

"A very welcome addition to the comparative education literature. . . . Each of the case studies is illuminating in its own right, but together they make a cumulative case for modifying our understanding of local-global power dynamics in education."

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LOCAL MEANINGS, GLOBAL SCHOOLING

Anthropology and World Culture Theory

Edited By Kathryn
Anderson-Levitt



Local Meanings Global Schooling Anthropology And World Culture Theory

Diane Brook Napier



Local Meanings Global Schooling Anthropology And World Culture Theory:

Local Meanings, Global Schooling K. Anderson-Levitt, 2003-05-01 Is there one global culture of schooling or many national and local cultures Do educational reforms take school systems on diverging or parallel paths These case studies from five continents use ethnography and history to challenge the sweeping claims of sociology s world culture theory neo institutionalism They demonstrate how national ministries of education and local schools re invent every reform Yet the cases also show that teachers and local reformers operate within and against global models Anthropologists need to recognize the global presence in local schooling as well as local transformation of global models This is a collection that scholars in the field of the anthropology of education will not want to be without

Globalization of Education Joel Spring, 2014-08-01 Continuing Joel Spring s reportage and analysis of the intersection of global forces and education this text offers a comprehensive overview and synthesis of current research theories and models related to the topic Written in his signature clear narrative style Spring introduces the processes institutions and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts Significant conceptual frameworks are added to this Second Edition specifically the economization of education corporatization of education and the audit state These concepts are embedded in the global educational plans of major organizations such as the World Bank the Organization for Economic Development and Cooperation OECD World Economic Forum and multinational corporations Globalization of Education Second Edition features new and updated information on The World Bank OECD and the United Nations The World Trade Organization and the Global Culture of Higher Education Corporatization of Global Education Religious and Indigenous Education Models The Global Workforce Migration and the Talent Auction Globalization and Complex Thought

The SAGE Handbook of Curriculum and Instruction JoAnn Phillion, 2008 The SAGE Handbook of Curriculum and Instruction is the first book in 15 years to comprehensively cover the field of curriculum and instruction Editors F Michael Connelly Ming Fang He and JoAnn Phillion along with contributors from around the world synthesize the diverse real world matters that define the field This long awaited Handbook aims to advance the study of curriculum and instruction by re establishing continuity within the field while acknowledging its practical contextual and theoretical diversity Key Features Offers a practical vision of the field Defines three divisions school curriculum subject matter curriculum and instruction topics and preoccupations and general curriculum theory Presents the breadth and diversity of the field A focus on the diversity of problems practices and solutions as well as continuity over time illustrates modern curriculum and instruction while understanding historical origins Gives an evolutionary rather than a revolutionary focus Offers a new way of interpreting the history of curriculum studies which connects past present and future leading to more productive links between practice policy and politics Intended Audience This Handbook contributes to stronger ties between school practice public debate policy making and university scholarship making it a valuable resource for professors graduate students and practitioners in

the field of education It is an excellent choice for graduate courses in Curriculum and Instruction Curriculum Theory and Development Curriculum Studies Teacher Education and Educational Administration and Leadership List of Contributors Mel Ainscow Kathryn Anderson Levitt Rodino Anderson Michael Apple Kathryn Au William Ayers Rishi Bagrodia Cherry McGee Banks Nina Bascia Gert Biesta Donald Blumenfeld Jones Patty Bode Robert E Boostrom Keffrelyn D Brown Elaine Chan Marilyn Cochran Smith Carola Conle F Michael Connelly Geraldine Anne Marie Connelly Alison Cook Sather Cheryl J Craig Larry Cuban Jim Cummins Kelly Demers Zongyi Deng Donna Deyhle Elliot Eisner Freema Elbaz Robin Enns Frederick Erickson Manuel Espinoza Joe Farrell Michelle Fine Chris Forlin Jeffrey Frank Barry Franklin Michael Fullan Jim Garrison Ash Hartwell Ming Fang He Geneva Gay David T Hansen Margaret Haughey John Hawkins David Hopkins Stefan Hopmann Kenneth Howe Philip Jackson Carla Johnson Susan Jurow Eugenie Kang Stephen Kerr Craig Kridel Gloria Ladson Billings John Chi kin Lee Stacey Lee Benjamin Levin Anne Lieberman Allan Luke Ulf Lundgren Teresa L McCarty Gary McCulloch Barbara Means Geoffrey Milburn Janet Miller Sonia Nieto Kiera Nieuwejaar Pedro Noguera J Wesley Null Jeannie Oakes Lynne Paine JoAnn Phillion William F Pinar Margaret Placier Therese Quinn John Raible Bill Reese Virginia Richardson Fazel Rizvi Vicki Ross Libby Scheiern Candace Schlein William Schubert Edmund Short Jeffrey Shultz Patrick Slattery Roger Slee Linda Tuhiwai Smith Joi Spencer James Spillane Tracy Stevens David Stovall Karen Swisher Carlos Alberto Torres Ruth Trinidad Wiel Veugelers Ana Maria Villegas Sophia Villenas Leonard Waks Kevin G Welner Ian Westbury Geoff Whitty Shi Jing Xu

Globalisation and Education Policy Reform in Botswana Richard Tabulawa, 2023-07-21 This book uses the global local dialect approach to explicate education policy reform in Botswana and interrogates the practical effects of the various education policies on curriculum pedagogy and governance of the Botswana General Education system Considering the effect of three reform policies since Botswana's Independence in 1966 the book evaluates the performance of each of the policies and examines their consequences in terms of the interplay of global forces and domestic pressures The result of this interplay has been an education landscape that while reflecting globally circulating education discourses markedly differs from those same discourses The book argues that the State in Botswana has appropriated education policy to legitimate itself in times of crisis and that each policy has improved access to general education but collectively have failed to improve its quality making suggestions for how this can be improved in the future As the first book of its kind to delve into education in Botswana from a single authored critical lens the book will be a highly relevant reading for academics researchers and post graduate students of African education comparative education education policy and curriculum studies

Qualities of Education in a Globalised World Diane Brook Napier, 2014-09-11 In a growing revisionist tradition comparative educational scholars challenge conventional assumptions about quality education as a singular undertaking dominated by standardised assessments and globalisation influences The contributors to this volume illustrate the complexities and global dimensions of educational quality that emerged in their research Several chapters critique educational reforms employing

assessments aligned to global standards and large scale assessments revealing how considerations of contextual factors internal needs and local traditions are essential for developing a quality curriculum or for overhauling a national education system Most chapters interrogate the uses and misuses of standardised assessment results The contributors reveal the importance of asking critical questions about quality education how to access it and for what purposes what contextual and cultural factors are important what implementation issues and local level realities must be considered for true understanding of standardized assessment results what content skills and values are necessary and desirable ingredients what roles teachers and administrators play and what benefits accrue in terms of outcomes for employment and labor market needs or for achieving autonomy and stakeholder participation Critiques of narrow interpretations of standardised assessment data contrast with research based evidence that participation in large scale assessments such as PISA TIMSS and PIRLS can indeed be beneficial to identify needed reform refinements and implementation shortcomings Specific country cases include Brazil Canada the United States Spain Portugal Ukraine Kyrgyzstan and the Philippines Other chapters provide insights on quality education issues worldwide The volume offers readers a panorama of views on the diversity of paths to quality education

The Routledge Handbook of Language Education Curriculum Design Peter Mikan, Ilona Wallace, 2019-12-23 Curriculum design options cover a continuum from regional and school based programs to national and international frameworks How does policy speak to practice What have teacher researchers discovered through in classroom studies Where do you begin to describe or measure effective language education curriculum design The Routledge Handbook of Language Education Curriculum Design presents a comprehensive collection of essays on these issues by 31 established practitioners and new researchers Informed by experienced scholarship and fresh studies this handbook shares international perspectives on language education from policy and curriculum to teacher training and future directions The handbook addresses language education curriculum design across five sections Language curriculum design perspectives policies and practices Designs across the curriculum Curriculum designs in language education Curriculum resources evaluation and assessment Teacher education research and future projects With contributions from Australia Brazil Indonesia Switzerland Timor Leste and more the handbook represents the breadth of research into and the global implications for sound language education curriculum design It considers equally the needs of students and policy makers from urban metropolises and remote communities It is designed to reinvigorate discussions about education policy curriculum management and the role of teacher researchers

Annual Review of Comparative and International Education 2016 Alexander W. Wiseman, 2016-12-21 The Annual Review of Comparative and International Education ARCIE is a forum for stakeholders and scholars to examine current trends and identify future directions in comparative and international education

Simultaneous Identities: Language, Education, and Nationalism in Nepal Uma Pradhan, 2020-12-03 Explores simultaneity to show unresolved co presences of contradictory ways through which people maintain multi layered identities

Mobility, Education and Life

Trajectories Karen Valentin, Karen Olwig, 2018-03-08 Migration for educational purposes once the privilege of the upper class has become a global mass phenomenon in recent years This volume examines within different cultural and historical contexts the close relationship between migration education and social mobility Adopting the perspective that education includes a broad range of formative experiences the chapters explore different educational trajectories and the local regional and transnational relations in which they are embedded Three key issues emerge from the analyses firstly the central role of temporal aspects in terms of both the overall historical conditions and the specific biographical circumstances shaping educational opportunities secondly the complex agendas informing individuals migration and the adjustment of these agendas in the light of the vagaries of migrant life and thirdly the importance of migrants self perception as educated persons and the invention of new identities and the maintaining of old identities that this involves This book was originally published as a special issue of *Identities Global Studies in Culture and Power*

Reimagining Civic Education Doyle Stevick, 2007 This volume surveys the new global landscape for democratic civic education Rooted in qualitative research the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy curriculum and classroom practice around the world From Indonesia to the Spokane Reservation and El Salvador to Estonia these chapters reveal a striking diversity of approaches to political socialization in varying cultural and institutional contexts By bringing to bear the methodological conceptual and theoretical perspectives of qualitative research this book adds important new voices to one of education's most critical debates how to form democratic citizens in a changing world

The Oxford Handbook of Education and Globalization Paola Mattei, Xavier Dumay, Eric Mangez, Jacqueline Behrend, 2023 The Oxford Handbook on Education and Globalization brings together in a unique way leading authors in social theory and in political science and reflects on how these two disciplines deal with the relation between globalization and education The handbook develops a firmer and tighter dialogue between social theory and education research and analyzes the political and institutional factors that shape the adoption of global reforms in education at multiple levels of governance It is a must read for anyone looking for a comprehensive overview of how globalization and education interact to result in distinct and varying outcomes across world regions

Epistemic Governance Pertti Alasuutari, Ali Qadir, 2019-09-23 This book argues that modern governance is performed by actors who seek social change epistemically by drawing on widespread public views of reality Agents of change such as parliamentarians or social movement activists will assess and affect what they believe to be people's conceptions of what is possible rational and desirable This often means that these key authority figures will invest in credible knowledge production as well as appeal to individual and group identifications emotions and values Alasuutari and Qadir show how this epistemic governance works in three important arenas of social change parliaments which debate laws that constitute the bulk of reforms international organizations that circulate global norms and social movements and NGOs Through their analysis the authors detailed innovative methodology for discourse

analysis indicates the utility of epistemic governance as a new paradigm for research into global social change This book will be of use to students in upper level degree programs who want to design empirical research into social change as well as researchers in sociology political science and public policy

(Re)Constructing Memory: School Textbooks and the Imagination of the Nation James H. Williams, 2014-08-08 This book examines the shifting portrayal of the nation in school textbooks in 14 countries during periods of rapid political social and economic change Drawing on a range of analytic strategies the authors examine history and civics textbooks and the teaching of such texts along with other prominent curricular materials children s readers a required text penned by the head of state a holocaust curriculum etc The authors analyze the uses of history and pedagogy in building reinforcing and or redefining the nation and state especially in the light of challenges to its legitimacy The primary focus is on countries in developing or transitional contexts Issues include the teaching of democratic civics in a multiethnic state with little history of democratic governance shifts in teaching about the Khmer Rouge in post conflict Cambodia children s readers used to define national space in former republics of the Soviet Union the development of Holocaust education in a context where citizens were both victims and perpetrators of violence the creation of a national past in Turkmenistan and so forth The case studies are supplemented by commentary an introduction and conclusion

Handbook of Complementary Methods in Education Research Judith L. Green, Judith Green, Gregory Camilli, Patricia B. Elmore, Patricia Elmore, 2012-01-04 Published for the American Educational Research Association by Routledge The Handbook of Complementary Methods in Education Research is a successor volume to AERA s earlier and highly acclaimed editions of Complementary Methods for Research in Education More than any book to date including its predecessors this new volume brings together the wide range of research methods used to study education and makes the logic of inquiry for each method clear and accessible Each method is described in detail including its history its research design the questions that it addresses ways of using the method and ways of analyzing and reporting outcomes Key features of this indispensable book include the following Foundations Section Part I is unique among research books Its three chapters examine common philosophical epistemological and ethical issues facing researchers from all traditions and frames ways of understanding the similarities and differences among traditions Together they provide a tripartite lens through which to view and compare all research methods Comprehensive Coverage Part II the heart of the book presents 35 chapters on research design and analysis Each chapter includes a brief historical overview of the research tradition examines the questions that it addresses and presents an example of how the approach can be used Programs of Research Part III examines how research programs connected to eight specific lines of inquiry have evolved over time These chapters examine phenomena such as classroom interaction language research issues of race culture and difference policy analysis program evaluation student learning and teacher education Complementary Methods As the title suggests a central mission of this book is to explore the compatibility of different research methods Which methods can be productively brought together and

for what purposes How and on what scale can they be made compatible and what phenomena are they best suited to explore Flexibility The chapters in Parts II and III are largely independent Therefore selected portions of the book can be used in courses devoted to specific research methods and perspectives or to particular areas of education Likewise established researchers interested in acquiring new techniques or greater expertise in a given methodology will find this an indispensable reference volume This handbook is appropriate for any of the following audiences faculty teaching and graduate students studying education research education researchers and other scholars seeking an accessible overview of state of the art knowledge about specific methods policy analysts and other professionals needing to better understand research methods and academic and research libraries serving these audiences

Discourses of Globalisation and Higher Education Reforms Joseph Zajda,W. James Jacob,2022-03-15 This book examines some of the major higher education reforms and policy shifts globally particularly in the light of recent shifts in quality and standards driven education and policy research It critiques the neo liberal ideological imperatives of current higher education and policy reforms and illustrates the way that changes in the relationship between the state and higher education policy affect current trends in higher education reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change The book analyses and evaluates the policy shifts in methodological approaches to globalisation and higher education reforms and their impact on education policy and pedagogy The book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation comparative education research and higher education reforms

Evolutionary Perspectives on Child Development and Education David C. Geary,Daniel B. Berch,2016-04-26 This stimulating volume assembles leading scholars to address issues in children s cognitive academic and social development through the lens of evolutionary psychology Debates and controversies in the field highlight the potential value of this understanding from basic early learning skills through emerging social relationships in adolescence with implications for academic outcomes curriculum development and education policy Children s evolved tendency toward play and exploration fuels an extended discussion on child versus adult directed learning evolutionary bases are examined for young learners moral development and contemporary theories of learning and memory are viewed from an evolutionary perspective Along the way contributors recommendations illustrate real world uses of evolution based learning interventions during key developmental years Among the topics covered The adaptive value of cognitive immaturity applications of evolutionary developmental psychology to early education Guided play a solution to the play versus learning dichotomy Adolescent bullying in schools an evolutionary perspective Fairness what it isn t what it is and what it might be for Adapting evolution education to a warming climate of teaching and learning The effects of an evolution informed school environment on student performance and wellbeing Evolutionary Perspectives on Child Development and Education will

interest researchers and graduate students working in diverse areas such as evolutionary psychology cultural anthropology human ecology developmental psychology and educational psychology Researchers in applied developmental science and early education will also find it useful

Decolonising Education in Islamic West Africa Anneke Newman, 2024-12-24

This book uses perceptions and experiences of Qur'anic schools in West Africa to outline a much needed postsecular approach reconsidering the place of Islamic education within African decolonial debates about educational pluralism and the contributions of religious perspectives in academic and international development spaces Decolonial theory is used to overcome the challenges of problematic Eurocentric and colonialist stereotypes about religious actors and faith based schools which persist within international education scholarship and global policy agendas Through fine grained ethnography chapters discuss how parents and young people today engage with classical Qur'anic schools Islamic schools and French medium secular education in Senegal thereby exposing inequalities around gender descent based or caste identities and socioeconomic status as well as their influence on young people's pursuit of knowledge These findings are valuable for scholars exploring the development education religion nexus and promoting Education for All in communities characterised by other than secular worldviews The book will be of interest to academics researchers and postgraduate students working in the sociology of education international education anthropology and religious education Practitioners involved in postcolonial and decolonial debates will also benefit from recommendations regarding educational reform in plural educational contexts

Education and Society in Bhutan Chelsea M. Robles, 2016-05-26 Bhutan's education sector has attracted international attention for recent reforms driven by the national development philosophy of Gross National Happiness which aspires to balance change with the continuity of tradition This book traces the history of education in Bhutan and reveals that as the country has modernised and become globally connected and further influenced by international and Western mores tensions have emerged across the education sector The author examines how these tensions between the curriculum and local knowledges can impact teaching and learning and offers approaches to addressing them Based on extensive empirical data including in depth interviews and classroom observations Robles analyzes the discourses of high level officials who were involved in the early development of the modern system of education a range of education leaders and teachers Filling a gap in the literature this book is an invaluable resource for students and researchers interested in the formation of education policy social and political reform in Bhutan and South Asia Studies

Comparing Post-Socialist Transformations Maia Chankeliani, Iveta Silova, 2018-11-05 This volume revisits the book edited by David Phillips and Michael Kaser in 1992 entitled Education and Economic Change in Eastern Europe and the Former Soviet Union <https://doi.org/10.15730/books.42> Two and a half decades later this volume reflects on how post socialist countries have engaged with what Phillips Kaser called the flush of educational freedom Spanning diverse geopolitical settings that range from Southeast and Central Europe to the Caucasus and Central Asia the chapters in this volume offer analyses of education policies and practices that the

countries in this region have pursued since the fall of the Berlin Wall and the dissolution of the Soviet Union This book explores three interrelated questions First it seeks to capture complex reconfigurations of education purposes during post socialist transformations noting the emergence of neoliberal education imaginaries in post socialist spaces and their effects on policy discussions about education quality and equity across the region Second it examines the ongoing tensions inherent in post socialist transformations suggesting that beneath the surface of dominant neoliberal narratives there are always powerful countercurrents ranging from the persisting socialist legacies to other alternative conceptualizations of education futures highlighting the diverse trajectories of post socialist education transformations And finally the book engages with the question of comparison prompting both the contributing authors and readers to reflect on how research on post socialist education transformations can contribute to rethinking comparative methods in education across space and time

Systems of Reason and the Politics of Schooling Miguel Pereyra, Barry Franklin, 2014-06-27 The 1980s were an important decade for educational inquiry It was the moment of the linguistic turn with its emphasis on the role of language as a constructor of reality a structuring agent for institutions such as schools and a medium for translating knowledge into elements of power for processes of social regulation Drawing on the work and insights of educational researcher Thomas S Popkewitz this book shows how the linguistic turn provided an alternative to both mainline educational research grounded in the ideals of political liberalism and the effort of neo Marxists to challenge liberal thinking in favor of a scholarship based on class conflict and economic determinism

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