

# Education

**Rachael Kessler**

*Knowledge Management for School Education* Eric C. K. Cheng, 2014-10-15 This book introduces the application of knowledge management (KM) theories, practices, and tools in school organization for sustainable development. Schools in Asia Pacific have long faced a variety of challenges in terms of sustainable development under the education reforms and curriculum reforms to meet the demands of a knowledge society. Schools are inevitably expected to develop human capital for the knowledge society within the competitive global economy, and to interact with its policy environment and know how to leverage pedagogical knowledge. The high speed of expansion change and expansion of knowledge have dramatically influence the development of flexibility of teacher and school works. The nature of teacher work becomes increasingly less routine, more analytical, and disruptive yet often come with a sense of urgency and need to be more collaborative. Teachers not only require data and information, but also knowledge and experience of individual, they also need to collaborative task execution, decision making and problem solving. Helping school leaders and teachers to manage their knowledge and become “know how” to cope with the change is important.

**Experience & Education** John Dewey, 2007-11-01 Experience and Education is the best concise statement on education ever published by John Dewey, the man acknowledged to be the pre-eminent educational theorist of the twentieth century. Written more than two decades after *Democracy and Education* (Dewey's most comprehensive statement of his position in educational philosophy), this book demonstrates how Dewey reformulated his ideas as a result of his intervening experience with the progressive schools and in the light of the criticisms his theories had received. Analyzing both traditional and progressive education, Dr. Dewey here insists that neither the old nor the new education is adequate and that each is miseducative because neither of them applies the principles of a carefully developed philosophy of experience. Many pages of this volume illustrate Dr. Dewey's ideas for a philosophy of experience and its relation to education. He particularly urges that all teachers and educators looking for a new movement in education should think in terms of the deeped and larger issues of education rather than in terms of some divisive ism about education, even such an ism as progressivism. His philosophy, here expressed in its most essential, most readable form, predicates an American educational system that respects all sources of experience, on that offers a true learning situation that is both historical and social, both orderly and dynamic.

**International Education** Mary Hayden,Jeff Thompson,John Jeffrey Thompson,1998 First Published in 2001. Routledge is an imprint of Taylor & Francis, an informa company.

*Learning & Teaching in Higher Education* Greg Light (Ph. D.),Greg Light,Roy Cox,2001-07-23 This book addresses the practice of learning and teaching within higher education. Higher education is currently a sector challenged worldwide by increased numbers and diversity of students, tougher demands for professional accountability, increasing calls for educational relevance, thinning resources and the exacting demands of a global education market. This book brings together key issues of theory and practice to develop an overall professional 'language' of teaching situated within communities of academic practice. This 'language' provides teachers with a conceptual 'vocabulary' and 'grammar' for understanding and improving practice, enables them to critically reflect upon their teaching in a range of key 'genres'

**Education Policy** Jerome G. Delaney,2017-12-18 What exactly is education policy, why is it important, and how is it implemented in the real world? Jerome Delaney, a professor of educational administration and former high school principal, answers the big questions about education policy in this powerful and practical primer for students. Informed by his experience in the public school system, Delaney takes a pragmatic and realistic approach that divides a complicated subject into manageable sub-topics. He grounds the debate at the classroom level: after all, that's where the effects of high-level policy decisions ultimately play out. Starting from the basics and progressing through to the deeper aspects of education policy, this text provides an excellent introduction to a subject that lies at the foundation of every education system. This second edition includes a new chapter on issues relating to policy implementation, as well as new discussion questions at the end of each chapter. Topics include: A beginner's overview of education policy studies. How values influence policy-making. How education policy is developed, implemented, and evaluated. The role of policy in education reform. The future of education policy as schools adapt to changing societies.

**Design Thinking for Education** Joyce Hwee Ling Koh,Ching Sing Chai,Benjamin Wong,Huang-Yao Hong,2015-04-25 This book explores, through eight chapters, how design thinking vocabulary can be interpreted and employed in educational contexts. The theoretical foundations of design thinking and design in education are first examined by means of a literature review. This is then followed by chapters that characterize design thinking among children, pre-service teachers and in-service teachers using research data collected from the authors' design-driven coursework and projects. The book also examines issues associated with methods for fostering and assessing design thinking. In the final chapter, it discusses future directions for the incorporation of design thinking into educational settings. Intended for teachers, teacher educators and university instructors, this book aims to provide them with the theoretical foundations needed to grasp design thinking, and to provide examples of how design thinking can be interpreted and evaluated. The materials covered will help these groups of professionals to consider how design thinking can be integrated into their own teaching and learning contexts. The book

will also promote a discourse between educational researchers on the theoretical development of design thinking in educational settings.

**Resources in Education** ,1976

Education Marcelo Suárez-Orozco,Carola Suárez-Orozco,2022-07-05 In an age of catastrophes—unchecked climate change, extreme poverty, forced migrations, war, and terror, all compounded by the COVID-19 pandemic—how can schooling be reengineered and education reimagined? This book calls for a new global approach to education that responds to these overlapping crises in order to enrich and enhance the lives of children everywhere. Marcelo Suárez-Orozco and Carola Suárez-Orozco convene scholars and practitioners from a range of disciplines—including anthropology, neuroscience, demography, psychology, child development, sociology, and economics—who offer incisive essays on the global state of education. Contributors consider how educational policy and practice can foster social inclusion and improve outcomes for all children. They emphasize the centrality of education to social and environmental justice, as well as the philosophical foundations of education and its centrality to human flourishing, personal dignity, and sustainable development. Chapters examine topics such as the neuroscience of education; the uses of technology to engage children who are not reached by traditional schooling; education for climate change; the education of immigrants, refugees, and the forcibly displaced; and how to address and mitigate the effects of inequality and xenophobia in the classroom. Global and interdisciplinary, *Education* speaks directly to urgent contemporary challenges. Contributors include Stefania Giannini, the director of education for UNESCO; development economist Jeffrey Sachs; cognitive psychologist Howard Gardner; Carla Rinaldi, president of the Reggio Children Foundation; and academics from leading global universities. The book features a foreword by Pope Francis.

**The Beautiful Risk of Education** Gert J. J. Biesta,2014 This is a book about what many teachers know but are increasingly being prevented from talking about: that real education always involves a risk. The risk is there because, as W. B. Yeats has put it, education is not about filling a bucket but about lighting a fire. It is there because students are not to be seen as objects to be moulded and disciplined, but as subjects of action and responsibility. *The Beautiful Risk of Education* is organised around a critical discussion of seven key educational concepts: creativity, communication, teaching, learning, emancipation, democracy, and virtuosity. By opposing the risk aversion that characterises many contemporary educational policies and practices, Gert J.J. Biesta makes a strong argument for giving risk a central place in our educational endeavours and brings risk taking to the forefront of a critical pedagogical practice.

*Teacher Education in the Global Era* Karanam Pushpanadham,2020-06-30 This book discusses the perspectives and practices of teacher education programs in order to shed new light on the national priorities, policies, curriculum inputs, delivery mechanisms, challenges and future trends in 20 selected countries. It examines and compares the complexity of

teacher education in international contexts, providing insights into educational change and reform in emerging democracies. Further, it includes cases from various countries that reflect how the profession is moving forward. In order to deepen readers' understanding of teacher training and the challenges posed by globalization, the book concludes with a discussion of theoretical perspectives applied to teacher education, and with recommendations for new directions. Given its scope, the book is an essential read for teacher educators, students, and researchers working in the field of education.

Early Childhood Development and Education in Singapore Oon Seng Tan, Kenneth K. Poon, Beth Ann O'Brien, Anne Rifkin-Graboi, 2022-04-06 This book presents a holistic view of child development that emphasises on being mindful of the child as well as his/her environment. It presents a history of the development of the early childhood education sector in Singapore. This book consolidates the more recent research work that has been done in early childhood education, specifically by researchers from the National Institute of Education, Singapore. It discusses topics focusing on child development and education, teacher training and wellbeing, and the development of culturally appropriate assessment. The content of this book center around the child, with a consideration of influences in the environment that can impact child development.

**Foundations of Education** Susan F. Semel, Molly Vollman Makris, Cara Kronen, 2022-10-11 Foundations of Education: Essential Texts and New Directions helps aspiring teachers interpret the craft of teaching within the historical, philosophical, cultural, and social contexts of education, inside and outside of schools. As a traditional social foundations reader, it focuses on the origins of the social foundations' disciplines, but it also includes contemporary pieces that directly impact students' lives today. Through these carefully curated readings, students will grasp the complexity and connection between contemporary issues in education. Part I contains essential texts, selections from works widely regarded as central to the development of the field, which lay the basis of further study for any serious student of education. Part II looks at multidisciplinary directions of current foundations of education scholarship. An introductory essay by the editors and discussion questions throughout the text further highlight the selections' continued importance and application to today's most pressing educational issues. By addressing the past, present, and future of social foundations, this volume contends skillfully with ever-shifting education policies and school demographics--

Building Excellence in Higher Education Arnoud De Meyer, Jovina Ang, 2021-08-25 Over the last 30 years, Singapore has developed a system of higher education that is the envy of many other countries and regions. How has Singapore developed such a highly performing education system? Was it planned? Was it mere luck? Written by Arnoud De Meyer, who is widely regarded as one of the pre-eminent management educators and leaders in higher education, the book focuses on Singapore as an in-depth case study of how to build a system of higher education, and specifically a portfolio of highly differentiated and diversified universities. He worked closely together with Jovina Ang during the preparation of the manuscript. This book is unique because it showcases several case studies of the emerging system of higher education, and it was written based on

insights drawn from interviews with the key decision-makers and actors in the system from the past 20 years, including ministers and permanent secretaries of the Ministry of Education, and presidents and chairmen of the six universities. The success of this system can be attributed to several factors: the clarity of purpose of the decision-makers, with clear targets in cohort participation rate, commitment to significant funding for education and research, discipline of an intelligent and well-implemented governance system, flexibility in adjusting plans, and rapid and adaptive learning from overseas partners. In the last few chapters, the authors look at the future of the system and postulate how it should be adjusted to the changes in Singapore and the world. This unique book on educational strategy would be of particular interest to educational specialists and policy-makers in emerging countries who want to build a system of higher education, policy-makers in mature industrialised countries who are faced with the challenge of revamping their system of higher education, strategists who are interested in dynamic capability building and philanthropists who want to use education as an equaliser of social status.

**Education in West Central Asia** Mah-E-Rukh Ahmed, 2013-06-20 Education in West Central Asia is a comprehensive critical reference guide to education in the region. With chapters written by an international team of leading regional education experts, the book explores the education systems of each country in the region. With chapters covering Iran, Pakistan, Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan, the book critically examines the development of education provision in each country as well as local and global contexts. Including a comparative introduction to the issues facing education in the region as a whole and guides to available online datasets, this handbook will be an essential reference for researchers, scholars, international agencies and policy-makers at all levels.

*The Really Useful Physical Education Book* Gary Stidder, Sid Hayes, 2016-11-10 The Really Useful Physical Education Book offers support, guidance and practical ideas for effective, innovative and imaginative physical education lessons. Underpinned by easy-to-understand theory, this second edition is fully updated in line with the National Curriculum for Physical Education at Key Stages 3 and 4 and provides a wide range of high-quality lessons alongside engaging teaching examples and methodologies. With an emphasis on inclusive physical education, it highlights the ways in which schools can re-design the curriculum to ensure maximum enjoyment for all pupils. Key topics covered include: • Planning, progression and assessment • Health and safety issues • Inclusive track and field athletics • Adapting activities to support SEND • Swimming and water-based activities • Alternative activities including street-surfing and combat sports • Introducing dance into the curriculum • Enjoyable gymnastics for physical literacy • On-site adventurous activities • Values-based teaching • Teaching accredited awards • Using new and emerging technologies The Really Useful Physical Education Book offers essential advice and inspiration for both trainee and practising teachers responsible for the 11-16 age range. It is a must-read for all those who want to make their lesson inclusive and fun whilst promoting a healthy lifestyle and enthusiasm for lifelong activity.

*Primary and Secondary Education During Covid-19* Fernando M. Reimers, 2021-09-14 This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with other family necessities, often sharing limited space. Furthermore, the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book.

**The Soul of Education** Rachael Kessler, 2000-04-15 Foreword by Parker Palmer \* How can educators and parents of diverse backgrounds come together to find ways to invite soul into schools? \* How do educators address soul in education without violating the separation of church and state or the deeply held beliefs of families and students? In this book, Rachael Kessler shows how. Based on the deeply moving stories and profound questions of students themselves, each chapter responds to the yearnings young people express: Deep Connection, Meaning and Purpose, Silence, Joy, Creativity, Transcendence, and Initiation--each evokes a gateway to inviting soul into the classroom. Without healthy forums led by responsible adults, young people seek these gateways on their own, sometimes in destructive ways like drugs, sex, suicide, hazing, and even murder. Helping students find constructive ways to express their longings increases their motivation to learn; stay in school; strengthen ties to family and friends; and approach adult life with vitality, character, and vision. This practical and inspirational sourcebook will support school communities that are committed to preventing violence and alienation and producing responsible, caring citizens. Note: This product listing is for the Adobe Acrobat (PDF) version of the book.

**Education in Indonesia** Daniel Suryadarma, Gavin W. Jones, 2013 In Indonesia, as elsewhere in Asia, education will inevitably play a key role in the national development experience as the twenty-first century unfolds. Not much international

attention is paid to how the education sector is faring in Indonesia, but that is not because nothing is happening. The past decade has seen major changes in the structure of the education system and in the schooling trajectories of Indonesian children and adolescents. The administration of primary and secondary education has been decentralized to the regions. A new paradigm of school-based management has been introduced. Public spending on education has finally reached one-fifth of total government spending, as required by law. But although enrolment rates at all levels continue to increase, the quality of education remains low and has not improved, and the tertiary sector continues to experience problems of autonomy and unsatisfactory performance.

The Science of Education Johann Friedrich Herbart, 1892

**Teacher Education for Change** Josef Huber, Pascale Mompoin-Gaillard, 2011-01-01 What is the main role for teachers today? Why is the Council of Europe dealing with education, and teacher education in particular? How is educational thinking guided by visions of a future society desirable for all? How, in the midst of a fierce battle for curriculum time, can education for human rights, democracy and mutual understanding be embedded in the existing curricula? What are the values underlying our educational visions? The aim of this publication is to offer a few answers to these and many other questions. Above all, its purpose is to contribute to the ongoing debate, more necessary than ever, on the role of teachers and teacher education in the broader context of teaching and learning for a sustainable democratic society.

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