

Immersion Education International Perspectives

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Peace Education Children's Rights from International Educational Perspectives Distance Education Open Education Meaning-Centered Education Connecting Inquiry and Professional Learning in Education International Perspectives on Education Contesting and Constructing International Perspectives in Global Education Transforming Learning International Perspectives of Distance Learning in Higher Education Researching Higher Education Trends and Issues in Distance Education Trends and Issues in Distance Education Dependence and Interdependence in Education Education and the State Contemporary issues in education Transnational Education and Curriculum Studies Theory of Teaching Thinking International Perspectives on Early Childhood Education and Care Learning Beyond the School Monisha Bajaj Jenna Gillett-Swan David Sewart Patrick Blessinger Olga Kovbasyuk Anne Campbell Meng Huat Chau R. Reynolds Stacey Blackman Joi L. Moore Jennifer M. Case Yusra Laila Visser Yusra Laila Visser Keith Watson Carla Aubry George Karlis John Chi-Kin Lee Laura Kerslake Jan Georgeson Julian Sefton-Green

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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

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

the concept of distance education theories of distance education distance education and society students and their progress choice of medium course development student support services economics

this insightful collection of essays explores the ways in which open education can democratise access to education for all it is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world global in perspective this book argues strongly for the value of open education in both the developed and developing worlds through a mixture of theoretical and practical approaches it demonstrates that open education promotes ideals of inclusion diversity and social justice to achieve the vision of education as a fundamental human right a must read for practitioners policy makers scholars and students in the field of education

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

how might inquiry enhance the professional practice of student and practising teachers teacher educators and other practitioners what effect might this have on the learning of young people in and outside of the classroom based on the findings of an international

colloquium and drawing upon a range of practices from the uk usa canada europe and australia this book is designed to make explicit the connections between practitioner inquiry and teacher professional learning in initial teacher education and ongoing teacher professional development considering issues such as the relationship between practitioner inquiry and pedagogical content knowledge whether it is possible to scale up from small local and intensive innovations to more broadly based inquiry inquiry's role in professional identity both individual and communal prevailing socio political contexts and consequences for social policy formation it brings together writers who work in designing teacher education courses and those who are practice based researchers and policy makers crucially many of these writers inhabit both spheres and their accounts of how they successfully combine their multiple roles will prove vital reading for all those involved in examining and improving practice leading to enhanced teacher professional learning

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 re 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 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

transforming learning international perspectives is a must read for all educators who want to impact the lives of the students who attend their classrooms it presents indigenous frameworks applied to subjects in education the humanities and sciences that transcend the boundaries of culture and inform critical praxis in teacher education

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

this book provides a broad treatment of current distance education trends and issues from an international vantage point the book includes some twenty authored chapters that provide insight into specific implementations of distance education worldwide as well as analyses of cross national distance education themes the book is designed to address the needs of a broad audience including practitioners researchers and graduate students all of whom are impacted by the growing trend toward distance education in high school and university levels

this book seeks to make a contribution to the discipline of distance education by presenting international perspectives on the state of the field and examining and discussing specific current trends and issues faced by the distance learning community to this end 24 authors from five continents have contributed their viewpoints on a wide array of distance education themes including conceptual perspectives local case studies interviews and nuts and bolts considerations for the design and implementation of international distance education programs the result is a wide ranging text that offers insight into the multi faceted world of international distance education

this volume provides an international perspective on educational dependency in considering both theories and actual developments throughout the world some less developed countries in expanding their education systems have emulated western academic style systems and have increased their dependence on western models in various respects including examination validation others have deliberately avoided this path and have experimented with systems more e relevante tm to development often in a radical way at a theoretical level marxist and neo marxist development theorists argue that education systems dependent on the west are evidence of economic dependency and confirmation of marxist development theories while others argue that the evidence suggests an interdependent world and that dependency theories do not apply in education

in most countries in the world school education is the business of the state even if forms and functions differ the imparting of elementary knowledge is universally regarded as a public function yet this is neither self evident nor self explanatory the degree of

involvement of state agencies in the supervision financing and organization of the school system sometimes varies so much that the usual assumption of a common understanding of the state seems to be an illusion making international comparisons and focusing strongly on the historical conditions of the current form of state education this volume paints a nuanced picture of how the relationship between education and state has been and is conceptualized insights into this relationship are gained by considering and analysing both specific processes such as financing and bureaucracy and conceptual ideas for example community authority and political utopias the book presents comparative studies and analyses of regional and local conditions arguing that the history of each country or region is critical to educational success and the relationship between the education and the state must be reconsidered both internationally and historically in order to be of actual conceptual value education and the state presents a broad variety of approaches and examples that provide a significant contribution to the understanding of the relationship between education and the state it will be of key value to academics and researchers in the fields of the history of education the politics of education and educational administration

in recent years there has been increasing attention placed on international and transnational aspects of school and higher education curricula and the different research approaches and lenses through which these issues are studied this edited volume explores diverse perspectives and discourses of curriculum studies contributed by scholars both within and outside the majority world in addition it tackles both transnational cross border endeavours involving national governments and policy measures and the promises challenges and failings of those formal relationships the book consists of three sections the first section provides an introduction and overviews of transnational education in connection with curriculum studies schooling and higher education the second section deals with transnational and international perspectives on curriculum studies schooling and education the final third section highlights transnational and international perspectives on higher education this timely volume tackles the questions often posed by curriculum scholars and educational researchers around the possibility of a transnational approach to curriculum studies and how and if a common set of means can transcend national boundaries and sensitivities it looks at the common issues and problems across nations that international and transnational curriculum and educational research work could address this volume will appeal to researchers and policy makers interested in transnational education and curriculum studies

across the world education for thinking or 21st century skills or creativity is seen as the key to thriving in the internet age this book provides a much needed introduction and guide to this critical subject the oecd suggest teaching thinking as key to growing a more successful economy others claim it is needed for increased democratic engagement and well being teaching for thinking and creativity questions what we mean by thinking or creativity in the context of teaching and takes a global perspective incorporating contributions from neurocognitive technological confucian philosophical and dialogical perspectives

there is a growing interest in understanding how early years care and education is organised and experienced internationally this book examines key influential approaches to early years care as well as some less well known systems from around the world in particular the book aims to inform those studying early years about perspectives in other

countries encourage critical thinking about issues influences and the complexities of early years provision around the world promote critical reflection on students own provision and the current context of that provision each chapter provides an overview of early years provision and explores historical and current influences in context as well as offering insights into daily life through short vignettes longer case studies and commentary from practitioners whilst many approaches such as Reggio Emilia Te Whāriki and Head Start are widely admired it is important for reflective practitioners to understand the motivation which gave rise to these influential approaches in their original context additionally broadening understanding through information on less widely known systems the book provides students with a good grounding in the international context of early years the provenance of different early years approaches and principles and the influences on their own countries provision written in a straightforward and accessible style the book is designed to meet the needs of students studying modules related to international perspectives on a range of foundation bachelor and master's degrees in early years contributors Verity Campbell Barr Federica Caruso Carmen Dalli Rebecca Carter Dillon Annie Davy Chandrika Devarakonda Alena Držalová Hasina Banu Ebrahim Susan Edwards Dora Ho Valerie Huggins Anne Hunt Kerstin Kööp Éva Kovácsné Bakoski Caroline Leeson Beth Marshall Nancy McDermott Julia Morgan Joce Nutall Elin Eriksen Ødegaard Philip Selbie Paolo Sorzio Manabu Sumida Keang Ieng Peggy Vong Karen Wickett the book rightly challenges common assumptions about the value of western perspectives of ECEC and skilfully enables the reader to recognize the various social political and economic drivers and processes that have shaped early years pedagogy on a global level Dr Janet Rose Early Years Education Award Leader Bath Spa University UK given the ever increasing interest and importance of global early childhood education and care this critically informed book offers valuable and challenging internationalised comparative arguments for students and academics at all levels Dr Guy Roberts Holmes senior lecturer early years and primary education department university of London UK

whilst learning is central to most understandings of what it is to be human we now live in a knowledge society where being educated defines life chances more than ever before learning beyond the school brings together accounts of learning from around the world in organisations spaces and places that are schooled but not school exploring examples of learning organisation pedagogisation informal learning and social education the book shows not only how understandings of education are framed in terms of local versions of schooling but what being educated could and should mean in very different social and political contexts with contributions from scholars based in Australia Europe the USA Latin America and Asia the book brings together accounts of learning outside of school chapters contain rich and detailed case studies of innovative projects new kinds of learning institutions youth peer driven and community based activities and public pedagogies as well as engaging with the dimensions of an argument about the place and nature of learning outside of the school it challenges dominant versions of school around the world whilst also critically discussing the value and place of non institutionalised learning learning beyond the school should be of interest to academics researchers postgraduate scholars engaged in the study of comparative education youth work education systems digital culture sociology of education and youth development it should also be essential reading for practitioners and policymakers who are interested in youth and education system reform

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