

Gerard Guthrie

The Progressive Education Fallacy in Developing Countries

In Favour of Formalism

 Springer

The Progressive Education Fallacy In Developing Countries

M Lipman



The Progressive Education Fallacy In Developing Countries:

The Progressive Education Fallacy in Developing Countries Gerard Guthrie, 2011-06-23 This book provides a provocative but carefully argued addition to the theory and practice of education in developing countries. The book provides an ethical and empirical justification for support of formalistic teaching in primary and secondary schools in developing countries. It also refutes the application of progressive education principles to curriculum and pre and in service teacher education in such contexts. The central focus of this book is the formalistic teaching prevalent in the classrooms of many developing countries. Formalistic teacher centred traditional didactic pedagogic teaching is appropriate in the many countries with revelatory epistemologies unpopular and old fashioned though these methods may seem in some western especially Anglophone ones. Formalism has been the object of many failed progressive curriculum and teacher education reforms in developing countries for some 50 years. Education Quality and Social Justice in the Global South Leon

Tikly, Angeline M. Barrett, 2013-06-07 Drawing on state of the art evidence about implementing education quality in low income countries this book opens up the black box of the classroom and explores how practices of teaching and learning impact on different groups of learners in the global South. **Emerging Critical Scholarship in Education** Carol

Mutch, Jean Rath, 2014-04-23 The doctoral journey is fraught with stops and starts crossroads and blind alleys surprises and epiphanies. All successful doctoral students navigate a pathway through these events to reach their final destination. Navigating the Doctoral Journey explores examples of these routes in ways that both honour individual stories and highlight the broader issues of uniting emergent research practices with doctoral candidates' individual reflexive projects. All the doctoral candidates included in this book work with critical topics theories and methods within the field of education they face particular challenges and rewards when pursuing work that will meet institutional and disciplinary expectations of good doctoral level research. For them the doctoral process is required to culminate in more than the award of a qualification. Their imperative is to demonstrate mastery of the disciplinary norms whilst simultaneously challenging dominant models and making authentic contributions to the benefit of broader society. Navigating the Doctoral Journey addresses the isolation and challenges of what it means to conduct critical doctoral research within a highly contested domain of knowledge. This is not a simplistic self help guide to clearly map a proven route to doctoral success rather the book provides a range of possible answers to the questions of how candidates experience doctoral studies what is critical about each contributor's research and how this affects what each person does as he or she researches. **Teaching and Learning in Context** Richard

Tabulawa, 2013 Since the 1990s sub Saharan Africa has experienced unprecedented attempts at reforming teacher and student classroom practices with a learner centred pedagogy regarded as an effective antidote to the prevalence of teacher centred didactic classroom practices. Attempts at reform have been going on all over the continent. In fact learner centred pedagogy has been described as one of the most pervasive educational ideas in contemporary sub Saharan Africa and

elsewhere Research has revealed that the major attempts have largely failed mainly because teachers have not been able to adopt instructional innovations to technical problems This failure is also related to lack of resources and poor teacher training programmes which lead to poor teacher quality among others This book attempts to explain why pedagogical change has not occurred in spite of the much energy and resources that have been committed to such reforms The book also takes us inside what the author calls the socio cultural world of African classrooms to help us understand the reasons teachers dominate classroom life and rely disproportionately on didactic methods of teaching Its conceptual analyses capture the best of both the sociology and the anthropology of education in contexts of poverty as well as the politics of education The book concludes that a socio cultural approach should be the basis for developing culturally responsive indigenous pedagogies though these may or may not turn out to be in any way akin to constructivist learner centred pedagogies

Globalization and Education Jeffrey S. Brooks,Anthony H. Normore,Melanie C. Brooks,Nicola Sum,2022-06-01 Globalization and Education Teaching Learning and Leading in the World Schoolhouse explores the various ways educators work is influenced by globalization This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world Each chapter presents an educational issue in an understudied international context such as Saudi Arabia Guyana Bangladesh Malaysia Indonesia Brazil and Nepal Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership teaching and learning We invite scholars and practitioners to join us in the world schoolhouse a place where discussion about educational understanding and improvement is not bounded by national borders school systems or language This book will both challenge and expand thinking about the complexities of education during a time of globalization and change

Mandela the Spear and Other Poems Atukwei Okai,2013-06-24 The strength of Mandela the Spear and other Poems lies in Okais burning desire to celebrate the black experience and culture through the iconic figures who symbolize those struggles and triumphs Thus not surprisingly one encounters names like Mandela Nadine Gordimer Amilcar Cabral Patrice Lumumba Kwame Nkrumah to name a few Okai has long established himself as one of the towering figures in the field of modern African poetry in English He is regarded as one of the pioneers of a vigorous reinvention of the poetic genre that revolutionized the poet audience relationship changed the mode of expression from scriptography to narratology and the role of the audience from that of passive reception to active participation

Understanding Contemporary Education Tom O'Donoghue,2016-07-15 Understanding Contemporary Education offers an essential exploration of key concepts and issues in education that will allow education studies students as well as trainee and practising teachers to engage in reflection not only on work at the classroom level but on education more broadly Using detailed examples the book problematises many popular and taken for granted views allowing the reader to challenge and seriously consider the nature of the education enterprise In each chapter a concept is carefully considered

with major features controversies and strengths and weaknesses highlighted Key follow up questions challenge the reader to reflect on specific issues and encourage involvement not just in their own teaching but in the planning and determination of the total programme of their school and where possible that of the nation The book is divided into seven main parts The Social Context of Education Education Policy Curriculum Teaching and Learning Leadership in Education Teacher Preparation International Developments in Education Drawing upon a wide variety of theoretical positions Understanding Contemporary Education provides an accessible introduction to key themes and concepts in education challenging readers to fully consider the purpose of education and to reflect intelligently on issues that affect all schools It is a must read book for those on education studies courses as well as trainee and practising teachers

Relationality and Learning in Oceania

Seu'ula Johansson-Fua, Rebecca Jesson, Rebecca Spratt, Eve Coxon, 2020-02-25 This multi authored volume draws on the collective experiences of a team of researcher practitioners from three Oceanic universities in an aid funded intervention program for enhancing literacy learning in Pacific Islands primary education schools The interventions explored here in Solomon Islands and Tonga were implemented via a four year collaboration which adopted a design based research approach to bringing about sustainable improvements in teacher and student learning and in the delivery and evaluation of educational aid This approach demanded that learning from the context of practice should be determining of both content and process that all involved in the interventions should see themselves as learners Essential to the trusting and respectful relationships required for this approach was the program s acknowledgement of relationality as central to indigenous Oceanic societies and of education as a relational activity Relationality and Learning in Oceania Contextualizing Education for Development addresses debates current in both comparative education and international aid Argued strongly is that relational research practice approaches south south south north which center the importance of context and culture and the significance of indigenous epistemologies are required to strengthen education within the post colonial relational space of Oceania and to inform the various agencies and actors involved in education for development in Oceania and globally Maintained is that the development of education structures and processes within the contexts explored through the chapters comprising this volume continues to be a negotiation between the complexity of historically developed local traditions and understandings and the global imperatives shaped by dominant development discourses

Classroom Change in Developing Countries

Gerard Guthrie, 2018-04-09 Progressive Education derived mainly from Anglo American culture has been the primary frame of reference for student centered classroom change in developing countries for over 50 years Yet in many developing countries strong evidence shows that progressivism has not replaced teacher centered formalistic classroom practice Classroom Change in Developing Countries From Progressive Cage to Formalistic Frame presents a robust case for why formalism should be the primary frame of reference for upgrading classroom teaching in developing countries Theoretically rich yet grounded in practice the book draws on case studies from Africa China and Papua New Guinea to show how

culturally intuitive formalistic teaching styles can induce positive classroom change Synthesising research and evaluation literature on classroom change in developing countries Guthrie examines some of the methodological flaws in the literature The book considers the progressive cage and looks at Confucian influences on teaching in China progressive reform failures in both Sub Saharan Africa and Papua New Guinea as well as offering a critical take on some failings in comparative education It examines the formalistic frame addresses methodological issues in culturally grounded research and offers a model of teaching styles for basic classroom research The book concludes by returning the focus back to teachers and considers the so called teacher resistance to change The book will be an essential purchase for academics and research students engaged in the fields of classroom teaching teacher education and curriculum and will also be of interest to academics aid officials and decision makers in developing countries

Pedagogy in Practice: Theoretical Frameworks, Instructional Strategies, and Contextual Influences Rajendra Kumar Shah, 2025-03-11 Teaching is an inherently intricate intellectually demanding and multifaceted endeavor Since antiquity eminent educational philosophers from Socrates and Plato to contemporary scholars have engaged in profound discourse on optimizing pedagogical effectiveness With the institutionalization of formal education teaching predominantly evolved within a teacher centered paradigm a model that continues to exert considerable influence in educational settings However mounting critiques of this approach have catalyzed the advancement of learner centered pedagogy Notably Rousseau s advocacy for child centered pedagogy served as a pivotal foundation for subsequent theoretical and practical developments in learner centered pedagogy Consequently efforts are underway to integrate this paradigm to varying degrees into educational systems across the globe During the 1970s the field of education witnessed the emergence of groundbreaking intellectual discourses that critically examined various dimensions of formal education including its objectives pedagogical frameworks curricular structures and assessment methodologies This period also marked the growing recognition of education as an inherently political enterprise inseparable from broader sociopolitical dynamics Within this context the distinguished educational theorist Paulo Freire conducted a profound critique of conventional education systems characterizing them as the banking model of education He vehemently opposed traditional instructional practices advocating instead for a critical and emancipatory pedagogical approach designed to facilitate societal transformation The teaching learning process can be categorized into teacher centered learner centered and transformation centered approaches each with distinct philosophical underpinnings and pedagogical implications However a significant gap persists in the availability of comprehensive scholarly resources that facilitate an in depth assessment of these pedagogical paradigms How can teacher centered pedagogy be refined to optimize its efficacy Despite its emphasis on active engagement learner centered education has also been subject to critique how can its limitations be systematically addressed to enhance instructional effectiveness Furthermore what constitutes transformative education and how can it be meaningfully integrated into classroom practice These questions are of paramount significance to educators parents students educational

administrators and curriculum developers This book endeavors to explore these critical themes with the aspiration that it will provide valuable insights to its readers however modest the impact may be *The Identity of Education Professionals* Carles Monereo, 2022-02-01 The 21st century and its many challenges invasion of digital technology climate change health crises political crises etc alert us that we need new educational responses led by new education professionals Research has shown that for these professionals to change in a substantial and profound way they must change their identity that is the way in which they give meaning and meaning to their professional work This book exposes based on one of the most current and advanced theories for analyzing identity change the theory of the dialogical self what changes should take place and how to promote them in eleven fundamental professional profiles in current education teachers of student teachers primary secondary teachers inclusive teachers inquiring teachers mentors school principals university teachers academic advisors technologic hybrid teachers Learning specialists educational researchers **Using Language Learning Materials** Claudia

Fernández, Adon Berwick, 2022-07-15 This volume centres on the domain in materials research that is the least investigated how language teachers and learners use materials Issues such as how the use of materials by teachers and learners inform materials writers whether and how teachers perspectives influence how they perceive and enact materials and what are the factors that contribute to teachers use of both traditional and innovative textbooks are discussed here The volume also addresses some of the theoretical frameworks that inform materials use and will advance the readers understanding of this promising area of materials research It will appeal to postgraduate students teachers materials developers and researchers

Pedagogy and Partnerships in Innovative Learning Environments Noeline Wright, Elaine Khoo, 2021-10-11 This book examines contexts and possibilities in Aotearoa New Zealand education contexts arising from the international trend for open flexible innovative learning environments ILE specifically on the pedagogical load The book responds to questions such as What does it mean to teach learn or lead in an innovative learning environment What happens when teachers move from single cell learning spaces to open collaborative ones The chapters provide examples of how teaching in new spaces can be an exciting challenge for teachers and students where they try new ways of teaching and learning and rethink the purposes of learning and the implications of societal change for learning and what is valued Examples are drawn from pre service teachers working in primary and secondary schools and in service teachers learning to become professionals The book offers insights into a variety of educational contexts where teachers and students learn and adapt to new learning spaces and also how different teaching and learning partnerships may be conceived and flourish It focuses attention on a range of aspects that teachers school leaders and other educators and researchers may find valuable when they embark on similar initiatives to consider issues pivotal to productive and effective innovative learning environment design development and implementation *High-Stakes Testing* David Coniam, Peter Falvey, 2018-10-24 This book provides a detailed account of the origin development administration revision and subsequent research findings on the benchmarking initiative from 1996 2016

It presents an overall assessment of the initiative's impact on major stakeholders predictions regarding the way forward and implications for other countries especially in South East Asia In addition the book discusses what the larger global community can learn from Hong Kong's two decade experience of conceptualizing and implementing minimum standard language requirements for teachers

Learner-centred Education in International Perspective Michele

Schweisfurth, 2013-03-12 Is learner centred education appropriate for all societies and classrooms Learner centred education LCE is a travelling policy widely promoted by international agencies and national governments Arguments in favour of this pedagogical tradition refer to theories and evidence from cognitive psychology claiming that all learners can benefit equally from its judicious use Beyond the benefits to the individual however lie a set of assumptions about learner centred education as a foundation for the building of democratic citizens and societies suitable for economies of the future These promises have been questioned by critics who doubt that it is appropriate in all cultural and resource contexts and there is considerable evidence in the global South of perennial problems of implementation In the light of these debates is LCE still a good development bet This book provides an authoritative and balanced investigation of these issues exploring the contextual factors from global movements to local resourcing realities which have fuelled it as a discourse and affected its practice In the light of the theoretical underpinnings and research evidence the book addresses pressing questions to what extent is learner centred education a sound choice for policy and practice in developing countries And if it is a sound choice under which conditions is it a viable one The book is divided into three key parts Learner centred Education as a Global Phenomenon Learner centred Education in Lower and Middle income Countries Lessons and Resolutions This book provides a much needed fresh analysis of the concept and practice of LCE It will be valuable reading for academics and post graduates with a focus on comparative and international education along with policy makers in developing countries and development agencies

Polarised Logics of Pedagogy: Crises, Contexts and Classrooms in the Global South Michele

Schweisfurth, 2025-01-31 This novel book demonstrates the polarised logics that exist between exploring cultural structural political and historical contexts as a primary focus for pedagogical research versus an interventionist agenda that isolates pedagogy and its components from their environments Combining theoretical discussions with empirical evidence and case studies the book provides a synthesising approach to both research and educational planning recognising pedagogy as an open system while acknowledging that not all teaching methods are equal when it comes to enhancing learning Considering the so called learning crisis and learning poverty in the context of Sustainable Development Goal 4 in the wake of the COVID 19 pandemic this book is also sensitive to concerns about the mental health and wellbeing of young people and the sustainability of the planet Ultimately providing a timely informed and balanced discussion of these issues this book will appeal to researchers scholars and post graduate and doctoral students working in pedagogical research or international and comparative education and anyone interested in the relationship between education and international development

Proceedings of the 13th International Congress on Mathematical Education Gabriele Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license. The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13. ICME 13 took place from 24th to 31st July 2016 at the University of Hamburg in Hamburg, Germany. The congress was hosted by the Society of Didactics of Mathematics Gesellschaft für Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI. ICME 13 brought together about 3,500 mathematics educators from 105 countries; additionally, 250 teachers from German-speaking countries met for specific activities. Directly before the congress activities were offered for 450 Early Career Researchers. The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes. The book introduces the major activities of ICME 13: namely articles from the four plenary lecturers and two plenary panels; articles from the five ICMI awardees; reports from six national presentations; three reports from the thematic afternoon devoted to specific features of ICME 13. Furthermore, the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops. The additional important activities of ICME 13, namely papers from the invited lecturers, will be presented in the second volume of the proceedings. *Reciprocal Learning between Canada and China in Language and Culture Education* Shijing Xu, Luxin Yang, Yuhua Deng, Shuai Fu, 2024-11-07 This book engages Canadian and Chinese language educators, graduate students, pre-service teachers, school principals and teachers in an enhanced reciprocal learning process by collaboratively reflecting on and writing up the school-based language curriculum projects and school-based language teachers' professional development activities in Canada-China sister schools. The objective is to develop a knowledge base for generating positive reciprocal practitioner knowledge and methods to improve language teaching effectiveness in either context. In this way, it contributes to a public discussion of the reciprocal educational impacts on the knowledge-based society in Canada and China.

Classroom Research on Mathematics and Language Núria Planas, Candia Morgan, Marcus Schütte, 2021-03-22 This book offers an international perspective on the current and future state of the research focusing in particular on the role and use of language in mathematics school teaching and learning. It focuses on the development of a unified view of the languages of the learners, of the teachers and of mathematics by considering the role of language in the learning, teaching and doing of mathematics in the classroom and the current richness and plurality of language and culture. The contributions in this volume combine to show how views of language and of language research in mathematics education have changed significantly in recent decades and how they will continue to change and become even more complex and challenging in the era of diversity. All of these contributions by leading scholars are grouped into two sections for emphasis on issues of Theorising the complexity of language in

mathematics teaching and learning Opening spaces of learning with mathematics classroom research on language This book will be of great interest to mathematics teachers teacher educators curriculum developers and mathematics education researchers who deal with the study and implementation of pedagogies of mathematics teaching and learning specifically in regions of the world which are culturally and sociolinguistically diverse

Learner-Centred Education for Adult Migrants in Europe, 2021-04-12 Learner Centred Education for Adult Migrants in Europe A Critical Comparative Analysis contributes to the field of Adult Education by investigating the ways in which Learner Centred Education LCE is being enacted implemented or neglected in specific settings The book addresses the lack of research on how LCE is used in adult education as a tool for social change across different national contexts This comparative approach is crucial for exploring the complex global regional national and local dynamics that account for varying implementations or non implementations of LCE in different settings for appreciating the thin or wide differences in practices of implementation and for assessing the successes failures and needs for improvement of diverse LCE programmes The book s primary focus on migration as a social process and migrants as active citizens is useful in unravelling the convergences and divergences of different national and urban settings where migrant adult learners live as citizens or as non citizens and how this intersects with their experiences as learners This research is contextualised in a larger political context What emerges from the parting reflection is a European scenario marked by ambivalent and contradictory relations with migrants and an educational intervention that is located somewhere between the assimilationist integrationist dialectic The four cases presented Estonia Malta Scotland and Cyprus generally respond to the learners needs on the ground while rarely problematising the ideological stance of the state in relation to the educational plight of migrants The final chapter introduces and elaborates on a new concept Emancipatory LCE to help generate a deeper analysis

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