this book complements technical perspectives with evidence-based strategies for strengthening the human side of projects.

Ideal for researchers, practitioners, and decision-makers, *Advancing Leadership and Collaboration in Project Management* offers actionable guidance for building adaptive, high-performing teams in an era of rapid change.

**Hardback:** 9781837428038 | £90.00, €102.00, \$122.00

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# *African Universities from Medieval to Post-Modern Evolution, Complexities and Future Prospects*

## Editors

Samuel Fongwa  
Council for the Development of Social Science Research in  
Africa (CODESRIA), Senegal

Abdelkader Djeflat  
University of Lille, France

Ishmael I. Munene  
Northern Arizona University, USA

## Synopsis

*African Universities from Medieval to Post-Modern* challenges dominant colonial and Eurocentric narratives by tracing the history of African higher education. Reclaiming medieval and indigenous epistemologies, it reframes the decolonization agenda as a practical strategy for institutional transformation, curriculum reform, and policy design.

Through cross-national studies and interdisciplinary methods, chapters document how medieval learning centers shaped disciplines, research cultures, and university–community linkages that survived colonial disruption. The collections demonstrates how integrating African ways of knowing can broaden methodological pluralism, strengthen university relevance, and resist global North hegemony. It highlights implications for governance and stakeholder engagement, proposing pathways for universities to become more responsive, equitable, and socially embedded.

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# *AI for Equity* *Creating a More Equitable Society for All*

## Authors

Jenny Garrett  
Jenny Garrett Global, UK

Leah-Sunshine Garrett  
Dawn Intelligence, UK

## Synopsis

*AI for Equity* explores how Artificial Intelligence can be harnessed to dismantle systemic inequities and build a fairer society. Drawing on global expert insights and the dynamic conversations from the AI for Equity podcast, authors Jenny Garrett OBE and Leah-Sunshine Garrett offer a compelling roadmap for using AI to address challenges in areas such as gender-based violence, neurodiversity, recruitment, healthcare, and socio-economic inclusion. With a unique intergenerational lens, this book blends wisdom and innovation to illuminate how ethical AI can drive meaningful social change.

More than just theory, this book delivers actionable strategies, real-world case studies, and thought-provoking questions designed to empower leaders, technologists, and changemakers. Whether you're in the C-suite, a community organiser, or a curious reader passionate about equity, *AI for Equity* provides the tools and language to influence the future of AI responsibly. It's a timely call to ensure that as AI evolves, it does so with fairness, inclusion, and humanity at its core.

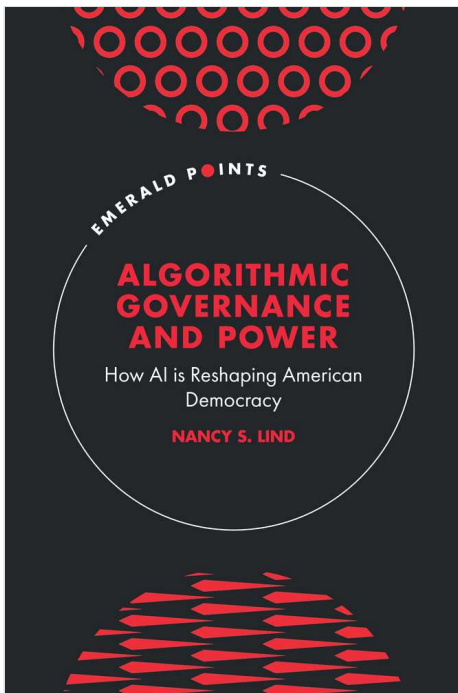
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# Algorithmic Governance and Power

## How AI is Reshaping American Democracy

Author

Nancy S. Lind  
Illinois State University, USA

### Synopsis

How is American government being reconfigured when public authority is exercised through code, platforms, and data systems as much as through statutes, agencies, and courts? *Algorithmic Governance and Power: How AI is Reshaping American Democracy* shows how decisions about speech, benefits, policing, immigration, and elections are increasingly shaped by technological infrastructure and private governance operating alongside - and often inside - the state.

Nancy S. Lind argues that public power now routinely operates through a government-private sector partnership she calls the "hybrid state." Through case-based analysis of algorithmic screening, risk assessment tools, content moderation, and microtargeted political advertising, she traces how legal and policy judgments become embedded in system design - often in ways that are hard to see, contest, or appeal through conventional administrative and judicial channels.

Written for scholars, students, and practitioners navigating a post-*Chevron* landscape, the book offers a practical framework for judging accountability when decision-making is automated or outsourced, clarifying responsibilities for transparency, due process, and effective oversight.

**Hardback:** 9781807916596 | £45.00, €52.00, \$60.00

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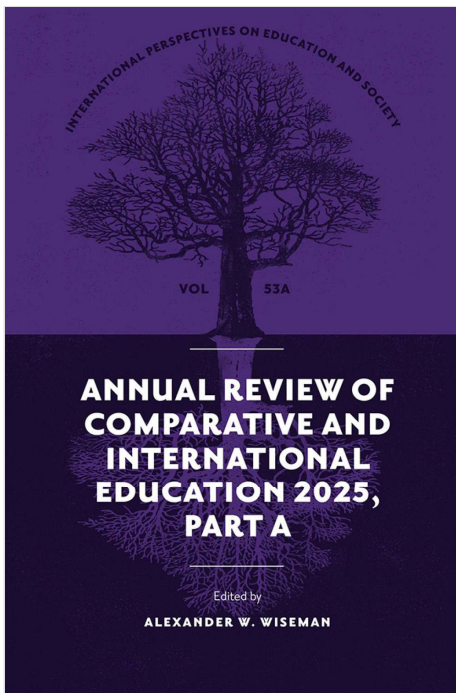
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# *Annual Review of Comparative and International Education 2025, Part A*

Editor

Alexander W. Wiseman  
Texas Tech University, USA

## Synopsis

Amid a rapidly evolving global education landscape shaped by technological innovation, shifting policy environments, socio-political change, and continued emphasis on equity and inclusion, this volume provides scholars and practitioners comprehensive and reflective analyses of the key forces driving change in comparative and international education.

The *Annual Review of Comparative and International Education 2025, Part A and B* (ARCIE 2025) advance scholarship in the field by providing a structured and comprehensive synthesis of major developments. The primary aim is to provide a critical overview of the forces shaping comparative and international education research and practice. To this end, the chapters: (1) synthesize key research trends through in-depth analyses of current debates, persistent challenges, and significant scholarly contributions; (2) bridge the research-to-practice divide by identifying pathways for translating empirical findings into policy and practice across diverse educational contexts; (3) examine regional and global dynamics by highlighting how political, social, and economic conditions shape educational systems in different parts of the world; and (4) explore emerging issues by engaging underexamined topics and methodological innovations that are redefining the field.

The *Annual Review of Comparative and International Education 2025, Part A and B* offer a timely and substantive contribution to the field by synthesizing emerging trends, theoretical developments, and practical applications shaping education systems worldwide.

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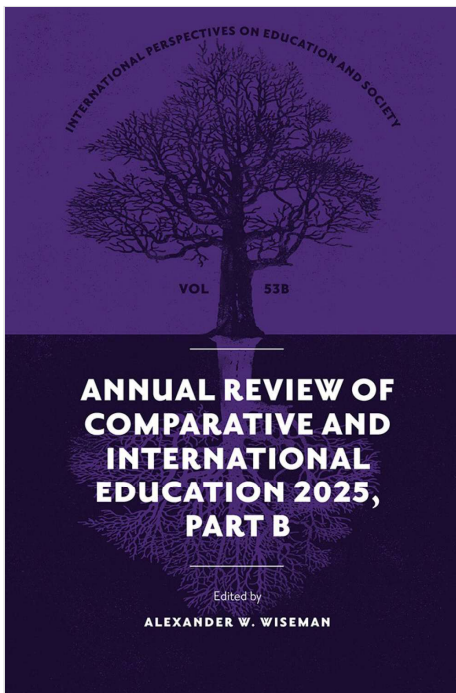
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# *Annual Review of Comparative and International Education 2025, Part B*

Editor

Alexander W. Wiseman  
Texas Tech University, USA

## Synopsis

Amid a rapidly evolving global education landscape shaped by technological innovation, shifting policy environments, socio-political change, and continued emphasis on equity and inclusion, this volume provides scholars and practitioners comprehensive and reflective analyses of the key forces driving change in comparative and international education.

The *Annual Review of Comparative and International Education 2025, Part A and B* (ARCIE 2025) advance scholarship in the field by providing a structured and comprehensive synthesis of major developments. The primary aim is to provide a critical overview of the forces shaping comparative and international education research and practice. To this end, the chapters: (1) synthesize key research trends through in-depth analyses of current debates, persistent challenges, and significant scholarly contributions; (2) bridge the research-to-practice divide by identifying pathways for translating empirical findings into policy and practice across diverse educational contexts; (3) examine regional and global dynamics by highlighting how political, social, and economic conditions shape educational systems in different parts of the world; and (4) explore emerging issues by engaging underexamined topics and methodological innovations that are redefining the field.

The *Annual Review of Comparative and International Education 2025, Part A and B* offer a timely and substantive contribution to the field by synthesizing emerging trends, theoretical developments, and practical applications shaping education systems worldwide.

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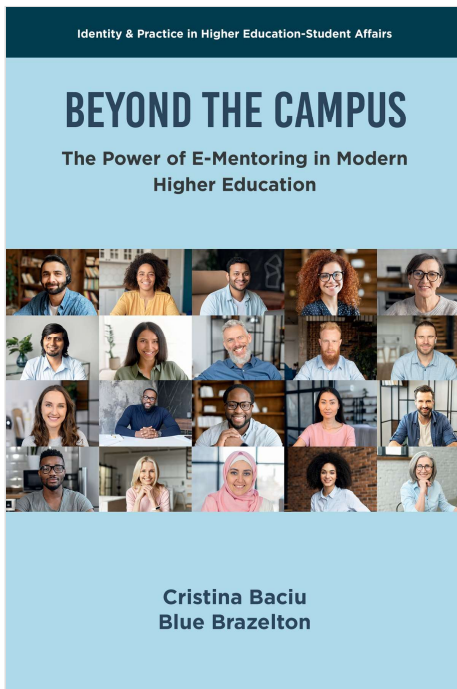
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# *Beyond the Campus* *The Power of E-Mentoring in* *Modern Higher Education*

Authors

Cristina Baciu  
Arizona State University, USA

Blue Brazelton  
Northern Arizona University, USA

Cristina Baciu  
Blue Brazelton

## Synopsis

Mentoring has always been one of higher education's most powerful forces—yet it has often been informal, uneven, and inaccessible to the students who need it most. As learning increasingly moves online and institutions serve more diverse and geographically dispersed students, the traditional model of mentoring built on proximity and chance encounters is no longer enough.

*Beyond the Campus: The Power of E-Mentoring in Modern Higher Education* explores how mentoring can be intentionally redesigned for the digital age. Drawing on research, real-world programs, and practical institutional strategies, the book shows how e-mentoring can expand access to guidance, belonging, and professional networks for learners navigating complex educational pathways.

Inside the book, readers will discover

- What e-mentoring is and why it has become essential in today's digitally connected educational landscape
- The principles and benefits of effective e-mentoring, grounded in current research and real-world examples
- Practical strategies for designing and sustaining mentoring programs, including mentor–mentee matching, inclusive mentoring practices, and program evaluation
- Case studies and vignettes that illustrate how successful e-mentoring initiatives transform student experiences
- Ready-to-use resources and tools, including training materials, matching guides, and program design templates

At a time when colleges are rethinking how learning and support happen, this book argues that mentoring should no longer be treated as a fortunate accident of campus life—but as essential infrastructure for higher education.

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€116.00, \$130.00

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# *Building Blocks for Greater Corporate Success*

## *A New Way to Raise Productivity, Build Financial Strength, and Increase Stakeholder Satisfaction*

Author

James D. Spina  
The Authors Guild, USA

### Synopsis

In the distant past, Duality Strategic Thinking (DT) began to be used mainly by politically minded people as they strove to capture or maintain power and influence in independent domains of a changing world.

This book emphasizes new ways of using Duality Strategic Thinking (DT) that enable readers to solve management problems arising from the differing, but interlocking, needs and expectations of all stakeholders. It provides methods to solve such problems with an understanding of the interactive relationships between and among all stakeholders. When used on a regular basis, this analysis will help to identify the causes of the problems.

To support this goal, it presents an internal, higher education focused system composed of a dozen or more "Building Blocks" that contains classic management skills, such as listening and providing valuable, need-interlocking performance appraisal techniques. It also presents new knowledge required to implement Duality Thinking problem solving skills. These skills need to be strong and effective. At the same time, firms must find creative ways to continually develop flexible business strategies, enhance problem-solving skills, encourage new ways to train, develop, and retain/reward talent.

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# *A Comparative Handbook of Redesigned Sales and Marketing Management in the Digital Era*

Author

N. Cigdem Uluc  
Istanbul Beykent University, Türkiye

## Synopsis

In an age defined by rapid technological transformation, traditional sales and marketing paradigms are being reshaped by the competitive pressures of the digital landscape. *A Comparative Handbook of Redesigned Sales and Marketing Management in the Digital Era* offers a rigorous comparative analysis of these evolving practices, grounded in evidence-based insights and advanced modelling.

With a focus on emerging pillars of the buying and selling process, the book maps the tactics and strategies necessary for success in a digitally driven world. From the integration of current innovations to the anticipation of future technological advancements, the book presents a forward-looking roadmap for navigating the complex, interconnected realities of modern sales management.

Designed to serve business professionals, academics, students, and broader stakeholders, the author examines the outcomes, conflicts, and opportunities inherent in this shift, offering a nuanced discussion of its implications for organisations and their ecosystems.

**Hardback:** 9781837423736 | £85.00, €100.00, \$115.00

**epub:** 9781837423743 | £85.00, €100.00, \$115.00

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# *Critical Perspectives on Educational Policy and Change Leadership Through Time*

## Editors

Karen Healey  
University of Manchester, UK

Carol Azumah Dennis  
The Open University, UK

Judy Chandler  
The Open University, UK

Deborah Outhwaite  
University of Liverpool, UK

## Synopsis

In a time of rapid educational transformation, *Critical Perspectives on Educational Policy and Change* offers a bold, critical and creative exploration of leadership through the lenses of ideology, history, economics, and politics. This collection brings together a diverse group of scholars, from early career researchers to established academics, interrogating how power relations operate within educational leadership amid shifting policy landscapes.

Structured around three temporal axes (hindsight, insight, and foresight) and situated within various contexts - from early years, schools, further education colleges and higher education - chapter authors examine leadership in education across past legacies, present complexities, and future aspirations. From the enduring impact of neoliberal reforms to the possibilities of future policies on decolonisation and social justice, each chapter provides a theoretically rich and methodologically diverse example of leadership in action.

Whether you are new to the field or seeking to deepen your critical perspective, this book is an essential resource for educational researchers, policymakers, and practitioners committed to transformative change within education.

**Hardback:** 9781806862689 | £80.00, €95.00, \$110.00

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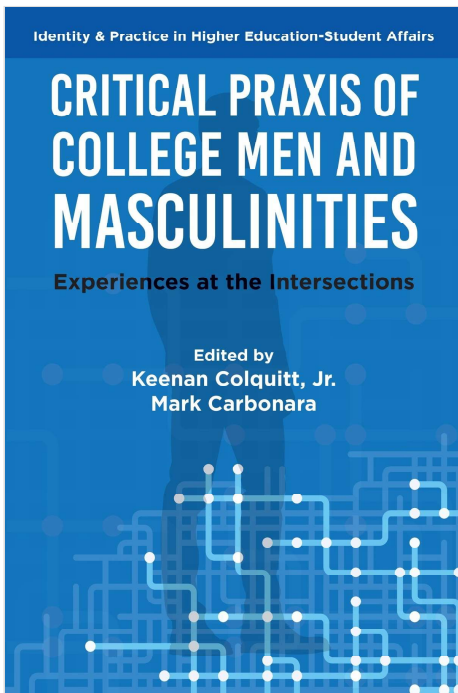
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# *Critical Praxis of College Men and Masculinities* *Experiences at the Intersections*

Editors

Keenan Colquitt Jr  
University of Michigan, USA

Mark Carbonara  
Dominican University, USA

## Synopsis

*Critical Praxis of College Men and Masculinities: Experiences at the Intersections* challenges long-standing assumptions about college men by moving beyond the dominant narrative that treats them as a monolithic group. For nearly four decades, scholarship and practice have largely centered on engaging straight, White, cisgender men in conversations about gender identity and privilege. While these efforts have been valuable, they often overlook the complex realities faced by college men with intersecting marginalized identities.

As student populations grow increasingly diverse, educators and scholars must adopt critical frameworks that foreground systems of oppression and recognize the nuanced experiences of all college men. This book offers a timely and transformative contribution to the field by bridging critical theory, educational practice, and empirical research. It highlights the importance of understanding how race, class, sexuality, ability, and other social identities intersect with gender to shape the lived experiences of college men. Drawing on recent studies, successful initiatives, and praxis-based approaches, this book equips readers with tools to support and engage college men in more inclusive and equity-driven ways.

Grounded in critical theories, *Critical Praxis of College Men and Masculinities* invites educators, researchers, and practitioners to rethink how masculinities are constructed and supported in higher education. Through this exploration, the book aims to foster more just, diverse, and inclusive environments for all students.

**Hardback:** 9781806862368 | £98.00, €116.00, \$130.00

**Paperback:** 9781806862382 | £36.99, €43.99, \$49.99

**epub:** 9781806862375 | £36.99, €43.99, \$49.99

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# *Design for Learning An Interdisciplinary Approach to Transformative Learning Environments*

## Editors

Marian Mahat  
The University of Melbourne, Australia

Richard Leonard  
LFRAIA, Australia

## Synopsis

Around the world, schools are investing billions in the design and construction of learning environments that reflect contemporary developments in educational and architectural thinking. Yet the knowledge that informs these investments, spanning across research, policy, and industry practice, often remains fragmented. Insights from across these spheres are frequently developed and applied in isolation, limiting our collective capacity to understand how learning environments shape student experience and outcomes.

*Designing for Learning* addresses this disconnect by foregrounding the interdisciplinary relationships between research, policy, and industry. Bringing together perspectives from educational research, design practice, systems policy, and professional expertise, the book positions learning environments as the product of dynamic interactions across these domains. The chapters illustrate how research evidence, regulatory frameworks, and industry innovation intersect to influence the planning, design, and enactment of educational spaces.

Through a rich combination of empirical research, policy analysis, and real-world case studies, *Designing for Learning* offers a comprehensive framework for creating inclusive, effective, and future-oriented learning environments. It explores how flexible spatial design, pedagogical intent, policy settings, and design practices can be aligned to support diverse learner needs.

By making explicit the contributions and interdependencies of research, policy, and industry, this volume demonstrates how interdisciplinary collaboration can lead to more coherent, responsive, and impactful learning environments. It is an essential resource for educators, researchers, policymakers, designers, and industry professionals seeking to move beyond siloed approaches and toward integrated solutions that are not only functional but also transformative, inspiring, and inclusive.

**Hardback:** 9781837428977 | £45.00, €52.00, \$60.00

**epub:** 9781837428984 | £45.00, €52.00, \$60.00

**PDF:** 9781837428960 | £45.00, €52.00, \$60.00

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**Page count:** 164

**Dimensions:** 152 x 229

**Series title:** Linking Theory and Practice in Learning Environments

**BIC code:** JNC, JNT, JNF

**BISAC code:** EDU051000, EDU029100, EDU036000

**THEMA code:** JNA, JNF, JNC

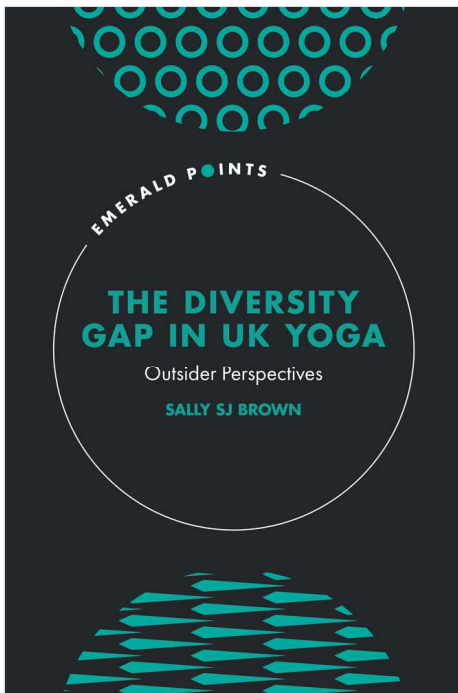
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# *The Diversity Gap in UK Yoga Outsider Perspectives*

Author

Sally SJ Brown  
Leeds Beckett University, UK

## Synopsis

Yoga is a popular activity that can offer multiple health and wellbeing benefits. In the United Kingdom, it is even recommended to NHS patients as part of the social prescribing system. Although widely viewed as inclusive and accessible, yoga participation in high-income countries is socially uneven – with significant under-representation of marginalised groups. *The Diversity Gap in UK Yoga: Outsider Perspectives* argues that this lack of diversity in yoga reflects not only practical issues, but also deeper cultural and structural dynamics preventing participation for those who might benefit from it most.

Drawing on rich qualitative research, Dr Sally SJ Brown examines the experiences of people who remain under-represented in yoga spaces, including individuals who are Black or Brown, disabled, older, or living in larger bodies. Uniquely applying an intersectional critical theory-based analysis, this book conceptualises yoga as a social institution, exploring how practical, perceptual, and cultural barriers are structurally produced. Situating contemporary yoga within wider debates on health inequality and wellness cultures, the book foregrounds “outsider” perspectives rather than established insiders, exposing the power relations shaping participation and belonging.

Providing a critical framework for understanding inequity in wellness practices and offering actionable insights for change, this work is insightful reading for scholars in sociology of health, yoga studies, critical race and disability studies, public health and social policy, and for individuals and organisations involved in yoga and social prescribing.

**Hardback:** 9781837082650 | £45.00,  
€52.00, \$60.00

**epub:** 9781837082667 | £45.00,  
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**Publication date:** 07 Sep 2026

**Language:** English

**Page count:** 104

**Dimensions:** 152 x 229

**Series title:** Emerald Points

**BIC code:** JFSC, JFSV, JFFG

**BISAC code:** HEA025000, SOC031000,  
SOC050000

**THEMA code:** JHBS, JBSA, JBFA

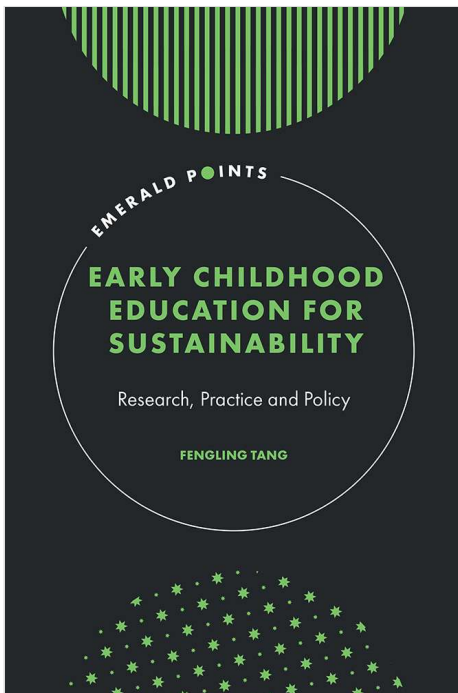
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# *Early Childhood Education for Sustainability*

## *Research, Practice and Policy*

Author

Fengling Tang  
University of Roehampton, UK

### Synopsis

*Early Childhood Education for Sustainability* offers an interdisciplinary perspective on early childhood education for sustainability, linking to research, practice and policy developments, in responding to the growing concerns about the environmental, economic, social and political crises in the 21<sup>st</sup> century.

Promising a pathbreaking dive into practice, research and policy developments into sustainable developments in early childhood education and care, author Fengling Tang takes an interdisciplinary approach to sustainability by engaging with a wide range of perspectives and approaches including ancient philosophies, early childhood heritage such as a Froebelian perspective, spirituality, environmental activism, social justice, democratic education, and the Posthuman new materialist lens. Drawing on multiple research methods via documentary research, empirical research evidence from early childhood settings including England and China, and a dialogic approach to personal experience and professional reflections, the chapters invite creative critical engagement of readers with the important aspects around sustainability.

Exploring the critical need to explore alternative thinking and approaches to maintain and sustain human well-being and wellbeing of the planet earth in the 21<sup>st</sup> century, this is important reading for students in higher education, practitioners, researchers, policy makers and stakeholders in the early childhood context and beyond.

**Hardback:** 9781835491836 | £45.00, €52.00, \$60.00

**epub:** 9781835491843 | £45.00, €52.00, \$60.00

**PDF:** 9781835491829 | £45.00, €52.00, \$60.00

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**BISAC code:** EDU023000, EDU034000, SOC037000

**THEMA code:** JNLA, JNLB, RNU

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# Engineering of Problematic Soils Volume 2 Problematic Engineering Soils

Author

Barry G. Clarke  
University of Leeds

## Synopsis

Soil behaviour is governed by composition, structure, fabric and pore fluid properties, and it evolves under changing loads and environmental conditions. Yet, as the book emphasises, "*problematic soils do not conform to the ideal soil used in classical soil mechanics theories*," requiring approaches that extend far beyond standard design codes.

*Engineering of Problematic Soils: Problematic Engineering Soils* explains how soils form, are transported and deposited, and how geological, climatic and anthropogenic processes shape their engineering behaviour. It examines organic, expansive, collapsible, residual, glacial and anthropogenic soils showing why their heterogeneity, metastability and sensitivity challenge investigation, sampling and modelling.

Environmental and human induced changes, from climate driven extremes to construction activity and groundwater changes, are shown to alter stresses and saturation, often triggering geotechnical hazards.

A strategic framework sets out multi stage investigation, robust ground modelling and risk based, numerically informed design to create safe, resilient and sustainable geotechnical infrastructure.

**Hardback:** 9781807912635 | £60.00, €69.00, \$81.00

**epub:** 9781807912642 | £60.00, €69.00, \$81.00

**PDF:** 9781807912628 | £60.00, €69.00, \$81.00

**Publication date:** 09 Nov 2026

**Language:** English

**Page count:** 456

**Dimensions:** 156 x 234

**BIC code:** TN, TNCC, TBC

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**THEMA code:** TN, TBC, TNCC

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# *Enhancing Inclusive Practices, Teacher Development and Institutional Capacities in the Caribbean Understanding the Challenge*

## Editors

Laurette Bristol  
The University of the West Indies, Cave Hill Campus, Barbados

Paula Alleyne  
The University of the West Indies, Cave Hill Campus, Barbados

Desire Collins  
The University of the West Indies, Cave Hill Campus, Barbados

Coreen J. Leacock  
The University of the West Indies, Cave Hill Campus, Barbados

S. Joel Warrican  
The University of the West Indies, Cave Hill Campus, Barbados

## Synopsis

Lingering colonial influences, environmental changes, and international events make the provision of equitable, quality education in the Caribbean challenging. As a group of small states, the Caribbean faces complex educational crises that disrupt inclusion, access, and participation.

This edited collection sheds light on current research that tackles educational development concerns in the Caribbean, with the three chapters from African spaces providing a point of south – south reflection. Noting the important role that education plays in the empowerment of people and the social, economic, and political advancements of a society, the book illustrates interdisciplinary approaches towards educational reform, bringing to the fore methodologies and insights for enhancing inclusive practices, teaching pedagogies, and institutional capacities within the region.

Within the context of developing nations, the chapters explore policies, practices, and institutional frameworks which exist or can be developed to foster the provision of equitable quality education at multiple levels within education delivery. They consider empirical and conceptual frameworks that can be combined to guide educational improvement in the Caribbean and Africa, provide guidance and practice examples which respond to a diverse audience inclusive of policymakers, teachers, and

**Hardback:** 9781837422302 | £80.00, €95.00, \$110.00

**epub:** 9781837422319 | £80.00, €95.00, \$110.00

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**Publication date:** 11 Nov 2026

**Language:** English

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**Dimensions:** 152 x 229

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**THEMA code:** JNFK, JNK, JND

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students, and advance international and regional discussions to accelerate progress towards equitable education.

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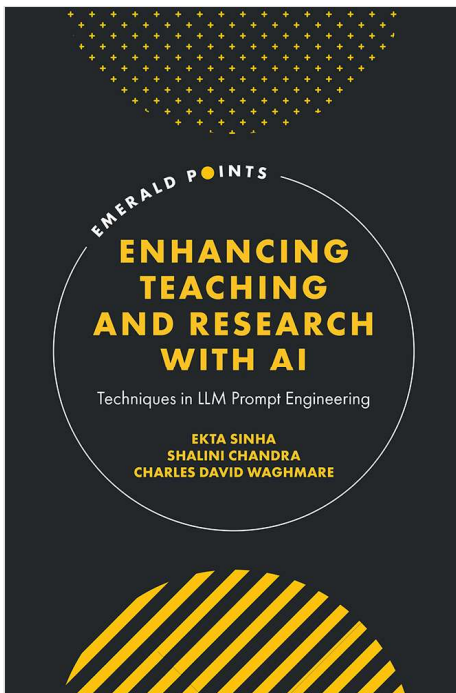
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# *Enhancing Teaching and Research with AI Techniques in LLM Prompt Engineering*

Authors

Ekta Sinha  
Regent's University London, UK

Shalini Chandra  
S P Jain School of Global Management, Singapore

Charles David Waghmare  
Shell, Bangalore, India

## Synopsis

Featuring real-world examples and ethical guidance, the authors demystify prompt engineering, showing you how to craft effective prompts, streamline research, generate teaching materials, and foster creativity in both classroom and scholarly settings. With a focus on responsible management and quality education, chapters not only equip you with future-proof skills but also address the ethical considerations of AI in education.

Discover how to boost productivity, maintain academic integrity, and stay ahead in a rapidly evolving digital landscape.

**Hardback:** 9781837421800 | £45.00, €52.00, \$60.00

**epub:** 9781837421817 | £45.00, €52.00, \$60.00

**PDF:** 9781837421794 | £45.00, €52.00, \$60.00

**Publication date:** 12 Oct 2026

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**Series title:** Emerald Points

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**BISAC code:** EDU039000, COM004000, EDU029000

**THEMA code:** UYQ, JNV, JNF

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## Open Access

# *Exploring Educational and Developmental Experiences of Girls of Color Girlhood Reimagined*

### Editors

Charlotte E. Jacobs  
University of Pennsylvania, USA

Katie Clonan-Roy  
Cleveland State University, USA

Chantille U. Jackson  
Cleveland State University, USA

### Synopsis

The ebook edition of this title is Open Access, thanks to Knowledge Unlatched funding, and freely available to read online.

Building upon an adapted model of Positive Youth Development for Adolescent Girls of Color, emphasizing the strengths of girls of Color rather than their deficits, *Exploring Educational and Developmental Experiences of Girls of Color* presents a diverse set of perspectives in terms of authors' social identities, professional orientations, and developmental stages. Chapters examine the experiences of girl-identified adolescents of Color and the strengths, skills, and competencies that they use to navigate through their different educational contexts while simultaneously making sense of their intersectional identities.

**Paperback:** 9781805920496 | £20.00, €25.00, \$32.00

**epub:** 9781805920489

**PDF:** 9781805920465

**Publication date:** 18 Nov 2026

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**THEMA code:** JNAM, JNFK, JNE

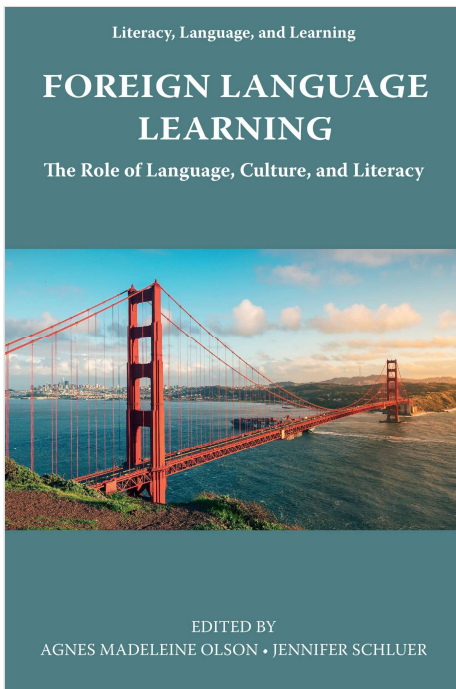
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# Foreign Language Learning The Role of Language, Culture, and Literacy

Editors

Agnes Madeleine Olson  
University of Kassel, Germany

Jennifer Schluer  
Chemnitz University of Technology, Germany

## Synopsis

*Foreign Language Learning: The Role of Language, Culture, and Literacy* sheds light on the intricate and dynamic interplay between language learning, cultural understanding, and literacy development. Written by distinguished international contributors, this book offers a comprehensive exploration of key topics and innovative practices in foreign language education. Split into three sections, the intersectionality of language, culture, and literacy is brought to light in a holistic manner.

In the language section, the chapters delve into areas such as language awareness, technology-enhanced teaching and assessment as well as plurilingual testing. The culture section addresses the topics of identity, intercultural collaborative learning and autobiographical methods for fostering cultural understanding. Finally, in the literacy section, the contributors discuss the development of reading skills, digital literacies and feedback literacies. Altogether, the book combines theoretical reflections, empirical insights, innovative teaching practices and emerging technologies to create engaging and effective learning environments and will be useful to academics and practitioners alike.

This publication honors the intellectual curiosity and transformative pedagogy of Professor Dr. Claudia Finkbeiner as well as the enduring contributions she has made to the field. It serves as a valuable resource for educators, researchers, and language enthusiasts, providing a holistic understanding of foreign language education in a globalized world.

**Hardback:** 9781806868568 | £98.00,  
€116.00, \$130.00

**Paperback:** 9781806868582 | £36.99,  
€43.99, \$49.99

**epub:** 9781806868575 | £36.99,  
€43.99, \$49.99

**PDF:** 9781806868551 | £36.99, €43.99,  
\$49.99

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**Series title:** Literacy, Language and  
Learning

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EDU005000

**THEMA code:** JNUM, JNKH, JNF

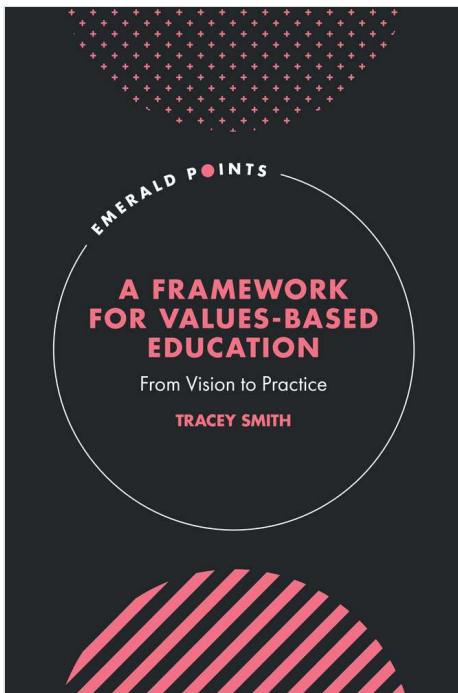
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# *A Framework for Values-Based Education*

## *From Vision to Practice*

Author

Tracey Smith  
University of Buckingham, UK

### Synopsis

In an era of unprecedented complexity for schools, where mental health challenges, SEND needs, and rising expectations converge, this essential guide offers a transformative solution. Tracey Smith, a leading advocate and practitioner of Values-Based Education (VbE), draws on decades of experience and a wealth of real-world case studies to show how embedding shared human values can revolutionise school culture, academic outcomes, and community wellbeing.

From the corridors of UK primaries to global classrooms, Smith demonstrates how values such as respect, integrity, and compassion are not just ideals, but practical tools for uniting diverse communities, fostering global citizenship, and nurturing resilient, ethical learners. With insights from educational leaders, and field notes, *A Framework for Values-Based Education* provides both a compelling argument and a practical handbook for educators and policymakers seeking to create inclusive, high-performing schools.

Whether you are a school leader, teacher, or researcher, *A Framework for Values-Based Education* demonstrates how a values-based approach can address today's educational challenges, building not only academic excellence but also the character and citizenship needed for a fairer, more understanding world.

**Hardback:** 9781837428793 | £45.00, €52.00, \$60.00

**epub:** 9781837428809 | £45.00, €52.00, \$60.00

**PDF:** 9781837428786 | £45.00, €52.00, \$60.00

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**BISAC code:** EDU029000, EDU048000, EDU034000

**THEMA code:** JNF, JNT, JNE

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# Frugal Innovations, Eco-Innovations, and AI Innovations in Modern Small Businesses

## Editors

Timilehin Olasoji Olubiyi  
West Midlands Open University, Nigeria

Leena N. Fukey  
Christ University, India

Muktar Hero M. Itai  
Covenant University, Nigeria

Kittisak Wongmahesak  
North Bangkok University, Thailand

Balraj Verma  
Chitkara University, India

## Synopsis

As technology continues to evolve rapidly, the future of small business holds immense promise and potential. Though uncertainty and risk are key issues for both large companies and small businesses, in recent times applying new technology may allow for a better characterisation of uncertainty and reduce risk in small business decision-making.

The curated chapters cover topics including: business models, social innovation, green innovation, firm resilience, industry 5.0 and many more. The diverse chapter authors from around the world provide in-depth information on innovative behaviour and future trends in eco-innovation, frugal innovation, and AI innovation by entrepreneurs and small business and gather academic recommendations from research on innovation adaptations.

The series *Emerald Studies in Sustainable Innovation Management* aims at exploring the advancements of innovation management in turbulent times with a special attention to the transition towards a sustainable economy. The practice of innovation management is evolving rapidly as a consequence of positive phenomena such as digitalization and the green transition and negative ones such as crises and global emergencies.

**Hardback:** 9781805922018 | £90.00, €107.00, \$120.00

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**PDF:** 9781805922001 | £90.00, €107.00, \$120.00

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**Language:** English

**Page count:** 420

**Dimensions:** 152 x 229

**Series title:** Emerald Studies in Sustainable Innovation Management

**BIC code:** KJD, KJVS, KJC

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**THEMA code:** KJD, KJVS, KJC

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# *Future-Proof Innovative Approaches to Management and Digital Transformation in Modern Business*

## Editors

Miltiades D. Lytras  
The American College of Greece, Greece

Andreea Claudia Șerban  
Bucharest University of Economic Studies, Romania

Patricia Ordóñez de Pablos  
Universidad de Oviedo, Spain

## Synopsis

In an era characterized by rapid technological advancements and shifting market dynamics, the imperative for organizations to embrace digital transformation has never been more critical. *Future-Proof: Innovative Approaches to Management and Digital Transformation in Modern Business* offers a comprehensive exploration of how contemporary management theories and practices are evolving in response to digital innovation.

This edited collection introduces an integrative framework that combines traditional management with digital innovation, offering a fresh perspective on transformative leadership while highlighting the importance of ethics and sustainability in digital transformation. It advocates for responsible, inclusive strategies that benefit all stakeholders. Addressing a gap in the current literature, authors provide a comprehensive approach to integrating digital technologies with advanced management practices. Alongside the theoretical foundations, it delivers actionable insights through case studies and real-world examples from leading companies that have successfully embraced digital transformation. By breaking down complex digital technologies, the collection demonstrates how they can enhance business performance in areas like operational efficiency, customer engagement, and innovation. Authors encourage a proactive management style that anticipates future trends and equips organizations to face them confidently.

Designed to equip business leaders, managers, and academics with the knowledge to leverage digital technologies to enhance organizational performance and sustain competitive advantage, this work is essential reading for anyone involved in shaping the future direction of businesses.

**Hardback:** 9781836628798 | £85.00, €100.00, \$115.00

**epub:** 9781836628804 | £85.00, €100.00, \$115.00

**PDF:** 9781836628781 | £85.00, €100.00, \$115.00

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**THEMA code:** K, KJM, KJMB

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# Global Generative Leadership Lessons from Women's Leadership to Sustain Our Future

## Editors

Trisha Swed  
West Chester University, USA

Sharon Wamble-King  
Antioch University, Yellow Springs, USA

## Synopsis

At a time when leadership development is evolving beyond the traditional paradigms, it's crucial for researchers and practitioners to delve deeper into the concept of leading from a generative standpoint. This book highlights the diverse realms where generative leadership occurs, yet remains overlooked, under-studied, and undervalued. The overarching theme of this volume is to showcase generative leadership development practices, emphasizing the unseen, muted, and discredited ways in which women, across all age groups, exert leadership. Throughout this book, scholars are exploring a range of contexts where generative leadership development unfolds, unpacking the challenges and opportunities.

This volume seeks to provide space and consideration for the unspoken, unsung ways in which people, specifically women, lead. By understanding the implications of leadership on women from all different ages and in a variety of contexts, this book begins to uncover the common thread behind these often-discounted ways of engaging, mobilizing, galvanizing and organizing others for the common good: generative leadership.

*Global Generative Leadership* is an exploration into the landscape of female leadership, particularly focusing on global generative leadership practices.

The *Transformative Women Leaders* Series is published in collaboration between the International Leadership Association (ILA) and Emerald Publishing. Celebrating women leaders and the leadership styles they employ to achieve success, the books in this series highlight successful context-specific leadership approaches and the moral qualities of endurance.

**Hardback:** 9781836627715 | £85.00, €100.00, \$115.00

**epub:** 9781836627722 | £85.00, €100.00, \$115.00

**PDF:** 9781836627708 | £85.00, €100.00, \$115.00

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**Language:** English

**Page count:** 252

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**Series title:** Transformative Women Leaders

**BIC code:** KJMB, KJU, KJMV2

**BISAC code:** BUS071000, BUS109000, BUS041000

**THEMA code:** KJMB, KJU, KJMV2

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# *A Guide for Future Historical Black College and University Leaders*

## *How to Empower Students*

Author

Johnny D. Jones  
The DELTA Project, USA

### Synopsis

*A Guide for Future Historical Black College and University Leaders* is a powerful guide, drawing on real-world case studies of fiscal mismanagement, governance failures, accreditation crises, and lapses in ethical leadership of HBCUs. Through vivid narratives, sharp analysis, and actionable insights, Johnny D. Jones illuminates the structural and human challenges unique to HBCUs, while offering a roadmap toward transparency, accountability, and sustainable leadership.

From misallocation of emergency funds to corrupt board dynamics, from administrative secrecy to student-driven advocacy, each chapter provides a detailed exploration of how, and why, things go wrong. Yet this book is ultimately a story of resilience and possibility. It champions innovation, principled decision-making, community partnerships, and student-centered governance as essential tools for leading HBCUs in the 21st century.

A must-read for emerging college presidents, higher-education practitioners, policy leaders, consultants, and students of educational leadership, *A Guide for Future Historical Black College and University Leaders* equips readers with the knowledge needed not only to avoid repeating past mistakes, but to reimagine what strong, ethical, and visionary leadership can look like within America's most storied minority-serving institutions.

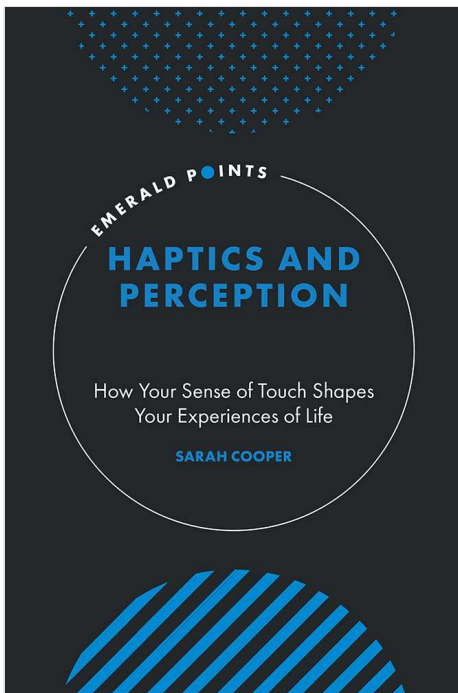
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# *Haptics and Perception*

## *How Your Sense of Touch Shapes Your Experiences of Life*

Author

Sarah Cooper  
York St John University, UK

### Synopsis

In an increasingly digital world, everyday life is mediated by screens, algorithms, and virtual interfaces that privilege sight and sound while quietly sidelining the sense of touch. *Haptics and Perception* makes a compelling case for why that omission matters. It explores the critical role of sensory stimuli, particularly haptics, in shaping lived experience, with far-reaching implications for trust, brand perception, and wellbeing. Haptics exert a powerful influence on perceptions of experiences, products and consumption as a whole. The power of the sense of touch has been explored in various disciplines, such as psychology and marketing, with a key concept encapsulating the influence of touch stimuli: 'sensation transference', a concept first identified by Louis Cheskin. Cooper applies sensation transference to journalism. By holding content constant while varying only the haptic quality of print, the study reveals how material form influences readers' trust and willingness to recommend information - underscoring that how content feels can be as consequential as what it says. Timely, interdisciplinary, and provocative, this book challenges scholars and practitioners alike to rethink the sensory foundations of experience in a world increasingly detached from touch.

**Hardback:** 9781807913939 | £45.00, €52.00, \$60.00

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# *How to Make an Incel Mapping the Journey to Misogyny and Antifeminism*

Author

Stu Lucy  
University of Portsmouth, UK

## Synopsis

Governments worldwide are contending with how to define and address incel ideology, particularly as it relates to gender-based violence. *How to Make an Incel* provides a much-needed, triangulated analysis of the journey into inceldom, bridging the growing discussion between structural and experiential approaches in incel research.

By examining the network of social media platforms, websites, and niche forums where incel identity is cultivated, the book offers a nuanced understanding of how young and adolescent men process gendered perceptions and masculine failures in mainstream and isolated digital spaces. As one of the few academic works based on direct engagement with incels, this study offers a critical empathetic feminist lens to map the journey to inceldom. Rather than reinforcing incel grievances, it broadens the discourse on poor mental health and incel identity, while shedding light on the misogynistic and self-denigrating tendencies underpinning this ideology. By tracking the incel digital ecosystem from everyday social media to extremist forums, this book crucially illustrates how seemingly innocuous discussions feed into more harmful ideologies that legitimise gendered violence and a self-deprecating identity.

For academics, practitioners, and policymakers alike, *How to Make an Incel* offers an overdue explanation of how men become incels. As governments seek solutions to combat incel culture, this book provides an alternative to securitised and pathologised perspectives. Imminently timely, it lays the groundwork for interwoven digital, educational, and feminist therapeutic strategies that can effectively address the rise of antifeminist and antiwomen rhetoric—offering a blueprint to understand and counter the rise of young and adolescent men adopting an incel identity.

**Hardback:** 9781837428939 | £90.00, €110.00, \$125.00

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**epub:** 9781837428946 | £24.99, €29.99, \$34.99

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# *Ideology and Punishment Criminological Critique of Criminal Law and the Emergence of Activist Criminology*

Author

Patrick Cacicedo  
University of São Paulo, Brazil

## Synopsis

In the realm of criminal law, critical criminology has set itself apart by challenging the field's role as a pillar sustaining capitalist order. *Ideology and Punishment* applies the Marxist concept of ideology to scrutinise the foundations of modern criminal law, exposing its function in reinforcing social hierarchies and maintaining inequalities. It argues for the necessity of social transformation, laying the groundwork for an activist criminology.

By critiquing the colonised reproduction of Global North perspectives on punishment, the concept of ideology urges scholars to construct an independent framework rooted in the lived realities of punishment in the Global South. This study examines how foundational principles of modern criminal law—developed by German legal scholars since the 18th century—have shaped the civil law tradition and been uncritically reproduced in Latin America. Drawing on contemporary critical traditions—including critical criminology, penal abolitionism, and southern and activist criminology—Cacicedo advocates for an activist criminology built on a materialist understanding of ideology.

Offering a fresh approach, *Ideology and Punishment* positions critical criminology in two underexplored roles: as a critique of modern criminal law and as a foundation for activist criminology—both stemming from the materialist concept of ideology. Patrick Cacicedo presents a compelling challenge to the existing order and envisions its transformation.

**Hardback:** 9781805927860 | £80.00, €95.00, \$110.00

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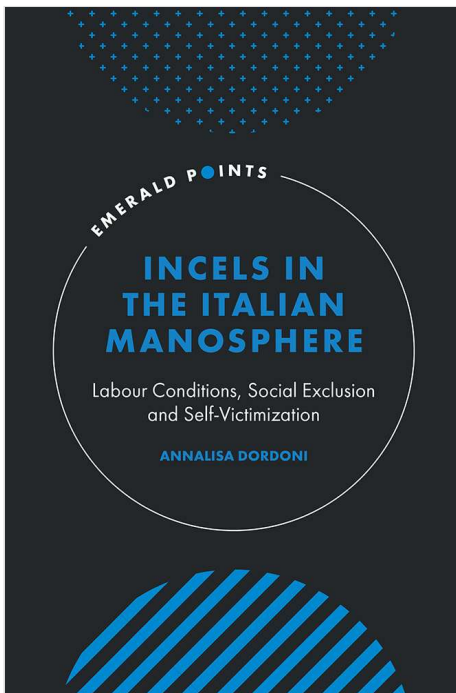
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# *Incels in the Italian Manosphere Labour Conditions, Social Exclusion and Self-Victimization*

Author

Annalisa Dordoni  
University of Milano-Bicocca, Italy

## Synopsis

Incel and red pill online groups are expanding rapidly in Italy, where narratives of self-victimization, hate speech, and violence against women are propagated among young men facing economic hardship and diminishing prospects. This book provides a timely, comprehensive analysis of these groups by examining the 'negative solidarity' rooted in the economic and social challenges impacting young middle-class masculinities.

Based on a rich digital ethnography, author Annalisa Dordoni delves into the economic conditions that affect the life paths and narratives emerging from Italian incel groups. Mapping the manosphere and its subgroups alongside economic and labour transformations that influence masculinity, such as the rise of service-based economies, increased job precariousness, lack of access in youth work opportunities, and middle-class impoverishment, Dordoni examines incels' self-victimization narratives. The chapters explore how hate speech and violence are justified, co-created, re-produced, socialized and reinforced online within these narratives of a supposedly female-dominated society. This publication fills an urgent gap in the study of Italian manosphere groups, providing a detailed, context-specific account of how these discourses are shaped by Italy's unique socio-economic landscape.

Highlighting how tackling the real-life economic and social challenges young men face is essential for the urgent need to prevent further propagation of gender-based violence and hate online, this book is invaluable to scholars, policymakers and those working in fields of economic and labour sociology, gender studies, and youth studies.

**Hardback:** 9781805928461 | £45.00, €52.00, \$60.00

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# *Initial Teacher Education in England*

## *Outlining the Field*

### Authors

Aimee Quickfall  
Durham University, UK

Phil Wood  
Nottingham Trent University, UK

### Synopsis

Amidst ongoing policy reforms and a persistent recruitment crisis, Initial Teacher Education (ITE) in England is undergoing a significant transformation. This timely examination maps the evolving landscape—reaccreditation processes, shifting partnerships, and the emergence of the National Institute for Teaching—while critically assessing England’s unique approach to teacher preparation.

Through international comparisons with Denmark, Finland, and Australia, the authors explore whether England’s frequent policy shifts signal innovation or instability. Chapters dissect the role of ITE in shaping qualified professionals and interrogate the implications of a standardised national curriculum. With a sharp focus on systemic governance, Ofsted’s influence, and strategies for addressing teacher shortages, this book provides a vital critique of the intersection between political ideology and education reform.

*Initial Teacher Education in England* serves as both a reflective discussion for researchers and a practical guide for students and practitioners. By illuminating the processes and challenges shaping the sector, it equips readers with a deeper understanding of the forces driving teacher education today and the potential pathways toward a more sustainable future.

**Hardback:** 9781806863648 | £90.00, €110.00, \$125.00

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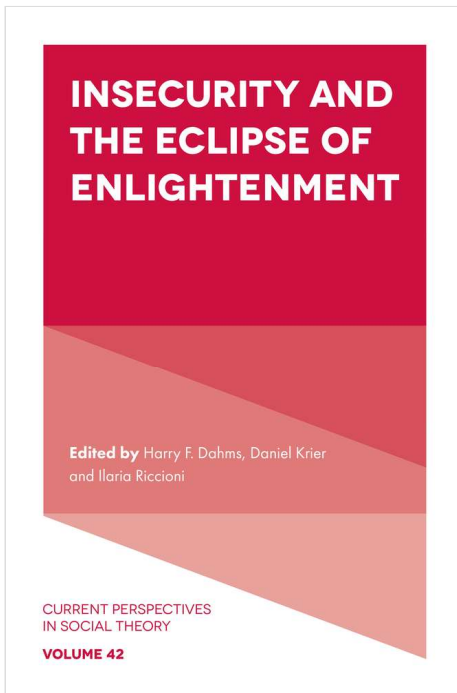
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# *Insecurity and the Eclipse of Enlightenment*

Editors

Harry F. Dahms  
University of Tennessee – Knoxville, USA

Daniel Krier  
Iowa State University, USA

Ilaria Riccioni  
Free University of Bozen-Bolzano, Italy

## Synopsis

Looking back upon the first quarter of the twenty-first century, two themes have risen to the top of the social theory agenda and are likely to continue to become more pronounced: the proliferating sense and reality of insecurity, and the accelerating eclipse of enlightenment.

Thus far, this century has been characterized by changes in the structure and functioning of global capitalism, which has transmuted from neoliberalism into varieties of neoauthoritarianism. This new and exciting volume of *Current Perspectives in Social Theory* explores whether these shifts represent fundamental and transformational changes or merely adaptive, superficial ones—particularly in relation to social structure and social processes. *Insecurity and the Eclipse of Enlightenment* considers how these developments are likely to point toward profoundly different and increasingly disorienting futures, while also revealing the persistent, contradictory principles that have been shaping modern societies for at least two centuries.

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# *Learning to Navigate the University in Crisis From Aotearoa to Zeeland*

Author

Stephen Turner  
University of Amsterdam, The Netherlands

## Synopsis

In the context of the global emergencies of climate change, the aftermath of COVID-19, the rise of illiberal populism, ongoing geo-political conflict and war, forced migrancy and global inequality, *Learning to Navigate the University in Crisis: From Aotearoa to Zeeland* maps the university as a site of critical-creative practices that prefigure and rework democratic forms of social life.

The university is further beset by neoliberal managerialism and financialisation, the performance metrics of ranking and algorithms, entrenched hierarchies, workplace inequity and lack of access. Yet the idea of the university as a place that generates social good and inclusive community still makes itself felt in teaching, research, extra-curricular activity and activism that give body to its breathing.

Traversing the settler colony of a new country and the imperial legacy of an old country, *Learning to Navigate the University in Crisis* excavates the university as a site of study, listens to the 'play' of human and non-human agencies, and explores pedagogies of incursion and excursion that break the fourth wall of the institution. It traces global and local currents that animate its residents and publics, and considers how these both deform and reframe what we take 'study' to be.

Drawing on critical writing and revisioning of the university, this book sketches the potential of stories and scriptwork that both enjoin and defy the probabalism of GenAI, setting out an associative and non-linear pedagogical practice that escapes the predictive future, and finds hope in futures-past.

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# *Making Home in the Euro-Caribbean*

## *Intra-Regional Migration from the Dominican Republic to Curaçao*

Author

Sabrina Dinmohamed  
Centre for Research of Caribbean Migration, The Netherlands

### Synopsis

*Making Home in the Euro-Caribbean* delves into the intricate dynamics of Dominican migration within the Caribbean, focusing on how receiving society characteristics alongside immigrants' preferences shape feelings of home. This pioneering study shifts the spotlight from the well-trodden paths of migration to Western Europe and North America, offering a fresh perspective on intra-Caribbean, South-South migration flows. It situates Curaçao as a semi-peripheral setting—geographically part of the Global South while institutionally embedded within the Kingdom of the Netherlands.

Providing an in-depth analysis, author Sabrina Dinmohamed focuses on Dominican immigrants in Curaçao, a unique case study due to minimal immigration policies, constrained social services, the long-standing presence of Dominicans on the island, their institutionalized cultural practices, and their visible impact on the local landscape. The book argues that the settlement experiences and home feelings of South-South migrants are distinct from those of South-North migrants, influenced by different economic and socio-cultural conditions. The book further challenges the assumption that Caribbean migrants primarily view Overseas Countries and Territories as stepping stones to Europe. Instead, it shows how migration aspirations are shaped by considerations of proximity, familiarity, and local perceptions of success. By examining these nuanced relationships, the book enriches the broader literature on migration flows and contributes valuable insights into immigrant experiences in receiving societies.

This study not only enhances theoretical discourse on immigrant settlement but also informs societal and political debates about immigrants in the Caribbean. It advocates for a more respectful and informed approach to understanding regional migrants through lived experiences. This book is a must-read for anyone interested in contemporary migration studies and the complexities of homemaking in migration contexts.

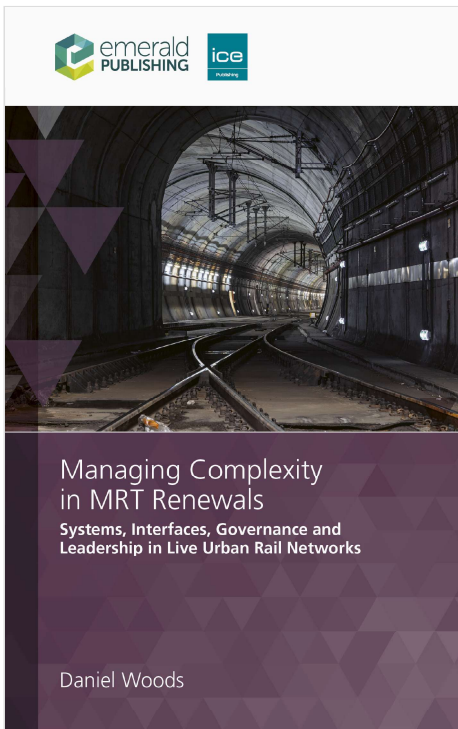
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# Managing Complexity in MRT Renewals

## Systems, Interfaces, Governance and Leadership in Live Urban Rail Networks

Author

Daniel Woods  
Singapore

### Synopsis

As renewal programmes of Mass Rapid Transit (MRT) networks stretch over decades and involve heavy civil works, constrained access windows, intricate system interfaces and unavoidable operational disruption, traditional project-delivery models fall short.

*Managing Complexity in MRT Renewals*, a concise, practitioner-focused guide, reframes MRT renewal as a continuous system condition rather than a series of standalone projects. It examines how interface complexity, access regimes, organisational capability, assurance processes and leadership behaviours combine to shape outcomes in live operational environments. Drawing on hands-on experience from the UK, Middle East and Southeast Asia, it blends systems engineering principles with operational reality to provide practical frameworks, diagnostic tools and strategic insight.

Written for infrastructure owners, operators, engineers and senior practitioners, this practical reference equips readers to sustain safety, performance and public confidence throughout extended, high-stakes renewal periods where the network must evolve, but the city cannot stop.

**Hardback:** 9781807915797 | £45.00, €52.00, \$61.00

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# *Military Veterans Transitioning to Higher Education and the Civilian Workforce*

## *Challenges, Opportunities, Supports, and Resources*

### Editors

Yvonne Hunter  
Southern Illinois University, USA

Mary Alfred  
Texas A&M University, USA

Timothy Ros  
McKendree University, USA

### Synopsis

*Military Veterans Transitioning to Higher Education and the Civilian Workforce: Challenges, Opportunities, Supports, and Resources* offers a thorough exploration of how veterans navigate academic and professional transitions after leaving military service. Drawing on adult education theory, human resource development, and transition frameworks, the book frames reintegration as an ongoing learning process rather than a single moment of change. It examines how military learning cultures—defined by hierarchy, structure, and collective purpose—often clash with the autonomy and self-direction expected in higher education, creating notable adjustment challenges for student veterans. Through lenses such as andragogy, transformative learning, experiential learning, and self-directed learning, the authors position veterans as non-traditional adult learners whose experiences shape their motivation, identity, and readiness to learn.

The text also highlights institutional responsibilities, emphasizing the value of veteran-focused orientations, peer mentorship, cultural competency training, and inclusive policies. It explores veterans' sense of belonging, identity negotiation, and the "third space" they occupy between military and civilian life. Beyond the academic sphere, the book addresses workforce transition issues including skill translation, new authority structures, and civilian perceptions of military expertise. It underscores the need for veteran-ready organizations and the role of human resource development professionals in supporting effective training transfer and long-term career integration. Overall, the volume provides research-based strategies and practical guidance for educators, employers, and policymakers committed to creating environments where veterans are not only supported but positioned to thrive.

**Hardback:** 9781806863327 | £98.00, €116.00, \$130.00

**Paperback:** 9781806863341 | £36.99, €43.99, \$49.99

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**Dimensions:** 156 x 234

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# Misogyny Beyond the West The Hong Kong Golden Forum During Protests

Author

Chris Tsui  
University of Leicester, UK

## Synopsis

This groundbreaking study offers the first comprehensive analysis of misogyny within the Eastern context, and uniquely, within Hong Kong's digital landscape during the 2019–20 Hong Kong protests. Centred on the Golden Forum, Hong Kong's only right-leaning online community with a distinct subculture, *Misogyny Beyond the West* explores how misogyny manifests and circulates online in times of sociopolitical upheaval.

By conceptualising misogyny as a distortion of the public sphere, Chris Tsui positions the Golden Forum as one of the last remaining digital spaces for public discourse in Hong Kong's post-National Security Law era. Through a two-phase research design including qualitative content analysis of forum posts and interviews with forum members and managers—this work uncovers both overt and subtle expressions of misogyny, revealing how contempt for women permeates online interactions and potentially influences offline relationships and societal norms. Challenging Western-centric definitions, Tsui proposes a spectrum-based understanding of misogyny, highlighting the dangers of its normalisation and the invisibility of its more subtle but equally harmful manifestations.

Insightful reading for scholars of digital media, gender and Asian studies, *Misogyny Beyond the West* offers a timely intervention into the study of misogyny and the public sphere in a region where democracy and dissent are increasingly under threat.

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**THEMA code:** JBCT1, JBFA, JBFG

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# Modern Studies in African Society

## Editors

Kingsley Obi Omeihe  
University of the West of Scotland, UK

Christian Harrison  
University of Greater Manchester, UK

## Synopsis

Research on Africa has grown rapidly in recent years. This growth reflects a recognition that outcomes across the continent cannot be understood without closer attention to the underlying structures that shape them. Rather than offering a narrow or single disciplinary account, *Modern Studies in African Society* provides a balanced view and insight into the key issues facing society across the continent. The chapters explore themes not as isolated topics, but as interconnected challenges shaped by broader institutional, historical and social dynamics.

The result is a volume that shows that understanding key issues demands both accessible frameworks for new learners and deeper interrogation for more advanced scholars. It demonstrates to students that insights drawn from across disciplines provide a structured answer to complex societal questions while also remaining accessible to researchers in other fields and policy professionals; to experienced researchers, the same issues reveal important gaps in existing explanations. The chapters within point to areas where current knowledge remains limited and where further work is needed to shape the direction of future contributions.

Despite the expansion of scholarship on Africa, conventional accounts of business and society often remain anchored in taken for granted assumptions and partial perspectives. The *New Frontiers in African Business and Society* series offers a more critical examination of how these assumptions are formed and sustained. The outcome is a body of work that not only challenges existing knowledge but also identifies the key areas where more sustained inquiry is required.

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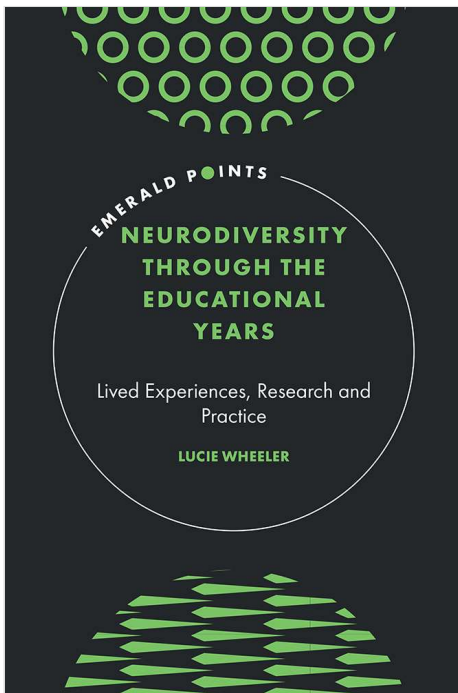
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# *Neurodiversity Through the Educational Years*

## *Lived Experiences, Research and Practice*

Author

Lucie Wheeler  
Anglia Ruskin University, UK

### Synopsis

Neurodivergent individuals face unique challenges across various educational settings, and their experiences are often shaped by the level of support and understanding they receive. From early childhood education to higher education, the impact of educational environments on neurodiverse individuals can vary significantly, with many facing systemic barriers that hinder their academic success and personal development.

In *Neurodiversity Through the Educational Years*, Lucie Wheeler brings together the voices and experiences of neurodivergent individuals, from infancy to young adulthood, across a spectrum of educational settings. Each chapter offers insights through personal accounts, supported by the author's expert analysis, to highlight both effective practices and areas needing improvement. The study is organised within the educational phases of the Early Years, Primary, Secondary, Further Education and Higher Education, and covers mainstream, special, alternative provisions, home education, and more. Through these firsthand accounts, supplemented by literature, Wheeler's work champions a systemic, inclusive approach over a reductionist or diagnosis-based perspective, focusing instead on the strengths and challenges faced by neurodivergent individuals. The unique focus on lived experiences provides an invaluable resource for understanding how educational systems can evolve to be more supportive and neuroaffirming.

Providing educators, policymakers, parents, and educational advocates with essential insights, this work is an invaluable resource for fostering inclusive systems that fully support all learners. By combining lived experience with practical insights, the author offers strategies to create more inclusive, responsive educational environments.

**Hardback:** 9781837084531 | £45.00, €52.00, \$60.00

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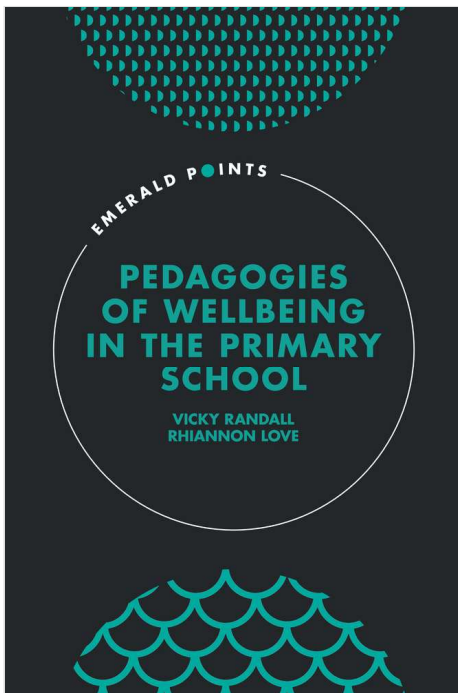
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# *Pedagogies of Wellbeing in the Primary School*

Editors

Vicky Randall  
University of Gloucestershire, UK

Rhiannon Love  
University of Winchester, UK

## Synopsis

*Pedagogies of Wellbeing in the Primary School* positions wellbeing as a core, shared responsibility within schools, embedded in the everyday practices of teachers and trusted adults. Rather than treating wellbeing as an add-on or separate curriculum subject, the chapters promote a holistic, values-led pedagogy that supports children's physical, social, and emotional development.

Bringing together experts from diverse educational fields, *Pedagogies of Wellbeing in the Primary School* explores innovative, evidence-based approaches – such as movement-based learning, developing pupil voice through a community of enquiry, playful pedagogies, digital tools, and a pedagogy of care. Each of the 10 chapters offers theoretical grounding, reflective insights, and practical strategies for embedding wellbeing into daily teaching across age groups and subjects.

A timely and essential resource for teachers, pre-service teachers, school leaders, and support staff, this volume responds to growing mental health concerns and the need for emotionally supportive classrooms. It empowers educators to create inclusive, resilient learning environments where wellbeing is not taught, but lived through pedagogy.

**Hardback:** 9781837421688 | £45.00, €52.00, \$60.00

**epub:** 9781837421695 | £45.00, €52.00, \$60.00

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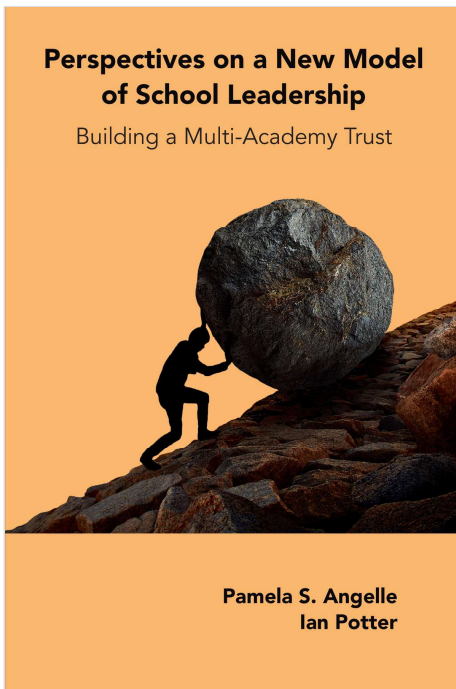
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# *Perspectives on a New Model of School Leadership: Building a Multi-Academy Trust*

Authors

Pamela S. Angelle  
The University of Tennessee, USA

Ian Potter  
Ian Potter Consultancy Ltd, UK

## Synopsis

In the rapidly evolving educational landscape of the United Kingdom, the journey of a leader from head teacher to Chief Executive Officer of a multi-academy trust offers a unique lens into the complexities of school leadership. *Perspectives on a New Model of School Leadership: Building a Multi-Academy Trust* delves into the multifaceted nature of leadership in schools, examining the interplay between policy, local leadership, and external influences.

The comprehensive approach of each chapter provides a rich tapestry of leadership stories and in-depth analysis, highlighting the challenges and triumphs of enacting a system of inter-independent schools working collaboratively. A chapter brings a perspective on the debates that prevail about the charter schools movement in the United States, reflecting on the similarities between this movement and the academies movement in England.

Contributing to the fields of policy, leadership agency, community relations, and system planning, *Perspectives on a New Model of School Leadership* offers valuable insights for scholars, leaders, policymakers, and leadership preparation programs, challenging prevailing assumptions and providing fresh perspectives on school leadership in changing times. By drawing on empirical evidence and personal reflections, the authors provide rare insights into the professional identity of school leaders and the far-reaching impact of a system approach to leadership.

**Hardback:** 9781837428113 | £90.00, €110.00, \$125.00

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# *Pile Foundations, Volume 2 Design and Construction*

Author

Yue Choong Kog  
East West Engineering Consultants, Singapore

## Synopsis

*Pile Foundations: Design and Construction Volume Two* consolidates guidance on the design and construction of pile foundations, integrating the latest Eurocode 7 provisions with established methodologies and advanced analysis of pile behaviour. The book offers practical coverage design techniques, testing methods, and interpretation of pile performance, supported by real-world case studies. It also incorporates analytical approaches informed by recent advances in piling research, bridging the gap between research and practice.

- Coverage includes
- soil investigation and parameter correlations for accurate design
- design approaches for axially and laterally loaded piles
- types of piles and installation techniques, including driven, bored, CFA and micropiles
- effects of pile installation and ground-borne vibrations
- advanced topics such as compensating pile foundations, piles in consolidating soils, and allowable pile eccentricity for deep basements
- durability considerations and solutions to construction problems
- static and dynamic load testing, wave equation analysis, and reuse of existing piles

Written by Yue Choong Kog, who has over 50 years of professional experience, *Pile Foundations: Design and Construction* is an essential reference for practising geotechnical engineers, consultants and contractors, and a valuable resource for postgraduate researchers advanced insight into pile foundation design and construction.

**Hardback:** 9781807915735 | £70.00, €80.00, \$95.00

**epub:** 9781807915742 | £70.00, €80.00, \$95.00

**PDF:** 9781807915728 | £70.00, €80.00, \$95.00

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**Dimensions:** 171 x 248

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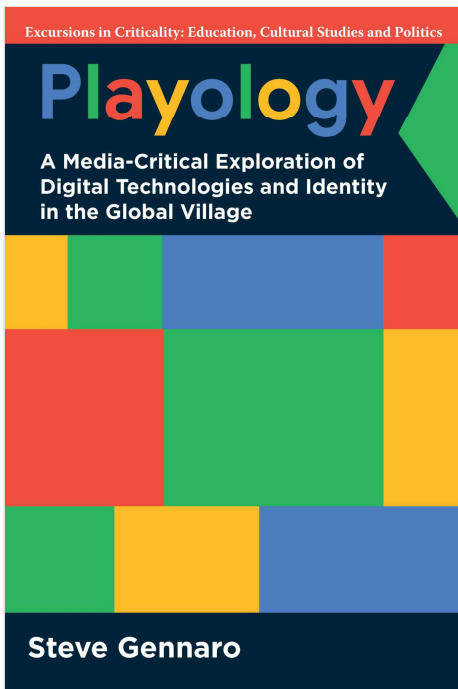
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# *Playology*

## *A Media-Critical Exploration of Digital Technologies and Identity in the Global Village*

Author

Steve Gennaro  
York University, Canada

### Synopsis

*Playology: A Media-Critical Exploration of Digital Technologies and Identity in the Global Village* offers a sharp, timely exploration of how digital technologies and global media reshape the ways we think, communicate, and understand ourselves. As multinational corporations like Google increasingly mediate our access to information, identity, and civic life, this book examines the profound consequences of living in what it calls the "Googleburg Galaxy."

Blending cultural critique with accessible theory, the book traces how our practices of reading, writing, and meaning making have been transformed by digital systems that both empower and constrain. It argues that play—reimagined as a form of critical media literacy—is essential for navigating these complexities. Through play, individuals can question dominant narratives, expose hidden power structures, and reclaim agency over their digital lives.

By unpacking the ideologies embedded in contemporary media and the subtle ways they shape citizenship, knowledge, and authenticity, *Playology: A Media-Critical Exploration of Digital Technologies and Identity in the Global Village* invites readers to engage more consciously with the technologies that define modern existence. It is a call to resist passive consumption, embrace creative inquiry, and cultivate the critical literacies necessary for a more open, pluralistic, and humane digital future.

**Hardback:** 9781807912499 | £90.00, €110.00, \$125.00

**Paperback:** 9781807912512 | £29.99, €34.99, \$39.99

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## Open Access

# *Queerly Faithful* *Queer People's Experience of* *Religion in Asylum Seeking*

Author

Claire Fletcher  
Oxford Brookes University, UK

### Synopsis

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

An assumption present in refugee status determinations is that there is an incompatibility of religious faith and queer subjectivity. *Queerly Faithful* considers religious experiences throughout the lives of queer people who seek asylum to show the complexity of queer people's lives in country of origin, the legal asylum process and rebuilding lives in host countries. How do queer people experience religion before and after arrival into the UK to claim asylum?

Providing new empirical data in an under researched area, Fletcher examines the nexus of queer subjectivity, religion and asylum seeking, highlighting life history interviews with queer people seeking asylum and with those who respond to them, either in a faith-based context, legal provision, or NGO responses. By exploring three key areas country-of-origin (CoO) experience, the intersection of the legal and social in the UK asylum context, and religious responses in the UK to those who are forced to flee due to queer subjectivity Fletcher shows how the stereotypical assumption that faith and queer subjectivity are not compatible is not only incorrect but can limit people's ability to gain refugee protection. Challenging dominant narratives of a homogenously homophobic global south by demonstrating the complexity of strategies interlocutors employ to remain in CoO, the research also shows how religious responses can provide help and healing for LGBTQI+ people who seek asylum in the UK.

Making recommendations on how faith spaces can become more visibly welcoming to those with queer subjectivities who are within the asylum process, this is important reading for academics and students in the sub-disciplines of forced migration studies, sexuality studies, sociology of religion and queer feminist theory.

**Paperback:** 9781837974917 | £20.00, €25.00, \$32.00

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# *Refugee Education in Canada Navigating the Politics of Belonging*

## Editors

Zuhra Abawi  
York University, Canada

Nidhi Menon  
University of New Brunswick, Canada

Sofia Noori  
The University of British Columbia, Canada

Alana Butler  
Queen's University, Canada

Hassina Alizai  
Independent Scholar, Canada

## Synopsis

*Refugee Education in Canada* is a timely exploration of the politics of belonging, complexities, challenges and successes that contextualize refugee education in publicly funded K-12 education.

This Canadian perspective explores the convergences and divergences of refugee education policies, practices, discourses, and narratives informing supporting refugee child and youth integration into education by offering insights to how these various factors shape refugee access to education. Drawing on the perspectives of diverse voices advocating for refugee educational structures that are antiracist, culturally responsive, trauma-informed and grounded in the lived experiences of refugee students, parents and communities, this volume provides recommendations for shifts in policy and practice for teacher candidates, in-service teachers, social workers, settlement workers, administrators, and provincial and territorial policymakers.

*Refugee Education in Canada* is a much-needed project to ensure that faculties of education, school boards and policy making bodies are responsive to the unique needs of refugee students as Canadian schools support significant refugee student populations, particularly in urban areas.

**Hardback:** 9781837421084 | £80.00, €95.00, \$110.00

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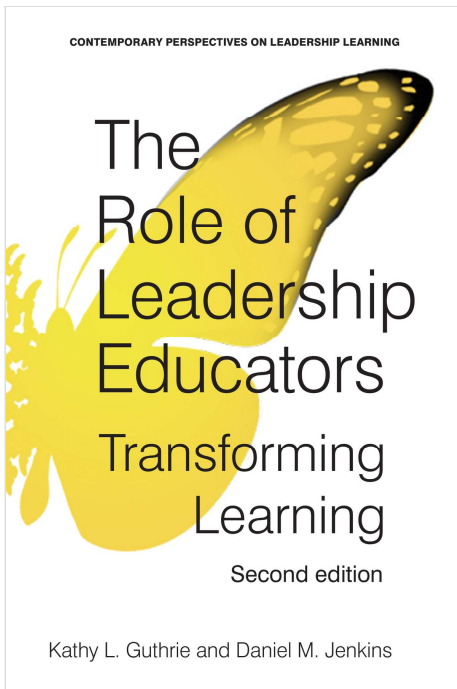
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# *The Role of Leadership Educators Transforming Learning (Second Edition)*

Authors

Kathy L. Guthrie  
Florida State University, USA

Daniel M. Jenkins  
University of Southern Maine, USA

## Synopsis

Leadership, as a discipline; Leadership education, as a field; and Leadership educator, as a profession are rapidly evolving. As professionals in higher education, we are constantly asked to provide opportunities for students to learn leadership, whether that is inside or outside of the classroom. However, very little, if any professional development occurs in how to create such learning opportunities.

*The Role of Leadership Educators* provides resources for leadership educators in three sections. The first section sets the stage for leadership education and the professional work of leadership educators, culminating with a variety of professional development resources for leadership educators. The second section introduces a leadership learning framework, provides characteristics and examples of strong leadership programs and assessment practices, and describes the transformative practice of leadership education.

The third and final section offers specific instructional and assessment strategies ranging from discussion, case study, and reflection, to team-based- and service-learning to self-assessments, role-play, simulation, and games, to fulfill learning outcomes.

This revised edition has been updated to include new topics such as program development and evaluation, as well as integration and application of generative Artificial Intelligence. Enhanced sections include leadership educator as a professional identity, learning contexts, and expanded coverage of instructional and assessment strategies. New examples and applications are offered throughout this second edition.

**Hardback:** 9781806867967 | £98.00, €116.00, \$130.00

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**epub:** 9781806867974 | £36.99, €43.99, \$49.99

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# *Sustainable Finance 2.0, FinTech and Inclusive Financial Transformation*

## *Cognitive Neuroscience and Human Decision Making under Uncertainty*

Editors

Munish Gupta  
Chandigarh University, India

Soumi Dutta  
Sister Nivedita University, India

Kiran Sood  
Azerbaijan State University of Economics (UNEC), Azerbaijan

Simon Grima  
University of Malta, Malta

Elisabeth T. Pereira  
University of Aveiro, Portugal

### Synopsis

As the world experiences rapid technological advancements reshaping the financial sector, the rise of blockchain, artificial intelligence (AI), and regulatory technology (RegTech), financial systems are evolving to address the dual challenges of inclusion and sustainability.

*Sustainable Finance 2.0, FinTech and Inclusive Financial Transformation* provides a comprehensive roadmap for leveraging FinTech innovations to address critical issues such as ethical dilemmas, environmental sustainability, and financial inclusiveness while navigating the inherent challenges of this transformation. The book's primary purpose is to provide a roadmap for leveraging FinTech to advance global financial inclusion and sustainability. It emphasizes collaborative models bridging the gap between traditional financial institutions and innovative FinTech startups, creating solutions prioritizing customer-centricity and societal impact.

Decision-making is crucial in all economic and social activities in today's intricate and fast-changing environment. The convergence of decision models, cognitive neuroscience, and risk analysis provides a fertile area for investigation, yielding an understanding of human behaviour, cognitive functions, and uncertainty management. The series explores

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multidisciplinary subjects in depth, offering a thorough grasp of decision-making across many situations.

*Emerald Studies in Neuro-Decision Making for Risk Analysis* explores multidisciplinary subjects in depth, offering a thorough grasp of decision-making across many situations by combining ideas from economics, psychology, and neuroscience in the field of Behavioural Economics and Decision Science.

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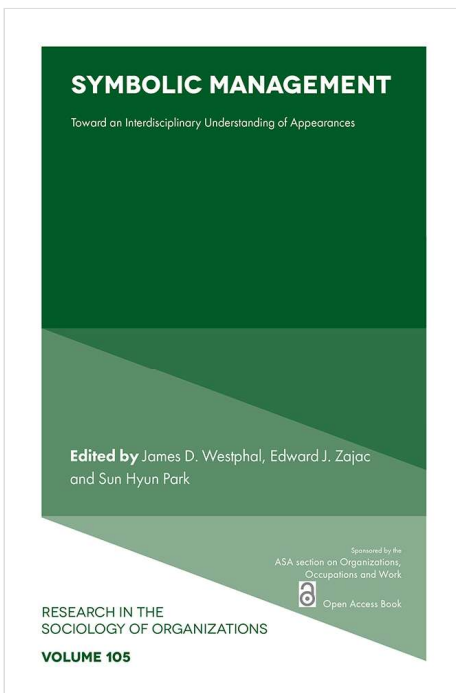
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## Open Access



# *Symbolic Management Toward an Interdisciplinary Understanding of Appearances*

Editors

James D. Westphal  
University of Michigan, USA

Edward J. Zajac  
Northwestern University, USA

Sun Hyun Park  
Seoul National University, South Korea

### Synopsis

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

Recent years have seen a growing body of research within and between disciplines on how, when, and why organizations manage appearances. Scholars have examined different forms of symbolic decoupling such as greenwashing and diversity washing, where leaders formally adopt policies that resonate with stakeholders but neglect to properly implement them, and the communication practices by which managers bolster the legitimacy and reputation of their organization, its policies, and their own leadership. While this explosion of attention across disciplines has yielded major insights and policy implications, it has led to a fragmentation of understanding.

*Symbolic Management* brings together eminent scholars from strategy, management, organizational sociology, and business economics to develop interdisciplinary and cross-contextual insights on symbolic management. The contributions develop new theory about the role of silence in symbolic management; the institutionalization of symbolic management; anticompetitive forms of symbolic management; "reform" as a kind of symbolic management; and symbolic management as a collective action problem. There are conceptual frameworks that deepen understanding of narrative contestation in symbolic communication, the measurement of decoupling, and processes of recoupling. A variety of methods are deployed, from quasi-experiments to modelling to case studies.

The volume features an introduction that synthesizes the contributions and lays out future research directions, and an epilogue that outlines implications for practice. As the volume makes clear, symbolic management is an eclectic, inclusive paradigm that emphasizes creative theory, methodological rigor, and social relevance.

**Paperback:** 9781806869886 | £20.00, €25.00, \$32.00

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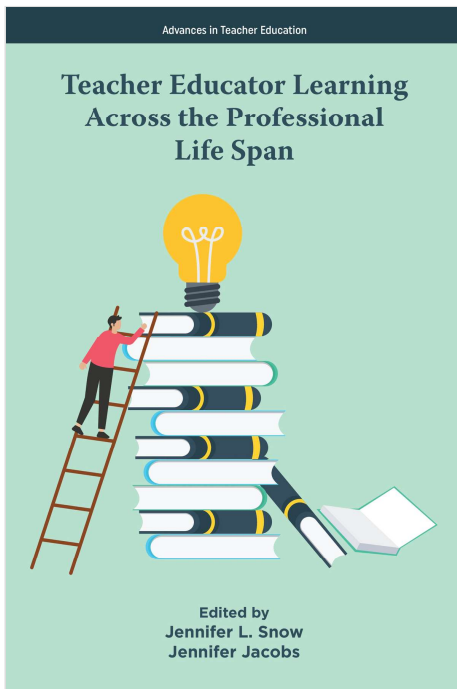
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# *Teacher Educator Learning Across the Professional Life Span*

Editors

Jennifer L. Snow  
Boise State University, USA

Jennifer Jacobs  
University of South Florida, USA

## Synopsis

*Teacher Educator Learning Across the Professional Life Span* delves into the evolving journey of teacher educators, exploring how professional learning and identity develop from initial preparation through to leadership and sustained inquiry. This book brings together diverse perspectives and research to illuminate the complexities and opportunities of professional growth across a teacher educator's career.

Organised around key contexts, including initial teacher preparation, induction, leadership, and ongoing inquiry, the book foregrounds equity-centred teacher education and the vital role of communities of practice and school-university partnerships. Contributors critically examine how teacher educators learn, adapt, and lead within changing sociocultural and policy landscapes, offering fresh insights into the knowledge, skills, and reflective practices that shape the profession.

Drawing on a range of methodologies and lived experiences, this collection not only advances scholarship in teacher education but also provides practical guidance and reflective questions for readers. It is an essential resource for anyone committed to fostering meaningful professional learning and advancing equity in teacher education across the professional life span.

**Hardback:** 9781807910617 | £98.00,  
€116.00, \$130.00

**Paperback:** 9781807910631 | £36.99,  
€43.99, \$49.99

**epub:** 9781807910624 | £36.99, €43.99,  
\$49.99

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# Technical Engineering Writing A Practical Guide for Engineering Professionals

Author

Jean Billingsley  
Dux Consulting, UK

## Synopsis

*Technical Engineering Writing* is a practical handbook written specifically for engineers to help them with the writing they do as part of their day-to-day work. The book seeks to address common issues that can arise in professional writing, and provide a series of practical steps that will help in the production of technical documents that are clearly structured, readable, concise and accurate.

Coverage in the book includes

- guidance on the different stages of technical writing, including planning, organisation, first draft, review and revision
- how to address commonly encountered problems in technical writing
- data visualisation and principles of effective visual communication
- typical structure and contents of common documents, including examples of progress reports, research reports, business proposals, and journal articles.

Written by an author with over 25 years' experience in engineering and project management, and an experienced tutor on technical writing professional courses, *Technical Engineering Writing* is a straightforward guide to the different stages of technical writing, and will be a useful reference for civil engineers across all stages of their career and also engineers in other disciplines.

**Paperback:** 9781836629276 | £33.00, €38.00, \$45.00

**epub:** 9781836629269 | £33.00, €38.00, \$45.00

**PDF:** 9781836629245 | £33.00, €38.00, \$45.00

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**THEMA code:** KJP, TBC, TN

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Issues in the Research, Theory, Policy, and Practice of Urban Education

## Transformative Perspectives and Practices in Urban Education

Care, Equity, and Community for Meaningful Change

Edited by  
Dr. William Sarfo Ankomah  
Dr. Denise E. Armstrong



# Transformative Perspectives and Practices in Urban Education Care, Equity, and Community for Meaningful Change

Editors

William Sarfo Ankomah  
St. Francis Xavier University, Canada

Denise E. Armstrong  
Brock University, Canada

### Synopsis

*Transformative Perspectives and Practices in Urban Education* brings together a rich collection of research, reflections, and innovative practices aimed at advancing equity, leadership, pedagogy, and community engagement in urban educational contexts. Drawing on diverse geographic, cultural, and theoretical perspectives, the chapters offer a hopeful yet realistic vision for urban education across Canada, the United States, South Africa, and beyond. Grounded in themes of care, cultural responsiveness, and social justice, the volume opens with foundational insights into cultivating equitable classrooms through intentional pedagogies and relational teaching. It then moves into deeper explorations of visionary and culturally relevant leadership that supports systemic improvement in resource-constrained and marginalized communities.

Across the volume, contributors engage frameworks such as Appreciative Inquiry, Critical Race Theory, Ecological Systems Theory, and Systems Psychodynamics to illuminate the social, cultural, and psychological forces shaping urban schools. Collectively, the chapters shift the narrative from deficit-based views to perspectives that affirm life, hope, and possibility, even amid challenging conditions. They call for justice-centered, collaborative, and community-engaged approaches that position transformative urban education as culturally attuned and contextually responsive. This volume serves as a vital resource for scholars, educators, policymakers, and practitioners committed to reimagining and strengthening urban education. It offers insights and practical strategies that empower students, support educators, and help build more equitable and hopeful school communities.

**Hardback:** 9781806863044 | £98.00, €116.00, \$130.00

**Paperback:** 9781806863068 | £36.99, €43.99, \$49.99

**epub:** 9781806863051 | £36.99, €43.99, \$49.99

**PDF:** 9781806863037 | £36.99, €43.99, \$49.99

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# Turning Points How Historical Events Shape Modern Leadership

## Authors

Pelin Kohn  
Community College of Vermont, USA

Edward P. Kohn  
Independent Scholar, USA

## Synopsis

The importance of effective leadership has never been greater in today's rapidly changing world. However, to understand what makes a leader truly effective, we must look beyond the present and explore the historical forces that have shaped modern leadership.

*Turning Points: How Historical Events Shape Modern Leadership* examines the profound connection between pivotal historical events and the evolution of leadership practices. We live in a complex and rapidly changing world that demands effective leadership more than ever before. It is essential, however, to examine the historical forces that have shaped leaders to understand what makes them effective.

This book is structured into ten chapters, each dedicated to a specific period in history. From groundbreaking ideas and critical incidents to transformative inventions and world-altering events, each chapter explores how these turning points have shaped the way leaders think, act, and inspire today. The book provides readers with a deep understanding of the lasting impact of history on leadership by linking past events to current challenges.

**Hardback:** 9781837080151 | £85.00, €100.00, \$115.00

**epub:** 9781837080168 | £85.00, €100.00, \$115.00

**PDF:** 9781837080144 | £85.00, €100.00, \$115.00

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**Dimensions:** 152 x 229

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**THEMA code:** KJMB, KJU, KJT

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# *Unearthing the Institutionalised Social Exclusion of Black Youth in Contemporary South Africa*

## *The Burden of Being Born Free*

Author

**Khosi Kubeka**  
University of Cape Town, South Africa

### Synopsis

South Africa is often dubbed as a young nation, with youth making up 35.7% of the total population. But are its institutions set up to include all young people equitably? *Unearthing the Institutionalised Social Exclusion of Black Youth in Contemporary South Africa* highlights how the social exclusion of impoverished black youth in South Africa remains deeply entrenched within the key institutions of health, education, and employment.

Shifting the focus of youth exclusion to institutions and how it is embedded within these and focusing on health, education, and economic systems, Kubeka provides a toolkit for interventions to challenge exclusion within institutions. Drawing upon well-established theories of social exclusion and neo-institutionalism as lens through which to reflect upon, unearth, centre, reframe, and reimagine social exclusion, particularly as it is experienced by black youth from the townships of South Africa, the author provides an understanding and articulation of how certain individuals and a collective of individuals are excluded from fully participating in society. Presenting a conception of 'youth social exclusion' that captures the complex social disconnection of youth resulting from a socioeconomic positionality that is inherently precarious, Kubeka calls for an institutional analysis approach to be adopted to enable the identification of the nature and processes of exclusion inherent within the structure and systems of institutions.

Offering recommendations for the creation of strategic and intervention frameworks to assist existing institutions of education, health, and employment to be more inclusive and to effectively facilitate smooth transitions to adulthood among black youth, this is important reading for scholars interested in reforming education, health and the economic systems.

**Hardback:** 9781837976089 | £80.00, €95.00, \$110.00

**epub:** 9781837976096 | £80.00, €95.00, \$110.00

**PDF:** 9781837976072 | £80.00, €95.00, \$110.00

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**Dimensions:** 152 x 229

**Series title:** Diverse Perspectives on Creating a Fairer Society

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**BISAC code:** SOC047000, SOC050000, SOC045000

**THEMA code:** JBSP2, JBFC, JBFA

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# Visual Misogyny Platformed Politics of Visual Gendered Hate

## Authors

Patricia Prieto-Blanco  
Lancaster University, UK

Suay Melisa Özkula  
University of Salzburg, Austria

## Synopsis

This volume contains two Open Access chapters

*Visual Misogyny* is an important contribution to media and cultural and gender studies that investigates the disturbing prevalence of visual gendered hate (images that contribute to and propagate hatred of women) in digital spaces and explores the dehumanising force of the circulation of such images on social media platforms.

While misogyny itself is not a new social phenomenon, the forms of visual hate that Prieto-Blanco and Özkula consider are new and remain under-researched. Bringing together three areas that have never before been explored in one comprehensive volume - misogyny, regimes of visualities, and platform studies - chapters focus on the widespread phenomenon of visual gendered hate and expose how this is bound to the anti-gender politics that has taken hold across Europe as a result of the rise of the right.

Presenting a transnational perspective through the inclusion of cases from Spain, Zimbabwe, and the UK, *Visual Misogyny* maps out the technological, social, and political dimensions of visual misogyny and will be of interest to a wide range of scholars interested in contemporary politics, activism, feminist visual studies and the relationship between state repression and right-wing ideology.

**Hardback:** 9781835490549 | £34.00, €39.00, \$45.00

**epub:** 9781835490556 | £34.00, €39.00, \$45.00

**PDF:** 9781835490532 | £34.00, €39.00, \$45.00

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**Language:** English

**Page count:** 156

**Dimensions:** 152 x 229

**Series title:** Digital Activism And Society: Politics, Economy And Culture In Network Communication

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**BISAC code:** SOC032000, SOC010000, SOC052000

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# What Makes a Good Mathematics Lesson: The Lessons

「よい授業」  
数学の

Ideas and Examples  
from Japanese Secondary  
Mathematics Lessons

(JP)  
Hiroyuki Ninomiya  
Kazuhiko Soma  
Susumu Kunimune

(US)  
Douglas L. Corey  
Blake E. Peterson

## *What Makes a Good Mathematics Lesson: The Lessons*

Editors

Douglas L. Corey  
Brigham Young University, USA

Hiroyuki Ninomiya  
Saitama University, Japan

Blake E. Peterson  
Brigham Young University, USA

Kazuhiko Soma  
Hokkaido University of Education, Japan

Susumu Kunimune  
Shizuoka University, Japan

### Synopsis

Have you ever wondered *What Makes a Good Mathematics Lesson?* For many years, this has been a topic of conversation between American mathematics educators Douglas Corey and Blake Peterson, and their Japanese colleagues Hiroyuki Ninomiya, Kazuhiko Soma, and Susumu Kunimune. This conversation led these Japanese mathematics educators to articulate “key considerations” that should be addressed when preparing a good mathematics lesson and the “criteria” that can be used as guidelines when reflecting on the quality of a lesson after it has been taught.

The three considerations are:

Make the Goal of the Lesson Clear  
Thoughtfully Decide on the Problem and its Presentation  
Plan Ways to Incorporate Students’ Ideas

And the questions corresponding to the criteria are:

Were Students Proactively Engaged and Did They Continue to Think for Themselves?  
Were the Objectives Appropriately Set and Achieved?

In *What Makes a Good Mathematics Lesson: The Lessons*, 27 Japanese middle school teachers describe lessons in which they implemented the key considerations and two criteria. At the end of this book, four US teachers each describe their adaptation of one of these 27 lessons in their classroom and contextualize the key considerations and criteria for their respective situations.

In *What Makes a Good Mathematics Lesson: The Theory*, the Japanese authors discuss the conceptual underpinning of the three key

**Hardback:** 9781837426799 | £105.00, €125.00, \$140.00

**Paperback:** 9781837426812 | £44.99, €53.99, \$59.99

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considerations and two criteria. *The Theory* also includes an introductory chapter written by the American mathematics educators contextualizing Japanese mathematics education for an English-speaking audience.

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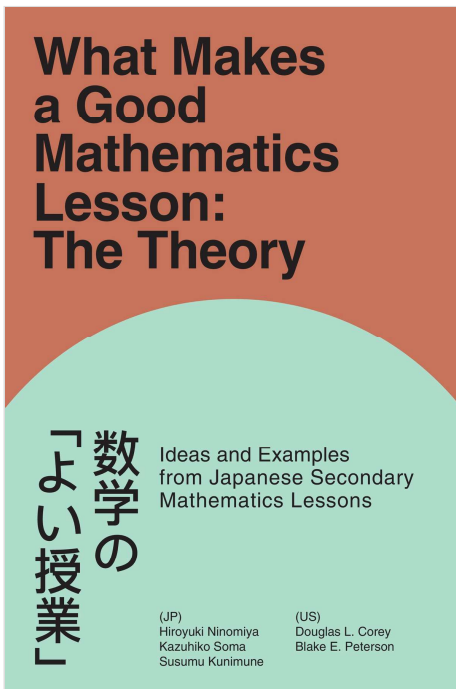
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# *What Makes a Good Mathematics Lesson The Theory*

Authors

Douglas L. Corey  
Brigham Young University, USA

Blake E. Peterson  
Brigham Young University, USA

Kazuhiko Soma  
Hokkaido University of Education, Japan

Susumu Kunimune  
Shizuoka University, Japan

Editor

Hiroyuki Ninomiya  
Saitama University, Japan

## Synopsis

Have you ever wondered *What Makes a Good Mathematics Lesson?* For many years, this has been a topic of conversation between American mathematics educators Douglas Corey and Blake Peterson, and their Japanese colleagues Hiroyuki Ninomiya, Kazuhiko Soma, and Susumu Kunimune. This conversation led these Japanese mathematics educators to articulate “key considerations” that should be addressed when preparing a good mathematics lesson and the “criteria” that can be used as guidelines when reflecting on the quality of a lesson after it has been taught.

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Plan Ways to Incorporate Students’ Ideas

And the questions corresponding to the criteria are:

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Were the Objectives Appropriately Set and Achieved?

In this book *What Makes a Good Mathematics Lesson: The Theory*, the Japanese authors discuss the conceptual underpinning of the three key considerations and two criteria. This book also includes an introductory chapter written by the American mathematics educators contextualizing Japanese mathematics education for an English-speaking audience.

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In *What Makes a Good Mathematics Lesson: The Lessons*, 27 Japanese middle school teachers describe lessons in which they implemented the key considerations and two criteria. At the end of *The Lessons*, four US teachers each describe their adaptation of one of these 27 lessons in their classroom and contextualize the key considerations and criteria for their respective situations.

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# *Women in Educational Leadership Part 1*

## *Women in K-12 Leadership*

### Editors

Amy M. Sloan  
Baylor University, USA

Niccole A. Kopit  
Laurus College, USA

### Synopsis

Across the educational landscape, women sustain schools through their teaching, leadership, and care—yet they remain underrepresented and undervalued in positions of formal power. *Women in Educational Leadership Part 1* brings together nine evidence-based chapters that illuminate how gender, race, culture, and context shape women's experiences from the classroom to the statehouse. Collectively, the authors argue that understanding—and transforming—the gendered conditions of educational work requires attention to emotional labor, time inequities, intersectional identity, and systemic reform.

The research featured draws from interviews, surveys, reflective journals, and narrative analyses involving hundreds of women educators across the United States. The findings converge on one central claim: women's leadership effectiveness and retention depend less on individual perseverance than on organizational cultures that honor belonging, mentorship, and well-being. By integrating theories of burnout, positive psychology, crisis management, and Black and Indigenous feminist thought, the book contributes a multi-lens framework for gender-responsive educational leadership.

Intended for scholars, practitioners, and policymakers, *Women in Educational Leadership Part 1* offers an empirically grounded and deeply human perspective on how to cultivate sustainable, inclusive systems of leadership. It challenges institutions to replace endurance with equity and to recognize the transformative power of women leading—with purpose, compassion, and strength.

Along with *Women in Educational Leadership Part 2* it challenges institutions to replace endurance with equity and to recognize the transformative power of women leading—with purpose, compassion, and strength.

**Hardback:** 9781837423439 | £90.00, €110.00, \$125.00  
**Paperback:** 9781837423453 | £29.99, €34.99, \$39.99  
**epub:** 9781837423446 | £29.99, €34.99, \$39.99  
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**THEMA code:** JNKH, JNL, JNFK

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# *Women in Educational Leadership Part 2*

## *Women in Higher Education Leadership*

### Editors

Amy M. Sloan  
Baylor University, USA

Niccole A. Kopit  
Laurus College, USA

### Synopsis

*Women in Educational Leadership Part 2* highlights how Women in Higher Education Leadership face distinctive and often invisible burdens resulting from gendered expectations, systemic inequities, and the emotional labor inherent to their professional roles. Despite these pressures, women leaders demonstrate exceptional resilience, employing adaptive strategies that redefine leadership authenticity, well-being, and equity in academia.

The chapters found in this book progress from analyzing systemic challenges to highlighting adaptive strategies, ultimately emphasizing wellness, inclusion, and transformative leadership within higher education. By employing multiple qualitative methodologies across multiple mediums, emergent themes of emotional labour and adaptive resilience are identified, and discussed in relation to personal experience, identity, and emotional regulation influence leadership efficacy, institutional climate, and organizational culture in higher education.

*Women in Educational Leadership Part 2* offers actionable insights that bridge feminist theory, organizational psychology, and educational leadership studies to be able to advance scholarship on gender equity, emotional intelligence, and well-being in professional leadership. It reveals how women transform emotional labor into a source of empowerment, develop innovative coping mechanisms, and advocate for systemic reform inside higher education institutions.

Along with *Women in Educational Leadership Part 1* it challenges institutions to replace endurance with equity and to recognize the transformative power of women leading—with purpose, compassion, and strength.

**Hardback:** 9781837424894 | £90.00, €110.00, \$125.00  
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