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Educational policy: an international survey

Educational Policy An International Survey

Guorui Fan, Thomas S. Popkewitz



Educational Policy An International Survey:

Educational Policy J. R. Hough, 1984 **PISA and Global Education Policy** Jennifer Chung, 2019-07-01 PISA and Global Education Policy Understanding Finland's Success and Influence provides an in depth investigation for the reasons behind Finland's success in the Programme for International Student Assessment PISA Finland's high performances in every administration of PISA since 2000 have captured worldwide attention This volume offers a comprehensive exploration into the context of Finland uncovering its historical cultural political and societal nuances Furthermore it delves into the history of Finnish education providing a strong foundation from which to view the system that produced so much success in PISA The book analyses empirical data from Finnish professors of education ministers of education head teachers and teachers for the reasons behind Finland's consistently high outcomes in the survey It includes viewpoints from OECD officers with direct responsibility for PISA In addition it uncovers the impact of Finnish influence on education policy worldwide Thus the text presents an analysis of the growing politicisation of international achievement studies such as PISA The increasingly globalised educational context surrounding PISA calls for an analysis of policy transfer and the already apparent uncritical policy borrowing of Finnish education policy within the UK context *The Study Of Educational Politics* Jay D. Scribner, Donald H. Layton, 2003-08-29 This text is intended to be of use as a guide for students scholars and researchers of the politics of education and of educational policy studies The comprehensive work surveys major trends between 1969 and 1994 with chapters synthesising political and policy developments at local national and state levels in the US as well as in the international arena The text contains in depth examinations of the emerging micropolitics of the field of education as well as policy analysis and cultural and feminist studies and bibliographies are provided at the end of each chapter Designed as both a text and a reference volume this special yearbook was planned in conjunction with the 25th anniversary of the Politics of Education Association in 1994 *OECD Reviews of Evaluation and Assessment in Education: Czech Republic 2012* Santiago Paulo, Gilmore Alison, Nusche Deborah, Sammons Pamela, 2012-01-30 This review provides for the Czech Republic an independent analysis of major issues facing the educational evaluation and assessment framework current policy initiatives and possible future approaches *Handbook on Comparative Education* Alexander W. Wiseman, Emily W. Anderson, Lisa Damaschke-Deitrick, Ericka Galegher, Nino Dzotsenidze, Maureen Park, 2025-04-09 Compiling insights from leading scholars across the globe this cutting edge Handbook presents an overview of comparative education It crucially distinguishes the field from other subdisciplines of educational studies addressing key areas of debate within both scholarship and professional practice **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. *Politics and Educational Change* Patricia Broadfoot, Colin Brock, Witold Tulasiewicz, 2018-04-17. Published in 1981. Throughout the world education is a highly contentious political issue. Politicians are involved in educational decision making at all levels and very often educational reform is as much motivated by political ideology as by educational considerations. This book which draws together the work of many leading authorities examines the current state of educational politics in many parts of the world. The book looks at the problem from a theoretical and a comparative perspective and then analyses the problem in particular areas which include North America, Western Europe and Third World countries.

Education in Flux Mathias Decuyper, Pieter Vanden Broeck, 2021-12-14. This book aims to gain a better grasp of how education both inside and outside school is shaped by our understanding of time. Over the last decennia both education and policymaking have undergone radical changes transcending them far beyond the historical limits of the modern nation state where their contemporary shape originated. The often discussed shift from government to governance in education policy together with the crystallization of newly emerging spaces of transnational education are illustrative in this respect. The national grammar of schooling is set out to arrange time in class hours, schooldays and yearly cohorts. Its curricula establish what the past should teach to future generations. But when education shifts perspectives towards transnational, European or even global levels, this past increasingly seems to lose relevance when understood as continuity and as tradition. Instead, in education as in policymaking, the discontinuity expected to result from a future deemed open and undetermined becomes an endless resource for the development of new political and educational reforms. How are contemporary education and education policy creating and reacting to particular forms of presents, pasts or futures? How do specific forms of education such as lifelong learning relate to our shifting understandings of time? How are progress, acceleration and time related in educational reform processes? Through showing the contingency of time making in educational practices, the contributions to this book seek to answer these questions and thus open avenues to think education and time anew. The chapters in this book were originally published as a special issue of the journal *Educational Philosophy and Theory*.

The Educational Intelligent Economy Tavis D. Jules, Florin D. Salajan, 2019-11-25. This book examines from a comparative perspective the impact of the movement from the so-called knowledge-based economy towards the Intelligent Economy which is premised upon the application of knowledge. This volume links the advent of this new technological revolution to the world of governance and policy formulation in education.

Handbook of Education Policy Studies Guorui Fan, Thomas S. Popkewitz, 2020-06-02. This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international, historical and interdisciplinary perspectives. By effectively breaking through the boundaries between countries and disciplines, it presents

new theories techniques and methods for contemporary education policy and illustrates the educational policies and educational reform practices that various countries have introduced to meet the challenges of continuous change Based on an analysis of the nature of education policy and education reform this volume focuses on education reform and the concept of education quality Adopting a historical and comparative perspective it examines the dialectical relationship between education policy and education reform in various countries assesses theoretical and practical issues in the process of moving from regulation to multiple governance in contemporary education administration and explores the impact of globalization on national education reform and the interdependence between countries In addition it presents studies addressing educational policy research methodology from multiple perspectives Highlighting the changes in national education macro policies this volume comprehensively reveals the complex relationship between contemporary education reform and social change and explores the links between contemporary social political and economic systems and educational policy research and practice offering a holistic portrait of macro trends in contemporary education reform

Globalisation, Ideology and Education Reforms Joseph Zajda, 2020-06-17 This book analyses the nexus between ideology the state and education reforms worldwide The research evinces the neo liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe With this as its focus the chapters represent hand picked scholarly research on major discourses in the field of global education reforms Offering a compendium of the very latest thought on the subject this book is like the others in the series a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely analysis of current issues shaping education policy research the work also contains ideas about future directions that education and policy reforms could take By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven reforms in education The book draws on recent studies in the areas of globalisation education reforms and the role of the state Respective chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms ranging from critical theory to historical comparative research they focus on globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change

Shaping Digital Education Enabling Factors for Quality, Equity and Efficiency OECD, 2023-07-11 Investment in education technology has surged worldwide over the past decade and digital education technologies are now a key resource for OECD education and training systems If used effectively they promise to transform teaching and learning practices to reduce learning inequalities and to create more inclusive and efficient education systems

New Paradigm for Re-engineering Education Yin Cheong Cheng, 2006-01-17 In response to the challenges of globalization and local development educational reforms are inevitably becoming one of the major trends in the Asia Pacific Region or other parts of the world Based on the most recent research and international observations this

book aims to present a new paradigm including various new concepts frameworks and theories for reengineering education This book has 21 chapters in three sections Section I New Paradigm of Educational Reform containing eight chapters illustrates the new paradigm and frameworks of reengineering education fostering human development and analysing reform policies and also discusses the trends and challenges of educational reforms in the Asia Pacific Region Section II New Paradigm of Educational Leadership with five chapters aims to elaborate how the nature role and practice of school leadership can be transformed towards a new paradigm and respond to the three waves of education reforms Section III Reengineering School Management for Effectiveness with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices Handbook of International and Cross-Cultural Leadership Research Processes Yulia Tolstikov-Mast,Franziska Bieri,Jennie L. Walker,2021-11-29 An invaluable contribution to the area of leadership studies the Handbook of International and Cross Cultural Leadership Research Processes Perspectives Practice Instruction brings together renowned authors with diverse cultural academic and practitioner backgrounds to provide a comprehensive overview and analysis of all stages of the research process The handbook centers around authors international research reflections and experiences with chapters that reflect and analyze various research experiences in order to help readers learn about the integrity of each stage of the international leadership research process with examples and discussions Part I introduces philosophical traditions of the leadership field and discusses how established leadership and followership theories and approaches sometimes fail to capture leadership realities of different cultures and societies Part II focuses on methodological challenges and opportunities Scholars share insights on their research practices in different stages of international and cross cultural studies Part III is forward looking in preparing readers to respond to complex realities of the leadership field teaching learning publishing and applying international and cross cultural leadership research standards with integrity The unifying thread amongst all the chapters is a shared intent to build knowledge of diverse and evolving leadership practices and phenomena across cultures and societies The handbook is an excellent resource for a broad audience including scholars across disciplines and fields such as psychology management history cognitive science economics anthropology sociology and medicine as well as educators consultants and graduate and doctoral students who are interested in understanding authentic leadership practices outside of the traditional Western paradigm **Annual Review of Comparative and International Education 2019** Alexander W. Wiseman,2020-06-17 The Annual Review of Comparative and International Education 2019 examines the field of comparative and international education by bringing together scholars professionals and other stakeholders to investigate recent developments in the field that are relevant to contemporary and future educational reform and applications worldwide **Literacy as Numbers Teacher's Book** Mary Hamilton,Bryan Maddox,Camilla Addey,2015-03-05 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education

Reform and Language Education International Handbook of Comparative Large-Scale Studies in Education Trude Nilsen, Agnes Stancel-Piątak, Jan-Eric Gustafsson, 2022-09-21 This handbook is the first of its kind to provide a general and comprehensive overview of virtually every aspect of International Large Scale Assessment ILSA It includes historical economic and policy perspectives theoretical foundations methodology and reviews of findings from analyses of ILSA data After decades during which ILSAs have generated knowledge within central areas of education research and gained increased and substantial impact on educational policy practice and research such a broad overview for a wide ranging audience is much needed With contributions from authors and editors from all continents this handbook appeals to an international audience and keeps a neutral perspective not favoring one ILSA over another The handbook is suitable to be read by politicians researchers and stakeholders who are seeking an overview of ILSAs their history and development and both potential benefits and limitations with regard to policy implications The reviews of findings from studies analyzing ILSA data will be of interest to stakeholders teachers researchers and policymakers Considering that the reviews extend to all fields pertaining to educational research the book will be valuable to all researchers interested in education Students may use the book to learn about ILSAs in the context of policy theoretical underpinnings or research Moreover the methodology section is written in a manner that is understandable and accessible for students stakeholders or researchers not familiar with these data This methodology part however is also a valuable resource for researchers who are familiar with ILSA data as it provides overviews of the design and sampling procedures of several ILSAs and includes advice on methods of analysis Even the owners of the ILSAs may find the book valuable as it contains overviews and insights into a number of ILSAs provides information how the data is used by the research community and includes recommendations for future instruments

EBOOK: Becoming a Teacher: Issues in Secondary Education Meg Maguire, Simon Gibbons, Melissa Glackin, David Pepper, Karen Skilling, 2018-02-16 Becoming a Teacher provides a broad context for understanding education addressing issues such as the influence of international policy and practice education ideology and social justice This is balanced with practical advice for the classroom on topics such as assessment for learning learning technologies literacy numeracy and English as an additional language Becoming a Teacher draws extensively on contemporary research and empirical evidence to support critical reflection about learning and teaching Encouraging you to reflect on your knowledge and beliefs it explores some of the complex social and cultural influences that influence professional learning and practice The approach chimes with the government's recognition that trainee teachers should take a research informed approach towards classroom practice The fifth edition is refreshed and revitalized throughout with a complete revision of each chapter new chapters on Reforming ITE Teachers Lives and Careers International Influences Engagement and Motivation Learning and the Emotions Data Usage in Schools Safeguarding and Learning with Digital Technologies up to date referencing of research findings insightful policy analysis critical commentary on issues For those training to teach in secondary school on a

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Higher Education Supporting the Digital Transformation of Higher Education in Hungary OECD,2021-11-02 Digital technologies have transformed the way people interact work and learn The emergency transition to online teaching and learning necessitated by the coronavirus COVID 19 pandemic has posed a serious challenge to instructional routines of higher education systems across OECD countries

Understanding Primary Education As a Whole: Socio-Cultural Perspectives for Leaders Tony Birch,2022-02-28 This book explores the foundations of modern primary education and the role that society and culture has had in shaping it Dismantling assumptions about what education has been or should be Tony Birch outlines what the core principles are that underpin high quality education to provide a holistic approach Supporting leaders practitioners and those studying primary education this book Explains key issues in primary education and what drives them Highlights the importance of pedagogy and leadership to enrich education Builds on the existing frameworks in schools to encourage an holistic approach Emphasises the importance of seeing the range of a child's potential outside of academic expectations Understanding Primary Education as a Whole is an essential resource for leaders and those studying primary education who want to understand the changing nature of their schools classrooms and children All of those leading primary education at whatever level can learn from Tony Birch's analysis of history and competing influences on primary education This book is systematic comprehensive and thoughtful Dr Alison Borthwick UK and International Freelance Education and Mathematics Consultant As well as being wise this book is also engaging accessible and essentially practical Read it Professor Emeritus David Hopkins www.profdavidhopkins.com Tony reminds us of the complexity and challenge of primary education the battles that have been fought around it and the changes in systems and practice that have occurred as a consequence Michael Tonge MA Chief Executive Prestolee Multi Academy Trust UK Tony Birch is Director of Birch Education and a Senior Associate of the Association of Education Advisers He established Bolton Council's award winning Curriculum ICT team was Head of School Improvement and also Assistant Director responsible for Education and Learning

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