

Editorial

Axel Föller-Mancini

The publishers, editors, and authors of *RoSE: Research on Steiner Education* are pleased to present Volume 16, Issue 2. As usual, this issue includes methodological and empirical studies in the context of academically oriented Waldorf education and its related disciplines.

Rob Blom opens the section *Contributions to Basic Research* with two related studies. The author examines postmodern positions on the paradigms of reality and truth and opens up perspectives on a renewed concept of knowledge.

The study by U. Barth, C. Bryden, and L. Olea examines the phenomenon of wonder in its significance for pedagogical perception and action. It is described in the cognitive process as an independent phase preceding reflection: a moment of pause between sensory perception and conceptual understanding.

In the second part of his overview study, Martyn Rawson identifies types of discourse in anthroposophy, insofar as they can be related to the foundations and practices of Waldorf education. The analysis offers guidance in contentious contexts.

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

Li Xiang presents a literature review on topics and desiderata in the field of anthroposophically oriented early childhood education.

The article by Anne-Mette Stabel and Dag Oystein examines challenges discussed in the tension between educational reforms and Waldorf educational practice in Norway. One example of this is the lowering of the school entry age from seven to six years.

Renate Ostergaard examines the impact of different time structures during the transition from kindergarten to the structured daily routine of school.

Vilde Stabel’s empirical study examines the role of the physical environment in values education during early childhood at Steiner schools in Norway from the teachers’ perspective. The design of the learning environment in first grade is geared toward facilitating play and hands-on learning.

Marcelo da Veiga reviews Albert Schmelzer’s book, published in 2025 by Info3-Verlag: *Rudolf Steiner in the Tension Between the Philosophy of Freedom and Human Rights, Nation, and “Race.”*

We wish all readers an engaging read.



Axel Foeller-Mancini