

ROUTLEDGE CRITICAL STUDIES IN ASIAN EDUCATION

Controversial History Education in Asian Contexts

Edited by
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Junaidah Jaffar



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Controversial History Education In Asian Contexts

Routledge Critical Studies In Asian Education

Mi Ok Kang



Controversial History Education In Asian Contexts Routledge Critical Studies In Asian Education:

Controversial History Education in Asian Contexts Mark Baildon, Kah Seng Loh, Ivy Maria Lim, Gül İnanç, Junaidah Jaffar, 2013-08-22 This book examines both history textbook controversies AND teaching historical controversy in Asian contexts The different perspectives provided by the book's authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India It also offers a range of approaches for teaching historical controversy in classrooms These include Structured Academic Controversy the use of Japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms The book's chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom research

Controversial History Education in Asian Contexts Mark Baildon, Kah Seng Loh, Ivy Maria Lim, Gül İnanç, Junaidah Jaffar, 2013-08-22 This book examines both history textbook controversies AND teaching historical controversy in Asian contexts The different perspectives provided by the book's authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India It also offers a range of approaches for teaching historical controversy in classrooms These include Structured Academic Controversy the use of Japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms The book's chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom research

Asia as Method in Education Studies Hongzhi Zhang, Philip Chan, Jane Kenway, 2015-02-11 Unlearning and re-inventing the theoretical frameworks of Intercultural and Asian Studies is central to this book as it is to Chen Kuan Hsing's evocative *Asia as Method* this book's inspirational source Chen insists that studies of Asia move beyond their paralysing fixation on the West as either a positive or negative referent and that they develop their own standpoints reference points and research agendas *Asia as Method in Education Studies* is therefore a provocative and suggestive exploration of educational ideas imported from the West Chen's challenge provokes the writers in this collection to consider the implications of colonial and imperialist forces for education systems policies and practices as well as for educational research itself The writers offer examples of what it means to rethink and re-examine education in Asia beyond both the Western imperialist eye and the post colonial politics of resentment Asia as

Method in Education Studies combines the diverse research of scholars from various countries of Asia as they consider for example Struggles to Construct New Research Imaginations in Response to Chen s Challenges East West Dialogue Three Cases in Chinese Educational Research Asia as a method of Complexity and Dialogue Generalizing the Self Asianizing Perspectives on International Education and the Formation of Self Against Asia centric Methods Australia China Theoretic linguistic Knowledge Co production Highly anticipated for its novel contemporary perspectives this book offers researchers specialising in educational studies and policy making fresh practices of thought Rethinking Japanese Studies Kaori Okano, Yoshio Sugimoto, 2017-08-04 Japanese Studies has provided a fertile space for non Eurocentric analysis for a number of reasons It has been embroiled in the long running internal debate over the so called Nihonjinron revolving around the extent to which the effective interpretation of Japanese society and culture requires non Western Japan specific emic concepts and theories This book takes this question further and explores how we can understand Japanese society and culture by combining Euro American concepts and theories with those that originate in Japan Because Japan is the only liberal democracy to have achieved a high level of capitalism outside the Western cultural framework Japanese Studies has long provided a forum for deliberations about the extent to which the Western conception of modernity is universally applicable Furthermore because of Japan s military economic and cultural dominance in Asia at different points in the last century Japanese Studies has had to deal with the issues of Japanocentrism as well as Eurocentrism a duality requiring complex and nuanced analysis This book identifies variations amongst Japanese Studies academic communities in the Asia Pacific and examines the extent to which relatively autonomous scholarship intellectual approach or theories exist in the region It also evaluates how studies on Japan in the region contribute to global Japanese Studies and explores their potential for formulating concrete strategies to unsettle Eurocentric dominance of the discipline The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may

hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Secondary School English Education in Asia Bernard Spolsky, Kiwan Sung, 2015-03-27 Continuing on from the previously published Primary School English Language Education in Asia From Policy to Practice Moon Spolsky 2012 this book compiles the proceedings which took place at the 2011 annual conference of AsiaTEFL which took place in Seoul Korea It surveys the current status practices challenges and future directions of Secondary English education in 11 diverse countries in Israel Japan Korea Singapore Bangladesh India Indonesia Malaysia Pakistan Vietnam and China Given the importance of secondary English education as the central feature for continuing development of target language and culture in English language teaching in Asia each contributed chapter includes key policies theories and practices related to the development and implementation of country specific curricular and instructional programs in secondary English educational contexts in these countries Secondary School English Education in Asia From Policy to Practice critically analyses both sides of the English language debate from advantages to complications in its chapters including Educating for the 21st Century The Singapore Experience Miles to Go Secondary Level English Language Education in India English Language Education Innovation for the Vietnamese Secondary School The Project 2020 Exploring the Value of ELT as a Secondary School Subject in China A Multi goal Model for English Curriculum Secondary School English Education in Asia will appeal to English Language Teaching ELT researchers teacher educators trainee teachers and teachers primarily those teaching in Asia

Educating for the 21st Century Suzanne Choo, Deb Sawch, Alison Villanueva, Ruth Vinz, 2016-10-20 All over the world governments policymakers and educators are advocating the need to educate students for the 21st first century This book provides insights into what this means and the ways 21st century education is theorized and implemented in practice The first part Perspectives Mapping our futures in the making uncovers the contradictions tensions and processes that shape 21st century education discourses The second part Policies Constructing the future through policymaking discusses how 21st century education is translated into policies and the resulting tensions that emerge from top down state sanctioned policies and bottom up initiatives The third part Practices Enacting the Future in Local Contexts discusses on the ground initiatives that schools in various countries around the world enact to educate their students for the 21st century This volume includes contributions from leading scholars in the field as well as educators from schools and those working with schools

Nonformal Education and Civil Society in Japan Kaori H. Okano, 2015-09-16 Nonformal Education and Civil Society in Japan critically examines an aspect of education that has received little attention to date intentional teaching and learning activities that occur outside formal schooling In the last two decades nonformal education has rapidly increased in extent and significance This is because individual needs for education have become so diverse and rapidly changing that formal education alone is unable to satisfy them Increasingly diverse

demands on education resulted from a combination of transnational migration heightened human rights awareness the aging population and competition in the globalised labour market Some in the private sector saw this situation as a business opportunity Others in the civil society volunteered to assist the vulnerable The rise in nonformal education has also been facilitated by national policy developments since the 1990s Drawing on case studies this book illuminates a diverse range of nonformal education activities and suggests that the nature of the relationship between nonformal education and mainstream schooling has changed Not only have the two sectors become more interdependent but the formal education sector increasingly acknowledges nonformal education's important and necessary roles These changes signal a significant departure from the past in the overall functioning of Japanese education The case studies include neighbourhood homework clubs for migrant children community based literacy classes after school care programs sport clubs alternative schools for long term absent students schools for foreigners training in intercultural competence at universities and corporations k minkan community halls and lifelong learning for the seniors This book will appeal to both scholars of Japanese Studies Asian Studies and those of comparative education and sociology anthropology of education

Multicultural Education in South Korea Mi Ok Kang, 2014-11-13 This book examines the political ideological and socio cultural politics underlying the 2009 National Multicultural Curriculum Reform and recent multicultural education policies in South Korea Unlike the conservative groups in Western countries who argue that supporting cultural diversity and the cultural rights of minority groups balkanizes ethnic differences and divides the community the New Rights and the conservative groups in South Korea have been very supportive of multicultural discourses and practices and have created many multicultural policy agendas geared toward ushering in what have they called the multicultural era Through the Critical Discourse Analysis CDA of government multicultural policy documents a range of media sources the 2009 national curriculum reform policy documents and the 200 Korean language arts textbooks from 23 textbook publishers Multicultural Education in South Korea Language ideology and culture in Korean language arts education examines how the conservative Korean government's interpretation and practices of multiculturalism have been infiltrated and challenged by progressive and migrant led agents agencies The analysis of academic official and popular discourses on migrant Others is focused on but not limited to The multicultural era and struggles for hegemonic power Politics of multicultural knowledge control in education and society Formation of discourses on multicultural society and multicultural education Examining the national curriculum The politics of representing migrant Others and The hidden curriculum of multicultural education Limitations and possibilities The author's insightful discussion on the politics of knowledge education and teaching in multicultural societies will prove particularly useful to policy makers think tank officials and academic scholars in education

Teaching and Learning Difficult Histories in International Contexts Terrie Epstein, Carla Peck, 2017-08-07 Grounded in a critical sociocultural approach this volume examines issues associated with teaching and learning difficult histories in international contexts Defined as representations

of past violence and oppression difficult histories are contested and can evoke emotional often painful responses in the present Teaching and learning these histories is contentious yet necessary for increased dialogue within conflict ridden societies reconciliation in post conflict societies and greater social cohesion in long standing democratic nations Focusing on locations and populations across the globe chapter authors investigate how key themes including culture identity collective memory emotion and multi perspectivity historical consciousness distance and amnesia inform the teaching and learning of difficult histories

A Critical Study of Thailand's Higher Education Reforms Rattana Lao,2015-05-15 This book offers a critical examination of contemporary higher education reforms in Thailand situated in the broader historical socio economic and political changes Through a qualitative case study with three methods of inquiry this book explores why different global education policies such quasi privatisation internationalization as quality assessment QA have resonated in Thailand higher education sector Grounded in policy borrowing and lending this book uses the politics economics and culture of borrowing to analyse major reforms in Thailand for the past one hundred years It is argued that historical legacy policy contexts and belief systems of policy elites play pivotal roles in facilitating policy changes or the lack thereof While historical analysis elucidates that the Thai state has always been an active borrower of western ideas the perseverance of the Thai ness discourse has often been used to suggest its so called independence and idiosyncrasy This in depth analysis of the Thai case aims to contribute to the critical studies in Asian education comparative higher education policy borrowing and lending and Thai studies The Culture of Borrowing intensively studies the policy appropriation in the Thai education system by analysing Selective Borrowing and the Historical Development of Thai Higher Education The Asian Economic Crisis as Window of Opportunity Autonomous University Internationalization of Teaching Quantitative and Qualitative Challenges The Emergence of Quality Policies and their Rationales The Intended and Unintended Consequences of Quality Policies This book will appeal to researchers in Education particularly to scholars studying educational policies within the context of tertiary education It will also interest scholars specialising in Asian and South east Asian Studies

The Wiley Handbook of Social Studies Research Meghan McGlinn Manfra,Cheryl Mason Bolick,2017-03-13 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

Knowledge, Control and Critical Thinking in Singapore Leonel Lim,2015-09-07 This book examines how critical thinking is regulated in Singapore through the process of what the influential sociologist of education Basil Bernstein termed

pedagogic recontextualization The ability of critical thinking to speak to alternative possibilities and individual autonomy as well as its assumptions of a liberal arrangement of society is problematized in Singapore's socio-political climate By examining how such curricular discourses are taken up and enacted in the classrooms of two schools that cater to very different groups in society the book foregrounds the role of traditional high status knowledge in the elaboration of class formation and develops a critical understanding of post developmental state initiatives linked to the parable of modernization in Singapore Knowledge Control and Critical Thinking in Singapore offers chapters on Critical Thinking and the Singapore State Meritocracy Illiberalism and Neoliberalism Sacred Knowledge and Elite Dispositions Recontextualizing Critical Thinking in an Elite School Power Knowledge and Symbolic Control Official Pedagogic Identities and the Politics of Recontextualization This book will appeal to scholars in comparative education studies curriculum studies and education reform It will also interest scholars engaged in Asian studies who are struggling to understand issues of education policy formation and implementation particularly in the areas of critical thinking and other knowledge skills

Internationalization of Higher Education in East Asia Ka-Ho Mok, Kar Ming Yu, 2013-11-12 The rise in demand for higher education in the Asia Pacific region is an undeniable reflection of the growing pace of globalization and the subsequent pressures imposed by it Aspiring to become globally competitive and to position favourably in the global university league tables governments in Asia have either engaged in a serious quest to become a regional education hub or they have concentrated on developing transnational higher education to create more opportunities in order to meet their citizens' pressing demand for higher education Internationalization of Higher Education in East Asia critically examines and provides comparative perspectives on the major strategies that selected Asian countries and societies have adopted to transform their higher education sector and enhance their national competitiveness in the increasingly globalized world This volume by leading scholars in the field of education development and policy studies makes critical reflections on how Asian governments in particular and universities in general have responded to the growing challenges of globalization by promoting more internationalization student mobility and entrepreneurship in higher education This book is an essential collection for policy makers researchers and postgraduate students studying higher education Asian education and international education

Muslim Education in the 21st Century Sa'eda Buang, Phyllis Ghim-Lian Chew, 2014-05-09 Muslim Education in the 21st Century reinvestigates the current state of affairs in Muslim education in Asia whilst at the same time paying special attention to Muslim schools' perception of educational changes and the reasons for such changes It highlights and explores the important question of whether the Muslim school has been reinventing itself in the field of pedagogy and curriculum to meet the challenges of the 21st century education It interrogates the schools whose curriculum content carry mostly the subject of religion and Islam as its school culture Typologically these include state owned or privately run madrasah or dayah in Aceh Indonesia pondok traditional Muslim schools largely prevalent in the East Malaysian states and Indonesia pesantren Muslim boarding schools commonly

found in Indonesia imam khatip schools in Turkey and other variations in Asia Contributed by a host of international experts Muslim Education in the 21st Century focuses on how Muslim educators strive to deal with the educational contingencies of their times and on Muslim schools perception of educational changes and reasons for such changes It will be of great interest to anyone interested in Asian and Muslim education *International Perspectives on Teaching Rival Histories* Henrik Åström Elmersjö,Anna Clark,Monika Vinterek,2017-04-04 This book presents a survey of approaches to dealing with rival histories in the classroom arguing that approaching this problem requires great sensitivity to differing national educational and narrative contexts Contested narratives and disputed histories have long been an important issue in history teaching all over the world and have even been described as the history or culture wars In this book authors from across the globe ponder the question what can teachers do and what are they doing to address conflicting narratives of the same past and puts an epistemological issue at the heart of the discussion what does it mean for the epistemology of history if it is possible to teach more than one narrative Divided into three sections that deal with historical cultures multicultural societies and multiperspectivity the chapters of the book showcase that dealing with rival histories is very much dependent on context and that diverse teaching traditions and societal debates mean that teachers abilities in engaging with the teaching of rival narratives are very different The volume will be compelling reading for students and researchers in the fields of education history sociology and philosophy as well as practising teachers Languages in the Malaysian Education System Asmah Haji Omar,2015-12-16 This book provides an overview of language education in Malaysia covering topics such as the evolution of the education system from pre independence days to the present time to the typology of schools and the public philosophy behind every policy made in the teaching of languages The book consists of chapters devoted to the teaching of languages that form separate strands but are at the same time connected to each other within the education system These chapters discuss Implementing the national language policy in education institutions English in language education policies and planning in Malaysia Chinese and Tamil language education in Malaysia Teaching of indigenous Malaysian languages The role of translation in education in Malaysia It also discusses the development of language which enables the national language Malay to fulfil its role as the main medium of education up to the tertiary level This book will be of interest to researchers studying language planning teacher education and the sociology of education particularly within the Malaysian context *Social Studies Teacher Education* Christopher C. Martell,2017-10-01 Over the past decade the world has experienced a major economic collapse the increasing racial inequity and high profile police killings of unarmed Black and Brown people the persistence of global terrorism a large scale refugee crisis and the negative impacts of global warming In reaction to social instability there are growing populist movements in the United States and across the world which present major challenges for democracy Concurrently there has been a rise of grassroots political movements focused on increasing equity in relation to race gender class sexual orientation and religion The role of social studies teachers in preparing the next

generation of democratic citizens has never been more important and the call for more social studies teacher educators to help teachers address these critical issues only gets louder This volume examines how teacher educators are or are not supporting beginning and experienced social studies teachers in such turbulent times and it offers suggestions for moving the field forward by better educating teachers to address growing local national and global concerns In their chapters authors in social studies education present research with implications for practice related to the following topics race gender sexual orientation immigration religion disciplinary literacy global civics and social justice This book is guided by the following overarching questions What can the research tell us about preparing and developing social studies teachers for an increasingly complex interconnected and rapidly changing world How can we educate social studies teachers to teach against the grain Cochran Smith 1991 2001b centering their work on social justice social change and social responsibility

Creating Multicultural Citizens Dr Raihani, 2013-11-12 Despite the largest scale decentralisation of education since 1999 which broadly led to the marketisation of education it is not clear how school education responds to the multicultural realities of Indonesian society and ethno religious conflicts *Creating Multicultural Citizens* presents a comprehensive evaluation of contemporary education in the largest democratic Muslim country in the world focusing on the ways in which education prepares citizens for a multicultural society It thoroughly examines the state religion community roles in the field of education in developing the Indonesian people Using a qualitative ethnographic methodology the author presents six case studies of different schools including religious non religious state and private schools in two different provinces in Indonesia It particularly explores Evolving but contested theories of multiculturalism and multicultural education Education changes and reforms in post Suharto Indonesia Government policies for multicultural education and school curriculum School leadership for education for diversity Roles of religious education in schools in nurturing multicultural beliefs values and attitudes Extra curricular activities and tolerance Students perspectives of multiculturalism and the ideal society The promising development of a pesantren Islamic boarding school in establishing multicultural education It is the first book to explore how education in Indonesia helps contribute to the creation of tolerant and multicultural citizens and is essential reading for anyone involved in Indonesian education and international higher education

Equity, Opportunity and Education in Postcolonial Southeast Asia Cynthia Joseph, Julie Matthews, 2014-07-17 *Equity Opportunity and Education in Postcolonial Southeast Asia* addresses the ways in which colonial histories nationalist impulses and forces of globalization shape equity and access to education in Southeast Asia Although increasingly identified as a regional grouping ASEAN Malaysia Indonesia Burma Thailand Singapore and the Philippines are known for their vastly different state structures political regimes political economies and ethnocultural and religious demography The expert contributors to this volume investigate educational access and equity for citizens ethnic and religious minorities and indigenous people within these countries The subject of education is framed within the broader national and local challenges of achieving equity and social

justice This book examines the dimensions of post colonialism nationalism and globalisation as played out within different international educational contexts Chapters include Understanding the Cultural Politics of Southeast Asian Education through Postcolonial Theory Downplaying Difference Representations of Diversity in Contemporary Burmese Schools and Educational Equity Learner Centered Pedagogy in Post Conflict Timor Leste For the Benefit of the Learner or the Learned Technology of Dominance Technology of Liberation Education in Colonial and Postcolonial Cambodia Change and Continuity in the History of Vietnamese Higher Education Colonization by Stealth The Case of Thailand Education Politics in Postcolonial Malaysia Ethnicity Difference and Inequalities The Singapore Education Journey From Colonialism to Globalism

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