

Sheneka M. Williams Ain A. Grooms



Educational Opportunity Rural Contexts Perspectives

Kronick, Robert F.

Educational Opportunity Rural Contexts Perspectives:

Educational Opportunity in Rural Contexts Sheneka M. Williams, Ain A. Grooms, 2015-11-01 The impetus behind this volume stems from reflections on commemorations of the historic Brown v Board of Education decision Brown turned 60 in May of 2014 and many special issues of peer reviewed journals were dedicated to that anniversary Unlike most special issues and volumes we sought to highlight a smaller part of Brown though no less significant More specifically we thought to develop a volume that focused on rural education in the aftermath of the decision Most of the education policy and education reform literature caters to urban and suburban contexts and very few academic books and journal articles with the exception of research conducted by Craig Amy and Caitlin Howley and the Journal for Research on Rural Education focus on rural education in the US Thus we wanted this volume to focus on the politics of educational opportunity in rural contexts There is a paucity of rigorous research that examines how education policy affects the conditions of rural education More specifically research is scarce in examining the ways in which students in rural schools and districts have access to educational opportunities although approximately one third of all public schools are located in rural areas Avers 2011 Educational opportunity in rural districts has been plaqued by geographic isolation loss of economic bases and lack of capital both financial and political to voice the need for resources To be clear this volume does not present chapters that detail educational opportunity in rural districts and schools from a deficit perspective Instead chapters in this volume offer insight into both micro and macro level policies and practices that shape educational opportunities for students in rural schools and districts As such chapters in this volume investigate the now of educational opportunity for rural students and makes recommendations and suggestions for later Given that we are reminded of James Coleman's 1975 thesis Education is a means to an end and equal opportunity refers to later in life rather than the educational process itself p 28 This book will be organized into two distinct sections. The first section comprised of chapters that examine educational opportunity in rural districts from a micro level perspective is devoted to chapters that broadly examine the implications of state and federal policy on educational opportunity in rural schools and districts The second section which includes case studies of rural districts in the American South Appalachia and the Northeast takes a macro level approach to examining educational opportunity in rural districts Combined chapters throughout the book provide readers with both an overview and a specific snapshot of educational opportunity in rural schools Given the breadth and scope of chapters included in this volume we believe the book adds tremendously to the education policy literature as this vantage point has rarely been included in larger education policy discussions Handbook of Research on Learner-Centered Approaches to Teaching in an Age of Transformational Change Bromer, Billi L., Crawford, Caroline M., 2022-06-24 Institutions of education are in an age of transformational change in which learning has a wider scope of understanding and long term impact than ever before Those involved in teaching and learning require additional training and subject matter support towards developing a broader and

more profoundly complex understanding of the learners affected by evolving sociological events and associated needs More than ever a broader understanding of the learner is needed inclusive of a learner centered approach to both teaching and learner cognitive engagement The Handbook of Research on Learner Centered Approaches to Teaching in an Age of Transformational Change examines the abundant transformational changes that have occurred and provide strategies to understand and address them It draws from a wide range of experts and provides a burgeoning understanding of the effects of these rapidly moving transformational changes that are occurring in the processes of teaching and learning Exploring a wide range of issues such as community engagement scholarship motivation driven assignment design and trauma informed practices this major reference work is an invaluable resource for educators of K 12 and higher education educational faculty and administration pre service teachers government officials non profit organizations sociologists libraries researchers and academicians Connected Learning: Origins, Opportunities, and Perspectives of Contemporary Educational **Design** Henning Schoenenberger, 2024-05-27 This book offers a unique machine generated overview of the current state of research in Connected Learning Networked Learning Digital Badges Micro Credentials and Lifelong Learning The concept of Connected Learning picks up learners where they are and that is no longer just the classroom or seminar room Connected Learning seeks to understand the context of learning and the motivation of learners in order to design a more contemporary and effective learning experience Central to this is the understanding that Connected Learning is collaborative and takes place in peer to peer networks that it is based on participation problem orientation and application and that the more personalised the learning the more interested learners are This volume condenses and synthesizes research from a large variety of English language articles into a concise vet comprehensive overview Readers will benefit from the selection and synthesis of articles that allow them to get a quick understanding of the research area while also being able to click through to the original sources to dive deeper into any particular topic This volume is a key source of information and insight for those interested in the current research as well as serving as an inspiring starting point for their own research

Decolonizing Epistemologies and Worldviews in Education Michael Kariwo, Chouaib El Bouhali, 2025-06-20 This edited volume examines the decolonization of worldviews and ways of knowing in education and educational policy It critically challenges the Western interpretation of epistemology and ontology providing a platform for contributors to demonstrate how concepts of decolonization knowledge and worldviews are understood as well as the impact of these understandings in creation of policies and practices in education and pedagogy It also offers insight into related themes on student resilience English language the internationalization of western knowledge indigenous paradigms and curriculum transformation Chapter authors present new understandings of decolonizing knowledge and diversity analysis of non Western and indigenous epistemologies and worldviews and examples of implementation of equity in policy and education through case studies Creating and initiating a platform for wider debate it will ultimately appeal to scholars researchers policy makers and

educational leaders concerned with decolonizing education and policy in North America and beyond and with interests in indigenous education decolonizing education sociology of education and philosophy of education Perspectives on Multigrade Teaching Linley Cornish, Matshidiso Joyce Taole, 2021-10-25 This book contains the results of research projects carried out in relation to multigrade teaching in Australia and South Africa Research in multigrade contexts is not commonly reported and rarely in book form The research results have implications for multigrade teachers government education personnel and university teacher educators. The book also contains chapters with practical advice for multigrade teachers including examples of multigrade teaching used in an Australian seven grade class kindergarten to grade 6 Other chapters contain suggestions for practical strategies a multigrade teacher can use to reduce the workload involved in planning for multiple grades Very little is published in the area of multigrade teaching yet the number of multigrade schools worldwide is huge Developed countries still have a significant proportion of multigrade schools commonly one fifth to one third of all primary schools or classes Despite decades of centralisation of schools and expansion of transport networks the number of these schools remains high mostly in rural areas Developing countries established multigrade schools in rural areas in order to achieve the UN Millennium Development Goal of Universal Primary Education Yet specific training to teach a multigrade class remains virtually non existent in initial teacher education programs worldwide The value of this book is thus to report specific research carried out in multigrade contexts but also to provide practical help for multigrade teachers This help is needed as the teachers strive to achieve the UN Sustainable Development Goal of a quality education through helping their students develop the skills and behaviours required for 21st century learning Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries Ngulube, Patrick, 2016-09-12 There has been a growth in the use acceptance and popularity of indigenous knowledge High rates of poverty and a widening economic divide is threatening the accessibility to western scientific knowledge in the developing world where many indigenous people live Consequently indigenous knowledge has become a potential source for sustainable development in the developing world The Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries presents interdisciplinary research on knowledge management sharing and transfer among indigenous communities Providing a unique perspective on alternative knowledge systems this publication is a critical resource for sociologists anthropologists researchers and graduate level students in a variety of fields JSL Vol 24-N3 JOURNAL OF SCHOOL LEADERSHIP, 2014-05-22 The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting edge research from a wide variety of theoretical perspectives and methodological orientations The editorial team is particularly interested in working with international authors authors from traditionally marginalized populations and in work that is relevant to practitioners around the world Growing numbers of educators and professors look to the six bimonthly issues to deal with problems directly

related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement **Understanding EAP Learners' Beliefs about Language Learning from a Socio-cultural Perspective** Chili Li,2021-02-09 This book focuses on the dynamic nature of EAP English for academic purposes learners beliefs about language learning in their shift from an EFL English as a foreign language environment to an EMI English as the medium of instruction setting in mainland China It adopts a mixed method paradigm whose quantitative part aims to capture the general dynamic feature of the selected student population while its qualitative part attempts to unveil the process of change in beliefs about language learning among the sample It is hypothesized that the change in their beliefs about language learning is the result of the interplay between the learners agency and the mediation of the contextual realities at the institutional and social levels **Resources in Education** ,2000-04 Perspectives on Community Schools and the Engaged University Kronick, Robert F., 2019-08-23 University involvement within their communities and the promotion of engaged scholarship is essential for the success of the learning institution as well as for providing students with opportunities to interact with various leadership roles and hands on interactions with the communities themselves Community schools employ strategic partnerships to expand the boundaries of school improvements and to increase the direct benefits gained by the community Emerging Perspectives on Community Schools and the Engaged University is an essential research publication that explores the importance of civic engagement in various school settings but especially in higher education settings Featuring a wide range of topics such as service learning charter schools and democracy this book is ideal for community organizers superintendents directors provosts chancellors education practitioners academicians administrators researchers and education policymakers Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy Bozkurt, Aras, 2021-06-04 The COVID 19 pandemic caused educational institutions to close for the safety of students and staff and to aid in prevention measures around the world to slow the spread of the outbreak Closures of schools and the interruption of education affected billions of enrolled students of all ages leading to nearly the entire student population to be impacted by these measures Consequently this changed the educational landscape Emergency remote education ERE was put into practice to ensure the continuity of education and caused the need to reinterpret pedagogical approaches The crisis revealed flaws within our education systems and exemplified how unprepared schools were for the educational crisis both in K 12 and higher education contexts These shortcomings require further research on education and emerging pedagogies for the future The Handbook of Research on Emerging Pedagogies for the Future of Education Trauma Informed Care and Pandemic Pedagogy evaluates the interruption of education reports best practices identifies the strengths and weaknesses of educational systems and provides a base for emerging pedagogies The book provides an overview of education in the new normal by distilling lessons learned and extracting the knowledge and experience gained through the COVID 19 global crisis to better envision the emerging

pedagogies for the future of education The chapters cover various subjects that include mathematics English science and medical education and span all schooling levels from preschool to higher education The target audience of this book will be composed of professionals researchers instructional designers decision makers institutions and most importantly main actors from the educational landscape interested in interpreting the emerging pedagogies and future of education due to the Transforming the Future of Learning with Educational Research Askell-Williams, Helen, 2015-01-31 The field of education is a vital component of today's society enriching and facilitating the attainment of new knowledge Progress continues to be achieved in this area as new methods are envisioned that increase education s value Transforming the Future of Learning with Educational Research brings together diverse perspectives that underscore the importance of research practices toward the enrichment of teaching Highlighting themes of learning diversity education communities and student wellbeing this book is an essential reference source for teacher educators researchers teaching practitioners and professionals interested in the value of research within the field of education The SAGE Encyclopedia of **Out-of-School Learning** Kylie Peppler, 2017-04-11 The SAGE Encyclopedia of Out of School Learning documents what the best research has revealed about out of school learning what facilitates or hampers it where it takes place most effectively how we can encourage it to develop talents and strengthen communities and why it matters Key features include Approximately 260 articles organized A to Z in 2 volumes available in a choice of electronic or print formats Signed articles specially commissioned for this work and authored by key figures in the field conclude with Cross References and Further Readings to guide students to the next step in a research journey Reader's Guide groups related articles within broad thematic areas to make it easy for readers to spot additional relevant articles at a glance Detailed Index the Reader's Guide and Cross References combine for search and browse in the electronic version Resource Guide points to classic books journals and web sites including those of key associations Federalism and Education Kenneth K. Wong. Felix Knüpling, Mario Kölling, 2018-04-01 Federalism has played a central role in charting educational progress in many countries With an evolving balance between centralization and decentralization federalism is designed to promote accountability standards without tempering regional and local preferences Federalism facilitates negotiations both vertically between the central authority and local entities as well as horizontally among diverse interests Innovative educational practices are often validated by a few local entities prior to scaling up to the national level Because of the division of revenue sources between central authority and decentralized entities federalism encourages a certain degree of fiscal competition at the local and regional level The balance of centralization and decentralization also varies across institutional and policy domains such as the legislative framework for education drafting of curricula benchmarking for accountability accreditation teacher training and administrative responsibilities at the primary secondary and tertiary levels Given these critical issues in federalism and education this volume examines ongoing challenges and policy strategies in ten countries namely Australia Austria Belgium

Canada Germany Italy Spain Switzerland United Kingdom and the United States These chapters and the introductory overview aim to examine how countries with federal systems of government design govern finance and assure quality in their educational systems spanning from early childhood to secondary school graduation Particular attention is given to functional division between governmental layers of the federal system as well as mechanisms of intergovernmental cooperation both vertically and horizontally The chapters aim to draw out comparative lessons and experiences in an area of great importance to not only federal countries but also countries that are emerging toward a federal system **Living with Vulnerabilities** and Opportunities in a Migration Context Guanglun Michael Mu, Yang Hu, 2016-11-25 The book grapples with social inequality inclusivity and diversity through the discussions of wellbeing wellbecoming and resilience of floating children and left behind children It invites families schools communities social organisations and governments to rethink and recognise the qualities of left behind children and floating children The book will be of interest to research students sociologists of education educational studies scholars social workers school professionals and policy makers in and beyond China The past two decades have seen exponential growth of urbanisation and migration in China Emerging from this growth are a myriad population of floating children and left behind children and the ever greater social spatial interpenetration that places these children at risk of undesirable wellbeing The living and schooling of these children are fraught with potholes and distractions in the context of migration and urbanisation Extant work often treats floating children and left behind children as two discrete populations and comes to grips with their wellbeing separately The deficit model and the do gooder approach have prevailed for a long time intending to fix the problems and correct the abnormalities associated with these children This book differs however in its efforts to blur the dichotomy between floating children and left behind children in its transformative view and strength based approach that recast vulnerabilities into opportunities and in its focus on the nurture of enabling ecologies instead of the nature of individual inferiorities Cases Integrating Ethnography and Evaluation Melissa Rae Goodnight, Rodney Hopson, 2025-09-25 This edited collection examines the connections between ethnography and evaluation in educational spaces wrestling with pressing justice and equity issues in today s societies within the USA Inclusive Pedagogical Practices Amidst a Global Pandemic Lawrence Meda, Jonathan Chitiyo, 2022-09-23 This book addresses the current issues of inclusive education during the time of the global pandemic of COVID 19 It offers inclusive pedagogical strategies and approaches for teachers and instructors to cater for the diverse learning needs of children in the midst of the pandemic The work explores different ways in which students in different contexts across the globe are being accommodated and shows how inclusion is being implemented It draws on a range of theoretical frameworks and research projects to provide multiple perspectives on inclusive pedagogical practices **Teaching Psychology around the World Grant J.** Rich, Liesel Ebersöhn, Jacqui Taylor, Shirley Morrissey, Alfredo Padilla-López, 2020-02-18 This volume serves as a handbook for psychology professors around the globe who aim to internationalize and diversify their courses and curricula and who seek

innovative ideas to enrich their teaching The work provides an overview of psychology s globalization and offers a broad range of suggestions for psychology instructors aiming to internationalize their undergraduate and graduate courses Topics covered here include practical tips to diversify specific courses such as abnormal psychology lifespan development and psychotherapy and innovative methods of assessment of student learning Additionally a number of chapters focus on describing the training of psychologists and the history and future of psychology education in various nations and regions Co edited by five distinguished international academics the thirty five chapters represent each major geographic region of the world with authors based in nations in Africa Asia Australia and New Zealand Europe Latin America the Middle East and North America Instructors of cross cultural cultural and international psychology and of multicultural education will be especially interested in the book as will program evaluators policy makers and university administrators

Entrepreneurship - Digital Transformation, Education, Opportunities and Challenges, 2025-01-29 Digital transformation and artificial intelligence play an important role in entrepreneurship This book adopts a multidisciplinary approach to entrepreneurship exploring how entrepreneurial processes contribute to developing new products and services and innovative business models Recent shifts in business models focus on digital transformation and well being Entrepreneurship is evolving with innovative approaches and artificial intelligence is revolutionizing marketing strategies and market engagement This volume presents a comprehensive overview of entrepreneurship digital transformation and entrepreneurial education It is designed for entrepreneurs researchers teachers students and anyone interested in Handbook of Research on Inequities in Online Education During Global Crises understanding and leveraging these trends Kyei-Blankson, Lydia, Blankson, Joseph, Ntuli, Esther, 2021-05-07 In response to the COVID 19 pandemic many educational institutions implemented social distancing interventions such as initiating closure developing plans for employees to work remotely and transitioning teaching and learning from face to face classrooms to online environments The abrupt switch to online teaching and learning for the most part has been a massive change for administration faculty and students at traditional brick and mortar universities and colleges as concerns regarding the pedagogical soundness of this mode of delivery remain among some stakeholders Not only that but the switch has also revealed the inequities in the system when it comes to the types of students universities serve It is important as institutions move forward with online instruction that consideration be made about all students and what policies and strategies need to be put into place to help support and meet the needs of all constituents now or when unprecedented situations arise The only way this can be done is by documenting the experiences through the eyes of faculty who were at the frontline of providing instruction and advising services to students The Handbook of Research on Inequities in Online Education During Global Crises brings to light the struggles faculty and students faced as they were required to switch to online education during the global COVID 19 health crisis This crisis has revealed inequities in the educational system as well as the specific effects of inequities when it comes to learning

online and the chapters in this book provide information to help institutions be better prepared for online education or remote learning in the future While highlighting topics such as new educational trends remote instruction diversity in education and teaching and learning in a pandemic this book is ideal for in service and preservice teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in the inequalities within the educational systems and the new policies and strategies put in place with online education to combat these issues and support the needs of all diverse student populations

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