

## Secondary Schools 2018 Moe

Revolutionary Struggles and Girls' Education centers on the education system of North-Ethiopia's (in)ability to address discrimination and enable transformation of "hard-lived" gender norms, which therefore continue to hinder girls' educational performance, even after parity is reached.

The Economic Outlook for Southeast Asia, China and India is a bi-annual publication on regional economic growth, development and regional integration in Emerging Asia. It focuses on the economic conditions of Association of Southeast Asian Nations (ASEAN) member countries: Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, the Philippines, Singapore, Thailand and Viet Nam. It also addresses relevant economic issues in China and India to fully reflect economic developments in the region.

This book addresses the past and changing contexts of Chinese and German teacher education under the impact of globalization and echoes "quality" issues of teacher education. This edited book provides a comprehensive discussion on other issues in the management and implementation of change in teacher education related to teacher education curricula for professional development of teachers. A combination of chapters provides an overview, a review of literature and research as well as offering examples of teacher education practice and updated empirical research on these topics co-edited by two senior scholars and written by experts from Mainland China (including Hong Kong ) and Germany. The volume addresses key issues on teacher standards, ICT in education and e-learning in teacher education, STEM education, vocational teacher education, university-school partnership in teacher education

and teaching Chinese or German as a second language. This is an up-to-date academic book to look at profound issues related to quality in teacher education and teachers' professional development in mainland China and Germany. It will be a useful reference for graduate students and researchers in the field of international and comparative education, teacher education and curriculum studies, teacher educators and practitioners to learn from trends, best practice and challenges that have been encountered in Mainland China and Germany. 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. This volume focuses on policies and changes in schools and classrooms. The studies on school changes present the differences in the policies and challenges of K-12 schools and universities in different countries and regions, and in connection with the contradictions and conflicts between tradition and modernization, as well as the changing roles of various stakeholders, especially that of teachers. In terms of curriculum and instruction, many countries have undertaken experiments and introduced changes based on two major themes: "what to teach" and "how to teach". International education assessments represented by PISA not only promote the improvement and extensive application of educational assessment and testing techniques, but have also had far-reaching impacts on education policies and education reforms in many countries. Focusing on the changes in educational policies at the

micro level, this volume comprehensively reveals the complex interactions between school organizations, teachers, curricula, teaching and learning, evaluation and other elements within the education system, as well as the latest related reforms worldwide.

Rethinking Education in Light of Global Challenges discusses challenges to education in Scandinavian welfare states due to global trends like migration, neoliberal strategies, and the exploitation of nature. This anthology comprises case studies, theoretical articles, and reflective studies, grouped under the headings of Culture, Society, and the Anthropocene. This book directly addresses three interrelated global events and their implications for education as seen from Scandinavian perspectives: migration flows, increased cultural diversity, and (post)nationalism; the erosion of the welfare state and the global rise of neoliberalism; and the Anthropocene and environmental challenges arising in the wake of the global exploitation of natural ecosystems. In case studies, theoretical articles, and reflective studies, researchers from Nordic countries explore how education, education policy, and educational thinking in these countries are affected by these global trends, bringing to the fore the different roles education can play in addressing the various issues and different ways of reimagining education. This authoritative volume will be of great interest to researchers, academics, and students in the fields of sociology of education, migration and education, environmental education, and educational politics.

This book documents ongoing research and theorizing in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in people's everyday lives as well as sophisticated new problems for society at large. Mathematical

tradition in China that emphasizes algorithm and computation has now seen a renaissance in mathematical modelling and applications where China has made significant progress with its economy, science and technology. In recent decades, teaching and learning of mathematical modelling as well as contests in mathematical modelling have been flourishing at different levels of education in China. Today, teachers and researchers in China become keener to learn from their colleagues from Western countries and other parts of the world in research and teaching of mathematical modelling and applications. The book provides a dialogue and communication between colleagues from across the globe with new impetus and resources for mathematical modelling education and its research in both West and East with new ideas on modelling teaching and practices, inside and outside classrooms. All authors of this book are members of the International Community of Teachers of Mathematical Modelling and Applications (ICTMA), the peak research body into researching the teaching, assessing and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace. The book is of interest to researchers, mathematics educators, teacher educators, education administrators, policy writers, curriculum developers, professional developers, in-service teachers and pre-service teachers including those interested in mathematical literacy.

This book discusses the perspectives and practices of teacher education programs in order to shed new light on the national priorities, policies, curriculum inputs, delivery mechanisms, challenges and future trends in 20 selected countries. It examines and compares the complexity of teacher education in international contexts, providing insights into educational change and reform in emerging democracies. Further, it includes cases from various countries

that reflect how the profession is moving forward. In order to deepen readers' understanding of teacher training and the challenges posed by globalization, the book concludes with a discussion of theoretical perspectives applied to teacher education, and with recommendations for new directions. Given its scope, the book is an essential read for teacher educators, students, and researchers working in the field of education.

As the once-in-a-lifetime stimulus of a pandemic creates the opportunity for change, this ground-breaking and timely edited text is a must-have springboard for the re-imagining of education system leadership. How can education stakeholders act in collaboration to lead us into a new and different age?

**Improve Schools and Transform Education** In order for educational systems to change, we must reevaluate deep-seated beliefs about learning, teaching, schooling, and race that perpetuate inequitable opportunities and outcomes.

Hatch, Corson, and Gerth van den Berg challenge the narrative when it comes to the "grammar of schooling"--or the conventional structures, practices, and beliefs that define educational experiences for so many children—to cast a new vision of what school could be. The book addresses current systemic problems and solutions as it:

- Highlights global examples of successful school change
- Describes strategies that improve educational opportunities and performance
- Explores promising approaches in developing new learning opportunities
- Outlines conditions for supporting wide-scale educational improvement

provocative book approaches education reform by highlighting what works, while also demonstrating what can be accomplished if we redefine conventional schools. We can make the schools we have more efficient, more effective, and more equitable, all while creating powerful opportunities to support all aspects of students' development. You won't find a better book on system change in education than this one. We learn why schools don't change; how they can improve; what it takes to change a system; and, in the final analysis, the possibilities of system change. Above all, *The Education We Need* renders complexity into clarity as the writing is so clear and compelling. A powerful read on a topic of utmost importance. Michael Fullan, Professor Emeritus OISE/Universtiy of Toronto I cannot recommend this book highly enough – Tom tackles long-standing and emerging educational issues in new ways with an impressive understanding of the challenging complexities, but also feasible possibilities, for ensuring excellence and equity for all students. Carol Campbell, Associate Professor Ontario Institute for Studies in Education, University of Toronto

Focusing on Singapore's education system from an equity perspective, Chiong's book describes the often unheard perspectives of socio-economically disadvantaged families in Singapore. The performance of Singaporean students

on international education benchmarking tests has been widely recognised. Relatively less known is how socio-economically disadvantaged families negotiate Singapore's highly competitive, stratifying and meritocratic system. Yet, families' perspectives can provide crucial insight in understanding how policy is 'lived' and experienced, and its effects on people's lives. Drawing on 72 interviews with 12 families, this book traces the development of surprisingly close, collaborative relations between the state, schools and families on Singapore's socio-economic margins. It demonstrates that in the 'strong' state of Singapore, families' dependency on schools and the state facilitates the internalisation of individual and familial responsibility for future success. However, these very processes can injure, and perpetuate inequality. The analysis presented in this book has relevance in other contexts, in times where advanced capitalist states face growing inequalities and challenging relationships between institutional authority and the wider populace. As socio-economic and educational inequalities widen, this book asks timely questions and provides recommendations on what a more equitable state-citizen compact might look like. The book will appeal to researchers and students who are interested in the fields of the sociology and politics of education, social policy, and Asian culture and society.

This book offers a detailed look into the how and what of mathematics instruction in Singapore. It presents multiple aspects of mathematics instruction in schools, ranging from the unique instructional core, practices that promote mastery, development of conceptual knowledge through learning experiences, nurturing of positive attitudes, self-regulation of learning and development and use of instructional materials for making connections across mathematical ideas, developing mathematical reasoning, and developing fluency in applying mathematical knowledge in problem solving. The book presents a methodology that is successful in documenting classroom instruction in a comprehensive manner. The research findings illuminate instruction methods that are culturally situated, robust and proven to impact student learning. It demonstrates how a unique data source can be analysed through multiple lenses and provides readers with a rich portrait of how the school mathematics instruction is enacted in Singapore secondary schools.

This book looks at the development of vocational education and training in China and how it is crucial to human resource development and improving competitiveness. It briefly outlines the contextual issues related to vocational education and training in China, the importance of vocational education and how China has been using vocational training to reduce the unemployment rate and

raise its overall human capital.

Contemporary societies are constructed, constricted, and constrained by various series of examinations. Governments of both Western and non-Western countries tend to conduct detailed, multi-layered and continuous systems of tests or examinations. International tests, such as PISA and TIMSS, have also been introduced to compare the relative performances of learners within diverse educational institutions across different countries. Examinations therefore provide a methodological pivot for comparing a range of societies. They enable us to contrast the West and the East; the North and the South; tribal and mass society; ancient and postmodern civilization; and so on. Comparing parallel societies from across Asia, the Middle East, Europe, and North America, this book proposes fundamental transitions in sociological research from system to process and from communication to composition through intensive studies on examinations. It uses ethnographies, interviews, questionnaires, documents, statistics, and big-data analyses to make comparisons on broad scales of time and space. In so doing, it suggests hypotheses encompassing different kinds of societies in human history, including those in the Axial Age and the Modern Ages.

The Preparation of Teachers of English as an Additional Language around the World  
Research, Policy, Curriculum and Practice  
Multilingual Matters

This book reflects on science education in the first 20 years of the 21st century in order to promote academic dialogue on science education from various standpoints, and highlights emergent new issues, such as education in science education research. It also defines new research agendas that should be “moved forward” and inform new trajectories through the rest of the century. Featuring 21 thematically grouped chapters, it includes award-winning papers and other significant papers that address the theme of the 2018 International Science Education Conference.

This edited book is a collection of keynote speeches in the 3rd Global Teacher Education Summit in Beijing Normal University from October 14 to 16, 2017. The speeches intend to raise international response in the field of teacher education to the enduringly changing education policy environment. Multiple perspectives are needed in order to gain insights into teaching and teacher education for excellence and equity, as well as disentangle from rigid, inapplicable old paradigms. This book on one hand provides typify global voices, and on the other hand contributes Chinese stories to this field. China's education manifests a tendency with stronger indigenous features related to the changing domestic climate and international geopolitical position. Chapters included about teaching and teacher education in China can provide local evidence, intelligence and

relevance to global audience, and even voice indigenous epistemes within the non-Western platform. This book aims to build such dialogs between global perspectives and Chinese insights for heteroglossia in content and methodology in the field of teaching and teacher education.

Over time, globalization has evolved into a shared journey of humanity, involving entrepreneurship, innovation, business and policy advances around the world. This book explores the link between globalization and development, and reveals the dynamics, strengths and weaknesses, trends in and implications of globalization in Asia and Africa. Presenting papers by respected experts in the field, it shares essential insights into the status quo of globalization processes and structures, identifies the opportunities and threats that globalization faces, and sheds light on the path to global peace. Topics range from using fair-trade practices to compensate for the impacts of globalization; to lessons learned for tomorrow from Tunisia, Morocco and Jordan; as well as emergent topics such as global entrepreneurship capacity and developing the Chinese economy overseas.

Exploring practitioner research and the possibilities it creates for increasing student participation and developing inclusive practices in educational contexts, this insightful text presents a range of original and innovative approaches to Action Research, and highlights the critical relationship between educational theory, research and practice in transformative action. Focussing on social constructivist approaches to teaching and

learning, *Action Research for Inclusive Education* offers first-hand insights from researcher-practitioners from international settings including Denmark, Germany, Ireland, Saudi Arabia, Granada, Greece, Singapore and England. Chapters explore diverse participatory and collaborative research practices which draw on the strengths and contributions of teachers and support staff, pupils, and families to foster inclusive practices across the school community and strengthen the participation and independence of all students. Topics considered include collaboration in Participatory Action Research, friendships and the development of students' social skills, student voice and the role of pupils as co-researchers and peer mentors. Making an important contribution to debates on inclusive education and the role of practitioners and students in bringing about change, this text will be key reading for students, teachers and educational researchers.

The concepts of inclusion and inclusive education for children with special education needs (SEN) have been widely accepted as imperative undertakings in the education spectrum. This book posits the practice of these ideas by scrutinizing the methodologies adopted by varied nations of the two regions towards inclusive education along with juxtaposing the dichotomous observations to enable a dialogue regarding the actualization of inclusive education. The book looks at the distinct approaches taken by Northern and Eastern European education systems to realize inclusive education for children with SEN and aims to enable a space for dialogue

wherein the reader would be able to access the cultural context of each practice, expand their cognizance regarding the concept of inclusivity and develop a more nuanced and sensitive approach to inclusive education. In the act of exploring the myriad ways in which inclusivity is practiced in the two regions, the book thusly provides insights into the pluralities and significance of inclusion in the education sector across a global spectrum. The anthology will be of interest to a vast range of audience, videlicet, individuals, students, researchers, professionals, et al., invested in the education sector, special needs education and pedagogy. It further proposes appeal for individuals interested in performing scientific research on the subject. The book practically aims to be of interest for any individual invested in the discipline of education, development of community and the topics pertaining to education for children with SEN.

This Handbook offers a critical analysis of the major theoretical and empirical issues in public policy and public administration in China. Investigating methodological, theoretical, and conceptual themes, it provides an insightful reflection on how China is governed.

This volume provides an in-depth, comparative examination of how primary mathematics education is influenced by national education reform, policy, local resources, and culture in three different countries. By drawing on first-hand observations and interviews, as well as analysis of policy documents and learning

resources, the book considers the viability of transferring best practices in primary mathematics education across global contexts. Three diverse countries – Ghana, the US, and Singapore – are explored. Similarities and differences are highlighted, and the influence of national and regional initiatives related to pedagogical strategies, teacher education, and cultural expectations are considered, to offer an insightful examination of how best practices might be shared across borders. This book will benefit researchers, academics, and postgraduate scholars with an interest in international and comparative education, mathematics, and educational policy. Those with a specialization in primary mathematics education, including pedagogy and teacher preparation, will also benefit from this book.

With increasing global challenges, the Belt and Road initiative seems to offer one possible platform to think about different possibilities and pathways to promote international collaboration and development covering Asia, Europe, Africa, and other countries. Information and Communication Technology (ICT) in education, as a key focus, provides valuable perspectives for governments, inter-governmental and non-governmental agencies wanting to innovate and advance both ICT and education independently and collaboratively. This book highlights the burgeoning of ICT in education in eleven countries, with particular emphasis placed on the context of the Belt and Road Initiative. ICT has increasingly important roles in education including improve teaching and learning qualities, as well as equity in education. The prominent

contributors describe the state-of-the-art of ICT in education in eleven countries based on six major themes (policy perspectives, infrastructure, educational resources, ICT integration into practices, students' ICT competence, and teachers' professional development). We hope the in-depth discussions included in this book would provoke more academic and policy insights globally.

Refugees and Higher Education provides a cross-disciplinary lens on one American university's approach to studying the policies, practices, and experiences associated with the higher education of refugee background students.

This open access volume critically reviews a diverse body of scholarship and practice that informs the conceptualization, curriculum, teaching and measurement of life skills in education settings around the world. It discusses life skills as they are implemented in schools and non-formal education, providing both qualitative and quantitative evidence of when, with whom, and how life skills do or do not impact young women's and men's lives in various contexts. Specifically, it examines the nature and importance of life skills, and how they are taught. It looks at the synergies and differences between life skills educational programmes and the way in which they promote social and emotional learning, vocational/employment education, and health and sexuality education. Finally, it explores how life skills may be better incorporated into education and how such education can address structures and relations of power to help youth achieve desired future outcomes, and goals set out in the Sustainable

Development Goals (SDGs). Life skills education has gained considerable attention by education policymakers, researchers and educators as being the sine qua non for later achievements in life. It is nearly ubiquitous in global and national education policies, including the SDGs, because life skills are regarded as essential for a diverse set of purposes: reducing poverty, achieving gender equality, promoting economic growth, addressing climate change, fostering peace and global citizenship, and creating sustainable and healthy communities. Yet, to achieve these broad goals, questions persist as to which life skills are important, who needs to learn them, how they can be taught, and how they are best measured. This book addresses these questions.

This book fills a critical gap in a neglected area in current educational research: international teacher education. It focuses on the preparation of teachers of English as an additional language (EAL) in several world regions. The book consists of chapters by researchers in well-established teacher education programs in 11 countries: Brazil, Canada, China, Finland, Greece, New Zealand, Russia, Saudi Arabia, South Korea, Turkey and the United States of America. It takes a cross-national, comparative approach around four major focus areas: policy, research, curriculum and practice, offering critical implications that can help improve EAL teacher education programs in different parts of the world. Teacher education is an area that has great potential for international cross-pollination of ideas and actions, and this book represents an important first step along this road.

Asia is the largest continent in the world. Five out of the top ten high performing economies in the Programme for International Student Assessment (PISA) 2018 are located in Asia. Why do

Asian students perform so well in STEM-related subjects? This book answers this by examining the STEM education policies and initiatives in Asian economies, as well as the training programmes undertaken by STEM teachers in Asia. The book is broken into four sections, each accompanied by a passage of commentary that summarizes the key takeaways of the chapters. Section one focuses on STEM policy environments and how various countries have developed policies that promote STEM as an integral part of national economic development. Section two focuses on STEM teacher education in the Philippines and Thailand, while section three focuses on STEM curriculum design, context, and challenges in four Asian economies. The fourth and final section focuses on presenting snapshots of STEM education research efforts in Malaysia, South Korea, and Singapore. Written by Asian academics, this book will provide valuable insights to policy makers, educators, and researchers interested in the topic of STEM education, especially in the Asian context.

The book examines ancient religious traditions and modernity in a globalized Asia that is as much in need of a moral compass as it is economic development. Religious education has been an aspect of many societies over time and irrespective of culture. Yet as globalization advances local values are challenged every day by internationalized discourses and global perspectives. It is this context that provides the rationale for this edited book. It seeks to understand what forms religious education takes in Asian contexts and what role it continues to play. On the one hand, the societies which are the subject of this book reflect ancient religious traditions but on the other they are responsible for a significant portion of the world's economic development. The book will appeal to researchers interested in the current state of religious education in Asia, policymakers with responsibility for religious education and teachers who

practice religious education on a daily basis.

This edited volume explores key areas of interests in Singapore math and science education including issues on teacher education, pedagogy, curriculum, assessment, teaching practices, applied learning, ecology of learning, talent grooming, culture of science and math, vocational education and STEM. It presents to policymakers and educators a clear picture of the education scene in Singapore and insights into the role of math and science education in helping the country excel beyond international studies such as PISA, the pedagogical and curricula advancements in math and science learning, and the research and practices that give Singaporean students the competitive edge in facing the uncertain and challenging landscape of the future.

Comparing High-Performing Education Systems provides original insights into the educational structures, ideologies, policies, and practices in Singapore, Shanghai, and Hong Kong. Taking as its basis their global reputation and consistently strong performance in formal assessments, the author provides an in-depth analysis and comparison of these three education systems that draws on cutting-edge research. Chapters explore the dominant cultural and educational norms in Singapore, Shanghai, and Hong Kong to give a wider picture of these high-performing education systems. The performance of students in international large-scale assessments such as Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Reading Literacy Study (PIRLS) is considered, alongside an exploration of attitudes to schooling, tutoring, and assessment. The book shows how Singapore, Shanghai, and Hong Kong exemplify an East Asian Educational Model (EAEM). Such a model – is rooted in and shaped

by Confucian habitus: unconscious and ingrained worldviews, dispositions, and habits that reflect the standards of appropriateness in a Confucian Heritage Culture; aspires high performance: a balance between academic excellence and holistic development; and utilises educational harmonisation: the art of bringing together different and contradictory means and ends to achieve desired educational outcomes. Informative and thought-provoking, this book is a useful reference for policymakers, researchers, educators, and general readers on high-performing education systems, school reforms in East Asia, Confucian influences on education, and cross-cultural policy learning and transfer.

This book proposes a new paradigm for English language teaching based on concepts from English for Specific Purposes (ESP) research and applications as well as from growing evidence relating pattern recognition to language learning ability. The contributors to the volume argue that learners should not try to become proficient all-around users of 'idealistic native-like' English, but instead should be realistic about what they need to acquire and how to go about achieving their specific goals. The book discusses the present situation by describing the status quo of English language education in Japan, taking into consideration recent trends of CLIL (content and language integrated learning), EMI (English medium instruction), and TBLT (task-based language teaching) as well as the work done on the Common European Framework of Reference for Languages (CEFR). It introduces new movements in ESP in Japan and in other Asian regions, covering topics ranging from genre analysis to corpus linguistics, and presents application examples of ESP practice in a range of educational situations in Japan from the graduate school level to elementary and middle school contexts. It also offers readers application examples of ESP practice in a range of business settings and

expands the discussion to the global sphere where EAP and ESP are gaining importance as the number of ELF (English as a Lingua Franca) speakers continue to increase. The book will be of great interest to academics, researchers, and post-graduate students working in the fields of EFL and ESL.

This book demonstrates that policy, professionalism, and pedagogy are integral to the development of the best teachers that our students deserve. The empirical quantitative and qualitative studies and narratives presented in this volume demonstrate that strong analyses are needed to drive decisions on policy and practice.

This original volume examines the collaboration between East Timorese and international staff in the rebuilding of the education sector during the United Nations Transitional Administration in East Timor (UNTAET) 1999-2002. Using interviews, contemporary newspaper articles and reports from UN sources and the World Bank, the book enables a comprehensive analysis of Timorese agency. Examining choices made by the Timorese and drawing comparison with other former Portuguese colonies, the text considers the power of the Timorese elite, the role of nepotism and corruption, the preservation of the Indonesian curriculum and the selection of Portuguese as the medium of instruction and official language - together with Tetum.

Concluding with a contemporary discussion on the educational achievements for East Timorese children during UNTAET compared with those of today, *Rebuilding the Education Sector in East Timor during UNTAET* will be of interest to academics, researchers and post-graduate students in the fields of post-conflict studies, post-colonial education and language policy as well as East Timor more specifically. This book will also benefit graduate students and scholars in teacher education. Trina Supit completed her PhD at the University of Sydney,

Australia. She was a member of the UNTAET Division of Education. This open access book outlines key terms of China's school leadership in Chinese political and legal, financial, administrative, and cultural contexts. It reveals and interprets the real meaning of these practical terms based on existing laws, government documents, school policy texts as well as the latest empirical findings from school leaders and teachers' surveys and interviews in China. Providing a holistic picture of China's school leadership through the unique meanings of these terms, the book offers researchers and graduate students insights into school leadership practice and its context in China. Thus, it would likely intensify readers' knowledge base to analyse and interpret the phenomenon and research data regarding China's school leadership. This edited collection brings together papers written by a number of experienced international academics who share a passion for promoting research-informed, high-quality pre-service and in-service teacher education that makes a positive difference to the lives of teachers and their students. Taken together, the contributions to this book represent a call to arms for all who lead education policy at local, regional, and national levels, teacher educators, and schools themselves, to engage in sustained and productive collaboration. Topics include: the centrality of empathy to the classroom, 'practical theorising' that is a central part of all good teachers' armoury; the possibilities for collaborative professionalism which enables them to extend and enrich their thinking, commitment, and capacity for resilience; the pedagogical reasoning,

habits of mind, critical reflection, knowledge, and skills that lead to the best classroom practices. Only when the voices of stakeholders at all these levels are brought together, heard, and enacted, are students in all schools in all contexts and in all jurisdictions likely to receive the quality of education to which all are entitled. The chapters in this book were originally published as a special issue of *Teachers and Teaching*. This book is the first longitudinal study that addresses language policy and planning in the context of a major international sporting event and examines the ideological, political, social, cultural, and economic effects of such context-specific policy initiatives on contemporary China. The book has important reference value for future research on language management at the supranational level and language services for linguistically complex events. At the same time, it presents some broader implications for current and future language policy makers, language educators and learners, particularly from non-English speaking backgrounds. Foreword by Ingrid Piller

The emergence of the internet and developments in educational software have changed the way teachers teach and the way students learn. There has been a substantial increase in the quantity, quality, and diversity of educational material available over the internet or through the use of satellite video and audio linkups. These technologies have allowed new learning methods and techniques to reach a greater geographic region and have contributed to the global transformation of education. *The Roles of Technology and Globalization in Educational Transformation* is an essential

academic book that provides comprehensive research on issues concerning the roles of technology and globalization in educational transformation and the challenges of teaching and learning in various cultural settings and how they were resolved. It will support educational organizations that wish to find, create, or adapt technology for use in their institution. Featuring a broad range of topics such as public administration, educational technology, and higher education, this book is essential for teachers, deans, principals, school administrators, IT specialists, curriculum developers, instructional designers, higher education staff, academicians, policymakers, researchers, and students.

Research surrounding teacher quality and teacher effectiveness has continued to grow and become even more prominent as teaching has become more professionalized globally and countries have invested more comprehensively in teacher education, certification, and professional development. To better understand teacher effectiveness, it is important to have a global viewpoint to truly understand how beliefs and practices vary in each country and can lead to different characterizations of what makes an effective teacher. This includes both cross-cultural commonalities and unique differences in conceptualization of teacher effectiveness and practices. With this comprehensive, international understanding of teacher effectiveness, a better understanding of best practices, teacher models, philosophies, and more will be developed. International Beliefs and Practices That Characterize Teacher Effectiveness

identifies, shares, and explores the predominant conceptual understandings of beliefs and practices that characterize effective teachers in different countries. This book provides international and cross-cultural perspectives on teacher effectiveness and examines the prominent philosophies of teaching and pedagogical practices that characterize teachers in selected countries. Each chapter includes a background, such as history and undergirding philosophy within each country, effective teacher models, prominent applications of teacher effectiveness practices, and special or unique features of teaching in the specific countries mentioned. This book is essential for practicing educators in various countries, teacher educators, faculty, and students within schools and colleges, researchers in international comparative studies, organizations engaged in international education, and administrators, practitioners, and academicians interested in how teacher effectiveness is characterized in different countries and regions across the world.

Research training is challenging, and the attrition rate of doctoral students has been increasing in Canada, the UK, the USA and Australia. In their book, Chen and Le examine the reasons for these students becoming demotivated, particularly in the context of TESOL. There has been much investigation into research training issues in multiple contexts and multiple disciplines. Yet, the research training process in TESOL for international students has not been explored sufficiently, and their voices have not been heard. This book gives voice to the research trainees, allowing their experiences

to be reflected and the implications discussed in order to help create more effective supervision models. By employing the qualitative approach and adopting critical incident as a new technique for data collection, Chen and Le attempt to gain insights into the research training process to reveal different research stages of research trainees—those undertaking PhD degrees—and to put forward a model of supervision to improve the innovation and quality of research. This book tackles the complex nature of research training. It is hoped that findings of this study can provide research supervisors and trainees with theoretical insights and practical references.

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