

## Globalization And International Education Contemporary Issues In Education Studies

"This book examines issues concerning emerging multimedia technologies and their challenges and solutions in teaching and learning, exploring the global society's effect on learning"--Provided by publisher.

This reader was developed to be used in numerous courses taught in sociology, anthropology, history, political science and global studies. This book will fit into any course that is focused on contemporary global issues. It is appropriate for an introductory course, as well as for more specialised upper level courses. The readings have been selected from numerous well respected journals (including numerous SAGE journals) as well as from the popular press. The journal articles have been edited to make them more 'user friendly' for the undergraduate student. The reader includes a topic guide to help the instructor better integrate the material into their course and well-crafted section openers place each article in context for the students .

Executive search, headhunting, is now one of the archetypal new knowledge intensive professional services, as well as a labor market intermediary bound up with globalization. In this book, the authors examine the key actors in the process of executive search globalization – leading global firms – and offer an interpretation of the forces producing the contemporary organizational strategies of global executive search. The Globalization of Executive Search documents the forms of institutional work that have legitimated the role of executive in elite labor markets and created demand for the services of global firms; this exposes not only the changing geographies of executive search, but also how executive search has established itself as a new knowledge intensive professional service. The authors reveal how the globalization of executive search is exemplary of the processes by which a range of new knowledge intensive professional services have come to be globally recognized, approaching the heart of contemporary capitalism.

A successful marketing department has the power to make or break a business. Today, marketing professionals are expected to have expertise in a myriad of skills and knowledge of how to remain competitive in the global market. As companies compete for international standing, the value of marketing professionals with well-rounded experience, exposure, and education has skyrocketed. Global Perspectives on Contemporary Marketing Education addresses this need by considering the development and education of marketing professionals in an age of shifting markets and heightened consumer engagement. A compendium of innovations, insights, and ideas from marketing professors and professionals, this title explores the need for students to be prepared to enter the sophisticated global marketplace. This book will be invaluable to marketing or business students and educators, business professionals, and business school administrators.

Rarely, if ever, have business schools experienced change as far-reaching and powerful as during the current wave of globalization. Understanding these changes, and their implications, was the charge given to an AACSB Task Force on Globalization of Management Education. In this comprehensive report, the Task Force explores broad globalization trends in management education that command the attention of any individual or institution striving to navigate in today's environment. Then, by exploring

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individual business school strategies, it provides valuable insights into how business schools can and should respond. The report aims to encourage and guide business schools to embrace globalization in ways that are mission-appropriate, manageable given available resources, and meaningful to the stakeholders being served. For organizations serving business schools, it will be a catalyst for action that elevates and improves business schools' capabilities. Readers will be left with the conviction that great opportunities exist for business schools to move from keeping pace with the sweeping changes of globalization, to leading the way.

Education is the foundation to almost all successful lives, and it is important that a high level of schooling be available on a global scale. Studying the trends in accessibility in education will allow educators to improve their own teaching techniques, as well as expand their influence to more remote areas in the world. The Future of Accessibility in International Higher Education is a comprehensive reference source for the latest scholarly material on emerging methods and trends in disseminating knowledge in university settings. Featuring extensive coverage on relevant topics such as e-learning, economic perspectives, and educational technology, this publication is ideally designed for educators, academics, students, and researchers interested in expanding their knowledge of global education.

Globalization and International Education A&C Black

The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade. It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration, development and improvement of education and policy making. The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally. Different articles seek to conceptualize the on-going problems of education policy formulation and implementation, and provide a useful synthesis of the education policy research conducted in different countries, and practical implications. The Handbook, by focusing on such issues as - the OECD (2001) model of the knowledge society, and associated strategic challenge and 'deliverable goals' (OECD 2001:139) - UNESCO-driven lifelong learning paradigm, and its relevance to education policy makers, globally - different models of policy planning, and equity questions that are raised by centralization/decentralization, diversity/uniformity and curriculum standardization issues - the 'crises' of educational quality, the debate of standards and excellence, and good and effective teaching. - will contribute to a better and more holistic understanding of the education policy and research nexus; offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels.

This expansive, four-volume ready-reference work offers critical coverage of contemporary issues that impact people of color in the United States, ranging from education and employment to health and wellness and immigration. • Offers comprehensive coverage of contemporary issues for people of color in the United States that meets the needs of secondary librarians, teachers, and students for a variety of classes and standards • Presents A–Z entries within four broad themes that explore the social and economic issues that will support readers' understanding of the experiences of people of color in the United States • Includes debate essays highlighting a variety of viewpoints on key issues from scholars that provide readers with models of critical thinking • Contains up-to-date information appropriate

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for classes on history, sociology, psychology, geography, economics, urbanization, immigration and industrialization, and contemporary American society

We offer in this book a collection of chapters that reflect a broad range of issues linking globalization to education in an accessible yet theoretically grounded and detailed form. The authors analyze phenomena on the global plane, in local spaces, and in the connections between the global and the local. New developments such as the growing impact of technology on education, the emergence of new policy actors, the growing expansion and segmentation of higher education, the salience of human rights, among others, are emerging as powerful agendas shaping all levels of education. In fundamental ways, the forces of globalization challenge the previous approaches and theories of national development. Recognizing the areas of convergence, dissonance, and conflict should help us grasp with greater clarity the implications of globalization for education and knowledge in the XXI century. The contributors to this book include both well-known scholars in the field of comparative education as well as young scholars. The chapters present a balanced geographical coverage in terms of authors and the countries/regions examined. The second edition has been thoroughly updated throughout and contains seven new chapters. The expanding interest in the intersection of education and globalization has brought up several new topics, including: the salience of global education policies, notably EFA; the expansion and differentiation of higher education; the emphasis on work-related training; the increasing role of non-state actors such as the transnational corporations; and greater attention to human rights. Also in this new edition is a chapter on qualitative methodologies especially suitable to the understanding of the intersection of globalization and education.

Continuing Joel Spring's reportage and analysis of the intersection of global forces and education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Spring introduces readers to the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts. Designed for courses on globalization and education, international and comparative education, educational foundations, multicultural education, and educational policy, the text is written in a clear narrative style to engage readers in thoughtful consideration of topics discussed. Each chapter includes "Key Points" that summarize the content and suggest issues and questions for critical analysis, discussion, and debate.

This book examines, in the wider context of globalisation, how the selected East Asian governments in general and education institutions in particular have responded to the impact of globalisation. The contributors, leading scholars in the field of comparative education, compares and contrasts similarities and differences of education developments through case studies of Singapore, South Korea, Taiwan, Hong Kong, China and Japan.

"The editors of this extraordinary book, Indika Liyanage and Badeng Nima, have brought together a wonderfully wide-ranging collection of chapters. The breadth and depth of the studies of education issues in China and Australia are impressive. The topics encompass important questions concerning education policies, curricula, pedagogy, equality, parental engagement, cultural heritage, and anti-drug education. The scope of the book includes Chinese and Australian settings that range from kindergartens to higher education, and from rural to urban environments. The diversity of the book strengthens rather than weakens its coherence, because the golden thread running through all the chapters is a portrayal of the complexity of education provision when global, national and local forces interact. Written by academics with hands-on experience, the chapters provide evidence-based discussions of practical conundrums, enriched by the sophisticated use of interdisciplinary approaches. As a result, this book is powerful, challenging and ground-breaking." – Bob Adamson, UNESCO Chairholder in TVET and Lifelong Learning, Education University of Hong Kong

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To better understand the contemporary world, the world of innovation and technology, science should try to synthesize and assimilate social science in the development of our civilization. Does the new era require new knowledge? Does the age of globalization demand new education, new human attitudes? This book tries to clarify these questions. The book *New Knowledge in a New Era of Globalization* consists of 16 chapters divided into three sections: Globalization and Education; Globalization and Human Being; Globalization and Space. The Authors of respective chapters represent a great diversity of disciplines and methodological approaches as well as a variety of academic culture. This book is a valuable contribution and it will certainly be appreciated by a global community of scholars.

In this introduction to educational policy, practice and professionalism, the authors focus first on providing an historical overview of English policy from the state's first interventions in education through to Thatcherism and the election of the Blair government. Chapters then explore the key contemporary policies of recent times and offer a critique on how they have worked in practice, with reference to the hysteria that often surrounds education policy. An important theme is media representation of educational matters and the effects this has on the teaching profession. Commentaries and case studies are presented throughout providing an accessible link to what it was really like to learn, teach and live at the time the policy was in place. This new edition now includes: - an account of the measures taken by the Coalition Government of 2010-15, examining the Coalition's continuities with the previous administration whilst also exploring departures from previous thinking and practices; - updated references and case studies throughout to represent new research and legislation since the first edition; - an extended discussion of globalization and global 'policy borrowing'; - further coverage of social justice theory, including a perspective on identity theory and the role of education in the development of identity and the marginalisation of individuals and groups; - a new historical chapter covering the period 1945 to 1997; - a summary of the development of the curriculum and a critique of the 2014 National curriculum, as pioneered by Michael Gove; and - a new conclusion setting out the trajectory of current policies and how this may affect educational practitioners. This is essential reading for all undergraduate students studying education policy and practice.

This book is designed as a text on how to go about setting up and effectively running international research projects.

This book addresses three central questions in contemporary university governance: (1) How and why has academic governance in Anglophone nations changed in recent years and what impact have these changes had on current practices? (2) How do power relations within universities affect decisions about teaching and research and what are the implications for academic voices? (3) How can those involved in university governance and management improve academic governance processes and outcomes and why is it important that they do so? The book explores these issues in clear, concise and accessible language that will appeal to higher education researchers and governance practitioners alike. It draws on extensive empirical data from key national systems in the Anglophone world but goes beyond the simply descriptive to analyse and explain.

The book will appeal to anyone trying to make sense of contemporary higher education. This yearbook brings together leading educational scholars who focus on how globalization is reshaping the study of education. Papers challenge long-held assumptions and offer fresh perspectives on significant educational issues. Published on behalf of the National Society for the Study of Education  
Continuing Joel Spring's reportage and analysis of the intersection of global forces and

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education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Written in his signature clear, narrative style, Spring introduces the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts.

Significant conceptual frameworks are added to this Second Edition, specifically the “economization of education,” “corporatization of education” and the “audit state.”

These concepts are embedded in the global educational plans of major organizations such as the World Bank, the Organization for Economic Development and Cooperation (OECD), World Economic Forum, and multinational corporations. Globalization of Education, Second Edition features new and updated information on • The World Bank • OECD and the United Nations • The World Trade Organization and the Global Culture of Higher Education • Corporatization of Global Education • Religious and Indigenous Education Models • The Global Workforce: Migration and the Talent Auction • Globalization and Complex Thought

This book examines the globalization trends in higher education from an international political science perspective, using Nye’s theory of soft power to explore the rationale behind it. It focuses on conceptualizing the Soft Power Conversion Model of Higher Education, which is embedded in the globalization of higher education, and analyzes the globalization of Chinese higher education reform. Also, this book provides innovative and unique viewpoints on conceptualizing and mapping the globalization and internationalization of higher education, especially for current Chinese higher education (1949-2016). It discusses and illustrates cutting-edge concepts of global higher education, such as global learning, global competency, and global citizenship and refines them in the conceptualized soft power conversion model of higher education. This book reports on and enriches the theoretical concept of global education, and provides practical insights into global learning, global citizenship and global competency for Chinese undergraduate students.

Considers the key international issues in education and investigates the changes stemming from the rapid social, economic and cultural transformations associated with globalization.

Ô. . . the Handbook constitutes an essential reference source for everyone interested in studying the current meaning, scope and implications of globalization. Strongly recommended.Ô Æ Higher Education Review Higher education has entered centre-stage in the context of the knowledge economy and has been deployed in the search for economic competitiveness and social development. Against this backdrop, this highly illuminating Handbook explores worldwide convergences and divergences in national higher education systems resulting from increased global co-operation and competition. The expert contributors reveal the strategies, practices and governance mechanisms developed by international and regional organizations, national governments and by higher education institutions themselves. They analyse local responses to dominant global templates of higher education and the consequences for knowledge generation, social equity, economic development and the public good. This comprehensive and accessible Handbook will prove an invaluable reference tool for researchers, academics and students with an interest in higher education from economics, international studies and public policy perspectives, as well as for higher education policymakers, and funding and governance bodies.

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The essays in this book address the transformation of higher education and the transformative possibilities of its current conditions. Higher education in American history has always functioned within the context of larger social and political forces. Universities and colleges have provided skilled labor for the work force, scientific knowledge and innovation for manufacturing, and policy expertise for government. This interdisciplinary collection of readings pertaining to schooling, higher education, adult and community development education, indigenous education and social movement learning in the African and Asian regions is a contribution to anti/critical colonial scholarship in comparative/international education and the sociology of education. The political and analytical standpoint that weaves through the text considers the imbrications of the colonial and imperial projects currently referenced as neoliberal globalization (globalization of capitalism) and development (compulsory Eurocentric-modernization) and their attendant and mutual implications for education, social reproduction and hegemony. Counter/anti-hegemonic and indigenous education projects and pre/existing alternatives are registered in the critique. At last, a remarkable collection of essays written by a range of scholars, mostly originating from Asia and Africa, demonstrating with admirable clarity how policies and practices of neo-liberal globalization in those regions cannot be adequately understood without appreciating how they are a product of the exploitative histories of colonialism. Written with conceptual sophistication, personal knowledge and deep conviction, these essays represent a major scholarly intervention in contemporary debates about globalization and education.

??Fazal Rizvi, Professor, Graduate School of Education, University of Melbourne, Australia & Professor-Emeritus, University of Illinois at Urbana-Champaign, USA. This intriguing and provocative volume deals with crucial intersections between global forces and national initiatives with respect to the most crucial agency of transformation: education. The cumulative efforts of this assembly of committed intellectuals reveal the forces that retard progress in the two largest continents and offers compelling suggestions on how to redefine the boundaries of power, the contents of knowledge, and the use of critical thinking to create alternative spaces of autonomy, freedom, liberation and empowerment. Toyin Falola, University Distinguished Professor & Frances Higginbotham Nalle Centennial Professor, University of Texas at Austin. This volume, well crafted by Dip Kapoor, one of the finest scholars in the postcolonial education field, brings together writers who examine processes of learning and education more broadly within the context of the dominant discourses of globalisation and 'development'. They unveil the underlying neocolonial, neoliberal tenets of these processes strongly echoing what Hardt and Negri would call 'Empire.' In short, another important reading resource provided by Dip Kapoor and colleagues. Peter Mayo, Professor & Chair, Educational Studies, University of Malta. Finally, a much awaited intervention on neoliberal globalization from Asian and African perspectives! This book makes a compelling case for a historically grounded, regionally specific analysis of globalization. The contributions are extraordinary for their textured and embedded analysis of neoliberal globalization. One of those rare books that deserve to be read across the social sciences. Sangeeta Kamat, Associate Professor, International Education, University of Massachusetts, Amherst, USA.

This book offers a practical and approachable overview of central theories in comparative and international education (CIE). The chapters focus in depth on specific

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theoretical perspectives and seek to elucidate the histories, assumptions, and recent developments of these theories. The chapters also situate the theories within CIE, include specific case studies of theoretical application, and outline suggestions for further reading. Written by leading scholars from around the world, this is must-have reference work for anyone teaching, researching, studying, or working in CIE. The handbook includes chapters on a diverse collection of theories, including but not limited to: Structural-functionalism, Colonialism/Imperialism, Marxism, Human Capital Theory, Dependency/World Systems Theory, Post-Colonialism, Post-Socialism, Post-Foundationalism, Neo-liberalism, Neo-Institutionalism, Neo-Marxism, Policy Borrowing and Lending, Peace Theories, Human Rights, Constructivism, Racism, Gender, Queer Theory, Social Network Theory, Capabilities Theory, and Cultural Political Economy. Kalwant Bhopal and Patrick Danaher examine 'race', identity and gender within education and explore the difficulties of relating these concepts to the experience of students in higher education. In drawing together the experience of local and international students in the UK and in Australia, they examine the ways identities are understood and conceptualized within higher education in local contexts and on a global level. They consider the complexity of 'race', gender and identity in relation to education within the context that education continues to be dominated by predominantly white, middle class values and perspectives. *Identity and Pedagogy in Higher Education* examines the extent to which education as a vehicle for change in the light of the controversial debates surrounding race and gender inequalities.

Vietnam is a dynamic member of the community of Southeast Asian nations. Consistent with aspirations across the region, it is seeking to develop its higher education system as rapidly as possible. Vietnam's approach stands out, however, as being extremely ambitious. Indeed, it may be at risk of attempting to do too much too quickly. By 2020, for example, Vietnam expects its higher education system to be advanced by modern standards and highly competitive in international terms. This vision faces many challenges. The economy, though growing rapidly, remains reliant on the availability of unskilled labour and the exploitation of natural resources, and decision making in many areas of public life continues to be hamstrung by a legacy of over-regulation and centralised control. A large number of goals and objectives have been set for reform of the higher education system by 2020. The success of these reforms will have a major bearing on the future quality of the system. This sober assessment Vietnam's global competitiveness forms a backdrop to the subject matter of this book, that is, the state of Vietnam's higher education system. The book provides a comprehensive and scholarly review of various dimensions of the higher education system in Vietnam, including its recent history, its structure and governance, its teaching and learning culture, its research and research commercialisation environment, its socio-economic impact, its strategic planning processes, its progress with quality accreditation, and its experience of internationalisation and privatisation.

The second edition of the Routledge International Handbook of Globalization Studies offers students clear and informed chapters on the history of globalization and key theories that have considered the causes and consequences of the globalization process. There are substantive sections looking at demographic, economic, technological, social and cultural changes in globalization. The handbook examines many negative aspects – new wars, slavery, illegal migration, pollution and inequality –

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but concludes with an examination of responses to these problems through human rights organizations, international labour law and the growth of cosmopolitanism. There is a strong emphasis on interdisciplinary approaches with essays covering sociology, demography, economics, politics, anthropology and history. The second edition has been completely revised and features important new thinking on themes such as Islamophobia and the globalization of religious conflict, shifts in global energy production such as fracking, global inequalities, fiscal transformations of the state and problems of taxation, globalization and higher education, and an analysis of the general sense of catastrophe that surrounds contemporary understandings of the consequences of a global world.

This book is the first of several with the results of a collaborative European project supported by the European Science Foundation on changes in the academic profession in Europe (EUROAC). It provides a short description of the ESF EUROHESC programme and the particular forms of international collaborative research projects which are funded under the umbrella of this programme. It then outlines the EUROAC project. This project has chosen three foci (governance, professionalisation, academic careers) to analyse changes in the work of the academic profession. The first results in the form of in-depth literature reviews constitute the content of the book. These eight literature reviews about the state of the art of existing research feature the various dimensions of the overall theme. A particular emphasis is put on factors leading to changes in the work tasks of the academic profession in Europe and how the academic profession is coping with these new challenges. Thus, the book provides a state of the art account of existing research about the following themes: main results of previous studies on the academic profession; the academic profession and their interaction with new higher education professionals; professional identities in higher education; extending work tasks: civic mission and sustainable development; academic careers in academic markets; the changing role of academics in the face of rising managerialism; the influence of quality assurance, governance, and relevance on the satisfaction of the academic profession.

This book addresses some of the challenges posed by the globalization of higher education. It examines the emergence and resulting challenges of English as Lingua Franca (ELF) and of the decision to use English as the Medium of Instruction (EMI) as part of a strategic policy of internationalization. It looks at survival challenges caused by globalization and expansion, the diversity challenge, the concept of marginality and how marginality can lead to creativity, teaching and encouraging entrepreneurialism, the tools needed for internationalizing higher education in developing countries, innovative approaches, the intelligent use of technology, and finally, the value of non-constraint engagement in driving teaching and course quality improvements. The expansion of higher education and the increasingly international body of students and staff continue to inspire and drive the development of global higher education systems. Whilst these systems began locally, many are now engaging with the challenges of retaining their local flavour whilst embracing the march of globalisation. The challenge is to find local solutions that also meet the requirements of the rapid development of what might be termed the 'massification' of international higher education. This book reflects these contemporary challenges through its variety of topics taken from countries as diverse as Hong Kong, Panama, South Africa, USA and Saudi Arabia. The topics are as



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diverse as some of the local solutions but each chapter represents a response to a rapidly changing global landscape.

Today, nearly every aspect of higher education—including student recruitment, classroom instruction, faculty research, administrative governance, and the control of intellectual property—is embedded in a political economy with links to the market and the state. Academic capitalism offers a powerful framework for understanding this relationship. Essentially, it allows us to understand higher education's shift from creating scholarship and learning as a public good to generating knowledge as a commodity to be monetized in market activities. In *Academic Capitalism in the Age of Globalization*, Brendan Cantwell and Ilkka Kauppinen assemble an international team of leading scholars to explore the profound ways in which globalization and the knowledge economy have transformed higher education around the world. The book offers an in-depth assessment of the theoretical foundations of academic capitalism, as well as new empirical insights into how the process of academic capitalism has played out. Chapters address academic capitalism from historical, transnational, national, and local perspectives. Each contributor offers fascinating insights into both new conceptual interpretations of and practical institutional and national responses to academic capitalism. Incorporating years of research by influential theorists and building on the work of Sheila Slaughter, Larry Leslie, and Gary Rhoades, *Academic Capitalism in the Age of Globalization* provides a provocative update for understanding academic capitalism. The book will appeal to anyone trying to make sense of contemporary higher education.

The Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic.

First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

This volume seeks to identify and explore the forces affecting higher education in the Asia Pacific region today. It includes a set of conceptually-rich organizing chapters followed by detailed country-specific studies that detail both the underlying dynamics of these forces and the manner in which they have affected specific countries. In this way, the chapters touch on the complex demographics of the region, how continued and continuous economic development impinges on higher education, and how neoliberalism has affected higher education across many dimensions. The volume also addresses the complex issues associated with cross border education and the daunting challenges of both national and cross-national quality assurance.

Trevor Kerry draws together contributions from leading academics in the field based in Europe, Canada and Australia to examine key themes in higher education, including: • academic freedom • leadership and management • the nature of learning and teaching • ethical behaviour • curriculum innovation • attitudes to globalization and internationalization The contributors explore what might constitute effective higher education provision, drawing on innovative practice from around the world and encouraging higher education practitioners to become more analytical and critical about

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their institutions, about their own roles, and about the ways in which they and their work serve their client-base. In so doing the book confronts the contextual conflicts that arise from political, social and fiscal agendas for higher education.

This book makes both empirical and conceptual contributions to the debate on privatization of higher education in China. Empirically, it aims to fill a gap in our knowledge of privatization of higher education in North China. To this end, Beijing was chosen as a case for analysis, and nine local higher educational institutions were visited. The case study strategy is also complemented by an extensive review of national policies to reveal problems beyond the specific case of Beijing and of national concern. The effects of the cultural and socioeconomic background and the unique state-party controlling system on higher education management are stressed.

Conceptually, most existing studies on privatization of higher education in China adopt a policy analysis approach, while research on privatization of other public sectors or in other countries is frequently guided by economic theories. This book thus seeks to combine both social policy and econometric approaches to provide a systematic and detailed investigation of the privatization process in the context of higher education. It also improves examines the applicability of western theories in the Chinese context. In an increasingly complex, competitive, and global world, organizations require highly skilled professionals who have the capacity to proactively answer challenges. Thus, educational institutions must update the curricula of their courses to better contribute to the training and development of professionals in order to ensure that they are prepared to face increasing levels of organizational competitiveness. Higher Education and the Evolution of Management, Applied Sciences, and Engineering Curricula is a collection of innovative research that fosters discussion on the evolution of higher-education in management, applied sciences, and engineering with an emphasis on curriculum development, pedagogy, didactic aspects, and sustainable education. This publication presents models, theories, and tools that allow individuals to take a more strategic role in their organizations. It is ideally designed for managers, engineers, human resource officials, academicians, researchers, administrators, and lecturers.

This volume by noted critical education scholar Carlos Alberto Torres takes up the question of how structural changes in schooling and the growing impacts of neoliberalism and globalization affect social change, national development, and democratic educational systems throughout the world. The first section of the book offers analytical avenues to understand and criticize the practices and policies of neoliberal states, both domestically and internationally. More than a mere lament of the state of educational policy, however, Torres also documents the critiques and alternatives developed by social movements against neoliberal governments and policies. Ultimately, his work urges readers to engage in the struggle to resist the oppressive forces of neoliberal globalization, and proactively and deliberately act in informed ways to create a better world.

Globalization challenges social work with constant social change, making a social worker's job and the task of social work education more complex and uncertain. Post-modern thinking suggests that social workers must learn to cope with complexity in ways that are in tension with the increasingly managerialist organization of the social services. The authors explore and question the concepts of 'postmodern', 'international' and 'global' in light of growing interest in international social work in the early 21st

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century. Emphasizing the importance of critical reflection, they argue that educational colonization can be challenged and effective anti-discriminatory and pro-equality practice and education promoted. Each chapter provides direct examples of how students and academics can apply these ideas in practice and in their learning, and how they can respond to and influence the challenges and changes that are taking place. The authors also examine educational and practice issues arising from attempts to incorporate international understanding into national practice and education systems. The book is designed to be stimulating to academics interested in international social work while remaining accessible to practitioners and students without international experience.

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