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Indigenous Culture, Education and Globalization

Critical Perspectives from Asia

 Springer

Critical Perspectives On Values Education In Asia

Kerry J. Kennedy, John Chi-Kin Lee



Critical Perspectives On Values Education In Asia:

Critical Perspectives on Values Education in Asia Charlene Tan, Kim Chong Chong, 2007 **The Routledge**

International Handbook of Life and Values Education in Asia John Chi-Kin Lee, Kerry J Kennedy, 2024-06-28 This Handbook provides a comprehensive look at the educational scope of life and values that characterize 21st century Asia as well as those values shared across cultures. Some values are deeply resonant with the region's past while others reflect modernity and the new contexts in which Asian societies find themselves. Exploring these values of different types and the way they are constructed in Eastern and Western contexts, the contributors delve into the diversity of religious, moral, and social education to promote greater understanding across cultures. While a range of values is identified here, there is no single set of values that can be applied to all people in all contexts. The time has long gone even for single societies when values can be imposed. Yet this Handbook emphasizes both the extent and importance of values to individuals and their societies; how they respond to these values may provide the key to better and more caring societies and to better lives for all. Academics and teachers will find this Handbook resourceful because it raises important theoretical issues related to social values and their formation in distinctive contexts and provides novel insights into the diverse educational landscape in Asia. Policymakers and educators will also find this text helpful in learning to think about new ways to improve the quality of people's lives.

Routledge International Handbook of Schools and Schooling in Asia Kerry J. Kennedy, John Chi-Kin Lee, 2018-05-11 This comprehensive handbook is the ultimate reference work providing authoritative and international overviews of all aspects of schools and schooling in Asia. Split into 19 sections, it covers curriculum, learning and assessment, private supplementary tutoring, special education, gender issues, ethnic minority education, and LGBTQI students in Asian schools. The volume displays the current state of the scholarship for schools and schooling in Asia, including emerging, controversial, and cutting-edge contributions using a thematic approach. The content offers a broad sweep of the region with a focus on theoretical, cultural, and political issues as well as identifying educational issues and priorities such as curriculum, assessment, teacher education, school leadership, etc., all of which impact students and learning in multiple ways. The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge, providing a multidimensional and rich view of the issues confronting the region's school and education systems. Chapters 34, 35, 36, 37, and 38 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution-NonCommercial-NoDerivatives (CC BY-NC-ND) 4.0 license.

Critical Perspectives on Global Literacies Shea N. Kerkhoff, Hiller A. Spires, 2023-05-05 This book offers critical perspectives on global literacies, connecting research, theory, and practice. An emerging concept in the literacy field, many scholars agree on the need for students to develop global literacies, yet few agree on a widely accepted definition. Based on a synthesis of the literature, the editors formulate a definition of global literacies with four dimensions, including literacy as a human right in all nations.

around the world critical reading and creation of multimodal texts about global issues intercultural communication and reciprocal collaboration with globally diverse others and transformative action for social and environmental justice that traverses borders Taking this shared proposed definition as a starting point the chapters then offer contextualized examples of global literacies from K 12 and teacher education classrooms to make explicit links between research and practice The contributors interact with and interrogate the book s definition of global literacies using a common framework of critical theory As such this book provides both emerging and established scholars with critical frameworks for positioning global literacies in ways that are relevant dynamic and forward thinking

Critical Perspectives on Language Education Katie Dunworth, Grace Zhang, 2014-07-24 The studies in this volume investigate how multilingual education involves a critical engagement with questions of identity and culture and a movement towards new ways of being and belonging It addresses previously under explored issues in particular the integration of theories like thirdness and practices of language education and maintenance with relevance to the Asia Pacific region The analyses reveal the delicate balance of interests of all stakeholders and offer detailed insights into the reality of multilingual education with specific examples of Chinese English Japanese and Tamil In a globalised world effective language education has become increasingly important and the studies presented here have the potential to inform and advance evidence based multilingual education through adding important dimensions of theoretical exploration and refreshing empirical resources

Critical Perspectives on International Education Yvonne Hébert, Ali A. Abdi, 2013-02-11 In rapidly globalizing spaces of life any research project on international education would necessarily have multi directional emphases with the quality of observations and analyses reflecting the expanding political economic and cultural intersections which characterize this potentially promising century To respond to these emerging learning and living contexts of our world this book brings together some of the most active and established scholars in the field As such the book represents important epistemic interventions that analyze and critique the institutional socio economic linguistic and pedagogical platforms of international education As the locus of international education cannot be detached from the pragmatics of social development the specific recommendations embedded in this book expand the debates and broaden the boundaries of learning projects that should enhance the lives of people especially those who are continually marginalized by the regimes of globalization Thus the book actively advocates for possibilities of human well beings via different formats of education in diverse locations of life Critical Perspectives on International Education offers a historically comprehensive intellectually honest and perspective rich scholarly exploration of a new education globalization dynamic This book courageously offers up diverse voices gathered into a robust and useful conversation regarding global education This book adds greatly to understanding why educational marketplaces must be driven by principles and practices that empower diverse peoples to secure sustainable knowledge benefits that contribute to personal local national and international well being This critical perspective reader will engage scholars researchers and citizens Jim Paul University of

Calgary In the current intensifications of globalization and its resulting inequalities it is crucial to better understand the role of knowledge creation and knowledge dissemination Should knowledge be only a commodity to be sold in the market and a tool to increase economic capital or should it be a shared sociocultural capital aimed at improving democracy and the common good In *Critical Perspectives on International Education* Yvonne H bert and Ali A Abdi assemble an impressive array of contributions from all over the world that address this question from a variety of critical perspectives and case studies I recommend this book to everyone interested in the connections between education citizenship development and human well being Daniel Schugurensky Arizona State University

Research on Teaching Strategies and Skills in Different Educational Stages Pedro Gil-Madrone, Linda Saraiva, Luisa Losada-Puente, 2025-03-19 The teaching practice becomes a reciprocal activity in the classroom when teachers apply their creativity and their knowledge resulting from research and scientific evidence in the didactic teaching process with the purpose of strengthening in the students the key competencies of their training turning students at the core of the didactic process Teaching strategies must be articulated from previous research and planning and designed sequentially to promote real and interesting learning scenarios and thereby achieve significant learning From this perspective of teaching learning strategies the reciprocal interaction between the student and the teacher becomes the focus of attention with a playful motivating interesting and rewarding approach for the learner The role of the teacher is conceived as fundamental in the teaching process to achieve the link between teaching learning and evaluation strategies For this reason multidisciplinary studies are welcome from all stages of the educational system with quantitative qualitative and mixed approaches and reviews promoting good teaching practices of reflection and innovation from these studies

Diverse Early Childhood Education Policies and Practices Amita Gupta, 2014-04-29 *Diverse Early Childhood Education Policies and Practices* explores issues in early childhood education and teacher preparation in five Asian countries India Singapore China Sri Lanka and the Maldives Some observed classrooms in these countries reflect influences that are simultaneously indigenous and colonial local and global By highlighting the diverse and often hybrid classroom pedagogies at work in these 21st century Asian classrooms the discussions in this book take into consideration the influence of globalization on local policies and practices and the challenge educators face when they are expected to reconcile different and sometimes conflicting cultural and pedagogical world views Through a research driven analysis of key issues such as recent revisions to national early childhood education policies perceptions on play based and child centered pedagogy curriculum and learning materials and an emphasis on the teaching of values this book illuminates the diversity of the observed classrooms as well as current trends in early childhood education in parts of Asia The cross national perspective serves to expand and diversify the global discourse of early childhood education and teacher education

CRITICAL PERSPECTIVES ON NEOLIBERAL GLOBALIZATION, DEVELOPMENT AND EDUCATION IN AFRICA AND ASIA Dip Kapoor, 2011-10-30 This interdisciplinary collection of readings pertaining to schooling higher education adult and community development education

indigenous education and social movement learning in the African and Asian regions is a contribution to anti critical colonial scholarship in comparative international education and the sociology of education The political and analytical standpoint that weaves through the text considers the imbrications of the colonial and imperial projects currently referenced as neoliberal globalization globalization of capitalism and development compulsory Eurocentric modernization and their attendant and mutual implications for education social reproduction and hegemony Counter anti hegemonic and indigenous education projects and pre existing alternatives are registered in the critique At last a remarkable collection of essays written by a range of scholars mostly originating from Asia and Africa demonstrating with admirable clarity how policies and practices of neo liberal globalization in those regions cannot be adequately understood without appreciating how they are a product of the exploitative histories of colonialism Written with conceptual sophistication personal knowledge and deep conviction these essays represent a major scholarly intervention in contemporary debates about globalization and education Fazal Rizvi Professor Graduate School of Education University of Melbourne Australia Professor Emeritus University of Illinois at Urbana Champaign USA This intriguing and provocative volume deals with crucial intersections between global forces and national initiatives with respect to the most crucial agency of transformation education The cumulative efforts of this assembly of committed intellectuals reveal the forces that retard progress in the two largest continents and offers compelling suggestions on how to redefine the boundaries of power the contents of knowledge and the use of critical thinking to create alternative spaces of autonomy freedom liberation and empowerment Toyin Falola University Distinguished Professor Frances Higginbotham Nalle Centennial Professor University of Texas at Austin This volume well crafted by Dip Kapoor one of the finest scholars in the postcolonial education field brings together writers who examine processes of learning and education more broadly within the context of the dominant discourses of globalisation and development They unveil the underlying neocolonial neoliberal tenets of these processes strongly echoing what Hardt and Negri would call Empire In short another important reading resource provided by Dip Kapoor and colleagues Peter Mayo Professor Chair Educational Studies University of Malta Finally a much awaited intervention on neoliberal globalization from Asian and African perspectives This book makes a compelling case for a historically grounded regionally specific analysis of globalization The contributions are extraordinary for their textured and embedded analysis of neoliberal globalization One of those rare books that deserve to be read across the social sciences Sangeeta Kamat Associate Professor International Education University of Massachusetts Amherst USA

The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that

contribute to the resolution of these problems and issues Moreover since new problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region

Religious Education in Asia Kerry J. Kennedy, John Chi-Kin Lee, 2020-08-30
The book examines ancient religious traditions and modernity in a globalized Asia that is as much in need of a moral compass as it is economic development Religious education has been an aspect of many societies over time and irrespective of culture Yet as globalization advances local values are challenged every day by internationalized discourses and global perspectives It is this context that provides the rationale for this edited book It seeks to understand what forms religious education takes in Asian contexts and what role it continues to play On the one hand the societies which are the subject of this book reflect ancient religious traditions but on the other they are responsible for a significant portion of the world's economic development The book will appeal to researchers interested in the current state of religious education in Asia policymakers with responsibility for religious education and teachers who practice religious education on a daily basis

Religious Diversity in Singapore Lai Ah Eng, 2008 Religious and ethno religious issues are inherent in many multiethnic and multi religious societies Singapore society is no exception It has long been multiethnic multicultural and multi religious being at the crossroads of many major and minor civilizations cultures and traditions and its religious diversity continues to develop in the current contexts of growing religiosity religious change and conflict often in the name of religion Despite this background there is lack of in depth knowledge nuanced understanding and regular dialogue about religions and the meanings of living in a multi religious world This volume covering major themes of Singapore's religious landscape religion in schools and among the young religion in the media religious involvement in social services and interfaith issues and interaction fills important gaps in the knowledge and understanding of Singapore's religious diversity and complexity A collective effort of researchers and practitioners it is a timely and useful reference for scholars decision makers leaders and practitioners as well as for concerned citizens and followers

Critical Perspectives on Schooling and Fertility in the Developing

World National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Population, 1999-01-11 This volume assesses the evidence and possible mechanisms for the associations between women's education fertility preferences and fertility in developing countries and how these associations vary across regions It discusses the implications of these associations for policies in the population health and education sectors including implications for research

The Search for New Governance of Higher Education in Asia K. Mok, 2010-08-16 The present volume sets out in the wider context of globalization to critically examine how selected countries societies in Asia have responded to the growing pressures of globalization for improving university performance in the global market place In order to enhance the global competitiveness of their higher education systems many governments in Asia have started comprehensive reforms and adopted new governance measures to enhance their universities Incorporation and corporatization have been identified as important strategies to restructure and re engineer university governance around the world Contributors in this volume critically examine how the quest for world class university status as a global movement has affected the way their universities are governed Despite the popularity of management reforms and restructuring exercises in line with neoliberalism and managerialism worldwide whether and how these reforms have actually transformed the heart of the public sector is still subject to debate This book offers critical reflections on the governance change taking place in the Asian university systems and examines how far the restructuring of higher education governance through incorporation privatization and corporatization has really transformed the values and practices of those who work in the higher education sector

Critical Studies of Education in Asia Leonel Lim, Michael W. Apple, 2020-06-09 Critical Studies of Education in Asia features analyses that take seriously the complex postcolonial historical and cultural consciousnesses felt across societies in Asia and that bring these to bear on the changing terrain of knowledge subjectivities and power relations constructed both within schools and across the public sphere In documenting the multiple sites of conflict and contestation both between and within states in Asia and a host of pedagogic agents ministries of education state boards and agencies schools teachers and teacher unions university departments of education local interest groups the media international standards agencies and global educational reform discourses the chapters in this volume illuminate the struggles over knowledge education and the work of schools Faced with emergent global and local forces that are determined to challenge official knowledge and to offer alternative understandings of education and society in Asia this volume offers critical insights for academic researchers policy makers and graduate students seeking to understand the tensions and possibilities of educational change in the region This book was originally published as a special issue of Curriculum Inquiry

Diversity in Mathematics Education Alan Bishop, Hazel Tan, Tasos N Barkatsas, 2014-09-20 This book presents a research focus on diversity and inclusivity in mathematics education The challenge of diversity largely in terms of student profiles or contextual features is endemic in mathematics education and is often argued to require

differentiation as a response Typically different curricula text materials task structures or pedagogies are favoured responses but huge differences in achievement still result If we in mathematics education seek to challenge that status quo more research must be focussed not just on diversity but also on the inclusivity of practices in mathematics education The book is written by a group of experienced collaborating researchers who share this focus It is written for researchers research students teachers and in service professionals who recognise both the challenges but also the opportunities of creating and evaluating new inclusive approaches to curriculum and pedagogy ones that take for granted the positive values of diversity Several chapters report new research in this direction The authors are part of or have visited with the mathematics education staff of the Faculty of Education at Monash University in Melbourne Australia The chapters all focus on the ideas of development in both research and practice recognising that the current need is for new inclusive approaches The studies presented are set in different contexts including Australia China the United States and Singapore

Contextualizing Critical Race Theory on Inclusive Education from A Scholar-Practitioner Perspective Jose W. Lolas, Heidi Luv Strikwerda, 2023-12-12

Race does not only resonate with the dichotomy of blackness and whiteness but also on its impact on non physical attributes this includes factors such as indigenous status social class religion language ethnicity class gender sexuality and immigration The intersection of these factors are key considerations on inclusive education

Teaching Without Indoctrination: Implications for Values Education Charlene Tan, 2008-01-01 This book presents a comprehensive well structured and enlightening survey of the problem of indoctrination as manifested in scientific moral religious and social fields within the context of an intellectual milieu that prides itself in being liberal and democratic In the craft of intellectual midwifery which she masters Professor Tan has but one prescription constant reflection but not of the solipsistic or sterile kind Rather she advocates fearless questioning within the bounds of a community of learning which is what schools should ideally be wherein we all recognise ourselves to be at once students and teachers Professor Alejo Jos G Sison Rafael Escol Chair of Professional Ethics University of Navarra Pamplona Spain

Global Values Education Joseph Zajda, Holger Daun, 2009-08-11 Global Values Education Teaching Democracy and Peace which is the seventh volume in the 12 volume book series Globalisation Comparative Education and Policy Research presents scholarly research on major discourses in values education globally It provides an easily accessible practical yet scholarly source of information about the international concern in the field of globalisation and comparative education Above all the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture It is a sourcebook of ideas for researchers practitioners and policy makers in values education multiculturalism and moral education It offers a timely overview of current issues affecting values education comparative education and education policy research in the global culture It provides directions in values education and policy research relevant to transformational educational reforms in the twenty first century see also Zajda Rust 2009 This book critically examines the overall interplay between values education globalisation

dominant ideologies and implications for policy research see also Apple 2004 It draws upon recent studies in the areas of globalisation equity social justice and the role of the State Zajda Biraimah Gaudelli 2008 It explores conceptual frameworks and methodological approaches applicable in the research covering values education globalisation equity and multicultural education Various book chapters critique the dominant discourses and debates pertaining to values education multiculturalism and relevant comparative education discourses *Citizenship Pedagogies in Asia and the Pacific* Kerry J Kennedy, Wing On Lee, David L Grossman, 2012-02-28 How are students in Asia and the Pacific taught to be effective citizens Following two successful volumes previously published in this series *Citizenship Education in Asia and the Pacific Concepts and Issues* and *Citizenship Curriculum in Asia and the Pacific* this volume focuses on citizenship pedagogies that are promoted by governments in the region advocated by scholars and adapted in the schools and classrooms where citizenship education takes place every day Thirteen case studies from diverse societies in Asia and the Pacific highlight the ways in which teachers and students think about experience or plan for citizenship teaching and learning Different methods vignettes student surveys case studies and literature reviews are used to portray these experiences from both macro and micro analytic perspectives The wide array of case studies provides rich information and insights into the realities and possibilities of pedagogies for citizenship across the region

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exponential no matter what the base a function of the form $f(x) = b^x$ always goes through the point $(1, b)$ and $(0, 1)$ base

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intercepts of the circle $x^2 + y^2 = 1$ and $x^2 + y^2 = 7$ 10 factor $x^3 - 8$ $x^2 - 2x + 4$

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the index of a square root if no index is written it is implied to be 2 because it is the square root perfect square a number

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