

# National Differences, Global Similarities

*World Culture  
and the Future  
of Schooling*

David P. Baker  
and Gerald K. LeTendre



# National Differences Global Similarities World Culture And The Future Of Schooling

**Jiyuan Zhang**



## **National Differences Global Similarities World Culture And The Future Of Schooling:**

**National Differences, Global Similarities** David Baker, Gerald K. LeTendre, 2005 Using US schools as a reference point this book provides a description of schooling as a global institution The authors draw on a four year investigation conducted in 47 countries that examined many aspects of K 12 schooling They discuss how world trends and the forces behind them will work to shape the directions education may take *National Differences, Global Similarities* David Baker, Gerald LeTendre, 2022 Using American schools as a reference point this book provides a comprehensive comparative description of schooling as a global institution Each chapter develops a story about a particular global trend continuing gender differences in achievement new methods nations employ to govern their schools the rapidly increasing use of private tutoring school violence the development of effective curriculums and the everyday work of teachers among other topics The authors draw on a four year investigation conducted in forty seven countries that examined many aspects of K 12 schooling such as how schools are run what teachers teach and what students learn in mathematics and science Baker and LeTendre present the results of the study in a non technical and accessible fashion outlining the implications of current trends for both education policy discussions and theoretical explorations of the role of education in society Running throughout the book is a discussion of how world educational trends and the forces behind them will work to change and shape the possible directions education may take in the future

**National Differences, Global Similarities** David Baker, Gerald K. LeTendre, 2005 This book provides a description of schooling as a global institution The authors draw on a four year investigation conducted in 47 countries that examined many aspects of K 12 schooling They discuss how world trends and the forces behind them will work to shape the directions education may take

**Global Education Policy and International Development** Antoni Verger, Hulya K. Altinyelken, Mario Novelli, 2013-03-28 Exploring the interplay between globalization education and international development this book surveys the impact of global education policies on local policy in developing countries With chapters written by leading international scholars drawing on a full range of theoretical perspectives and offering a diverse selection of case studies from Africa Asia and South America this book considers such topics as How are global education agendas and policies formed and implemented What is the impact of such policy priorities as public private partnerships child centred pedagogies and school based management What are the effects of political and economic globalization on educational reform and change How do mediating institutions affect the translation of global policies to particular educational contexts What are the limitations of globalised policy solutions and what problems do they encounter at local levels From students of education development and globalization to practitioners working in developing contexts this book is an important resource for those seeking to understand how global forces and local realities meet to shape education policy in the developing world

**World Yearbook of Education 2012** Gita Steiner-Khamsi, Florian Waldow, 2012-03-12 The phenomenon of travelling reforms has become an object of great professional interest and intensive academic scrutiny

The fact that the same set of educational reforms is transferred from one country to another made scholars wonder whether policy transfer has increased as a result of globalization. But also the fact that policy makers increasingly import best practices and international standards and use them as a tool to accelerate reform has captured the imagination of many that deal with policy studies. An international comparative perspective is key for understanding why reforms travel from one corner of the world to another. Not surprisingly the study of policy borrowing and lending constitutes one of the core research topics of comparative policy studies, a new area of research that links comparative education with policy studies. The World Yearbook of Education 2012 brings together a diverse range of perspectives on education policy through contributions from internationally renowned authors. It reflects on the way policy borrowing and lending is reconfiguring the world of education and offers a new collection of insights into the changes occurring across the world. It particularly focuses on the political and economic reasons for policy borrowing. The agencies, international networks and regimes that instigate policy change. The process of borrowing and lending. The impact of these systems, agendas and institutions on indigenous settings. This book will prove invaluable to researchers of globalization and to policy experts, especially those interested in comparative and international educational studies. It is also essential reading for undergraduate and postgraduate students and anyone involved in the sociology, economy or history of education.

Gita Steiner Khamsi is Professor of Comparative and International Education at Teachers College, Columbia University, New York, US. Florian Waldow is Research Director at the University of Münster, Germany.

**Schools and Society** Jeanne H. Ballantine, Joan Z. Spade, Jenny M. Stuber, 2017-10-25

The authors are proud sponsors of the 2020 SAGE Keith Roberts Teaching Innovations Award, enabling graduate students and early career faculty to attend the annual ASA pre-conference teaching and learning workshop. This comprehensive anthology features classical readings on the sociology of education as well as current original essays by notable contemporary scholars. Assigned as a main text or a supplement, this fully updated Sixth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book's range of topics. Jeanne H. Ballantine, Joan Z. Spade and new co-editor Jenny M. Stuber, all experienced researchers and instructors in this subject, have chosen articles that are highly readable and that represent the field's major theoretical perspectives, methods and issues. The Sixth Edition includes twenty new selections and five revisions of original readings and features new perspectives on some of the most contested issues in the field today, such as school funding, gender issues in schools, parent and neighborhood influences on learning, growing inequality in schools and charter schools.

**The Dynamics and Social Outcomes of Education Systems** J. Janmaat, M. Duru-Bellat, P. Méhaut, A. Green, 2013-08-27

Some scholars argue that education systems across the western world are becoming increasingly similar due to the influence of transnational discourses and organizations. Others believe that education is the panacea for all problems of social cohesion. After all, aren't the well educated usually more tolerant, civically engaged and trusting than the poorly educated? This book critically examines both

claims It finds that western countries still differ markedly on key aspects of their education systems and that these differences reflect distinct political traditions and different responses to a set of competing normative and political principles The findings further suggest that raising the average education level is unlikely to be an effective strategy for promoting social cohesion Instead more promising are policies targeting the opposite ends of the lifelong learning continuum universalizing pre school education and care and promoting adult education with a pronounced second chance character

Educational Import G. Steiner-Khamisi,I. Stolpe,2006-04-29 This book addresses students practitioners and scholars in educational policy studies The authors use Mongolia as a case to illustrate how global influences shape domestic developments in education and how imported education reforms are locally modified re contextualized or Mongolized

**What Matters? Research Trends in International Comparative Studies in Mathematics Education** Ji-Won Son,Tad Watanabe,Jane-Jane Lo,2017-03-03 This book provides a unique international comparative perspective on diverse issues and practices in mathematics education between and among the US and five high performing TIMSS education systems Japan China Singapore South Korea and Taiwan The book offers multiple perspectives on the important factors that contribute to mathematics teaching and learning in different educational systems and cultural contexts Using large scale data generated by numerous international comparative studies the book analyzes and provides context for various methodological perspectives The book raises compelling questions and issues for mathematics education researchers leading to a critical examination of what can be learned from other education systems Authors address four major research perspectives by critically examining cross national similarities and differences such as research on the influence of curriculum on student learning research on institutional systems of mathematics teacher education research on improving teacher knowledge and pedagogical approaches and research using large scale data This collection of perspectives serves as a foundation for reviewing and analyzing the international comparative studies introduced in the book

Poverty Reduction, Education, and the Global Diffusion of Conditional Cash Transfers Michelle Morais de Sá e Silva,2017-07-19 This book explores Conditional Cash Transfers programs within the context of education policy over the past several decades Conditional Cash Transfer programs CCTs provide cash to poor families upon the fulfillment of conditions related to the education and health of their children Even though CCTs aim to improve educational attainment it is not clear whether Departments or Ministries of Education have internalized CCTs into their own sets of policies and whether that has had an impact on the quality of education being offered to low income students Equally intriguing is the question of how conditional cash transfer programs have been politically sustained in so many countries some of them having existed for over ten years In order to explore that this book will build upon a comparative study of three programs across the Americas Opportunity NYC Subsidios Condicionados a la Asistencia Escolar Bogota Colombia and Bolsa Familia Brazil The book presents a detailed and non official account on the NYC and Bogota programs and will analyze CCTs from both a political and education policy

perspective      **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      **The Bloomsbury Handbook of Theory in Comparative and International Education** Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education CIE The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories assumptions and recent developments of these theories The chapters also situate the theories within CIE include specific case studies of theoretical application and outline suggestions for further reading Written by leading scholars from around the world this is must have reference work for anyone teaching researching studying or working in CIE The handbook includes chapters on a diverse collection of theories including but not limited to Structural functionalism Colonialism Imperialism Marxism Human Capital Theory Dependency World Systems Theory Post Colonialism Post Socialism Post Foundationalism Neo liberalism Neo Institutionalism Neo Marxism Policy Borrowing and Lending Peace Theories Human Rights Constructivism Racism Gender Queer Theory Social Network Theory Capabilities Theory and Cultural Political Economy      **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

**Critical Perspectives on International Education** Yvonne Hébert, Ali A. Abdi, 2013-02-11 In rapidly globalizing spaces of life any research project on international education would necessarily have multi directional emphases with the quality of observations and analyses reflecting the expanding political economic and cultural intersections which characterize this potentially promising century To respond to these emerging learning and living contexts of our world this book brings together some of the most active and established scholars in the field As such the book represents important epistemic interventions that analyze and critique the institutional socio economic linguistic and pedagogical platforms of international education As the locus of international education cannot be detached from the pragmatics of social development the specific recommendations embedded in this book expand the debates and broaden the boundaries of learning projects that should enhance the lives of people especially those who are continually marginalized by the regimes of globalization Thus the book actively advocates for possibilities of human well beings via different formats of education in diverse locations of life Critical Perspectives on International Education offers a historically comprehensive intellectually honest and perspective rich scholarly exploration of a new education globalization dynamic This book courageously offers up diverse voices gathered into a robust and useful conversation regarding global education This book adds greatly to understanding why educational marketplaces must be driven by principles and practices that empower diverse peoples to secure sustainable knowledge benefits that contribute to personal local national and international well being This critical perspective reader will engage scholars researchers and citizens Jim Paul University of Calgary In the current intensifications of globalization and its resulting inequalities it is crucial to better understand the role of knowledge creation and knowledge dissemination Should knowledge be only a commodity to be sold in the market and a tool to increase economic capital or should it be a shared sociocultural capital aimed at improving democracy and the common good In Critical Perspectives on International Education Yvonne Hébert and Ali A Abdi assemble an impressive array of contributions from all over the world that address this question from a variety of critical perspectives and case studies I recommend this book to everyone interested in the connections between education citizenship development and human well being Daniel Schugurensky Arizona State University

**The New Institutionalism in Education** Heinz-Dieter Meyer, Brian Rowan, 2012-02-01 The New Institutionalism in Education brings together leading academics to explore the ongoing changes in K 12 and higher education in both the United States and abroad The contributors show that current educational trends including the increased globalization of education the growing emphasis on educational markets and school choice the rise of accountability systems and the persistent influence of business groups like textbook manufacturers and test makers on educational policy can best be understood when observed through an institutional lens Because schools and universities are organizations that are stabilized by deeply institutionalized rules they are subject to the enduring problem of substantive

educational reform This book gives researchers and policy analysts conceptual tools and empirical assessments to gauge the possibilities for institutional reform and innovation

**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

**Promoting and Sustaining a Quality Teacher Workforce** Alexander W. Wiseman, Gerald K. LeTendre, 2015-10-27 The volume considers teacher professionalization by examining how to create pipelines from secondary education into teaching preparing teacher educators creating linkages between providers of teacher education and the schools

**How Global Youth Values Will Change Our Future** Gayle Kimball, 2019-01-15 How Global Youth Values Will Change Our Future reveals the values and religious beliefs of Generations Y and Z representing over 4 000 young people from 88 countries This book is based on their own voices rather than adult projections from multiple choice surveys It also includes futurists projections of significant trends to predict where society is headed As the largest best educated and most connected generation ever today's youth are creating a more democratic 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

Translating Global Ideas Claudia Diaz-Rios, 2024-04-01 International organizations have consistently influenced education reforms in Latin America but not all countries have adopted the same policy recommendations This book offers a unique comparative analysis of secondary education reforms in Chile Argentina and Colombia from the 1960s to the 2010s with a focus on three key areas manpower planning state retrenchment market based versus active state and ideas about having a right to a quality education in an era



of government accountability While responding to similar policy recommendations these countries have differed in how they have implemented decentralization incorporated private actors allocated authority over curriculum and established instruments of accountability Claudia Diaz Rios traces the legacies of previous education policies and local struggles among stakeholders in reshaping and sometimes rejecting foreign recommendations Translating Global Idea will be an invaluable resource for scholars of comparative politics and the globalization of education particularly those interested in policy development in middle and low income countries as well as practitioners invested in promoting education policy changes in Latin America

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