

King, Edmund J.

Other schools and ours: comparative studies for today

Holt

Other Schools And Ours Comparative Studies For Today

Edmund James King



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Other Schools and Ours Edmund James King, 1979 **Other Schools and Ours** Edmund James King, 1965 *Other Schools and Ours* Edmund James King, 1967 Other Schools and Ours Edmund James King, 1961 **Other Schools and Ours; Comparative Studies for Today [By]** **Edmund J. King** Edmund James King, 1973 **Other Schools and Ours** Edmund James King, 1975 **British Scholars of Comparative Education** David Phillips, 2020-05-20 This book brings together studies of significant British scholars of comparative education from the 19th and 20th centuries Providing a unique and detailed examination of the work of the founding British scholars of research in comparative education British Scholars of Comparative Education considers the legacy of these key figures and emphasises the importance of understanding their achievements The advancement of research in comparative education has long been driven by the work of key scholars ensuring it remains a lively area of educational research This book highlights the pivotal role played by each scholar in driving a progression through humanistic and scientific approaches to new epistemological traditions within the field of comparative education This in turn reveals critical historical epistemological transitions that have had lasting impacts on the field With contributions from leading scholars in the field this volume will be of great interest to researchers academics and scholars in comparative and international education Comparative Studies in Special Education Kas Mazurek, Margret A. Winzer, 1994 This unequaled all encompassing collection of international programs on special education will enable educators worldwide to investigate special education practice within its social context to enhance their own initiatives with new ideas Comparative Studies divides into five sections each with an introduction to the chapters within This thorough text begins with limited special education in such venues as South Africa and Senegal Section Two addresses emerging special education in Nigeria Brazil and several other locales Segregated special education in Japan Russia and other countries makes up Section Three and Section Four explores countries that are approaching integration such as Poland and Australia Integrated special education is described in Scandinavia New Zealand and other nations in the final section More than 50 noted scholars have contributed to this important work offering every involved student and practitioner an indispensable detailed frame of reference in which to assess education programs worldwide for all special populations blind deaf physically and mentally disabled and all others **Politics, Markets, and America's Schools** John E. Chubb, Terry M. Moe, 2011-09-01 During the 1980s widespread dissatisfaction with America's schools gave rise to a powerful movement for educational change and the nation's political institutions responded with aggressive reforms Chubb and Moe argue that these reforms are destined to fail because they do not get to the root of the problem The fundamental causes of poor academic performance they claim are not to be found in the schools but rather in the institutions of direct democratic control by which the schools have traditionally been governed Reformers fail to solve the problem when the institutions ARE the problem The authors recommend a new system of public education built around parent student choice and school

competition that would promote school autonomy thus providing a firm foundation for genuine school improvement and superior student achievement Comparative Education Research Mark Bray,Bob Adamson,Mark Mason,2007-07-20

Approaches and methods in comparative education research are of obvious importance but do not always receive adequate attention This book contributes new insights within the longstanding traditions of the field A particular feature is the focus on different units of analysis Individual chapters compare places systems times cultures values policies curricula and other units These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field The book includes a focus on intra national as well as cross national comparisons and highlights the value of approaching themes from different angles The book will be of great value not only to producers of comparative education research but also to consumers who wish to understand more thoroughly the parameters and value of the field **Learning**

and Teaching Around the World Kimberly Safford,Liz Chamberlain,2018-07-17 Learning and Teaching Around the World is a wide ranging introduction to diverse experiences practices and developments in global primary education It explores different contexts for children s learning and methods and purposes of primary education in settings across Africa Asia Europe the Americas and Australasia and addresses wider issues such as the rise of refugee learners and large multi grade classes With an explicit focus on comparative and international studies and improving the knowledge understanding and practice of effective pedagogies for children s learning this book reflects on key issues such as Standards for learner centred education Patterns of inclusion and exclusion Defining teacher professionalism The impact of global education agendas Language policy for schooling and assessment Learning and Teaching Around the World is an essential text for those wishing to develop a critical understanding of the experiences of primary teachers and children around the world Aimed at both undergraduate and postgraduate education studies students the scope of this book will support all students in developing knowledge of primary education and of the diverse needs of learners in an era of global movement of children and families

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index Eugene F. Provenzo,John P. Renaud,Asterie Baker Provenzo,2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

Education and Anthropology Annette Rosenstiel,2019-07-23 Originally published in 1977 and compiled over a period of 25 years of teaching and research in the fields of education and anthropology this annotated bibliography was designed as a single source reflecting 1 historical influences 2 current trends 3 theoretical concerns and 4 practical methodology at the interfaces of these disciplines All entries listed alphabetically by author are numbered for ready reference and the material covered spans nearly three centuries from the earliest entry in 1689 to the most recent in 1976 The volume also contains entries for items dealing with the teaching of anthropology and the use of anthropological concepts

and data in teaching *Encyclopedia of the Social and Cultural Foundations of Education* Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society Key Features Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents essays on major movements in the field including the Free School and Visual Instruction movements Includes more than 130 biographical entries on important men and women in education Offers interpretations of legal material including Brown v Board of Education 1954 and the GI Bill of Rights Explores theoretical debates fundamental to the field such as religion in the public school curriculum rights of students and teachers surveillance in schools tracking and detracking and many more Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes Arts Media and Technology Curriculum Economic Issues Equality and Social Stratification Evaluation Testing and Research Methods History of Education Law and Public Policy Literacy Multiculturalism and Special Populations Organizations Schools and Institutions Religion and Social Values School Governance Sexuality and Gender Teachers Theories Models and Philosophical Perspectives A Visual History of American Education **Essays on Pedagogy** Robin J. Alexander, 2008 In *Essays on Pedagogy* Robin Alexander brings together some of his most powerful writing drawing on his research in Britain and other countries over the past two decades *Changing Educational Contexts, Issues and Identities* Michael Crossley, Patricia Broadfoot, Michele Schweisfurth, 2007-01-24 Documenting major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal *Comparative Education* this book compiles a selection of articles from forty years of the journal's distinguished history It illustrates how changing times have been reflected in the nature and quality of published comparative research Contributors explore the impact of key issues such as marketisation accountability and globalisation upon policy and practice world wide They explore how new challenges faced by the social sciences have seen shifts in the contexts issues and priorities attended to by comparatives and how different approaches to comparative education have influenced the intellectual and professional identities and positioning of those involved Bridging theoretically oriented scholarship with empirically grounded research relating to issues of policy and practice and with chapters addressing questions of relevance throughout the world this book is an invaluable resource of ideas and stimuli for further thinking and research **Teaching of Social Studies in India** P. K. Khasnavis, 1983

Essays on Pedagogy Robin Alexander, 2013-09-05 Seven authoritative contributions to the emerging field of pedagogy and to comparative cultural and policy studies in education A must for those who want to do more than merely comply with received versions of best practice Pedagogy is at last gaining the attention in English speaking countries which it has long enjoyed elsewhere But is it the right kind of attention Do we still tend to equate pedagogy with teaching technique and little more Now that governments too have become interested in it is pedagogy a proper matter for public policy and official prescription In *Essays on Pedagogy* Robin Alexander brings together some of his most powerful recent writing drawing on research undertaken in Britain and other countries to illustrate his view that to engage properly with pedagogy we need to apply cultural historical and international perspectives as well as evidence on how children most effectively learn and teachers most productively teach The book includes chapters on a number of themes expertly woven together the politicisation of school and classroom life and the trend towards a pedagogy of compliance the benefits and hazards of international comparison pedagogical dichotomies old and new and how to avoid them how education and pedagogy might respond to a world in peril the rare and special chemistry of the personal and the professional which produces outstanding teaching the scope and character of pedagogy itself as a field of enquiry and action For those who see teachers as thinking professionals rather than as technicians who merely comply with received views of best practice this book will open minds while maintaining a practical focus For student teachers it will provide a framework for their development Its strong and consistent international perspective will be of interest to educational comparativists but is also an essential response to globalisation and the predicaments now facing humanity as a whole [Handbook of Primary Education in Europe \(1989\)](#) Maurice Galton, Blyth Alan, 2018-02-06 Published in 1989 in conjunction with the Council of Europe this book is a major source of reference for those interested in the comparative study of primary education in Europe Whilst there is much material available at secondary level there is little information about the organisation and practice of primary education in different European countries This book based on reports and case studies collected by the Council of Europe as part of its five year project *Innovation in Primary Education in Europe* remedies this providing an essential resource in the area Divided into six sections each contributed to by member state of the Council of Europe this book covers topics including organisation policy and practice professionalism in primary school teachers and innovation in primary education **Origins and Traditions in Comparative Education** Maria Manzon, 2020-05-21 This volume aims to expand knowledge about the history of comparative education It explores new scholarship on key actors and ways of knowing in the field It aims to raise awareness on the positionality of historical narratives about this field of inquiry and offers a re think of its histories Since comparative education has always been embedded within a global field of power what would the changing world order s implications be for the institutional and intellectual histories of the field This book offers diverse perspectives for re theorising the histories of comparative education It suggests casting a far sighted and panoramic look at the field s origins

The volume concludes with a puzzle for future work on a global history of comparative education This book was originally published as a special issue of Comparative Education

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