

CONTEMPORARY ISSUES
IN EDUCATION STUDIES

Globalization and International Education

ROBIN SHIELDS

B L O O M S B U R Y

Globalization And International Education Contemporary Issues In Education Studies

**Larry E. Suter, Emma Smith, Brian D.
Denman**



Globalization And International Education Contemporary Issues In Education Studies:

Globalization and International Education Robin Shields, 2013-02-14 Globalization and International Education introduces key international issues in education and considers the changes in education stemming from the rapid social economic and cultural transformations associated with globalization Grounded in a strong conceptual theoretical framework this accessible text will guide the reader through this evolving area Reflective exercises chapter summaries and useful websites will encourage and support student learning and the application of new concepts Recent debate and developments are considered including international aid education and development education in conflict and emergencies education and the knowledge economy Globalization and International Education is essential reading for undergraduate and graduate students studying education

Globalization and International Education Robin Shields, 2013-04-11 Considers the key international issues in education and investigates the changes stemming from the rapid social economic and cultural transformations associated with globalization

International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2005-12-05 The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration development and improvement of education and policy making The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally Different articles seek to conceptualize the on going problems of education policy formulation and implementation and provide a useful synthesis of the education policy research conducted in different countries and practical implications The Handbook by focusing on such issues as the OECD 2001 model of the knowledge society and associated strategic challenge and deliverable goals OECD 2001 139 UNESCO driven lifelong learning paradigm and its relevance to education policy makers globally different models of policy planning and equity questions that are raised by centralization decentralization diversity uniformity and curriculum standardization issues the crises of educational quality the debate of standards and excellence and good and effective teaching will contribute to a better and more holistic understanding of the education policy and research nexus offering possible strategies for the effective and pragmatic policy planning and implementation at the local regional and national levels

Education Policy, Practice and the Professional Jane Bates, Sue Lewis, Andy Pickard, 2019-03-21 In this introduction to educational policy practice and professionalism the authors focus first on providing an historical overview of English policy from the state s first interventions in education through to Thatcherism and the election of the Blair government Chapters then explore the key contemporary policies of recent times and offer a critique on how they have worked in practice with reference the hysteria that often surrounds education policy An important theme is media representation of educational matters and the effects this has on the teaching profession Commentaries and case studies are presented throughout providing an accessible link to what it was really like to

learn teach and live at the time the policy was in place This new edition now includes an account of the measures taken by the Coalition Government of 2010 15 examining the Coalition s continuities with the previous administration whilst also exploring departures from previous thinking and practices updated references and case studies throughout to represent new research and legislation since the first edition an extended discussion of globalization and global policy borrowing further coverage of social justice theory including a perspective on identity theory and the role of education in the development of identity and the marginalisation of individuals and groups a new historical chapter covering the period 1945 to 1997 a summary of the development of the curriculum and a critique of the 2014 National curriculum as pioneered by Michael Gove and a new conclusion setting out the trajectory of current policies and how this may affect educational practitioners This is essential reading for all undergraduate students studying education policy and practice

The SAGE Handbook of Comparative Studies in Education Larry E. Suter, Emma Smith, Brian D. Denman, 2019-05-27 Educational practices have rapidly changed in the last few decades especially in how exchanges of information and learning are delivered and processed Yet while the field of international comparative studies has grown there has not been an extensive study on the relationship between educational practices students and how practitioners are prepared and trained This handbook explores international educational practices and behaviours through new research and a review of existing research with chapters spread across six parts Part I Introduction to Research Practices in Comparative Studies of Education Part II Research Methods Part III Policy Transfer Research through International Comparisons Part IV Use of Student time in Formal and Informal Settings Part V School Practices from Early Childhood through Secondary School Part VI Conclusion Lessons from Large Scale Studies

Globalization, International Education Policy and Local Policy Formation Carolyn A. Brown, 2014-10-13 This edited volume focuses on how international education policy set by international policymakers and donors influences local education policy in developing countries The book s primary purpose is to give voice to scholars from developing countries and regions around the world by inviting them to explore how the international policy invariably linked to international aid influences education policy formation and implementation in their country or region and how this influence does or does not meet the local cultural social economic and political needs A relatively recent and small body of research and commentary supports a discourse that questions how well international education policy mandates such as Education For All serve the needs of developing countries The intent of this book is to advance this discourse by giving voice to local scholars who observe and study the donor process The book will be divided into two sections the first section will set the stage for the discussions in the second section by providing theoretical and historical context for international education policy As a framework for understanding the book adopts the position that international policy does not have either the ability or the intent to serve the widely diverse needs of development around the world International education policy has been formed historically by wealthy nations and agencies dominated by Western theoretical paradigms In recent years donor countries

have made an effort to collaborate with developing countries in developing international education policy goals however this collaboration has been limited Following establishment of the context of international education policy section II of the book provides a forum for scholars from around the world to openly discuss and critique the impact of international policy on education in their country or region

The SAGE Handbook of Research in International Education Mary Hayden, Jeff Thompson, Jack Levy, 2007-01-03 The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education from the experiences of K 12 schools around the world to the field of teacher education This book raises important questions and should be read by a broad audience Kenneth Cushner Executive Director of International Affairs and Professor of Education Kent State University The editors of this admirable handbook have set out to produce a report on international education Their consummate success in doing so gives those of us working in the field a new and invaluable resource The editors may be academics but this is a book largely written by about and for those whose job it is to teach internationally No one working in international education will fail to be provoked challenged or inspired by the compelling arguments advanced within this authoritative volume Peter MacKenzie Principal Hiroshima International School The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool An indispensable work highly recommended for education reference collections and the libraries of individual researchers J B Thomas Emeritus Professor of Educational Studies Loughborough University Interest in the field of international education has never been more intense than at present There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who through their own professional activities wish to have their sons and daughters educated in schools that offer programmes based on international values Such schools have embraced the promotion of international education as one of their major goals and consequently an increasing number of organisations currently offer curricula that claim to be international in nature Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world This has resulted in wider forms of collaboration between schools in the public and private sectors nationally and internationally generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed This book analyses the origins contributions and interpretations of international education The authors identify approaches to research that will progress our knowledge and understanding of the field and extend and even redraw it on the basis of the research evidence presented Content includes A historical overview of the ways in which the term international education has been interpreted The theoretical interpretation of international education in its current context International education in practice exploration of the issues in terms of students curricula pedagogies and organising formal institutions Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and

academic study of international education It will be of particular interest to researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools This volume is another valuable SAGE contribution to the expanding literature on international education Not all handbooks are described as essential reading but this one will be and will become an indispensable work of reference highly recommended for education libraries both academic and governmental and for the bookshelves of individual researchers and all involved in international education the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues practices and future questions presented by international research and practice in international education Journal of Research in International Education

Community Education for Social Justice Cameron White, 2014-02-05 What is community How important is community in the 21st century Where might the idea of community fit in education and schooling teaching and learning These are the questions and themes embedded in this book The general critique is that community is an add on in our schools and often is dismissed as a result of the individualistic and competitive nature of schooling today Our focus is to provide critical investigations as to the possibility of community and that we need community now more than ever The concept of community education brings many ideas and issues to mind Related themes include place based field based environmental service learning and outdoor education Each has its own more narrow focus with community education perhaps an umbrella term than encompasses them all Nevertheless the suggestion here is that instead of community education serving as an extension or add on to traditional approaches it should be the focus of all education What is often missing in teaching and learning are contexts and connections that make education meaningful Community education engages participants in problem and issues based approaches to the local community thereby facilitating that local to global link Instead of compartmentalized subjects integrated approaches use what students and the community know or understand to develop further questions solutions or even problems Community education offers efficacy in that it provides opportunities for collaboration in addressing local issues and problems It enables the community to become the classroom thus ensuring a more long term connection to active rather than passive endeavors as citizens

A Companion to Research in Education Alan D. Reid, E. Paul Hart, Michael A. Peters, 2013-11-11 This volume offers a unique commentary on the diverse ways that educational inquiry is conceived designed and critiqued An international team of scholars examines cross cutting themes of how research in education is conceptualised characterised contextualised legitimated and represented Contributions include specially commissioned essays critical commentaries vignettes dialogues and cases Each section discusses the significance of a complex terrain of ideas and critiques that can inform thinking and practice in educational research The result is a thorough and accessible volume that offers fresh insights into the perspectives and challenges that shape diverse genres of research in education

Education and Development in Zimbabwe Edward Shizha, Michael T. Kariwo, 2012-01-01 The

book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe. It challenges scholars to think about the role of education, its funding and the egalitarian approach to widening access to education. The nexus between education, democracy and policy change is a complex one. The book provides an illuminating account of the constantly evolving notions of national identity, language and citizenship from the Zimbabwean experience. The book discusses educational successes and challenges by examining the ideological effects of social, political and economic considerations on Zimbabwe's colonial and postcolonial education. Currently, literature on current educational challenges in Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in-depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe. Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide-ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education, how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia.

International Handbook of Higher Education James J.F. Forest, Philip G. Altbach, 2008-01-18. This book provides a central authoritative source of reference on the most essential topics of higher education. The *International Handbook of Higher Education* combines a rich diversity of scholarly perspectives with a wide range of internationally derived descriptions and analyses. Chapters in the first volume cover central themes in the study of higher education while contributors to the second volume focus on contemporary higher education issues within specific countries or regions. Together, these volumes provide a centralized, easily accessible yet scholarly source of information. **Educators, Professionalism and Politics** Terri

Seddon, John Levin, 2013 This title brings together contributions from around the world that analyse and reflect on the way curriculum is configuring and reconfiguring that world **Handbook of Research on Teaching** Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of research on teaching across its multiple facets and related fields *The Palgrave Handbook of Teacher Education Research* Ian Menter, 2023-03-24 This handbook presents a timeless comprehensive and up to date resource covering major issues in the field of teacher education research In a global landscape where migration inequality climate change political upheavals and strife continue to be broadly manifest governments and scholars alike are increasingly considering what role education systems can play in achieving stability and managed sustainable economic development With growing awareness that the quality of education is very closely related to the quality of teachers and teaching teacher education has moved into a key position in international debate and discussion This volume brings together transnational perspectives to provide insight and evidence of current policy and practice in the field covering issues such as teacher supply preservice education continuing professional learning leadership development professionalism and identity comparative and policy studies as well as gender equity and social justice The Yew Chung Approach to Early Childhood Education Stephanie C. Sanders-Smith, Sylvia Ya-Hsuan Yang, Kutasha Bryan-Silva, 2022-12-30 This volume details the Yew Chung Approach and the Twelve Values that exemplify the approach as a unique contribution to the field of early childhood education The Yew Chung Education Foundation YCEF in Hong Kong is a nonprofit organization and a high quality early childhood program that promotes a global lens and multilingualism through an emergent curriculum This book explores the Twelve Values that exemplify the approach including relationships the emergent curriculum inquiry based pedagogy and the multilingual and multicultural approach Grounding these values in daily classroom practice and the broader sociocultural context of Hong Kong it shows how the Yew Chung Approach effectively supports additional language learning through a progressive emergent curriculum with a high degree of child agency It also explores the unique history of Hong Kong as an incubator and setting for the Yew Chung Approach and considers the relationships between the colonial history of the city Hong Kong's current status as a global city and the mission of Yew Chung to provide children with a global lens An important study which exemplifies and investigates a unique program and perspective within the field this book will benefit scholarly and practitioner audiences within the global early childhood community as well as appealing to academics researchers and postgraduates working within early childhood education comparative education and bilingual education *Comparative and*

International Education Studies in Curriculum and Instruction Dr. Chala Wata Dereso, Prof. Omprakash H M, 2022-03-01 International and comparative education is becoming an increasingly prominent field of study This book investigates education worldwide and the social economic and political forces that shape it Critical concepts are reviewed on how globalization has changed educational practice Topics covered include Comparative Frameworks Approaches Policy Analysis and Strategies in Comparative Education The relationship between development education and inequality This book is required reading for students pursuing undergraduate master s or doctoral degrees in education studies World Yearbook of Education 2012 Gita Steiner-Khamsi, Florian Waldow, 2012-03-12 The phenomenon of travelling reforms has become an object of great professional interest and intensive academic scrutiny The fact that the same set of educational reforms is transferred from one country to another made scholars wonder whether policy transfer has increased as a result of globalization But also the fact that policy makers increasingly import best practices and international standards and use them as a tool to accelerate reform has captured the imagination of many that deal with policy studies An international comparative perspective is key for understanding why reforms travel from one corner of the world to another Not surprisingly the study of policy borrowing and lending constitutes one of the core research topics of comparative policy studies a new area of research that links comparative education with policy studies The World Yearbook of Education 2012 brings together a diverse range of perspectives on education policy through contributions from internationally renowned authors It reflects on the way policy borrowing and lending is reconfiguring the world of education and offers a new collection of insights into the changes occurring across the world It particularly focuses on The political and economic reasons for policy borrowing The agencies international networks and regimes that instigate policy change The process of borrowing and lending The impact of these systems agendas and institutions on indigenous settings This book will prove invaluable to researchers of globalization and to policy experts especially those interested in comparative and international educational studies It is also essential reading for undergraduate and postgraduate students and anyone involved in the sociology economy or history of education Gita Steiner Khamsi is Professor of Comparative and International Education at Teachers College Columbia University New York US Florian Waldow is Research Director at the University of Münster Germany **Comparative Education** Carlos Alberto Torres, Robert F. Arnove, Lauren Ila Misiaszek, 2022-08-10 Now in its fifth edition Comparative Education The Dialectic of the Global and the Local has established itself as the state of the art comprehensive as well as sophisticated framework for taking into account the dynamic interactions of local national regional and transnational factors shaping education systems around the world Our theoretical and methodological strategy for this volume has proven effective as a standard textbook for introducing the field of comparative education from various theoretical and methodological perspectives **The Oxford Handbook of Education and Globalization** Paola Mattei, Xavier Dumay, Eric Mangez, Jacqueline Behrend, 2023 The Oxford Handbook on Education and Globalization brings

together in a unique way leading authors in social theory and in political science and reflects on how these two disciplines deal with the relation between globalization and education The handbook develops a firmer and tighter dialogue between social theory and education research and analyzes the political and institutional factors that shape the adoption of global reforms in education at multiple levels of governance It is a must read for anyone looking for a comprehensive overview of how globalization and education interact to result in distinct and varying outcomes across world regions Globalisation and Higher Education Reforms Joseph Zajda, Val Rust, 2016-02-12 This volume explores the interrelationship between ideology the state and higher education reforms setting it in a global context It examines some of the major higher education reforms and policy issues in a global culture particularly in the light of recent shifts in quality and standards driven education and policy research In doing so the book provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in higher education Representing scholarly research on major discourses in the field of higher education reforms the book draws upon recent studies in the areas of globalisation equality and the role of the state in higher education reforms It critiques the neo liberal ideological imperatives of current higher education and policy reforms and illustrates the way that shifts in the relationship between the state and higher education policy affect current trends in higher education reforms Individual chapters critically assess the dominant discourses and debates on higher education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change Anyone who has been involved in higher education over the past few decades cannot fail to be affected by the impact of globalisation and neo liberal policies on universities and society at large In Globalisation and Higher Education Reforms the 15th volume of the series Globalisation Comparative Education and Policy Research Joseph Zajda and Val Rust present chapters on education reform in the USA and in international contexts that highlight the inroads that neo liberalism has made into policy making at higher education institutions The chapters also illustrate the way universities have been reinventing themselves to meet the demands of a knowledge society in which corporate values of efficiency performance and managerialism drive the agenda What are the effects of internationalisation on higher education in the universities of today With chapters from internationally respected scholars from around the globe this book seeks to address the many issues of the new reality in higher education This is a welcome accessible volume for all those concerned with research policy making and curriculum development Professor Suzanne Majhanovich Western University

Unveiling the Energy of Verbal Beauty: An Mental Sojourn through **Globalization And International Education Contemporary Issues In Education Studies**

In a global inundated with displays and the cacophony of fast conversation, the profound power and emotional resonance of verbal beauty often diminish into obscurity, eclipsed by the regular assault of noise and distractions. However, situated within the lyrical pages of **Globalization And International Education Contemporary Issues In Education Studies**, a charming function of fictional brilliance that pulses with fresh feelings, lies an wonderful trip waiting to be embarked upon. Written by a virtuoso wordsmith, that magical opus manuals readers on a psychological odyssey, delicately exposing the latent possible and profound impact stuck within the complicated web of language. Within the heart-wrenching expanse of this evocative examination, we will embark upon an introspective exploration of the book is central themes, dissect its captivating writing model, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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