

Cambridge International Examinations 2013

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the landscape of international education has changed significantly in the last ten years and our understanding of concepts such as international global and multicultural are being re evaluated fully updated and revised and now including new contributions from research in south east asia the middle east china japan australasia and north america the new edition of this handbook analyses the origins interpretations and contributions of international education and explores key contemporary developments including internationalism in the context of teaching and learning leadership standards and quality in institutions and systems of education the promotion of internationalism in national systems this important collection of research is an essential resource for anyone involved in the practice and academic study of international education including researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools

comparative and international education is an increasingly important area of study this book introduces major themes surrounding globalisation and education giving you a nuanced understanding of key debates thinkers and sources of information important theories and research exploring how globalisation has influenced educational practice are critically examined providing you with an understanding of relevant social economic historical and cultural factors coverage includes case studies from around the world raising thought provoking questions on chapter topics how to undertake research using significant secondary sources of comparative international data including oecd pisa timms the relationship between development education and inequality the purpose and role of multicultural and citizenship education gender and education in a global context this is essential reading for students on undergraduate education studies degrees and for similar courses covering comparative and international education

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doctoral thesis dissertation from the year 2023 in the subject pedagogy school system educational and school politics grade pass course education language english abstract in the current literature there is a lack of research information concerning the impact that the school accreditation process can have including through the generated insights and the potential transformational journeys of a diverse group of stakeholders with a shared purpose the research question of this study is what is the impact of the neasc accreditation process on meeting the needs of twenty first century students the research offers unique insights via a case study of an indian international school undergoing joint accreditation council of international schools new england association of international school and international baccalaureate as this was a case study the sample size was 5 the researcher as the school s head of design and technology and also a foreigner remains close to the action of the participants recording different insights of various stakeholders via anecdotal notes regarding the effects and effectiveness of the accreditation process at the school the study s focus is on investigating reflections on participating in an international school s accreditation process while previous research often concentrated on external stakeholders perspectives this study emphasizes the views of internal stakeholders within schools unlike studies focusing on enrolment and learning impacts this research explores the narrative perspective of the benefits of international school accreditation existing studies highlighted positive impacts on enrolment and mobility of programs but the research community lacks an in depth exploration of the narrative aspects of accreditation benefits the researcher being a stakeholder in the accreditation process provides an internal perspective addressing this gap in the literature although researchers have examined international schools over time a problem that has yet to be addressed regards the insufficient research detailing the benefits of international school accreditation from a narrative perspective a gap therefore exists both in terms of lack of literature and the adoption of a narrative methodology to solve the problem insights from the examination of studies in the field convey that many researchers opt to adopt an external perspective to examine how accreditation processes impact international schools

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