

Immersion Education International Perspectives Cambridge Applied Linguistics

Peace Education Changing Perspectives on International Education International Perspectives on Education Comparative International Perspectives on Education and Social Change in Developing Countries and Indigenous Peoples in Developed Countries International Perspectives on Leadership in Higher Education Contesting and Constructing International Perspectives in Global Education International Perspectives on the Role of Technology in Humanizing Higher Education University Teaching Global Perspectives on Teaching with Technology A Framework for Understanding International Perspectives on Education Children's Rights from International Educational Perspectives Education in Transition Global Perspectives on Recruiting International Students Education, Society, and Development Improving Schools and Educational Systems Elementary Education Learning in the Global Era International Perspectives International Perspectives in Educational Effectiveness Research International Perspectives of Distance Learning in Higher Education Monisha Bajaj Patrick O'Meara Meng Huat Chau Gaëtane Jean-Marie Jill Jameson R. Reynolds Enakshi Sengupta James J. F. Forest Agnes Chigona Alexander W. Wiseman Jenna Gillett-Swan Rosarii Griffin Belal Shneikat Jandhyala B. G. Tilak Alma Harris Erik Jon Byker Marcelo Suarez-Orozco James Hall Joi L. Moore

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Global Era International Perspectives International Perspectives in Educational Effectiveness Research International Perspectives of Distance Learning in Higher Education *Monisha Bajaj Patrick O'Meara Meng Huat Chau Gaëtane Jean-Marie Jill Jameson R. Reynolds Enakshi Sengupta James J. F. Forest Agnes Chigona Alexander W. Wiseman Jenna Gillett-Swan Rosarii Griffin Belal Shneikat Jandhyala B. G. Tilak Alma Harris Erik Jon Byker Marcelo Suarez-Orozco James Hall Joi L. Moore*

honorable mention 2017 prose award education practice bringing together the voices of scholars and practitioners on challenges and possibilities of implementing peace education in diverse global sites this book addresses key questions for students seeking to deepen their understanding of the field the book not only highlights ground breaking and rich qualitative studies from around the globe but also analyses the limits and possibilities of peace education in diverse contexts of conflict and post conflict societies contributing authors address how educators and learners can make meaning of international peace education efforts how various forms of peace and violence interact in and around schools and how the field of peace education has evolved and grown over the past four decades

more than 40 years ago recognizing that higher education would have to take responsibility for educating americans about other world cultures and societies congress passed the national defense education act later known as the higher education act title vi of this act has provided extensive support for foreign languages and area studies development in the nation s universities and colleges as a result millions of americans have been able to acquire knowledge about other parts of the world today there are new issues demands and perspectives americans are more likely than ever to encounter different cultures business practices histories ideologies and ways of life in addition the united states is increasingly called upon to intervene or mediate in regional and local crises far beyond its borders u s educational institutions must continue to help citizens to have informed opinions about complex international problems changing perspectives on international education is designed to be used by administrators and planners in u s education it covers the field of international studies as it has developed in the united states from its beginnings and accomplishments under title vi to the current paradigmatic shifts taking place in research teaching and outreach a major section is devoted to internationalizing the curriculum of k 12 schools it concludes with a look at future trends and how they may affect international scholarship and training in the new century it also provides an extensive bibliography of international resources

international perspectives on education draws on the knowledge and experience of a distinguished team of international educationists including Howard Gardner and Kristján Kristjánsson. Each chapter can be accessed as a resource on a specific topic but the chapters are also grouped into three sections to provide an invaluable source of thinking and knowledge from leading thinkers and practitioners in their fields: perspectives on education supporting the learning process and teachers and professional development; the prevailing view by all contributors is that the learning experience and environment should not only be stimulating and intellectually interesting but also socially inclusive and fulfilling with a need to develop learners' potential and personality around a set of good values. All this lies at the heart of quality education and stimulates a new debate in support of the humanisation of education rather than the de-humanisation that we have seen in recent times with attempts to tie its products and processes more closely with models generated in the world of commerce. This collection reflects the development of education within an international context of trends, good practices and experience. It is aimed at those who have an interest in education as an academic area of study, undergraduate students and lecturers, higher degree students and those involved in or training for the teaching profession and those who are concerned with the management and governance of education.

This book explores efforts to democratize educational access and build capacity in developing countries and among indigenous peoples in developed countries. It highlights research and collaborations aimed at addressing social inequities through education in places like Kenya, Haiti and among the Maori.

There is an increasing pressure for leading universities to perform well in competitive global and national ranking systems. International perspectives on leadership in higher education studies the complexity involved in the development and upkeep of good higher education provision without taking anything about leadership, management, governance, administration, authority or power for granted. This book draws together international case studies relating to specific instances of leadership to analyse how they relate to critical thinking and global challenges in higher education using a selection of global case studies. This book explores the extent to which critical thinking on global challenges is employed by higher education leaders, the potential for an increase in the role of critical thinking in leadership, the creative potential for critical leadership thinking to transform institutions and communities, the essential attributes of critical thinking, namely cognitive, affective and social dimensions, and the possibility for critical thinking to contribute to the global public common good by encouraging enhanced research, teaching and public service.

excellence responding to the ever increasing demands of the higher education climate international perspectives on leadership in higher education is a vital resource for anyone occupying leadership positions in higher education institutions and any researchers or students looking to explore the landscape of critical thinking

this volume addresses the need for an international perspective on global education and provides alternate voices to the theme of global education the editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion following the lead of the internationally acknowledged authors from north america europe africa australia and asia perspectives were provided on a wide variety of contexts including tertiary education and teacher education various pedagogies for global education including digital pedagogies and curriculum development at school tertiary and community levels contesting and constructing international perspectives in global education explores the tensions inherent in discussions of global education from a number of facets including spatial pedagogical temporal social and cultural and provides critical descriptive and values laden interpretations the book is divided into five sections temporal and spatial views of global education telling national stories of global education empowering citizens for global education deconstructing global education and transforming curricula for global education it is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo liberal and less internationally confident time

by highlighting the use of emerging technologies in pedagogy and drawing on real life case studies the authors in this volume address the ongoing debate that technology brings a positive effect on education and beyond they demonstrate how technology continues to fulfil the challenges of creating a more democratic educational environment

originally published in 1998 university teaching looks at the world of university and college teaching in the study of higher education providing a broad perspective it examines preparation assessment and reward from cross cultural perspectives and explores the cultural and social influences that affect these dimensions the book provides a considerable richness in diversity of topics and authors and provokes the reader to observe the many commonalities in the thinking and approaches towards college teaching that pervade the higher education systems worldwide

global perspectives on teaching with technology presents a wealth of current research on how teacher education and training programs around the world are preparing teachers to integrate and apply learning technologies across subjects grade levels and regions digital tools are more integral than ever to an accessible and well rounded education although their rapid evolution and proliferation necessitate new guidance into their effective integration and intended outcomes this book provides graduate students faculty and researchers of teacher education as well as trainers of in service teachers with field tested frameworks evidence based theories and models and real world examples of the complexities and affordances of teaching with technology internationally sourced to reflect today s richly diverse and globalized learner populations the case studies collected here offer fresh approaches for teacher educators and a springboard for education researchers studying how practitioners can thrive in their classrooms and foster equity among students chapter 16 of this book is freely available as a downloadable open access pdf at taylorfrancis com under a creative commons attribution non commercial no derivatives cc by nc nd 4 0 license

international perspectives on education have existed since the first world travelers brought stories back from their travels abroad but the ways these perspectives are presented and understood varies as much as the cultures and communities themselves this introduction to international perspectives on education provides a framework which relies on conceptual comparative problematized and cultural understandings of education both within and across educational systems worldwide conceptually international perspectives on education are framed by the dual elements of both globalization and contextualization within this broad framework comparative perspectives of education worldwide are characterized by assumptions about educational access accountability and achievement problematizing international perspectives on education requires recognition that many if not most perspectives fall along a sliding scale from acceptance of to resistance against the mass education model which has become ubiquitous worldwide likewise cultural understandings of education from international perspectives address both the culture embedded in local and native communities but also a culture that has become endemic to the institution of education itself this introduction to international perspectives on education concludes with a discussion of the possible futures for the international comparative study of education and how topics and trends are both varied in their topics but limited in their scope for complete volume see ed567040

this book critically examines contemporary educational practices with a children s rights lens through investigating the factors that

contribute to or hinder the realisation of children's rights in and through education in different contexts it discusses how using a rights framework for education furthers the agenda for achieving international educational aims and goals using diverse international examples the book provides a snapshot of the complexity of children's rights and education it draws on the expertise of international research teams from australia england finland italy mexico poland portugal scotland spain sweden switzerland and the united states and highlights wide ranging interpretations of the same mandate across different national contexts beginning with a critical overview of the broader context of children's rights in education the book explores obligations for states and their representatives tensions and convergences in implementation and implications for teaching and learning using underutilised educational and theoretical concepts it contributes to broadening understandings of children's rights education and associated theoretical frameworks despite a human rights framework emphasising the indivisibility interrelatedness and interconnectedness of all rights the right to education article 28 dominates discussions about children's rights and education as such equally important rights including the aims of education article 29 are often less considered or absent from the conversation recognising that children's education rights involve more than just access and provision this book advocates for a much broader understanding of the nuances underpinning children's education related rights chapter 10 is available open access under a creative commons attribution 4.0 international license via link.springer.com

reform and reconstruction of education in places as diverse as chile south africa and the former east germany has highlighted the issue of education in transition in cases such as these there has been a rapid and profound change of political context from autocratic to democratic and theory has been generated relating to this such cases are included here but the aim of this volume is to illustrate the fact that all nations are in some form of transition generated by a range of pressures and factors consequently the contributing chapters are structured within three broad themes with the consideration of such issues as market orientation and gender as well as change arising from physical conflict the resultant book makes a distinctive contribution to the understanding of relationships between policy making for educational provision and the realities of outcomes in practice

although many countries have created effective strategies to recruit more international students due to proven economic and social benefits recruiting international students as a field of research lacks coherence filling this gap this book provides a holistic and comprehensive overview of this emerging research area

it is a collection of forty articles on various aspects of education and provides national and international perspectives explaining relationship between education society and development which also present an exceptional account of the changing perspectives

combining the most effective school improvement projects from around the world within one comprehensive text this book presents an overview of detailed analyses of a wide variety of international initiatives that have given achievable results

elementary education provides the foundation for a learned and literate global citizenry article 26 of the universal declaration of human rights affirms that everyone has the right to education likewise the document states that elementary education should be free compulsory and universally accessible to all children parents leaders and policymakers recognize the importance of education in developing basic skills yet the purpose of education goes beyond just skill building the purpose of education as paulo freire asserts is for emancipation and the development of independent thought and critical awareness education is freedom it is as nelson mandela once declared the most powerful weapon to change the world again elementary education provides the roots for the world and for our future yet each society situates their systems of elementary education based on their society's cultural values economic goals political whims and socio historical context to understand the larger goals of elementary education it is important to have a comparative and international lens which is provided in this new nova science book titled elementary education global perspectives challenges and issues of the 21st century the book is co edited dr erik jon byker and dr akesha horton both editors are long time global educators committed to social justice the purpose of this book is to describe and explain the perspectives challenges and issues related to elementary education in this current twenty first century global age the book's authors and the content of the book's chapters represent several countries across the globe including india indonesia greece mexico the philippines south africa spain and the united states of america the book is organized into three sections 1 context 2 competencies and 3 content the context section examines the historical and current context for elementary education from international perspectives the competencies section focuses on the skills and dispositions necessary for pre service and in service teachers to navigate the contours of elementary education in a global age the content section explores elementary education subject matter largely in the field of science technology engineering and mathematics stem that will continue to eminent throughout the twenty first century elementary education global perspectives challenges and issues of the 21st century is a timely book for internationally minded educators government leaders parents practitioners and policymakers for gaining deeper insight into the critical role of

elementary education in preparing children for our dynamic interconnected and globalized world

in learning in the global era marcelo suárez orozco has integrated a rich harvest of practical wisdom with cutting edge research in cognitive theory to produce an indispensable handbook for all who are grappling with the challenges of education in our rapidly changing world with their interdisciplinary approach and their attention to cultural diversity the essays are a treasure trove of insights and constructive approaches to which educators and policy makers will return again and again mary ann glendon harvard university president pontifical academy of social sciences neither developed nor developing nations have begun to prepare young people for the demands of the global economy nor does schooling anywhere adequately respond to the massive migration of families whose home languages cultures and social structures differ from those in the new host nation besides providing vivid and rigorous accounts of the shifting population patterns employment markets and cultural and political change this fascinating book presents promising educational innovations that put student engagement and the global context for learning at the center no other book so effectively joins emerging research on cognition and learning with the political and economic challenges of globalization martha minow harvard law school and co editor of *engaging cultural differences learning in the global era* is a masterful book each of the essays exquisitely arranged and coordinated by the editor is a memorable example of rigorous interdisciplinary analysis and insight into emerging global issues the range of concerns from nurturing a global consciousness and appreciating the simultaneous cultural patterns that children develop in global cities often through their own migration to the effects of gender specific dilemmas in global classrooms makes this book a compendium for more than understanding a world which challenges many traditional assumptions but reading it does more it makes us mindful of the difficulty and also of the necessary creativity involved in learning and teaching today i am grateful for its lessons and the readers will be too doris sommer harvard university globalization is transforming entire economies and cultures but schools and schooling have not kept pace marcelo suárez orozco has assembled a set of thoughtful and incisive essays by international experts that show how globalization makes it imperative to rethink and reform the education of children in every part of the planet educating citizens in the advanced countries to understand global society and cultural differences increasing access to education in the developing world while teaching new skills finding ways to help immigrants adapt and succeed in their new surroundings all these essential tasks are addressed in this important book john h coatsworth columbia university how should this generation of youth the largest ever in human history be educated how do we make sure all youth have access to quality education what cognitive skills interpersonal sensibilities and ethical norms should be

nourished in youth to live and thrive in our global world learning in the global era addresses these and other questions with both scholarly rigor and humane concern it brings together leading international scholars including anthropologists cognitive scientists economists education scholars linguists neuroscientists and psychologists with extensive research experience in africa asia the americas and europe to examine the education of youth for the 21st century it is a work that breaks new ground by locating learning and youth engagement in the ever more complex economic social and cultural realities that define the world s global cities mary robinson former president of ireland and high commissioner for human rights

this edited volume explores questions about what works how for whom when and why in education and considers how and to what extent such knowledge can be understood and extended across countries and different educational systems the book starts by presenting an overview of the history of educational effectiveness research and offers examples of current theories of educational effectiveness next it provides exemplars of effectiveness studies that report on educational systems policies and practices from across six continents these studies vary in their research methods and outcomes illustrating a field of research that is conscious of its origins its agenda and its ambition to understand and improve the functioning of schools networks and education systems around the world the book brings these threads together within the final chapter and uses them to signpost directions for future research international perspectives in educational effectiveness research is an excellent and timely addition to the educational effectiveness literature it offers a rigorous and insightful range of international perspectives that will be of interest to researchers policy makers and students of the field professor christopher chapman university of glasgow uk president elect of the international congress for school effectiveness and improvement this important new volume brings up to date the contributions of educational effectiveness research to the development of policy and practice in the field over the last 50 years drawing together the ideas of many of the major researchers in the field it provides a comprehensive analysis of these earlier contributions leading to critical commentaries that point to areas for future attention the editors make use of expertise from a range of disciplines to strengthen the themes that are addressed most importantly the book emphasises the need to pay greater attention to the challenge of equity arguably the most significant challenge facing education systems internationally in this respect a particular strength of the book is the accounts provided from many different parts of the world these underline the importance of context a factor often previously overlooked in this field of research given all of this i have no doubt that international perspectives in educational effectiveness research will become a major source for practitioners policy makers and researchers professor mel ainscow emeritus professor of

education university of manchester professor of education university of glasgow uk

this book written by authors representing 12 countries and five continents is a collection of international perspectives on distance learning and distance learning implementations in higher education the perspectives are presented in the form of practical case studies of distance learning implementations research studies on teaching and learning in distance learning environments and conceptual and theoretical frameworks for designing and developing distance learning tools courses and programs the book will appeal to distance learning practitioners researchers and higher education administrators to address the different needs and interests of audience members the book is organized into five sections distance education management distance education and teacher development distance learning pedagogy distance learning students and distance learning educational tools

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