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Comparative Education: The Dialectic of the Global and the Local eBook: Arnove, Robert F., Torres, Carlos Alberto, Franz, Stephen: Amazon.com.au: Kindle Store

Now in its fourth edition, this book provides new perspectives on the dynamic interplay of global, national, and local forces as they shape the functions and outcomes of education systems.

Now in its fourth edition, *Comparative Education: The Dialectic of the Global and the Local* remains the same groundbreaking book when it first debuted its collection of outstanding scholars in examining the changing transnational landscape of education. With the addition of new coeditor Stephen Franz, the book provides new perspectives on the dynamic interplay of global, national, and local forces as they shape the functions and outcomes of education systems. The book calls for a rethinking of the nation-state as the basic unit for analyzing school-society relations and emphasizes the need to study social movements in relation to educational reforms. It also emphasizes the value of feminist, postcolonial, and culturally sensitive perspectives for inquiry into the potential of education systems to contribute to individual development and social change. This new edition incorporates recent developments in scholarship, especially in education policy and practice, the impact of the global economic crisis, and a new chapter on education in the European Union.

Emergent Trends in Comparative Education: The Dialectic of the Global and the Local addresses the changes and multiple new topics that arise in education vis-à-vis processes of globalization and social transformation. As such, it complements and expands the scope of *Comparative Education: The Dialectic of the Global and the Local, Fifth Edition*. Chapters systematically examine the intersecting global crises in society and education occasioned by COVID-19, across types and levels of education, geographic and linguistic contexts, and fields of theory and practice. Topics addressed include the African ethic Ubuntu, Global Citizenship Education (GCE), UNESCO, STEM, teacher education, low-fee schools, social movements and protest, ecopedagogy, sustainability, media and technology, testing, and the economics of education. Furthermore, this book offers insight into how education systems can contribute to environmental social justice. Various authors employ a social justice lens to analyze the global-regional-local dialectics shaping the working of education systems with regard to who pays for and who benefits from current policy initiatives around the world.

Handbook of Comparative Educational Law: British Commonwealth Nations, Volume 1 provides detailed analysis of education law in Australia, Malaysia, New Zealand and Singapore, so that researchers and others can learn from one another.

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

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examine and interpret education and pedagogy across different political formations, societies and cultures.

This book explores the evolution and current state of the scholarly field of comparative and international education over 200 years of development. Experts in the field explore comparative and international education in each of the major world regions.

The Legal Rights of Students with Disabilities: International Perspectives examines the rights of disabled students in ten diverse countries on six continents. Written by leading experts in education law, this volume provides comparative insights to help meet the educational needs of disabled students. The book also offers strategies to manage the legal and educational complexities associated with special education.

Introduction to Education, Second Edition is written for students beginning their study in education. As the school population increasingly reflects the diversity of America's population, many prospective teachers, typically from the middle classes, will be unprepared for the diverse classrooms they will inevitably encounter. This text helps students prepare to be teachers in a pluralistic society whose classrooms represent an increasingly varied set of cultural histories and values. Introduction to Education, Second Edition identifies and examines key educational topics and issues: A history of Education that goes beyond the standard Puritan background and begins instead with indigenous Americans and the influence of the Spanish., Surveys of a broad spectrum of children's backgrounds, including experiences with drugs, poverty, and lack of access to vital cultural currency like the Internet., And provides numerous pedagogical aides:, Reflective in-text questions that challenge students to think beyond their own cultural backgrounds and to develop an appreciation for a variety of different cultures, Student Web materials including supplemental readings involving issues in contemporary American education, in-text case studies, An issues-based guide to websites on hot topics like vouchers and the No Child Left Behind Act, Instructor's Manual with Test Bank (still under construction

There is no single answer to the question: what are human rights? The answer depends on whom you ask. Several of the papers presented at Fourteenth World Congress of Comparative Education held at Bogaziçi University in Istanbul, Turkey, in June 2010 discussed issues related to human rights from a comparative education viewpoint. The nine papers presented in this book spans from policy analysis to practices in classrooms. They include analyses of human rights from a regional or country perspective, including Greece, Jordan, the Latin American region, Morocco, Northern Ireland, Portugal, the UK, the US, and Turkey. In facilitating a clarification of the ways in which we understand and talk about human rights in the field of comparative education, the editors have analysed and visualized the chapter contributions using Marie-Bénédicte Dembour 's categorization of human rights discourses. This is a fruitful exercise as it unravels the fact that we do not always mean the same thing when talking about human rights and also sheds light on the issues within human rights to which we are silent, issues that we should conceivably be discussing. Our engagement in human rights seems to focus on using these rights as leverage to promote our arguments about education, not engaging in a more philosophical debate about human rights. Human rights can be used as an ethical lingua franca and thus providing a fertile ground for nuancing our understanding of human rights. Since we experience a huge gap between morality and reality, an engagement in the ethical perspectives of human rights can help us on the way to closing this gap.

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