

Editorial

Axel Föllner-Mancini

The publishers, editors and authors of *RoSE: Research on Steiner Education* are pleased to present this edition Vol. 15 / No. 2. The edition includes both methodological and experiential studies in the context of academically oriented Waldorf education and its reference sciences.

Detlef Hardorp opens the section *on contributions to basic research* with a study on the educational potential of epoch booklets in Waldorf schools. After 1919, Steiner suggested that self-produced texts by learners should be understood as individualizing the appropriation of lesson content. The author explores the state of discussion on this topos.

In his article on “The Art of Education”, Philipp Gelitz examines a programmatic concept of Waldorf education and contextualizes it both historically and within the current discourse.

M. Michael Zech takes up the current debate on (post-)colonialist social structures by asking about the necessity of teaching concepts that also address historical genocides. The author outlines a didactic concept in relation to colonialism in German South-West Africa and the Ottoman Empire.

Another literature analysis by Ruhi Tyson focuses this time on the question of how the relationship between Waldorf education and anthroposophy should be understood. The perspectives have a particular impact on the self-image of Waldorf schools.

For the *Empirical Research* section, Dirk Rohde and Wilfried Sommer present the evaluated project on an online upper secondary school campus and explain the practice using the example of a science epoch on the topic of “atom”.

In the *Framework Concepts* section, Axel Föllner-Mancini and Carolina Kot describe a newly founded certificate course aimed at foreign language teachers at Waldorf schools in Latin America.

In his essay for the *Anthroposophy and Science* section, Philipp Gelitz examines a concept that Steiner set out in the 13th lecture of the *Allgemeine Menschenkunde*. The author undertakes a hermeneutic examination that includes both historical and current discourses.

We wish all readers a stimulating read.



Axel Foeller-Mancini