

Joseph Zajda Editor

Second International Handbook on Globalisation, Education and Policy Research

 Springer

Second International Handbook On Globalisation Education And Policy Research

Joseph Zajda



Second International Handbook On Globalisation Education And Policy Research:

Second International Handbook on Globalisation, Education and Policy Research Joseph Zajda, 2015-01-06 This handbook presents a global overview of developments in education and policy change during the last decade. It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. Divided into two parts, the handbook first examines globalisation and education policy reforms including coverage of main trends as well as specific policy issues such as gender equity, minorities and human rights. Next, the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world as well as the curriculum in the global culture. Now more than ever, there is a need to understand and analyse both the intended and the unintended effects of globalisation on economic competitiveness, educational systems, the state and relevant policy changes, all as they affect individuals, the higher education sector, schools, policy makers and powerful corporate organisations across the globe. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research, this handbook offers readers a comprehensive picture of the impact of globalisation on education policy and reforms. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

Third International Handbook of Globalisation, Education and Policy Research Joseph Zajda, 2021-09-17 This handbook presents a global overview of current research in education and education policy reforms during the last decade. It provides an accessible practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. It first examines globalisation, education and policy research and reforms in higher education, including coverage of main trends in education and policy reforms globally as well as specific policy issues such as gender equity, minorities and human rights. Next, the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world, the curriculum in the global culture as well as globalisation and education futures with respect to social justice and human rights. The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus, offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

Second International Handbook of Educational Change Andy Hargreaves, Ann Lieberman, Michael Fullan, David Hopkins, 2010-08-13 The two volumes of the second edition of the International Handbook of Educational Change comprise a totally new and updated collection of the most critical and cutting edge ideas in educational change. Written by the most influential thinkers in the field, these volumes cover educational change at both the theoretical and practical levels. The updated handbook remains connected to the classical concerns of the

field such as educational innovation reform and change management and also offers new insights into educational change that have been brought about by social change and shifting contexts of educational reform. Like the first best selling Handbook, this one will also undoubtedly become an essential resource for people involved in all spheres of education from classroom teachers, teacher leaders and administrators to educational researchers, curriculum developers and university professors. No other work provides such a wide ranging and comprehensive examination of the field of educational change.

Fourth International Handbook of Globalisation, Education and Policy Research Joseph Zajda, 2024-12-04. This handbook provides a global synthesis of on going research in education and policy change during the last decade. It examines discourses of globalisation from the perspectives of the global North and global South. Major theories of globalisation and education policy reforms employed in the handbook are classified into two broad categories: structuralist and post structuralist. The handbook while examining the impact of global trends in different societies, cultures and educational settings, attempts to synthesise different meta theories of globalisation and their impact on societies and educational systems. It discusses the continued interaction of global, national and local forces and influences, especially the importance of standards and quality driven education reforms, the need to overcome inequality of access to quality schools and aims at providing quality education for all students. In addition, the impact of neo liberal ideology on education is examined in terms of its impact on ongoing standards driven education reforms globally. The handbook analyses neo liberalism in education and its focus on increasing global competitiveness, accountability, efficiency, quality standards driven policy reforms and educational stratification. The impact of globalisation on education policy and reforms is a strategically significant issue for us all. The unifying conceptual framework used in the handbook to critique strategic significance of globalisation is grounded in discourse CDA and critical theory. The work offers the latest findings concerning major issues in education and policy directions such as global social and economic inequality, neo liberal standard driven education and policy reforms, performing schools in the performing culture, education for human rights and social justice, new perspectives on education for sustainability, dominant and effective models of values education in schools and the ubiquitous impact of ICTs on education systems.

Second International Handbook of Lifelong Learning David N. Aspin, Judith Chapman, Karen Evans, Richard Bagnall, 2012-01-18. The second edition of the International Handbook of Lifelong Learning is extensive, innovative and international in scope, remit and vision, inviting its readers to engage in a critical re appraisal of the theme of lifelong learning. It is a thorough going, rigorous and scholarly work with profound and wide ranging implications for the future of educating institutions and agencies of all kinds in the conception, planning and delivery of lifelong learning initiatives. Lifelong learning requires a wholly new philosophy of learning, education and training, one that aims to facilitate a coherent set of links and pathways between work, school and education and recognises the necessity for government to give incentives to industry and their employees so they can truly invest in lifelong learning. It is also a concept that is premised on the understanding of a

learning society in which everyone independent of race creed or gender is entitled to quality learning that is truly excellent This book recognises the need for profound changes in education and for goals that are critically important to education economic advancement and social involvement To those concerned about the future of our society our economy and educational provision this book provides a richly illuminating basis for powerful debate Drawing extensively on policy analyses conceptual thinking and examples of informed and world standard practice in lifelong learning endeavours in the field both editors and authors seek to focus readers attention on the many issues and decisions that must be addressed if lifelong learning is to become a reality for us all Globalisation and Higher Education Reforms Joseph Zajda,Val Rust,2016-02-12 This volume explores the interrelationship between ideology the state and higher education reforms setting it in a global context It examines some of the major higher education reforms and policy issues in a global culture particularly in the light of recent shifts in quality and standards driven education and policy research In doing so the book provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in higher education Representing scholarly research on major discourses in the field of higher education reforms the book draws upon recent studies in the areas of globalisation equality and the role of the state in higher education reforms It critiques the neo liberal ideological imperatives of current higher education and policy reforms and illustrates the way that shifts in the relationship between the state and higher education policy affect current trends in higher education reforms Individual chapters critically assess the dominant discourses and debates on higher education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change Anyone who has been involved in higher education over the past few decades cannot fail to be affected by the impact of globalisation and neo liberal policies on universities and society at large In Globalisation and Higher Education Reforms the 15th volume of the series Globalisation Comparative Education and Policy Research Joseph Zajda and Val Rust present chapters on education reform in the USA and in international contexts that highlight the inroads that neo liberalism has made into policy making at higher education institutions The chapters also illustrate the way universities have been reinventing themselves to meet the demands of a knowledge society in which corporate values of efficiency performance and managerialism drive the agenda What are the effects of internationalisation on higher education in the universities of today With chapters from internationally respected scholars from around the globe this book seeks to address the many issues of the new reality in higher education This is a welcome accessible volume for all those concerned with research policy making and curriculum development Professor Suzanne Majhanovich Western University *Handbook of Education Policy Studies* Guorui Fan,Thomas S. Popkewitz,2020-06-02 This open access handbook brings together the latest research from a wide range of internationally influential scholars to analyze educational policy research from international historical and

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

Globalisation, Ideology and Neo-Liberal Higher Education Reforms Joseph Zajda, 2020-05-27 This book sets out to examine the neo liberal dimensions of globalisation and market driven economic imperatives that have impacted higher education reforms It critiques the notions of accountability efficiency academic capitalism quality of education and the market oriented and entrepreneurial university model based on a neo liberal ideology The expansion of economic rationality into the educational sector is one the most ubiquitous dimensions of neo liberalism and one of its most powerful ideological tools resulting in the commodification commercialization and marketization of education and knowledge The book critiques structural changes in education and the impact of neo liberalism and globalisation on educational systems around the world With this as its overall focus the respective chapters present hand picked scholarly research on major discourses in the field of global neo liberal education reforms The book draws upon recent studies in the areas of globalisation neo liberal education reforms and the role of the state It critically assesses the neo liberal ideological imperatives of current education and policy reforms and illustrates how these shifts in the relationship between the state and education policy are shaping current trends in education policy reform outcomes Taken together the chapters offer a timely analysis of current issues affecting neo liberal education policy research and outline future directions that education and policy reforms could take

Globalisation, Ideology and Education Reforms Joseph Zajda, 2020-06-17 This book analyses the nexus between ideology the state and education reforms worldwide The research evinces the neo liberal ideological imperatives of current education and policy reforms and illustrates the way these shifts in the relationship between the state and education policy are affecting current trends in education reforms and schooling around the globe With this as its focus the chapters represent hand picked scholarly research on major discourses in the field of global education reforms Offering a compendium of the very latest thought on the subject this book is like the

others in the series a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely analysis of current issues shaping education policy research the work also contains ideas about future directions that education and policy reforms could take By doing so it provides a comprehensive view of the diverse and intersecting discourses on globalisation and policy driven reforms in education The book draws on recent studies in the areas of globalisation education reforms and the role of the state Respective chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms ranging from critical theory to historical comparative research they focus on globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change

Globalisation and Comparative Education Joseph Zajda, Val Rust, 2021-03-24 This book focuses on discourses of globalisation in comparative education research and the politics of education reforms It analyses and evaluates the shifts in methodological approaches to globalisation and education reforms as reflected in comparative education research and their impact on education policy and pedagogy The book covers topics such as globalisation and comparative education globalisation as a multidimensional construct methods and methodologies in comparative education the moral face of post structuralism and school reforms in the age of globalisation It offers a critical analysis of education policy reforms The book demonstrates a complex nexus between globalisation ideology and education reforms On one hand democratisation and progressive pedagogy is equated with equality inclusion equity tolerance and human rights while on the other hand globalisation is perceived by some critics at least to be a totalising force that is widening the socio economic status SES gap and cultural and economic capital between the rich and the poor and bringing power domination and control by corporate bodies and powerful political economic and educational organisations The perception of globalisation as dynamic and multi faceted processes clearly necessitates a multiple perspective approach in the study of comparative education globally This book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation comparative education research and education reforms

Globalisation, Ideology and Politics of Education Reforms Joseph Zajda, 2015-10-09 This 14th volume in the 24 volume book series sets out to explore the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in the light of recent shifts in accountability quality and standards driven education and policy research By doing so it provides a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education The book draws upon recent studies in the areas of globalisation equality and the role of the state It explores conceptual frameworks and methodological approaches applicable in the research covering the state globalisation and education reforms It critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way that shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally Individual chapters critically assess the dominant

discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and democracy and examine both the reasons and outcomes of education reforms and policy change They provide an informed critique of models of accountability quality and standards driven education reforms that are informed by Western dominant ideologies and social values The book also draws upon recent studies in the areas of equity cultural capital and dominant ideologies in education International Handbook on Education Development in the Asia-Pacific Wing On Lee, Phillip Brown, A. Lin Goodwin, Andy Green, 2023-11-20 The Springer International Handbook of Educational Development in Asia Pacific breaks new ground with a comprehensive fine grained and diverse perspective on research and education development throughout the Asia Pacific region In 13 sections and 127 chapters the Handbook delves into a wide spectrum of contemporary topics including educational equity and quality language education learning and human development workplace learning teacher education and professionalization higher education organisations citizenship and moral education and high performing education systems The Handbook is grounded in specific Asia Pacific contexts and scholarly traditions using unique country specific narratives for example Vietnam and Melanesia and socio cultural investigations through lenses such as language identity or colonisation while offering parallel academic discourse and analyses framed by broader policy commentary from around the world

Globalisation and Education Reforms Joseph Zajda, 2018-02-27 This book explores the interrelationship between ideology the state and education reforms placing it in a global context It examines some of the major education reforms and policy issues in a global culture particularly in light of recent shifts in quality and standards driven education and policy research The book critiques the neo liberal ideological imperatives of current education and policy reforms and illustrates the way the shifts in the relationship between the state and education policy affect current trends in education reforms and schooling globally With this as its focus the book's individual chapters highlight hand picked scholarly research on major discourses in the field of comparative education A compendium of the very latest thinking on the subject the book like the other volumes in the series offers a state of the art sourcebook for researchers practitioners and policymakers alike Not only do the chapters offer a timely overview of current issues affecting comparative education and education policy research in what is now a global educational culture they also outline future directions that education and policy reforms could take By doing so they provide a comprehensive picture of the intersecting and diverse discourses of globalisation and policy driven reforms in education Individual chapters critically assess the dominant discourses and debates on education and policy reforms Using diverse comparative education paradigms from critical theory to historical comparative research they address globalisation ideology and democracy and examine both the reasons for and outcomes of education reforms and policy change As such they provide an informed critique of models of quality and standards driven education reforms that are informed by Western dominant ideologies and social values **Discourses of Globalisation, Cultural Diversity and Values Education** Joseph

Zajda,2023-03-10 This book examines dominant discourses in values education globally It critiques dominant discourses and debates pertaining to values education and cultural identity set against the current backdrop of growing social stratification and unequal access to quality education It addresses discourses concerning globalisation ideologies and the state as well as approaches to values education in schools The book explores the ambivalent and problematic connections between the state globalisation and values education It also explores conceptual frameworks and methodological approaches applicable to research on values education multiculturalism and identity politics Drawing on diverse paradigms ranging from critical theory to globalisation the book focuses on globalisation ideology and values education and critically examines recent research dealing with cultural diversity and its impact of identity politics Given the need for a multiple perspective approach authors from diverse backgrounds offer a wealth of insights contributing to a more holistic understanding of the nexus between values education multiculturalism and national identity With contributions from key scholars worldwide the book should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners Globalisation and National Identity in History Textbooks Joseph

Zajda,2017-07-06 Globalisation and National Identity in History Textbooks The Russian Federation the 16th book in the 24 volume book series Globalisation Comparative Education and Policy Research discusses trends in dominant discourses of identity politics and nation building in school history textbooks in the Russian Federation RF The book addresses one of the most profound examples of the re writing of history following a geo political change Various book chapters examine debates pertaining to national identity patriotism and the nation building process The book discusses the way in which a new sense of patriotism and nationalism is documented in prescribed Russian history textbooks and in the Russian media debate on history textbooks It explores the ambivalent and problematic relationship between the state globalisation and the construction of cultural identity in prescribed school history textbooks By focusing on ideology identity politics and nation building the book examines history teachers responses to the content of history textbooks and how teachers depict key moments in modern Russian history This book an essential sourcebook of ideas for researchers practitioners and policymakers in the fields of globalisation and history education provides timely information on history teachers attitudes towards historical knowledge and historical understanding in prescribed Russian history textbooks *Globalisation and Discourses of Human Rights*

Joseph Zajda,Sev Ozdowski,2024-08-16 This book examines dominant discourses in human rights education globally Using diverse paradigms ranging from critical theory to discourse analysis it examines major human rights education reforms and policy issues in a global culture It also focuses on the ambivalent and problematic relationship between human rights education discourses ideology and the state The book discusses democracy ideology and human rights which are among the most critical and significant factors defining and contextualising the processes surrounding human rights education globally It critiques human rights education practices and policy reforms illustrating the shifts in the relationship between the state

ideology and human rights education policy The book also examines developments in research concerning human rights education Readers will gain a more holistic understanding of the nexus between human rights education and dominant ideologies both locally and globally The book also provides easily accessible practical yet scholarly insights into international concerns in the field of human rights education in the context of global culture Globalisation and Inclusive Schooling

Joseph Zajda,2023-04-25 This book analyses discourses of inclusive schooling and engaging motivational environments globally It focuses on the student s identity belonging performance in the classroom and the significance of cognitive cultural emotional and social capital to student s academic achievement The book discusses and evaluates the shifts in methodological approaches to inclusive and engaging learning environments It analyses topics such as the students cultural identity and achievement motivational strategies for creating engaging learning environment the use of constructivist pedagogy for critical thinking social constructivism and values education in the classroom The book also analyses and evaluates the shifts in methodological approaches to globalisation and inclusive schooling globally and their impact on performing schools It contributes in a very scholarly way to a more holistic understanding of the nexus among globalisation comparative education research inclusive schooling and engaging learning environments Nation-Building and History Education in a Global Culture

Joseph Zajda,2015-03-24 This book examines the nexus between nation building and history education globally and the implication for cultural diversity and social justice It studies some of the major education reforms and policy issues in history education in a global culture and regards them in the light of recent shifts in history education and policy research In doing so the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation history education and policy driven reforms It makes clear that the impact of globalisation on education policy and reforms is a strategically significant issue for us all The book focuses on the importance of nation building and patriotism in history education and presents up to date research on global trends in history education reforms and policy research It provides an easily accessible practical yet scholarly source of information about the international concerns in the field of globalisation history education and policy research **Discourses of Globalisation, and the Politics of History School Textbooks**

Joseph Zajda,2022-08-19 This book focuses on discourses of the politics of history education and history textbooks It offers a new insight into understanding of the nexus between ideology the state and nation building as depicted in history education and school textbooks It especially focuses on the interpretation of social and political change significant events looking for possible biases and omissions leadership and the contribution of key individuals and continuities The book discusses various aspects of historical narratives and some selected key events in defining identity and nation building It considers the role of historiography in dominant historical narratives It analyses history education in both local and global settings and its significance in promoting values education and intercultural and global understanding It is argued that historical narratives add pedagogies grounded in constructivist metacognitive and transformational paradigms have the

power to engage the learner in significant and meaningful learning experiences informed by multiple discourses of our historical narratives and those of other nations

Discourses of Globalisation and Higher Education Reforms Joseph Zajda, W. James Jacob, 2022-03-15

This book examines some of the major higher education reforms and policy shifts globally particularly in the light of recent shifts in quality and standards driven education and policy research. It critiques the neo liberal ideological imperatives of current higher education and policy reforms and illustrates the way that changes in the relationship between the state and higher education policy affect current trends in higher education reforms. Using diverse comparative education paradigms from critical theory to historical comparative research the chapters focus on globalisation ideology and higher education reforms and examine both the reasons and outcomes of higher education reforms and policy change. The book analyses and evaluates the policy shifts in methodological approaches to globalisation and higher education reforms and their impact on education policy and pedagogy. The book contributes in a very scholarly way to a more holistic understanding of the nexus between globalisation comparative education research and higher education reforms.

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Second International Handbook On Globalisation Education And Policy Research Introduction

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