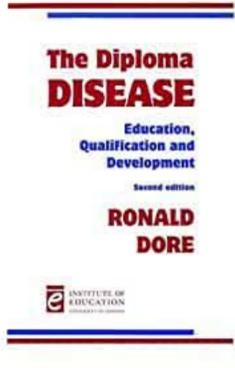


The Diploma Disease: Education, Qualification, And Development



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NoNonsense Rethinking Education-Adam Unwin 2016-03-21 What is knowledge? Who decides what is important? Who owns it? These are central themes that run through this title that aims to change perceptions and understanding of education. Using historical and contemporary examples, the authors examine the motivations, conflicts, and contradictions in education. In breaking down the structures, forces, and technologies involved they show how alternative approaches can emerge. Dr. Adam Unwin is Senior Lecturer in Business and Economics Education at University College London's Institute of Education. John Yandell is Senior Lecturer in Education at University College London Institute of Education.

British Factory, Japanese Factory-Ronald Philip Dore 1973

Diplomatism-David Hapgood 1971

Land Reform in Japan-Ronald Dore 2013-12-17 The land reform carried out in Japan during the period of American Occupation is often spoken of as one of the most successful of the post-war reforms. It was certainly one of the most thorough going redistributions of land which the world has seen. A third of the total area of arable land changed hands, and nearly a third of the total population of the country was affected. Socially, the land reform accelerated the decay in feudal institutions, rendering the lot of the Japanese farmer considerably better than it once was. First published in 1984, this title is part of the Bloomsbury Academic Collections series.

The Elgar Companion to Development Studies-David Clark 2006 If handbooks can be inspiring, this is it! Like a true companion, it takes in its stride conversations both big and small. Its entries do not just present an international and multidisciplinary mix, but true to life they work on several different scales. And, importantly, the book makes its authority evident. For it is like an extended website, but with all the added advantages of an encyclopaedia that actually tells you about the authors and the sources on which they have drawn. The resulting compilation is highly intelligent, thoughtful and above all usable. Dame Marilyn Strathern, University of Cambridge, UK The Elgar Companion to Development Studies is a major production in the development studies field, authored by a star-studded cast of contributors. With 136 entries covering a vast range of topics, it should quickly establish itself as a leading work of reference. We should all feel indebted to David Clark, who has successfully brought this substantial publishing project to completion. John Toye, University of Oxford, UK This is a most comprehensive handbook on development studies. It brings together a wide, varied array of carefully crafted summaries of 136 key topics in development by an international cast of well-respected academics and other experts in respective areas of study. The handbook is heavily interdisciplinary, organically combining economic, political, historical, social, cultural, institutional, ethical, and human aspects of development. While the wide range of entries might appear as a simple glossary listing or an encyclopedic collection, each of the 136 entries offers more depth and discussion than the average handbook. . . . Viewed in this light, this companion is highly likely to become known as a leading reference work on the topic. Highly recommended. Ismael Hossein-Zadeh, Choice The Elgar Companion to Development Studies is an innovative and unique reference book that includes original contributions covering development economics as well as development studies broadly defined. This major new Companion brings together an international panel of experts from varying backgrounds who discuss theoretical, ethical and practical issues relating to economic, social, cultural, institutional, political and human aspects of development in poor countries. It also includes a selection of intellectual biographies of leading development thinkers. While the Companion is organised along the lines of an encyclopaedia, each of its 136 entries provide more depth and discussion than the average reference book. Its entries are also extremely diverse: they draw on different social science disciplines, incorporate various mixes of theoretical and applied work, embrace a variety of methodologies and represent different views of the world. The Elgar Companion to Development Studies will therefore appeal to students, scholars, researchers, policymakers and practitioners in the field of development as well as the interested layman.

The Future of Nursing-Institute of Medicine 2011-02-08 The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

International Handbook of Comparative Education-Robert Cowen 2009-08-22 This two-volume compendium brings together leading scholars from around the world who provide authoritative studies of the old and new epistemic motifs and theoretical strands that have characterized the interdisciplinary field of comparative and international education in the last 50 years. It analyses the shifting agendas of scholarly research, the different intellectual and ideological perspectives and the changing methodological approaches used to examine and interpret education and pedagogy across different political formations, societies and cultures.

Education in Tokugawa Japan-Ronald Dore 2010-11-01 The Japanese society which emerged when Tokugawa Ieyasu had completed the process of pacifying warring baronies was neither literary, nor hardly literate. The Japan of 1868 was a very different society: practically every samurai was literate and it was a world in which books abounded. The transformation which had occurred in these two and a half centuries was an essential precondition for the success of the policy which the leaders of the Meiji Restoration were to adopt. An in-depth survey of the development and education during the period, this book remains one of the key analyses of the effects of Tokugawa educators and education on modern day Japan.

The Routledge International Encyclopedia of Education-Gary McCulloch 2013-11-26 The Routledge International Encyclopedia of Education is a unique and major resource for the field of education. It is a comprehensive, single-volume work, arranged alphabetically and comprising around 600 entries. The entries range from definitions of key educational concepts and terms to biographies of key educators and specially written substantial essays on major educational topics. The volume includes authoritative and critical commentary on historical and contemporary themes; examinations of continuities, changes and emerging issues; and discussions of the educational traditions and features of major countries and continents. The following special features are also included: Unrivalled coverage of education in a single volume Entries by leading international educational researchers Contributors drawn from all over the globe, including Australia, Brazil, Canada, China, Finland, India, Israel, Japan, New Zealand, South Africa, the United Kingdom and the United States A distinguished international advisory board Fully cross-referenced and indexed Suggestions for further reading Offering insight into the world of education in an interesting, informed and sometimes provocative way, The Routledge International Encyclopedia of Education is an invaluable work of reference for educators, students, researchers and policy makers in education and related fields internationally.

Handbook of the Sociology of Education-Maureen T. Hallinan 2006-11-24 This wide-ranging handbook provides a comprehensive overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. A major reference work for social scientists who want an overview of the field, graduate students, and educators.

Educated-Tara Westover 2018-02-20 #1 NEW YORK TIMES, WALL STREET JOURNAL, AND BOSTON GLOBE BESTSELLER • One of the most acclaimed books of our time: an unforgettable memoir about a young woman who, kept out of school, leaves her survivalist family and goes on to earn a PhD from Cambridge University “Extraordinary . . . an act of courage and self-invention.”—The New York Times NAMED ONE OF THE TEN BEST BOOKS OF THE YEAR BY THE NEW YORK TIMES BOOK REVIEW • ONE OF PRESIDENT BARACK OBAMA’S FAVORITE BOOKS OF THE YEAR • BILL GATES’S HOLIDAY READING LIST • FINALIST: National Book Critics Circle’s Award In Autobiography and John Leonard Prize For Best First Book • PEN/Jean Stein Book Award • Los Angeles Times Book Prize Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara’s older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she’d traveled too far, if there was still a way home. “Beautiful and propulsive . . . Despite the singularity of [Westover’s] childhood, the questions her book poses are universal: How much of ourselves should we give to those we love? And how much must we betray them to grow up?”—Vogue NAMED ONE OF THE BEST BOOKS OF THE YEAR BY The Washington Post • O: The Oprah Magazine • Time • NPR • Good Morning America • San Francisco Chronicle • The Guardian • The Economist • Financial Times • Newsday • New York Post • theSkimm • Refinery29 • Bloomberg • Self • Real Simple • Town & Country • Bustle • Paste • Publishers Weekly • Library Journal • LibraryReads • Book Riot • Pamela Paul, KQED • New York Public Library

Asia Pacific Graduate Education-Deane E. Neubauer 2016-05-21 This volume examines the changes taking place within graduate education in the Asia Pacific Region. A collection of essays by distinguished scholars from eight Asia Pacific nations links profound changes occurring in the economies and societies of the region to the many changes taking place within higher education. Focusing on how the dynamics of a changing global economy are affecting the ways higher education institutions are responding, particular changes are seen to be taking place in graduate education as many societies experience the need to produce graduates of high quality with elevated qualifications. Such changes are not without challenge or difficulty as issues of finance. Questions of appropriate directions of innovation and overall higher education capacity continue to frame the broader issue of the changing nature of graduate education.

Trends in E-learning-Mahmut Sincen 2018-08-01 This book presents a collection of different researches and results on "e-learning". The chapters cover the deficiencies, requirements, advantages and disadvantages of e-learning and distance learning. So, the authors reported their research and analysis results on "e-learning" according to their areas of expertise.

Shaping the University of the Future-Stephen James Marshall 2018-01-02 This book focuses on developing an understanding of the complex interplay of forces acting on individual universities and higher education systems to enable leaders and practitioners to take purposeful and strategic action. It explores the challenging landscape of higher education and the pressures that are reshaping the university as a societal institution, describing the complex interplay of technological, sociological, political and economic forces driving change. The issues analysed are global in scope, reflecting the diversity of contexts, but also the common nature of the challenges facing institutions individually and collectively. The analysis draws on the lessons learnt and evidence from over fifty organisational case studies undertaken by the author over the past decade, exploring organisational change in higher education institutions in New Zealand, Australia, the United States and the United Kingdom, and on his engagement as president of the ACODE organisation with colleagues responsible for learning technological change in Australasia. The book helps institutions respond to technological change purposefully, in ways that build upon a clear understanding of the

complex nature of the existing institution, its students and the organisational context.

The Education of Kim Jong-Un-Jung H. Pak 2018-02-06 North Korea's opacity combined with its military capabilities make the country and its leader dangerous wild cards in the international community. Brookings Senior Fellow Jung H. Pak, who led the U.S. intelligence community's analysis on Korean issues, tells the story of North Korean leader Kim Jong-un's upbringing, provides insight on his decision-making, and makes recommendations on how to thwart Kim's ambitions. In her deep analysis of the personality of the North Korean leader, Pak makes clearer the reasoning behind the way he governs and conducts his foreign affairs.

Educating One and All-National Research Council 1997-06-27 In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for "one"--the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education. The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. *Educating One and All* examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities--and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

Civic Education in Ten Countries-Judith Volkmar Torney 1975

Dental Education at the Crossroads-Institute of Medicine 1995-01-12 Six dental schools have closed in the last decade and others are in jeopardy. Facing this uncertainty about the status of dental education and the continued tension between educators and practitioners, leaders in the profession have recognized the need for purpose and direction. This comprehensive volume--the first to cover the education, research, and patient care missions of dental schools--offers specific recommendations on oral health assessment, access to dental care, dental school curricula, financing for education, research priorities, examinations and licensing, workforce planning, and other key areas. Well organized and accessible, the book Recaps the evolution of dental practice and education. Reviews key indicators of oral health status, outlines oral health goals, and discusses implications for education. Addresses major curriculum concerns. Examines health services that dental schools provide to patients and communities. Looks at faculty and student involvement in research. Explores the relationship of dental education to the university, the dental profession, and society at large. Accreditation, the dental workforce, and other critical policy issues are highlighted as well. Of greatest interest to deans, faculty, administrators, and students at dental schools, as well as to academic health centers and universities, this book also will be informative for health policymakers, dental professionals, and dental researchers.

Testing Times-Gordon Stobart 2008-03-18 Assessment dominates our lives but its good intentions often produce negative consequences. An example that is central to this book is how current forms of assessment encourage shallow 'for-the-test' learning. It is true to say that as the volume of assessment increases, confidence in what it represents is diminishing. This book seeks to reclaim assessment as a constructive activity which can encourage deeper learning. To do this the purpose, and fitness-for-purpose, of assessments have to be clear. Gordon Stobart critically examines five issues that currently have high-profile status: intelligence testing learning skills accountability the 'diploma disease' formative assessment Stobart explains that these form the basis for the argument that we must generate assessments which, in turn, encourage deep and lifelong learning. This book raises controversial questions about current uses of assessment and provides a framework for understanding them. It will be of great interest to teaching professionals involved in further study, and to academics and researchers in the field.

Comparative and International Research In Education-Michael Crossley 2003-09-02 From the foreword: This book is a major contribution to the field of comparative and international education. It has been co-authored by two distinguished figures, who write with authority and clarity, and who present conceptual insights which add creative and intellectual vitality to the field at a time of major change and development. Changing geopolitical relations, the acceleration of globalisation and major advances in information and communication technology have all transformed and revitalised international and comparative research in education. This multidisciplinary book critically examines the implications of this change for those engaged in such work worldwide. Groundbreaking and insightful, it draws on the latest research and developments in the field to give a comprehensive overview and analysis of the contemporary condition of this valuable form of research. Drawing upon the authors' extensive international experience, the text: * Re-assesses the diverse and multidisciplinary origins of this field of study: * Documents the increased orientation towards research; * Explores the changing nature of the problems and issues faced by both new and experienced researchers; * Puts forward a coherent and well-informed case for a thorough reconceptualisation of the field as a whole. The book argues eloquently for increased cultural and contextual sensitivity in educational research and development in order that the field might make a more effective contribution to educational theory, policy and practice. This multidisciplinary work will be welcomed by a wide range of theorists and researchers in education and the social sciences, as well as teachers, policymakers and anyone concerned with improving dialogue and understanding across cultures and nations.

Public Examinations Examined-Thomas Kellaghan 2019-11-19 High-stakes public examinations exert a dominant influence in most education systems. They affect both teacher and student behavior, especially at the middle and upper levels of secondary education. The content of past examinations tends to dictate what is taught and how it is taught and, more important, what is learned and how it is learned. By changing aspects of these examinations, especially their content and format, education systems can have a strong positive impact on

teacher behavior and student learning, help raise student achievement levels, and better prepare students for tertiary-level education and for employment. Examination agencies, many of which have followed the same procedures over decades, can learn from the successes and failures of other systems. This book addresses current issues related to the development, administration, scoring, and usage of these high-stakes public examinations, identifying key issues and problems related to examinations in many emerging market economies as well as in advanced economies. The book's primary audience consists of public examination officials on national, regional, and state examination boards, but the book should also be of interest to senior education policy makers concerned with certification and learning achievement standards, to academics and researchers interested in educational assessment, to governmental and education agencies responsible for student selection, and to professionals at development organizations. "This extremely well-written and comprehensive book offers a timely review of the diversity of public examination practices worldwide; of the tensions between examinations and learning; and of the technical expertise involved in the creation of valid, reliable, and fair assessments. It reminds us that as "the diploma disease" takes hold with an ever-greater intensity at every stage of education worldwide, and the commercial business of testing flourishes, those concerned with educational quality and meaningful learning must be on guard to prevent the assessment tail wagging the educational dog." Angela W. Little, Professor Emerita, Institute of Education, University College London "This book is very well structured and written and draws on the authors' remarkable global knowledge across countries and histories. It will be a great asset both to administrators responsible for examinations and to academics and other professionals who seek to understand the nature and impact of examinations of different types and in different settings." Mark Bray, UNESCO Chair Professor of Comparative Education, University of Hong Kong; and former Director, UNESCO International Institute for Educational Planning "I am sure that *Public Examinations Examined*, which thoroughly analyzes the practice of public examinations in different countries and makes profound and well-grounded conclusions, will arouse very great interest and will serve to further improve public examinations." Victor Bolotov, Distinguished Professor, Higher School of Economics, National Research University, Moscow; member, Russian Academy of Education; and former Deputy Minister of Education, Russian Federation

Higher Education and International Student Mobility in the Global Knowledge Economy-Kemal Guruz 2011-05-01 Second, updated edition of a landmark study of how the international mobility of students, scholars, programs and institutions of higher education has evolved over time, and the ways in which it is occurring in today's global knowledge economy.

The Ph.D. Trap Revisited-Wilfred Cude 2001 This book lays bare the faults of the Ph.D. program, showing that in most disciplines it is savage, mechanical, and cruel.

Higher Education in Saudi Arabia-Larry Smith 2013-03-14 This book provides the first academically rigorous description and critical analysis of the Higher Education system in the Kingdom of Saudi Arabia, and of the vision, strategies and policy imperatives for the future development of Saudi universities. The government of Saudi Arabia has recognized in both policy and practice the necessity of developing its university system to world-class standard. Significantly increasing access and participation in Higher Education across a range of traditional and non-traditional disciplines is directly relevant to the future social and economic growth of the country. This book addresses the way in which Saudi Arabia is moving to develop a quality university system that balances the need for students to gain the knowledge, skills and 'ways of doing' necessary to operate effectively on the world stage while simultaneously maintaining and demonstrating the fundamental values of the Islamic religion and culture. The book provides a description and critical analysis of the key components of the Saudi Higher Education system, and of system-level responses to the challenges and opportunities facing Saudi universities. It is written by a team of Saudi academics and authors of international standing from non-Saudi universities so as to provide both internal and external perspectives on all issues and to place information and ideas in the context of the international Higher Education scene.

Educating the Student Body-Committee on Physical Activity and Physical Education in the School Environment 2013-11-13 Physical inactivity is a key determinant of health across the lifespan. A lack of activity increases the risk of heart disease, colon and breast cancer, diabetes mellitus, hypertension, osteoporosis, anxiety and depression and others diseases. Emerging literature has suggested that in terms of mortality, the global population health burden of physical inactivity approaches that of cigarette smoking. The prevalence and substantial disease risk associated with physical inactivity has been described as a pandemic. The prevalence, health impact, and evidence of changeability all have resulted in calls for action to increase physical activity across the lifespan. In response to the need to find ways to make physical activity a health priority for youth, the Institute of Medicine's Committee on Physical Activity and Physical Education in the School Environment was formed. Its purpose was to review the current status of physical activity and physical education in the school environment, including before, during, and after school, and examine the influences of physical activity and physical education on the short and long term physical, cognitive and brain, and psychosocial health and development of children and adolescents. *Educating the Student Body* makes recommendations about approaches for strengthening and improving programs and policies for physical activity and physical education in the school environment. This report lays out a set of guiding principles to guide its work on these tasks. These included: recognizing the benefits of instilling life-long physical activity habits in children; the value of using systems thinking in improving physical activity and physical education in the school environment; the recognition of current disparities in opportunities and the need to achieve equity in physical activity and physical education; the importance of considering all types of school environments; the need to take into consideration the diversity of students as recommendations are developed. This report will be of interest to local and national policymakers, school officials, teachers, and the education community, researchers, professional organizations, and parents interested in physical activity, physical education, and health for school-aged children and adolescents.

Teaching Across Cultures-James E. Plueddemann 2018-11-27 In our globalized world, educators often struggle to adapt to the contexts of diverse learners. In this practical resource, educator and missiologist James Plueddemann offers field-tested insights for teaching across cultural differences. He unpacks how different cultural dynamics may inhibit learning and offers a framework for integrating conceptual ideas into practical experience.

International Schools and International Education-Mary Hayden 2013-04-15 This work

tackles the issues that staff and management of international schools need to address in order to ensure that their teaching and organization is of a high standard and quality. It contains a wide range of contributions from international school experts around the world.

The Quality of Education in Developing Countries-C. E. Beeby 2013-10

Asia Pacific Graduate Education-Deane E. Neubauer 2016-05-11 This volume examines the changes taking place within graduate education in the Asia Pacific Region. A collection of essays by distinguished scholars from eight Asia Pacific nations links profound changes occurring in the economies and societies of the region to the many changes taking place within higher education. Focusing on how the dynamics of a changing global economy are affecting the ways higher education institutions are responding, particular changes are seen to be taking place in graduate education as many societies experience the need to produce graduates of high quality with elevated qualifications. Such changes are not without challenge or difficulty as issues of finance. Questions of appropriate directions of innovation and overall higher education capacity continue to frame the broader issue of the changing nature of graduate education.

Researching Private Supplementary Tutoring-Mark Bray 2016-03-01 Private supplementary tutoring, widely known as shadow education because of the way that it mimics mainstream schooling, has greatly expanded worldwide. It consumes considerable family resources, provides employment for tutors, occupies the time of students, and has a backwash on regular schools. Although such tutoring has become a major industry and a daily activity for students, tutors and families, the research literature has been slow to catch up with the phenomenon. The topic is in some respects difficult to research, precisely because it is shadowy. Contours are indistinct, and the actors may hesitate to share their experiences and perspectives. Presenting methodological lessons from diverse cultures, the book contains chapters from both high-income and low-income settings in Asia, Caribbean, Europe and the Middle East. Separately and together, the chapters present valuable insights into the design and conduct of research. The book will assist both consumers and producers of research. Consumers will become better judges of the strengths, weaknesses and orientations of literature on the theme; and producers will gain insights for design of instruments, collection of data, and interpretation of findings. The editors: Mark Bray is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. Ora Kwo is an Associate Professor in the Comparative Education Research Centre at the University of Hong Kong. Boris Jokić is a Scientific Associate in the Centre for Educational Research and Development at the Institute for Social Research in Zagreb, Croatia.

Race, Gender and Educational Desire-Heidi Safia Mirza 2008-11-19 'This book is a great genealogy of black women's unrecognised contributions within both education and the wide social context. I think it constitutes an important piece of work that is totally missing from the existing literature' - Diane Reay, Professor of Education, Cambridge University Race, Gender and Educational Desire reveals the emotional and social consequences of gendered difference and racial division as experienced by black and ethnicised women teachers and students in schools and universities. It explores the intersectionality of race and gender in education, taking the topic in new, challenging directions and asking How does race and gender structure the experiences of black and ethnicised women in our places of learning and teaching? Why, in the context of endemic race and gender inequality, is there a persistent expression of educational desire among black and ethnicised women? Why is black and ethnicised female empowerment important in understanding the dynamics of wider social change? Social commentators, academics, policy makers and political activists have debated the causes of endemic gender and race inequalities in education for several decades. This important and timely book demonstrates the alternative power of a black feminist framework in illuminating the interconnections between race and gender and processes of educational inequality. Heidi Safia Mirza, a leading scholar in the field, takes us on a personal and political journey through the debates on black British feminism, genetics and the new racism, citizenship and black female cultures of resistance. Mirza addresses some of the most controversial issues that shape the black and ethnic female experience in school and higher education, such as multiculturalism, Islamophobia, diversity, race equality and equal opportunities Race, Gender and Educational Desire makes a plea for hope and optimism, arguing that black women's educational desire for themselves and their children embodies a feminised prospectus for a successful multicultural future. This book will be of particular interest to students, academics and researchers in the field of education, sociology of education, multicultural education and social policy. Heidi Safia Mirza is Professor of Equalities Studies in Education at the Institute of Education, University of London, and Director of the Centre for Rights, Equalities and Social Justice (CRESJ). She is also author of Young, Female and Black (Routledge).

Physical Education-Ken Green 2005 This book is a core text for physical education courses. It deals with enduring themes and contemporary issues in primary and secondary physical education.

Education and Training for the Informal Sector-Simon A. McGrath 1995

Does Education Matter?-Alison Wolf 2002-05-30 "Education, education, education" has become an obsession for politicians and the public alike. It is seen as an economic panacea: an engine for growth and prosperity. But is there a link between increased spending on higher education and economic growth? Professor Alison Wolf takes a critical look at successive governments' education policy and challenges many of the tenets of received wisdom: there are no economic reasons for spending more on higher education in order to stimulate growth. The conclusion of this devastating book is that a large proportion of the billions poured into vocational training and university provision might be better spent on teaching the basics at primary school.

Collected Writings of R.P. Dore-R.P. Dore 2014-05-01 This volume of the Collected Writings of Modern Western Scholars on Japan, published under the Japan Library imprint, brings together landmark writings by R.P. Dore, on Japanese society, politics and economics.

Contesting the Global Development of Sustainable and Inclusive Education-Antonio Teodoro 2020-03-25 Documenting the outcomes from three decades of transnational research conducted under the leadership of António Teodoro, this volume offers a robust scaffolding of the social and political context in which global education is being challenged by the contradictions of neoliberalism, globalization, deregulation, governance, and democracy. Contesting the Global Development of Sustainable and Inclusive Education presents outcomes from transnational studies conducted in response to global policies advocating the development of sustainable and inclusive education for all. Chapters map the impacts of globalization on education policy and consider how international organizations are shaping national education reforms. Focusing on questions of social justice, the volume asks how the neoliberal strategies enacted by national governments are affecting the work of teachers as well as curriculum, teacher training, and assessment. Finally, the text asks whether there are alternatives to financially-driven, competition-based reforms that might better position education as an action project for social justice. This volume will be of interest to postgraduate students, scholars, researchers and policymakers in the fields of global education, comparative education, and education policy.

The Pietist Vision of Christian Higher Education-Christopher Gehrz 2015-01-05 Pietism has long been ignored in evangelical scholarship. This is especially the case in the field of Christian higher education, which is dominated by thinkers in the Reformed tradition and complicated by the association of Pietism with anti-intellectualism. The irony is that Pietism from the beginning "was intimately bound up with education," according to Diarmaid MacCulloch. But until now there has not been a single work dedicated to exploring a distinctively Pietist vision for higher education. In this groundbreaking volume edited by Christopher Gehrz, scholars associated with the Pietist tradition reflect on the Pietist approach to education. Key themes include holistic formation, humility and openmindedness, the love of neighbor, concern for the common good and spiritual maturity. Pietism sees the Christian college as a place that forms whole and holy persons. In a pluralistic and polarized society, such a vision is needed now more than ever.

Elementary Education in India-Jyoti Raina 2019-08-30 This book examines the policy shifts over the past three decades in the Indian education system. It explores how these shifts have unequivocally established the domination of neoliberal capital in the context of elementary education in India. The chapters in the volume: • Discuss a range of elementary education policies and programs in India with a focus on the policy development in recent decades of neoliberalism. • Analyse policy from diverse perspectives and varied vantage points by scholars, activists, and practitioners, illustrated with contemporary statistics. • Introduce the key curriculum, assessment, and learning debates from contemporary educational discourse. • Integrate the tools and methods of education policy analysis with basic concepts in education, like equality, quantity, equity, quality, and inclusion. A definitive inter-disciplinary work on a key sector in India, this volume will be essential for scholars and researchers of education, public policy, sociology, politics, and South Asian studies.

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