

RUSSIAN EDUCATION

*Tradition
and Transition*

Brian Holmes
Gerald H. Read
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Russian Education Tradition And Transition

**Gerald K. Letendre, Rebecca Erwin
Fukuzawa**



Russian Education Tradition And Transition:

Russian Education Brian Holmes, Gerald H. Read, Natalya Voskresenskaya, 1995 First Published in 1995 Routledge is an imprint of Taylor Francis an informa company *School, Reform and Society in the New Russia* S. Webber, 1999-10-11 The Russian school system should have an important role to play in the process of democratisation and the revival and modernisation of the economy in that country Is it in a position to respond to this task In this book an analysis is conducted of the attempts to reform the Russian school system in the 1990s setting the progress made and problems encountered by the schools against the broader context of political economical and social flux in Russia as a whole *Business and Management Education in Transitioning and Developing Countries* John R McIntyre, Ilan Alon, 2014-12-18 Business education is a critical ingredient in establishing a viable middle class of managers in transitioning and developing economies Compiled in association with the Center for International Business Education and Research this comprehensive examination of business and management education pedagogical models and curricula innovations in institutions around the world is the first such work to emphasize emerging markets **Philosophical and Cultural Interpretations of Russian Modernisation** Katja Lehtisaari, Arto Mustajoki, 2016-09-13 In this book the expert international contributors attempt to answer questions such as How far is it possible to attribute change in contemporary Russia as due to cultural factors How does the process of change in cultural institutions reflect the general development of Russia Are there certain philosophical ideas that explain the Russian interpretation of a modern state This edited volume elaborates on processes of Russian modernisation regarding a wide range of factors including the use of modern technology elements of civil society a reliable legal system high levels of education equality among citizens freedom of speech religion and trade The main focus is on the Putin era but historical backgrounds are also discussed adding context The chapters cover a wide spectrum of research fields from philosophy and political ideas to gender issues language the education system and the position of music as a constituent of modern identity Throughout the book the chapters are written so as to introduce experts from other fields to new perspectives on Russian modernisation and de modernisation processes It will be of great interest to postgraduates and scholars in Philosophy Politics IR Music and Cultural Studies and of course Russian studies *Schooling in New Russia* J. Sutherland, 1998-11-11 The book traces the origins of change in general education in the last years of the Soviet Union and afterwards in the Russian Federation It describes what happened during perestroika and glasnost and the struggles for liberalization which were finally given official recognition in 1998 After the anti Gorbachev coup in 1991 with the disintegration of Soviet and Communist power decentralization and regionalization developed together with the emergence of alternative schools and finally a small private sector The book also describes the many problems faced by schools and teachers with the near collapse of the Russian economy *A Comparative Study of Educational Leadership Characteristics and Attitudes of American and Russian Secondary School Administrators in Moultrie, Georgia, U.S.A. and Novokuznetsk, Kemerovo, Russia* Richard

McLendon, 2006-04-19 Since 1991 the Russian Federation has dealt with extreme political economic and social change. On the national level and at the local level opponents of democratic reforms have retained their control of many important offices. This has resulted in contradictions and confusion in regards to national and local laws and policies and has had little impact on local educational policies and practices. Added to this general crisis of Russian education reform is the inability of so called Western education experts to comprehend the complexities and cultural differences of Russia and its education system when compared to the west. There have been several studies of business management ideology since the breakup of the Soviet Union but American and Russian comparative educational leadership studies are not to be found. Inquiry has produced no empirical studies in Russia and only two American empirical studies that have direct bearing on this research. Also studies by the Organization for Economic Cooperation and Development, the United Nations Educational Scientific and Cultural Organization and the World Bank have looked at the total educational system with little or no specific study of educational administration. The purpose of this descriptive study is to obtain an impression of how secondary school educators in the Russian Federation and the United States perceive their job responsibilities and organizational structure. This research study is of interest in terms of realizing the similarities and dissimilarities of Russian and American educational leadership. The survey instrument based on Hofstede's Values Survey Module 1994 was distributed among secondary school administrators and faculty at Colquitt County High School in Moultrie Georgia and their professional counterparts at Secondary Comprehensive School No 56 in Novokuznetsk Russia. The collected data may help in understanding organizational dynamics in general and allow for the judgment of cultural contexts on Russian and American educational leadership. This research study makes broad use of materials drawn from Russian and Western publications, government documentations and other scholarly analyses.

The Unification of German Education Val Dean Rust, Diane Rust, 1995. This study of the integration of East and West German education following the collapse of the German Democratic Republic in 1989 focuses on policy formation and implementation during this period of great social and political turbulence. It is the result of a research project undertaken shortly after the unification. The authors lived in East Germany for a full year looking carefully at individual schools, vocational training centers, teacher colleges and universities. They asked macro analytic questions: What are the conditions in which educational policy is successfully formulated? How is this educational policy implemented? What are the consequences of this policy? From the start West Germany demanded a complete dismantling of the educational system in the former German Democratic Republic. West German political leaders insisted as a condition of unification that all important agreements concerning education made by the GDR states be accepted by the new states. The authors' research shows that even before the unification East Germans had already opted for a system consistent with West German education law. However the West Germans disregarded these changes and imposed their own version of reform on East Germany. The study reveals that in this period of confusion the East Germans did not fully analyze the implications of the

imposed conditions which now have unforeseen negative consequences The German situation is of great interest to all educators particularly students of educational policy making as well as researchers in political science economics and sociology Religion and Politics in Contemporary Russia Tobias Köllner,2020-12-13 Based on extensive original research at the local level this book explores the relationship between Russian Orthodoxy and politics in contemporary Russia It reveals close personal links between politicians at the local regional and national levels and their counterparts at the equivalent level in the Russian Orthodox Church priests and monks bishops and archbishops who are extensively consulted about political decisions It outlines a convergence of conservative ideology between politicians and clerics and also highlights that despite working closely together there are nevertheless many tensions The book examines in detail particular areas of cooperation and tension reform to religious education and a growing emphasis on traditional moral values the restitution of former church property and the introduction of new festive days Overall the book concludes that there is much uncertainty ambiguity and great local variation **National Identity and Educational Reform** Elizabeth Worden,2014-02-18 National identity in Moldova remains contested despite repeated attempts by governments historians and educators to cultivate a shared sense of national belonging through the development of history textbooks Concern over professional status and distrust of the government s motivations halted these reforms demonstrating that the success of such efforts greatly depends on teachers and citizens social memory and everyday lives This volume looks at educational reform and the struggle over national identity in the history classroom from the perspectives of five different groups elected politicians Ministry of Education officials textbook authors and historians teachers and students Each chapter explores the actors motivations and agendas regarding reform their role in promoting or obstructing the reform process and their opinions about the ensuing controversy Drawing on months of fieldwork and original research author Elizabeth Worden examines the importance of teachers and students in the success or failure of a reform initiative Handbook of Research on Individualism and Identity in the Globalized Digital Age Topor, F. Sigmund,2016-08-15 Globalization has shifted perspectives on individualism and identity as cultural exchange occurs more rapidly in an age of heightened connectivity As technology connects those around the world it too helps to provoke a shift in the autonomy of individuals The Handbook of Research on Individualism and Identity in the Globalized Digital Age is an essential resource for researchers professionals and graduate level students This book explores and explains how globalization has impacted humans with specific emphasis on education and human development This research based publication presents critical perspectives on universal changes that are occurring due to globalization Internationalizing Teaching and Teacher Education for Equity Jubin Rahatzad,Hannah Dockrill,Suniti Sharma,JoAnn Phillion,2016-09-01 In Internationalizing Teaching and Teacher Education for Equity Engaging Alternative Knowledges Across Ideological Borders editors Jubin Rahatzad Hannah Dockrill JoAnn Phillion and Suniti Sharma present a collection of teacher educators cross cultural perspectives on the formation of knowledge through the internationalization of

teacher education Each chapter contributes to ongoing discussions about the process of internationalization in teacher education and the impact of crossing ideological boundaries on the practice of teaching and teacher education The varied perspectives that authors offer establish the importance of ideological travel as imperative to preparing internationally competent educators This collection seeks to engage readers in a variety of critical reflections on the often presumed benefits of internationalization in teacher education Through questioning the presumed benefits of globalization as a hegemonic ideology readers will encounter alternative perspectives that demonstrate the possibility of thinking otherwise The diverse perspectives available in this book broaden theory research and practice working toward more critical spaces of engagement with the process of internationalization This collection intends to challenge the maintenance of the dominant ideologies internationally through research from a multiplicity of backgrounds Each chapter is informed by the authors commitment to an ethical practice within teacher education for the purpose of constructing equitable social relations understanding the process of internationalizing teacher education as a social justice movement Opportunities and challenges within international teacher education are offered to inspire meaningful praxis Planetary understandings inform readers through critical examinations of theory research and practice for the purpose of equitable social and educational transformations

Distant Alliances Regina Cortina,Nelly P. Stromquist,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company **Audacious Education Purposes** Fernando M. Reimers,2020-04-23 This open access book offers a comparative study of eight ambitious national reforms that sought to create opportunities for students to gain the necessary breath of skills to thrive in a rapidly changing world It examines how national governments transform education systems to provide students opportunities to develop such skills It analyses comprehensive education reforms in Brazil Finland Japan Mexico Peru Poland Portugal and Russia and yields original and important insights on the process of educational change The analysis of these 21st century skills reforms shows that reformers followed approaches which are based on the five perspectives cultural psychological professional institutional and political Most reforms relied on institutional and political perspectives They highlight the systemic nature of the process of educational change and the need for alignment and coherence among the various elements of the system in order They underscore the importance of addressing the interests of various stakeholders of the education system in obtaining the necessary impetus to initiate and sustain change In contrast as the book shows the use of a cultural and psychological frame proved rarer missing important opportunities to draw on systematic analysis of emerging demands for schools and on cognitive science to inform the changes in the organization of instruction Drawing on a rich array of sources and evidence the book provides a careful account of how education reform works in practice The Ethnographic Eye Heidi Ross,Judith Liu,2013-10-15 First Published in 2000 This book a collection of ethnographic studies of Chinese schooling aims to take the reader into Chinese schools and provide a picture of students and teachers as actors who practice culture The case studies also provide a means

by which ethnography is explored as a central methodological focus and concern This book explores the meaning of ethnography both in describing Chinese schools and in the broader context of the defined purposes and practices of research This self reflexive approach to school ethnography in China includes issues of cultural translation and the connections between the process of ethnographic work the emergence of a text and the construction of a theory *Politics of Classroom Life* Nobuo K. Shimahara,2014-04-08 The growing economic competition among the world s industrialized and developing nations has spurred comparisons and examinations of national school systems An important aspect of any school system is school and classroom management which is an indicator of the ultimate goals that a nation has for its future workers In this volume international scholars examine the daily life of elementary school classrooms in six nations with complex economies an international presence and salient minority and immigrant populations These original essays analyze contemporary classroom management practices and policies as well as their historical and theoretical frameworks **Intense Years** Gerald K. Letendre,Rebecca Erwin Fukuzawa,2013-01-11 This volume examines the lives of young adolescents in Japanese middle schools focusing on the dynamics of school family and social life and explores the change from child to adolescent that takes place in the middle school years *Poverty, Class, and Schooling* Elinor L. Brown,Paul C. Gorski,Gabriella Lazaridis,2014-10-01 International Advances in Education Global Initiatives for Equity and Social Justice is an international research monograph series of scholarly works that primarily focus on empowering students children adolescents and young adults from diverse current circumstances and historic beliefs and traditions to become non exploited non exploitive contributing members of the 21st century The series draws on the research and innovative practices of investigators academics and community organizers around the globe that have contributed to the evidence base for developing sound educational policies practices and programs that optimize all students potential Each volume includes multidisciplinary theory research and practices that provide an enriched understanding of the drivers of human potential via education to assist others in exploring adapting and replicating innovative strategies that enable ALL students to realize their full potential Chapters in this volume are drawn from a wide range of countries including Australia Brazil Canada China Finland Georgia Haiti India Italy Kyrgyzstan Portugal Slovenia Tanzania Ukraine and The United States all addressing issues of educational inequity economic constraint class bias and the links between education poverty and social status The individual chapters provide examples of theory research and practice that collectively present a lively informative cross perspective international conversation highlighting the significant gross economic and social injustices that abound in a wide variety of educational contexts around the world while spotlighting important inspirational and innovative remedies Taken together the chapters advance our understanding of best practices in the education of economically disadvantaged and socially marginalized populations while collectively rejecting institutional policies and traditional practices that reinforce the roots of economic and social discrimination Chapter authors utilize a range of methodologies including empirical research historical

reviews case studies and personal reflections to demonstrate that poverty and class status are sociopolitical conditions rather than individual identities In addition that education is an absolute human right and a powerful mechanism to promote individual national and international upward social and economic mobility national stability and citizen wellbeing The Institutions of Education William K. Cummings,2003-01-01 At many times in educational history including the past decade there are reports of crisis and cries for reform The successes of foreign competitors are pointed to new moneys are sought and laws passed Occasionally these reform efforts make a difference Just as often they end up as mere rhetoric and the educational indicators continue to slide Education is a dynamic sector with its ups and downs To understand these ups and downs and to gain a clearer grasp of the essentials of reform we need to look deeply into the origins and development of successful and failed reforms This book seeks to answer that need To do so it stresses two important themes First the essence of educational practice lies in the institutionalised ideals and norms of an educational system not in how much is spent on education or how many people are involved in education Second while many contemporary observers of education tend to think that sound educational practice is pretty much the same around the world this book argues that these are at least six distinctive educational InstitutionS currently in place in the modern world each with its unique strengths and weaknesses Each also has its own cycle of reform and renewal So the landscape of educational reform is much broader than most observers acknowledge The book is unique in highlighting the principle characteristics of Japanese education alongside those of Soviet Russia and the core educational systems of Western Europe and North America While the account focuses on national differences the analysis actually begins from the ground up looking at particular schools that emerged early in the six modernising experiences These early schools are described here as representative schools for the practices they initiated have had a profound influence on the direction of subsequent reforms in their respective national settings **Social Justice and Third World Education** Timothy J. Scrase,2021-12-12 First Published in 1997 In much of the comparative education literature questions of educational inequality and lack of educational opportunity in the developing world stand as perplexing complex and difficult problems Yet while inequality in education remains one of the most researched and written about topics in the discipline the question of social justice and its relationship to education remains implicit This volume aims to reverse this trend to make the issue of social justice both in theory and practice central and explicit **Politics, Identity and Education in Central Asia** Pinar Akçalı,Cennet Engin-Demir,2013 Focusing on the areas of politics identity and education this book looks at some of the most pressing and challenging issues that Kyrgyzstan faces in the post Soviet era It argues that Kyrgyzstan is challenged with oscillations between the old and the new on the one hand and domestic and international on the other The book analyses the process of post Soviet transition in today s Kyrgyzstan by focusing on the political elites some of the major identity problems and educational issues It discusses how Kyrgyzstan s first president in the post Soviet era had already been an exceptional leader even prior to the collapse of the Soviet Union in terms of his democratic and

liberal tendencies The book goes on to look at how identity is a major factor in the country shaped to a large extent by genealogical factors and patron client mechanisms on the one hand and religious considerations on the other Finally it highlights how education has been perceived as a very influential agent of socialization that develops not only literacy and other skills but also common attitudes and values that are considered essential to any society By evaluating these three areas the book argues that Kyrgyzstan cannot isolate itself from the demands priorities and pressures of international actors which sometimes are in conflict with the country s domestic conditions It is of interest to students and scholars of Asian Studies Politics and International Relations

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