

Expected years of schooling, 2022

Number of years a child of school entrance age can expect to receive if the current age-specific enrollment rates persist throughout the child's years of schooling.



Schooling For A Global Age

Nigel Bagnall



Schooling For A Global Age:

Japanese Education in a Global Age Akiyoshi Yonezawa, Yuto Kitamura, Beverley Yamamoto, Tomoko Tokunaga, 2018-08-01 This book highlights recent education research on Japan based on sociological and other related approaches to historical developments and accomplishments. Written primarily by members of the Japan Society of Educational Sociology it brings to light concerns and viewpoints that have grown out of the Japanese educational context. By focusing on uniquely Japanese educational research phenomena the book offers international readers new insights and contributes to the international debate on education. It may help sociologists and social scientists outside Japan gain a deeper understanding of ongoing changes in education in Japan as well as its historical and structural contexts. *Schooling for a Global Age* Institute for Development of Educational Activities, 1979 Discussion of the history, current state and future of global education. It is a balance between theoretical and practical information on elementary, secondary and community global education.

Chinese Education Models in a Global Age Chuing Prudence Chou, Jonathan Spangler, 2016-04-06 China's rise and increasing emphasis on international education benchmarking and a global recognition of East Asian countries' success in this regard have brought the issue of Chinese education to the forefront of public consciousness. In particular, the concept of a Chinese education model is one that has sparked debate and quickly become a major focus of education research around the world, especially in light of regional achievements vis-à-vis university rankings, bibliometric indices, the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and other such benchmarks. *Chinese Education Models in a Global Age* tackles this controversial issue head-on by synthesizing a diversity of analyses from a world-class team of twenty-seven authors. It reveals that Chinese education models, which are present in many different geographic and institutional contexts, have an important influence on social and institutional norms as well as individual belief systems and behaviors in China and beyond. The first of its kind, this edited volume establishes a foundation for future research while providing a nuanced and tightly integrated compilation of differing perspectives on the role and impact of Chinese education models worldwide. It is essential reading for all scholars, policymakers, students, parents and educators interested in the rising demographic and economic influence of people of Chinese descent on education around the world. *Systems Thinking for Sustainable Schooling* Carolyn J. Snyder, Kristen M. Snyder, 2022-11-28 This book presents arguments for adopting a Systems way of Thinking about developing schools to become in sync with the times, both locally and globally. Systems Thinking and Quality Management both are natural approaches for educators to adapt schooling to the rapid changes of life today in a global context. The chapters include strong rationales for adopting a more natural way of thinking about schooling, one that prepares students for life as it is now evolving around the world. Stories of success are abundant, which offer evidence of the power of a systems approach to leading school development in the complex context of schooling today. Research studies report up-to-date evidence of the power of Systems Thinking to continuously adapt

schooling to changing conditions

Visions in Global Education Toni Fuss Kirkwood-Tucker, 2009 This book is a compilation of new scholarship in the field of global education Previously unaddressed or barely touched upon topics include the historical evolution of the global education movement the development of a foundation for the formation of a philosophy of global education an analysis of the competing orientations of global education and multicultural education mentorship in global education pedagogy based on the master apprentice model and the latest research of the impact of national policies in education on global teacher education practice A unique contribution captures the complexities and geopolitical context during Russia's early hours of democracy in integrating global education in Russian education Written by internationally acclaimed scholars this book is at the cutting edge of new creative scholarship in global education Visions in Global Education is a must read for teachers in every stage of their careers and will be useful in a variety of classrooms addressing global education

Child Migration and Human Rights in a Global Age Jacqueline Bhabha, 2016-05-17 The first comprehensive look at the global dilemma of child migration Why despite massive public concern is child trafficking on the rise Why are unaccompanied migrant children living on the streets and routinely threatened with deportation to their countries of origin Why do so many young refugees of war ravaged and failed states end up warehoused in camps victimized by the sex trade or enlisted as child soldiers This book provides the first comprehensive account of the widespread but neglected global phenomenon of child migration exploring the complex challenges facing children and adolescents who move to join their families those who are moved to be exploited and those who move simply to survive Spanning several continents and drawing on the stories of young migrants Child Migration and Human Rights in a Global Age provides a comprehensive account of the widespread and growing but neglected global phenomenon of child migration and child trafficking It looks at the often insurmountable obstacles we place in the paths of adolescents fleeing war exploitation or destitution the contradictory elements in our approach to international adoption and the limited support we give to young people brutalized as child soldiers Part history part in depth legal and political analysis this powerful book challenges the prevailing wisdom that widespread protection failures are caused by our lack of awareness of the problems these children face arguing instead that our societies have a deep seated ambivalence to migrant children one we need to address head on Child Migration and Human Rights in a Global Age offers a road map for doing just that and makes a compelling and courageous case for an international ethics of children's human rights

Developing Future-ready Learners for a Global Age Suzanne S. Choo, Woon Chia Liu, Bee Leng Chua, 2024-12-02 Suzanne S Choo Woon Chia Liu and Bee Leng Chua offer a dynamic look into the tripartite relationship between education research policy and practice that characterizes Singapore's changing education landscape Over the years Singapore has garnered increasing attention internationally for its world class education system Pushing back against the stereotypical notions of exam and teacher centric education in Asia the contributors to this volume discuss opportunities as well as challenges in Singapore's innovation towards constructivist critical culturally responsive and

cosmopolitan forms of learning Highlighting the pedagogical innovation and its context in Singapore's teacher education and schools the authors bridge theory and practice by providing an understanding of innovative practices informed by key shifts in Singapore's education policies and the key conceptual principles informing these practices More importantly it provides on the ground empirical insights into the ways these innovative pedagogical practices are enacted in the classroom and in teacher education programmes Each chapter provides an in depth understanding of how these pedagogies are applied across various subject disciplines including guided problem solving in Mathematics games based pedagogy in Science multimodal literacies in language ethical criticism in Literature Nonlinear Pedagogy in Physical Education multicultural approaches in music and dialogic pedagogy in drama among others Balancing theoretical and empirical focus this resourceful text will be of interest to students researchers and practitioners in educational development pedagogy and teacher education as well as policymakers across international fields in education

Making Schooling Relevant for the Global Age R. D.

Nordgren, 2003-11-20 In order for schooling to become relevant in the global age the currently used curricula teaching strategies and school structures need to be discarded and more important the way we think about schools and schooling must change In essence a distinctly different model of schooling needs to be conceptualized and implemented across the U S In Making Schooling Relevant for the Global Age Nordgren offers such a model based in part on schooling he observed in Sweden one that is supported by pertinent social economic and educational research

The Wiley Handbook of Social Studies Research Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-03-13 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

The Social Studies Curriculum E. Wayne Ross, 2012-02-01 The third edition of The Social Studies Curriculum thoroughly updates the definitive overview of the primary issues teachers face when creating learning experiences for students in social studies By connecting the diverse elements of the social studies curriculum history education civic global and social issues the book offers a unique and critical perspective that separates it from other texts in the field This edition includes new work on race gender sexuality critical multiculturalism visual culture moral deliberation digital technologies teaching democracy and the future of social studies education In an era marked by efforts to standardize curriculum and teaching this book challenges the status quo by arguing that social studies curriculum and teaching should be about uncovering elements that are taken for granted in our everyday experiences and making them the target of inquiry

Concepts and Trends in Global Education ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.,2001 This publication addresses trends and issues in global education providing information about what global education is and how to teach it The publication emphasizes ERIC resources It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and approaches to global education It contains a directory of key organizations and World Wide Web sites that provide teacher resources Designed as a guide for educators who want to include global education across the various subjects of the curriculum the volume is divided into four parts 1 Overview of Global and International Education 2 Institutionalizing Global Education 3 Curriculum Methods and Approaches and 4 Appendices Information about documents in the ERIC database and how to submit documents for the database is appended BT

Citizenship Education around the World John Petrovic,Aaron Kuntz,2014-04-24 Though certainly not a new idea citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era The question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines This edited volume offers an international perspective on citizenship education enacted in specific socio political contexts Each chapter includes a pointed conceptualization of citizenship education a philosophical framework that is then applied to specific national cases across Europe Asia Canada and more Chapters emphasize how such frameworks are implemented within local contexts encouraging particular pedagogical curricular practices even as they constrain others Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education

Global Identity in Multicultural and International Educational Contexts Nigel Bagnall,2015-03-27 The increased movement of people globally has changed the face of national and international schooling Higher levels of mobility have resulted from both the willing movement of students and their families with a desire to create a better life and the forced movement of refugee families travelling away from war famine and other extreme circumstances This book explores the idea that the complex connections created by the forces of globalisation have led to a diminishing difference between what were once described as international schools and national schools By examining a selection of responses from students attending international schools in Brazil the United Kingdom France Germany the Philippines and Switzerland the book discusses key issues surrounding identity and cosmopolitan senses of belonging Chapters draw from current literature and recent qualitative research to highlight the concerns that students face within the international school community including social psychological and academic difficulties The interviews provide a rich and unique body of knowledge demonstrating how perceptions of identity and belonging are changing especially with affiliation to a national or a global identity The notion that international students have become global citizens through their affiliation to a global rather than a national identity exhibits a changing and potentially irreversible trend Global Identity in Multicultural and International Educational Contexts will be of key interest to

researchers academics and policy makers involved with international schooling and globalised education **Globalization and Global Citizenship** Irene Langran, Tammy Birk, 2016-06-10 Globalization and Global Citizenship examines the meaning and realities of global citizenship as a manifestation of recent trends in globalization In an interdisciplinary approach the chapters outline and analyse the most significant dimensions of global citizenship including transnational historical and cultural variations in its practice foreign and domestic policy influences and its impact on personal identities The contributions ask and explore questions that are of immediate relevance for today's scholars including How does globalization in its current form present a new set of challenges for states non state actors and individual citizens How has globalization diminished expanded or complicated notions of citizenship What rights could exist outside the context of state sovereignty How can social accountability be imagined beyond the borders of towns cities or states What forms of political representational legitimacy could be productive on the global level When is it useful possible or desirable for individuals to identify with global political communities Drawing together a broad range of contributors and cutting edge research the volume offers chapters that seek to reflect the full spectrum of approaches and topics providing a valuable resource which highlights the value of an extended and thoughtful study of the idea and practice of global citizenship within a broader consideration of the processes of globalization It will be of great use to graduates and scholars of international relations sociology and global studies affairs as well as globalization *Ebook: Evolving Dialogues in Multiculturalism and Multicultural Education* Richard Race, 2024-03-20 Richard Race has long proven that multicultural education and multiculturalism in British education are key to understanding and fostering social and community cohesion This important book builds on decades of work adding fresh insights that reflect the complexity of social and political issues faced in the UK What Race and colleagues have done is both courageous and coruscating Professor Paul W Miller Director of the Institute for Educational Social Equity UK This edited book is a powerful curation of narratives which set out pertinent and relevant perspectives on evolving dialogues in multiculturalism and multicultural education It is a timely comprehensive and insightful tome which will be a useful addition to any global anti racist bookshelf Dr Susan Davis Reader in Diversity Equity and Inclusion in Education School of Education and Social Policy Cardiff Metropolitan University UK Multicultural dialogues are as important now as ever This volume explores narratives in education that have developed internationally in response to changing policies and the modern world Its contributions reflect on the necessity of sustained dialogue within the wider social and political sciences alongside national and international politics to enable more multicultural voices to be heard and to respond to the challenges of the modern world Cultural diversity is a great societal strength and globalisation within education can increase our understanding of this This edited volume Comprises work by researchers from across the globe Draws on real life case studies and empirical evidence Consists of 20 chapters covering a range of topics Building on case studies from England Turkey Italy and more this text transcends national policy to ask what the core values of multicultural

education truly are From policy and pedagogy to the impact on curricula it is essential reading for students and those working across the fields of education and sociology particularly with an interest in social justice inclusion and multiculturalism Richard Race is Senior Lecturer in Education at Teesside University UK and a Visiting Professor at Sapienza University Italy Richard is a member of the Executive Board of the Society of Educational Studies and Editorial Board Member of the British Journal of Educational Studies **Publics for Public Schools** Kathleen Knight Abowitz,2015-11-17 This book articulates a path for a renewed conception of and commitment to the public dimensions of schooling It is an interdisciplinary book of philosophy and politics written for educational leaders working in or on behalf of public schooling Publics for Public Schools introduces a fresh view on how educational leaders might view the public ideal In this conception of public work and leadership educational leaders do not work with the public but help to achieve publics for public schools The demos or the people in the case of democratic governance of schools mobilize around particular problems related to young people and schooling they are best understood not as the public but as multiple publics This book provides a conception of public life and of public leadership that can enable educational leaders of all types to help achieve publics for their schools Education Research in the Public Interest Gloria Ladson-Billings,William F. Tate,2014-04-15 Acclaimed African American scholar and teacher educator Gloria Ladson Billings examines the field of teacher education through the accomplishments and contributions of well known African American teacher educators Lisa Delpit Carl Grant Jacqueline Jordan Irvine Geneva Gay Cherry McGee Banks William Tate and Joyce King Using in depth interviews and storytelling Ladson Billings depicts deeply personal portraits of these scholars experiences to confront race and racism not only theoretically but within their everyday professional lives in the Big House of the academy Ladson Billings gives these portraits even greater resonance and meaning by pairing these teacher educators with historical figures such as Harriet Tubman Nat Turner and Charlotte Forten whose contributions to the struggle for social justice are a wellspring of hope and courage to all educators and a tribute to African Americans whose political scientific and spiritual efforts made life better for us all This compelling book is important reading for all educators who want to transform teacher education for the better The American Association of Colleges for Teacher Education is enthused and excited about Ladson Billings s dynamic and provoking scholarship Its focus on outstanding African American teacher educators is a major contribution to teacher education literature This cutting edge research is likely to prompt some of the best of unconventional teacher education thought David G Imig President and CEO American Association of Colleges for Teacher Education In this moving and original book Gloria Ladson Billings offers complex insights about the politics of scholarship the experiences of scholars of color in universities and the larger enterprise of teaching and teacher education for social justice Marilyn Cochran Smith Lynch School of Education Boston College and President of the American Educational Research Association AERA for 2004 05 Encyclopedia of Diversity in Education James A. Banks,2012-05-24 Presents research and statistics case studies and best

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Citizenship Education and Global Migration James A. Banks, 2017-06-23 This groundbreaking book describes theory research and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation states develop civic participation skills and reflective cultural national and global identities

Social Justice and Transformative Learning Saundra M. Tomlinson-Clarke, Darren L. Clarke, 2016-03-10 The similarities between the United States and South Africa with respect to race power oppression and economic inequities are striking and a better understanding of these parallels can provide educational gains for students and educators in both countries Through shared experiences and perspectives this volume presents scholarly work from U S and South African scholars that advance educational practice in support of social justice and transformative learning It provides a comprehensive framework for developing transformational learning experiences that facilitates leadership for social justice and a deeper understanding of the factors influencing personal national and global identity

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Schooling For A Global Age Introduction

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