

Editorial

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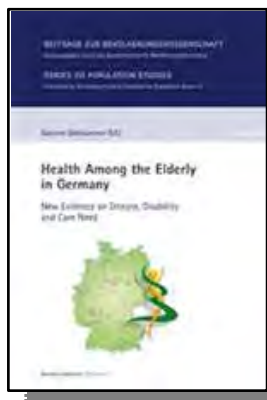


Best wishes,
Yours *Barbara (Budrich)*

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New Releases



GABRIELE DOBLHAMMER (ED.)

Health Among the Elderly in Germany

New Evidence on Disease, Disability and Care Need

Beiträge zur Bevölkerungswissenschaft, Band 46, hrsg. durch das Bundesinstitut für Bevölkerungsforschung (BiB)

2015. 214 pp. Hc. 35,00 € (D), 36,00 € (A), GBP 31.95, US\$45.90

ISBN 978-3-8474-0606-8

eISBN 978-3-8474-0288-6

Whether increasing life expectancy leads to better health remains still controversial. Three topics are explored: (1) vanguard groups which inform about possible levels of health if the general social and environmental

conditions were to approach those of the vanguard group; (2) the social and behavioral determinants of health differentiated into proximal and distal factors; (3) vulnerable groups such as migrants and the health differences between migrant groups. Newly available population-based data as well as new study designs and advanced statistical modelling form the basis for the empirical analyses.



DOROTHEA KEUDEL-KAISER

Government Formation in Central and Eastern Europe

The Case of Minority Governments

2014. 291 pp. Pb. 39,90 € (D), 41,10 € (A), US\$58.00, GBP 39.95

ISBN 978-3-86388-081-1

eISBN 978-3-86388-237-2

The formation of governments without a majority in parliament is a counterintuitive, albeit empirically relevant, phenomenon: minority governments make up about one-third of all governments in Europe. The author offers an analysis of the conditions leading to the formation of minority governments in Central and Eastern Europe and provides the

reader with a detailed overview of the processes underlying the formation of governments from the early 1990s up to 2010.



ASIMINA MICHALIDOU/ HANS-JÖRG TRENZ/ PIETER DE WILDE

The Internet and European Integration

Pro- and Anti-EU Debates in Online News Media

2014. 250 pp. Hc. 49,90 € (D), 51,30 € (A), US\$75.95, GBP 46.95

ISBN 978-3-8474-0153-7

eISBN 978-3-8474-0471-2

This book offers a wealth of original empirical data on how online media shape EU contestation. Taking a public sphere perspective, the authors highlight the myths and truths about the nature of audience-driven online media content and show how public demands for legitimacy are at the heart of the much-analyzed politicization of European integration. What EU

citizens most intensely debate online are the fundamental questions of what the European institutions stand for and how they can be held accountable.



DAVID SELBY

FUMIYO KAGAWA (EDS.)

Sustainability frontiers

Critical and transformative voices from the borderlands of sustainability education

2015. 295 pp. Pb. 36,00 € (D), 37,10 € (A), US\$52.00, GBP 32.95

ISBN 978-3-86649-476-3

Education for sustainable development, the educational offshoot of the concept of 'sustainable development', has rapidly become the predominant educational response to the global environmental crisis. The authors apply a critical lens to the field and find it wanting in many regards.

Journals



INSEP – Journal of the International Network for Sexual Ethics and Politics

ISSN-Print: 2196-6931– ISSN-Online: 2196-694X

Volume 2, 2014 – Published twice a year with approx. 120 (Format B5 – 17 x 24) per issue. Issue **1 2014**

Further information and prices: <http://www.budrich-journals.de/index.php/insep>

INSEP is a trans-disciplinary journal for the publication of critical research work on any aspect of sexual ethics and politics as it pertains to sexual identities, practices, behaviours, relations, orientations, desires and pleasures, geographies, histories, national and transnational politics and policy, theories and ideas. It provides a space where academics and practitioner/activists can debate key and contemporary issues, debates and disagreements on all aspects of sexual ethics and politics.

The journal's mission is that of the network that underpins it, the International network for Sexual Ethics and Politics. The journal seeks to promote:

- Critical understandings of the ethical problems and possibilities for diverse sexualities;
- Critical understandings of the discourses, vocabularies and bodies of knowledge by which sexuality is conceived, understood and articulated in contemporary societies, and their historical lineages;
- Critical awareness and evaluations of the beneficence or maleficence of particular articulations of sexuality, strengths or deficiencies of different sexual cultures and discourses, their historical antecedents and their contemporary patterns of prejudice, pathology and discrimination or practice and advocacy, as well as emergent sexual politics aiming at emancipation and liberation;
- Critical understandings of the role of law, politics and culture in the prohibition, permission or regulation of sexualities, both in its oppressive deployment and possibly liberating possibilities in contemporary societies;
- And, finally, critical and constructive engagements with sexual ethics itself, thinking through its forms, role and meanings, and its history, present and future.

For further details, see <http://www.insep.ugent.be>

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International Journal for Research on Extended Education IJREE

ISSN 2196-3673, Vol. 2 2014. Issue 2 2014

IJREE is published twice a year.

Each issue comprises approx. 120 pp.

Further information and prices at

<http://www.ijree.com/the-journal.html>

In many countries an increasing importance of activities to support learning and academic achievement that are extracurricular or outside classical institutions like schools, technical schools or universities can be observed.

Spending on such public and private support programmes has risen continuously in recent years, as has the demand by participants for such activities.

In German-speaking countries these out-of-school and extracurricular educational activities are referred to and studied as non-formal activities or learning contexts/opportunities. In Anglo-American countries terms like after-school programmes, extracurricular activities and organised or designed activities are used.

As all these terms and concepts refer to the extension or supplementation of traditional educational institutions and their forms of instruction such as 'classical' classroom teaching in schools, in an international context the term 'extended education' is used more and more for this form of education.

Editors:

Prof. Dr. Ludwig Stecher and PD Dr. Sabine Maschke, University of Giessen, Germany; Prof. Dr. Jutta Ecarius, University of Cologne, Germany; Prof. Dr. Eckhard Klieme und Dr. Natalie Fischer, Leibniz-Institute for Educational Research and Educational Information, Frankfurt, Germany; Prof. Dr. Alan Dyson, University of Manchester, Great Britain; Prof. Dr. Joe Mahoney, Department of Education, University of California, Irvine and University of California, USA; Dr. Denise Huang, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST), USA; Prof. Dr. Manuela du Bois-Reymond, Leiden University, Netherlands; Prof. Dr. Fuyuko Kanefuji, Department of Education, College of Human Sciences, Tokiwa University, Japan; Prof. Dr. Marianne Schüpbach, Institute of Educational Science, University of Bern, Switzerland; Dr. Björn Haglund und Prof. Dr. Anna Klerfelt, both University of Gothenburg, Institute of Education and Communication, Sweden; Prof. Dr. Sang-Hoon Bae, SungKyunKwan University, Department of Education, South Korea



Politics, Culture and Socialization

ISSN 1866-3427 – ISSN Online 2196-1417

Volume 5, 2014. Issue 1 2014

Published twice a year. Further information and prices:

<http://budrich-journals.de/index.php/pcs>

Politics, Culture and Socialization publishes new and significant work in all areas of political socialization in order to achieve a better scientific understanding of the origins of political behaviors and orientations of individuals and groups. Political socialization theory and research focus on processes by and structures through which individuals become or do not become politically active

and acquire or do not acquire general political knowledge, and particular political beliefs, opinions, attitudes, emotions, values and behavioral intentions. The focus of attention is on political socialization processes – including political education, information, persuasion, marketing, or propaganda and their underlying and accompanying motivations – and political socialization structures – including the family, school, mass media, peer groups, social networks, and politics.

Politics, Culture and Socialization publishes new and significant contributions that report on current scientific research, discuss theory and methodology, or review relevant literature. It welcomes the following types of contributions on topics which fall within its aim and scope:

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- Theoretical articles which analyze or comment on established theory or present theoretical innovations.
- Methodological articles
- Book reviews

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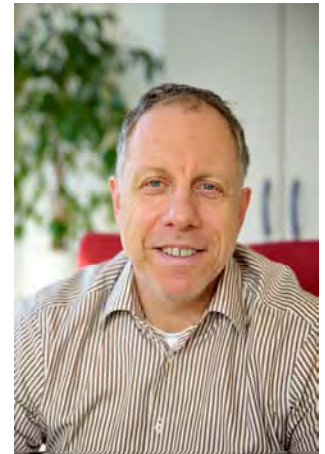
5 Questions

answered by Prof Dr Ludwig Stecher

1. What will be the main challenge for your research field in the coming years?

My special field of interest and what most of my research projects currently are focused on is the field of extracurricular and out-of-school time educational research – in short, educational research on *Extended Education*.

One main challenge in the coming years for this research field is building up an international network and bringing together the great variety of international experiences and research findings. We took the first steps in this direction by organizing two international conferences on extended education at the University of Giessen in 2010 and in 2013 and by launching the International Journal for Research on Extended Education (first issue Nov. 2013). But that's only the beginning. We have to initiate much more international collaboration and international comparative research projects, in particular.



2. Why would anyone want to participate in your research area?

The field of Extended Education will become a more and more important part of the whole educational system worldwide (look, for example, at the so called shadow education system in Japan and South-Korea) and will be increasingly focused on in public debate as well as in scientific educational research.

3. Why did you choose your field of research? What is it that motivates you in particular?

We do know a lot about learning and instruction within the traditional curricular lessons at school but we are lacking knowledge about all other settings and contexts where learning takes place. In order to fully understand where and how young people as well as adults accrue education, skills and knowledge – in the broad sense of cultural capital *sensu* Bourdieu – we must broaden the focus on educational research. In some cases we are entering new ground doing this research. That's very motivating.

4. Which book has influenced you personally?

I learned a lot about the connection between social behaviour and social origin from Pierre Bourdieu's "Distinction". That book helps me to understand from a sociological point of view not only the connection between social behaviour, individual dispositions and social inequality, but also enables me to reflect my own biographical trajectory and the various transformation steps from a simple labourer's son to a university professor.

5. I am an author with Barbara Budrich because...

Barbara Budrich is open to new ideas, for example, from the outset she was very interested and supportive in launching our new International Journal for Research on Extended Education (funded by the German Research Council), my special field of scientific interest. Barbara Budrich networks internationally and is an ideal starting point for German centred international publishing. Additionally the staff of Barbara Budrich Publishers is very professional and supportive. All in all it is a privilege to work with the team of Barbara Budrich.

Short vita:

Ludwig Stecher is Professor for Educational Research at the University of Giessen. He was born 1961, studied Social Sciences at the University of Wuppertal and received the Ph.D. in Educational Science at the University of Siegen in 2000. In 2007 he finished his Habilitation in Educational Science (Thesis: educational attainment and social inequality). From 1993 to 2005 he was a research scientist at the Centre for Research on Childhood, Youth, and the Life-course at the University of Siegen. From 2005 to 2008 he was a senior researcher at the German Institute for International Educational Research, Frankfurt/Main. At the National Educational Panel Study he is in charge of the educational quality of non-formal and informal learning contexts.



He is a member of the Advisory Board of various national research projects and programs and the author or co-author of nearly 100 research publications in the field of educational research and research on childhood and adolescence. He is a member of the editorial boards (among others) of the International Journal for Research on Extended Education, the Journal for Sociology of Education and Socialization, the Yearbook on All-Day Schools, and the Discourse on Childhood and Youth Research. His major fields of research and publication are educational processes in formal, non-formal, and informal contexts during the life-course, educational quality, education and social inequality, education and socialization in the family, all-day schools, and Extended Education.

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