

Education Reform in Societies in Transition

International Perspectives

Jaya Earnest and David Treagust (Eds.)



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Education Reform In Societies In Transition International Perspectives

Dominik Meier, Christian Blum



Education Reform In Societies In Transition International Perspectives:

Education Reform in Societies in Transition Jaya Earnest, David F. Treagust, 2006 Framed against the background of educational change this book proposes to examine the relationship between curriculum change teacher professional development policy reform and the processes of educational change The main aims of the book are to 1 focus on educational changes and reconstruction in transitional societies that have undergone political economic and social change in the past two decades 2 provide a forum for the dissemination of research on education reconstruction and reform in transitional societies 3 disseminate ideas that enhance both the practical and theoretical aspects of educational changes in these societies 4 further knowledge and understanding of emerging trends and issues in education in these societies 5 reflect the realities of educational scenarios in each transitional society The book presents an in depth exploration of educational reconstruction in 15 transitional societies In each chapter the authors have provided an overview of educational processes in the country a distillation of education change or reform and or reconstruction in each transitional society Collectively the chapters in the book have attempted to contribute to a better understanding of the educational system in respective countries by identifying the challenges and obstacles the policy implications the teacher professional development needs and curriculum reform efforts

Education Reform in Societies in Transition ,2006-01-01 Framed against the background of educational change this book proposes to examine the relationship between curriculum change teacher professional development policy reform and the processes of educational change The main aims of the book are to 1 focus on educational changes and reconstruction in transitional societies that have undergone political economic and social change in the past two decades 2 provide a forum for the dissemination of research on education reconstruction and reform in transitional societies 3 disseminate ideas that enhance both the practical and theoretical aspects of educational changes in these societies 4 further knowledge and understanding of emerging trends and issues in education in these societies 5 reflect the realities of educational scenarios in each transitional society The book presents an in depth exploration of educational reconstruction in 15 transitional societies In each chapter the authors have provided an overview of educational processes in the country a distillation of education change or reform and or reconstruction in each transitional society Collectively the chapters in the book have attempted to contribute to a better understanding of the educational system in respective countries by identifying the challenges and obstacles the policy implications the teacher professional development needs and curriculum reform efforts

JSPR Vol 34-N3 Journal of School Public Relations,2013-12-19 The Journal of School Public Relations is a quarterly publication providing research analysis case studies and descriptions of best practices in six critical areas of school administration public relations school and community relations community education communication conflict management resolution and human resources management Practitioners policymakers consultants and professors rely on the Journal for cutting edge ideas and current knowledge Articles are a blend of research and practice addressing contemporary issues ranging from passing bond

referenda to building support for school programs to integrating modern information

Reforming Education in Developing Countries Izhar Oplatka, 2018-11-12 Underpinned in the stream of thought named communitarianism

Reforming Education in Developing Countries argues that developing countries need educational reforms that are tightly entwined into their cultural social and organizational contexts It questions the applicability of neoliberal reforms in developing societies through an analysis of the main elements of neoliberalism in education It highlights the critical role of the community and suggests new and alternative lines of thought for the practice of reform initiation and implementation in developing countries The book criticizes major neoliberal ideas in education illuminates the distinctions between current neoliberal reforms and the characteristics of traditional societies analyzes major educational ideologies in the developed world and emphasizes the key role of local communities in this world It proposes a dynamic model of reforming education in these countries that includes three major phases and integrates both modern and traditional indigenous educational purposes and values Evocative ponderings are outlined throughout the book to promote critical thinking and reframing of educators views towards educational reform and change This book will be of great interest to researchers and students in the fields of educational leadership educational policy educational change comparative education political science and sociology It will also appeal to educators supervisors and policymakers JSL Vol 27-N1 JOURNAL OF SCHOOL

LEADERSHIP, 2017-05-05 The journal is focused on articles on administrative leadership in schools and school districts and also in articles that inquire about teacher student parent and community leadership

The Routledge Encyclopedia of Modern Asian Educators Shin'ichi Suzuki, Gary McCulloch, Mingyuan Gu, Parimala V. Rao, Ji-Yeon Hong, 2021-06-29 This handbook is a unique and major resource on modern educators of Asia and their contribution to Asian educational development through the 19th and 20th centuries when modernization started in Asia In one comprehensive volume this handbook covers a selection of modern educators from East Asia South Asia and Southeast Asia and their contributions to the development of modern education practically and theoretically The diversity of cultures and religion as well as the multilingualistic and ethnic context have made Asian modernization unique and complex Educational modernization in Asia reflected this historical context in many ways and resulted in the diverse forms of learning teaching institutions and administration Modern Asian educators compiled in this handbook represent various fields of Asian society not only educational but cultural and social fields like academia politics economics religion literature theatre fine arts and civic genres including the media Through this Handbook readers may discover the individual modern educators male and female and their contributions to Asian educational modernization All of them were committed to the cause of education for children youth adults and in particular women In addition this volume has an extraordinarily rich subject index which can be an excellent guide and introduction to information touching divergent dynamics of educational developments in modern Asia This insightful volume is perfect for students and researchers working on history of education comparative education and

educational development particularly for those interested in Asian contexts *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 *Quality and Change in Teacher Education* John Chi-kin Lee, Christopher Day, 2016-02-25 How teachers may be better educated for a changing global world is a challenge that faces many systems of education worldwide This book addresses key issues of quality and change in teacher education in the context of the new public management achievement agendas which are permeating teacher education structures cultures and programmes and the work of teacher educators internationally Graduate schools of education in the United States and the UK for example are making fundamental changes in the structures courses programs and faculties that prepare beginning teachers each year Drawing upon examples from the United States United Kingdom China Hong Kong Australia and elsewhere its authors provide a unique critical overview of emerging themes and challenges of raising the quality of teaching and the quality of student learning outcomes They suggest possible ways forward for teachers teacher educators researchers and policy makers as they seek to raise the quality of teaching and student outcomes whilst sustaining their moral purposes and values of equity inclusion and social justice Taken together the chapters contain informed critical discussions of normal education and teacher education of professional standards 4 2 1 post degree training PGDE versus BEd integration of subject specializations and professional education Each one provides new visions of the teacher as a professional and to cultivate high quality teachers in the West and the Greater China region For all those interested in issues of quality change and forward movement in teacher education in contexts of policy led reform this is a must read

Citizenship Education in Conflict-Affected Areas Bassel Akar, 2019-05-02 Citizenship Education in Conflict Affected Areas examines the practices of learning and teaching citizenship in Lebanon and explores the implications of the research findings for those working in other sites affected by conflict Bassel Akar analyses rich empirical data such as semi structured interviews with teachers and open ended survey packs with children in classrooms which reveal conflicts in notions of citizenship and pedagogical approaches These in depth explorations of classroom learning and teaching show the hidden and subtle factors that often subvert intentions to promote social cohesion and active citizenship through education Examining how individual conceptualizations of citizenship influence approaches to learning and teaching and vice versa the author argues that learning citizenship in schools can undermine aims of democratic participation dialogue and critical thinking He concludes and considers why classroom learning of civic education in Lebanon can actually be more harmful than beneficial Offering new insights for educators and policy makers working beyond the Lebanese context Citizenship Education in Conflict Affected Areas is a valuable addition to the research in this growing field The Bloomsbury Handbook of Theory in Comparative and International Education Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education CIE The chapters focus

in depth on specific theoretical perspectives and seek to elucidate the histories assumptions and recent developments of these theories The chapters also situate the theories within CIE include specific case studies of theoretical application and outline suggestions for further reading Written by leading scholars from around the world this is must have reference work for anyone teaching researching studying or working in CIE The handbook includes chapters on a diverse collection of theories including but not limited to Structural functionalism Colonialism Imperialism Marxism Human Capital Theory Dependency World Systems Theory Post Colonialism Post Socialism Post Foundationalism Neo liberalism Neo Institutionalism Neo Marxism Policy Borrowing and Lending Peace Theories Human Rights Constructivism Racism Gender Queer Theory Social Network Theory Capabilities Theory and Cultural Political Economy *The Rise of External Actors in Education* Christopher Lubienski,Miri Yemini,Claire Maxwell,2022-06-28 Increasingly it is not just the state that determines the content delivery and governance of education The influence of external actors has been growing but the boundaries between internal and external have become blurred and their partnerships have become more complex This book considers how schooling systems are being influenced by the rise of external actors including private companies non governmental organisations parent organisations philanthropies and international assessment frameworks It explores how the public private and third sectors are becoming increasingly intertwined Introducing new theoretical frameworks it examines diverse sites including Cambodia Israel Poland Chile Australia Brazil and the United States to study the role of policies institutions and contextual factors shaping the changing relationships between those seeking to influence schooling **Language, Capital, Culture** ,2007-01-01 Singapore has been taken by many researchers as a fascinating living language policy and planning laboratory Language and education policy in Singapore has been pivotal not only to the establishment and growth of schooling but to the very project of nation building Since their inception mother tongue policies have been established with two explicit goals Firstly there is the development and training of human and intellectual capital for the expansion and networking of a Singaporean service and information economy Secondly there is the maintenance of cultural heritage and values as a means for social cohesion and indeed the maintenance of community and regional social capital These tasks have been fraught with tension and contradiction both in relation to the conditions of rapid cultural economic and political change in Asia and globally but as well because of the tensions between the so called world language English and Singapore s three other official languages Tamil Malay and Mandarin This has been complicated of course by the challenges of vibrant regional dialects and the emergence of Singlish as a powerful medium of community life **Meaning-Centered Education** Olga Kovbasyuk,Patrick Blessinger,2013-04-12 In a time of globally changing environments and economic challenges many institutions of higher education are attempting to reform by promoting standardization approaches Meaning Centered Education explores the counter tide for an alternative vision of education where students and instructors engage in open meaning making processes and self organizing educational practices In one contributed volume Meaning Centered Education

provides a comprehensive introduction to current scholarship and pedagogical practice on meaning centered education International contributors explore how modern educational scholars and practitioners all around the world are implementing a comprehensive framework that supports meaning making in a classroom This edited collection is a valuable resource for higher education faculty and scholars interested in renewing the deep purposes of higher education [The Globalisation of School Choice?](#) Martin Forsey, Scott Davies, Geoffrey Walford, 2008-05-12 Which school should I choose for my child For many parents this question is one of the most important of their lives School choice is a slogan being voiced around the globe conjuring images of a marketplace with an abundance of educational options Those promoting educational choice also promise equality social advantage autonomy and self expression to families But what does this globalisation of school choice actually look like on the ground This collection brings together educationalists anthropologists and sociologists who use a rich array of empirical data to understand the complex realities of school choice across a range of political and social settings in Argentina Australia Canada China England India Israel Japan Singapore Tanzania and the United States Together they show that while the language of school choice has spread globally it has done so unevenly across and within nations and is always interpreted through local social and historical contexts Neo liberal policy initiatives are re shaping education systems in many nations but in complex and varied ways This collection shows that rather than eliminating equity concerns they re embed them within new frameworks of choice and accountability This is an important book for those interested in comparative education as well as the sociology and politics of schooling **Power and its Logic** Dominik Meier, Christian Blum, 2019-07-08 Power is the essence of politics Whoever seeks to understand and master it must understand its logic Drawing on two decades of international experience in political consulting Dominik Meier and Christian Blum give profound and honest insights into the inner workings of power Introducing their Power Leadership Approach the authors provide a conceptual analysis of power and present the tools to successfully exercise it in the political domain Power and its Logic is a guidebook for politicians business leaders civil society pioneers public affairs consultants and for every citizen who wants to understand the unwritten rules of politics **Contemporary Qualitative Research** Peter Charles Taylor, John Wallace, 2007-07-26 This volume offers a unique set of research exemplars for science mathematics and technology educators The volume explores the important challenge of how to translate leading edge methodologies into practical research strategies and techniques The book is divided into three major sections The Golden Age of Research Meeting the Research Crises and A New Era of Research with chapters exploring a variety of methodologies and representational forms and texts These include historical narrative literary phenomenological autobiographical virtual and performance texts among others Qualitative Research in Postmodern Times is an exciting and accessible book that will be essential reading for science mathematics and technology educators interested in new forms of educational research Beginning researchers will find it practically helpful in planning and conducting their research studies while experienced researchers will welcome new

theoretical insights into postmodern methodologies Building Research Capacity at Universities Maia Chankseliani,Igor Fedyukin,Isak Frumin,2022-10-11 This edited volume represents a collective contribution to the current debates on developing university research capacity The chapters in this volume offer empirical case studies from post Soviet countries which share a common history common policies and practices of higher education These commonalities make the regional focus meaningful and analytically valid At the same time the case studies demonstrate divergence from the shared Soviet tradition and offer historical sociological and political analyses of how and in what ways universities in former Soviet countries internalised their research mission and developed the capacity to carry out this mission This volume is the first of its kind to examine national and institutional resources political will and individual agency to understand how these influenced universities motivation expertise and opportunities of undertaking research since the early 1990s and how universities changed their structures and practices under these influences The book will appeal to students and scholars in the fields of education sociology political science and economics Local Contextual Influences on Teaching Esther Boucher-Yip,Patrick Ng,2014-10-16 This volume is a collection of personal narratives and research findings by English language ESL EFL teachers who found themselves in one way or another teaching in various contexts all over the world The central theme throughout these narratives is how contextual factors played a role in their approach to language teaching in different ways The contributors reflect on their practices and provide an engaging discussion about how they deal with curriculum and classroom organization issues within the local context Readers can expect to learn and understand how ESL EFL teachers in this volume exercise their agency in teaching in a language classroom These teachers through their own unique stories and research findings reflect on how they responded to local contextual factors such as the learning culture national and school policies personal beliefs and attitudes towards pedagogy the sociolinguistic context of teaching the school culture and the wider sociopolitical context in which learning and teaching takes place Since the narrative approach has been placed center stage in teacher education as a method and an objective of inquiry the contributors adopt the narrative form to reflect and discuss their instructional practice **A Decade of Research on School Principals** Helene Årlestig,Christopher Day,Olof Johansson,2015-11-13 This book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries Each of these directions has its own particular cultural educational and policy history Taken together the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals and their contributions to the improvement of teaching and the learning and achievement of students The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country This collection is an important addition to existing international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students progress

and achievement and to promote equity and social justice

South Asian Studies ,2012

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