

The International Handbook Of Educational Research In The Asia Pacific Region

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Explore the comprehensive landscape of educational research across the Asia Pacific region with this essential international handbook. It offers in-depth analysis of methodologies, key findings, and policy implications, making it an invaluable resource for scholars, educators, and policymakers. This definitive guide illuminates current trends and future challenges in Asia Pacific education, providing critical perspectives and innovative solutions.

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The International Handbook of Educational Research in the Asia-Pacific Region

The aim of the Handbook is to present readily accessible, but scholarly sources of information about educational research in the Asia-Pacific region. The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region. In so doing, the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues. Moreover, since new problems and issues are constantly arising, the articles in the Handbook also indicate the likely directions of future developments. The different articles within the Handbook seek to conceptualize the problems in each specific content area under review, provide an integration of the research conducted within that area, the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified. Thus, the articles do not involve the reporting of newly conducted research, but rather require a synthesis of the research undertaken in a particular area, with reference to the research methods employed and the theoretical frameworks on which the research is based. In general, the articles do not advocate a single point of view, but rather, present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research. Furthermore, it should be noted, that the Handbook is not concerned with research methodology, and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region.

International Handbook of Educational Research in the Asia-Pacific Region

The articles in this handbook are assembled in eight major sections: Trends and issues; Access and equity; Learning and human development; Curriculum and technical education; Teaching, teachers and teacher education; Organisation and management of education; Educational research and national development; and, Towards the future. [p.xvii].

Routledge International Handbook of Multicultural Education Research in Asia Pacific

This handbook for educators and researchers consists of an unparalleled set of conceptual essays and empirical studies that advance new perspectives and build empirical ground on multicultural education issues from 10 different selected societies in Asia Pacific. This unique, edited book will be a solid resource particularly for graduate students, educators, and researchers involved in multicultural education, given its multiple balances in terms of 1) conceptual essays, empirical studies, and practical implications; 2) contributions from emerging scholars, established scholars, and leading scholars in the field; and 3) comprehensive coverage of key subareas in multicultural education. Given the growing need for in-depth understanding of multicultural education issues in the Asia Pacific region where we have witnessed increasing human mobility and interaction across countries and societies, this edited book is the only research-based handbook entirely focusing on multicultural education in Asia Pacific.

International Handbook on Education Development in the Asia-Pacific

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.

Routledge International Handbook of Schools and Schooling in Asia

This comprehensive handbook is the ultimate reference work, providing authoritative and international overviews of all aspects of schools and schooling in Asia. Split into 19 sections it covers curriculum, learning and assessment, private supplementary tutoring, special education, gender issues, ethnic minority education and LGBTQI students in Asian schools. The volume displays the current state of the scholarship for schools and schooling in Asia including emerging, controversial and cutting-edge contributions using a thematic approach. The content offers a broad sweep of the region with a focus on theoretical, cultural and political issues as well as identifying educational issues and priorities, such as curriculum, assessment, teacher education, school leadership, etc., all of which impact students and learning in multiple ways. The Routledge International Handbook of Schools and Schooling in Asia brings together experts in each area to contribute their knowledge, providing a multidimensional and rich view of the issues confronting the region's school and education systems. Chapters 34, 35, 36, 37, and 38 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution-Non Commercial-No Derivatives (CC-BY-NC-ND) 4.0 license.

Science Education Research and Practice in Asia-Pacific and Beyond

This book is based on presentations at the International Science Education Conference (ISEC) 2014. It showcases a selection of the best papers by researchers and science teachers from the Asia-Pacific region, North America and the United Kingdom. Centered on the theme of "Pushing the boundaries – Investing in our future", they pursue new ways of helping learners appreciate the diversity and changes in science that result from a globalised world facing complex and diverse environmental and technological issues. The chapters touch on various themes in science education that explore and investigate issues of scientific literacy, societal challenges and affect, and teacher professional development. Its comprehensive themes make it a valuable textbook for graduate students of master's and Ph.D. programs. It also appeals to pre-service and in-service teachers as a resource on innovative pedagogical practices and creative methods of professional development. With a selection that

emphasises the research-practice nexus in education research, it serves as an introductory handbook for teachers to connect with the current issues facing science education.

International Handbook of School Effectiveness and Improvement

This book reviews of the development, implementation and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of Diverse Populations; Education Funding and its Impact; and Best Practice Case Studies. The contributors are active in school effectiveness research worldwide.

Using Narrative Inquiry for Educational Research in the Asia Pacific

Narrative inquiry is being used more widely in the UK, the USA, Canada, Australia, New Zealand and Northern European countries to conduct research across a range of disciplines. It is gaining popularity in Hong Kong, Macao and Mainland China, but research in these contexts continues to be dominated by quantitative and more traditional qualitative approaches. Narrative inquirers in these areas can, therefore, find it problematic to have the value of their work acknowledged. This book demonstrates creatively, accessibly and rigorously the ways in which narrative inquiry as a methodological approach, already more firmly established in Australia and New Zealand, is gaining a foothold in other parts of the Asia Pacific region. Contributors to the book write about their use of narrative inquiry in, for example, the Confucian heritage cultures (CHC) of Hong Kong, Mainland China, Singapore, Macao and the Anglo-Celtic cultures of Australia and New Zealand. Chapters in the book include: Creative Non-Fiction Across Cultures in Asia Pacific Contexts Riding the Wave of Education Reform: Using a Reflecting Team to Explore the Professional Identities of School Counsellors in Hong Kong Is the Silent Mode On? Re-searching Teachers' Voices in Macao through Narrative Research Narrative Inquiry and the Exploration of Culture for Improving Teacher Education This book will appeal to researchers across all sectors of education, in particular those who are exploring, the use of qualitative research methods in their context. Those interested in comparative education and cross-cultural studies will also find this book valuable.

Large Scale School Reform and Social Capital Building

This book introduces and explores the nature of large scale reform, and offers a fresh insight into the importance of social capital and professional development leadership for teachers and school management. It synthesizes research on the role of the professional development leader and the importance of social capital in schools, and examines its potential to impact large scale, system-wide, reform projects. The text presents a range of international examples and theories from renowned researchers and educationists, which illustrate the challenge of raising the prominence of education social capital in schools. Considering crucial research that informs effective adult learning interventions, underlying themes supporting constructivist and transformative interventions are identified and woven into the narrative. Factors and variables needed to encourage and implement initiatives are examined, and each section is accompanied by case studies from around the world. The book is split into five sections and twelve parts which include: -The Lesson of Large Scale Reform for Leadership Development -Assessment of Wide Scale Educational Reform Initiatives -Developing Social Capital through National Education Reform -System Improvement through Professional Learning Communities Large Scale School Reform and Social Capital Building will be of interest to policy makers and system reform leaders, along with researchers and postgraduate students with a focus on continuous professional development, educational reform and school leadership.

Leadership for Learning

The impact of globalization is being felt in numerous spheres of educational policy and practice, in rapid growth of information and communication technologies, in economic transformation, and international market competition, all of which conspire to create new demands and place new pressures on school leadership.

Second International Handbook on Globalisation, Education and Policy Research

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.

A Guide to Effective School Leadership Theories

Educational administrators know that leadership requires hundreds of judgments each day that require a sensitivity and understanding of various leadership strategies. Bridging the gap between the academic and practical world, *A Guide to Effective School Leadership Theories* provides an exploration of ten dominant leadership strategies to give school leaders a solid basis in theory and practical application. Demonstrating the advantages and drawbacks of each theory, readers are encouraged to discover the most appropriate strategy, or combination of strategies, that will best enable their school to achieve positive results. Each Chapter Includes: Introductory vignettes grounding the leadership theory in practice Discussion of the history, development, and utility of the strategy Research findings for further exploration of the theory End-of-chapter questions and activities designed to connect theory to practice This book is essential reading for aspiring and practicing school leaders who wish to have a better understanding of their leadership role. Providing a focused, up-to-date introduction to the current themes and dimensions of educational leadership, *A Guide to Effective School Leadership Theories* presents all the tools necessary to analyze and implement effective leadership in readers' own settings.

Globalisation and Education Reforms

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.

The Routledge International Handbook of Teacher and School Development

The *International Handbook of Teacher and School Development* brings together a collection of research and evidence-based authoritative writings which focus on international teacher and school development. Drawing on research from eighteen countries across seven continents, the forty chapters are grouped into ten themes which represent key aspects of teacher and school development: Issues of

Professionalism and Performativity What Being an Effective Teacher Really Means Reason and Emotion in Teaching Schools in Different Circumstances Student Voices in a Global Context Professional Learning and Development Innovative Pedagogies School Effectiveness and Improvement Successful Schools, Successful Leader Professional Communities: their practices, problems & possibilities Each theme expertly adds to the existing knowledge base about teacher and school development internationally. They are individually important in shaping and understanding an appreciation of the underlying conditions which influence teachers and schools, both positively and negatively, and the possibilities for their further development. This essential handbook will be of interest to teacher educators, researchers in the field of teacher education and policy makers.

Studies in Science Education in the Asia-Pacific Region

The aim of this book is to bring together some examples of research being undertaken at a range of levels, from studies of curriculum and assessment tools, to classroom case studies, and investigations into models of teacher professional learning and development.

The Oxford Handbook of Higher Education in the Asia-Pacific Region

Since the turn of the millennium it has become clear that the Asia-Pacific Region is, economically, the fastest growing continent in the world, and is likely to remain so for some time despite the setbacks of the COVID-19 pandemic. Asia-Pacific's share of the world's Gross Domestic Product (GDP) doubled from 15 per cent to 30 per cent between 1970 and 2017 and is projected to account for half of global GDP by 2050. With South East and South Asia also growing rapidly, with over half the world's population and three of the world's five largest economies, Asia is soon poised to home half of the world's middle class - a class that is both the driver and the product of higher education. The quality of a country's system of higher education may be seen both as a gauge of its current level of national development as well as of its future economic prospects. It is therefore natural that the putative "Asian Century" should generate interest in the region's higher education systems which, on the one hand, share common characteristics-a fixation with credentials and engineering, high technology (especially among male students), and business degrees-while at the same time are also highly differentiated, not only across countries but also within. As such, a better understanding of higher education achievements, failings, potential, and structural limitations in the Asia-Pacific Region is imperative. This handbook presents a number of significant country case-studies and documents cross-cutting trends relating to, among other things: the trilemma faced by governments juggling competing claims of access, accessible cost, and quality; the balance between teaching and research; the links between labour markets (demand) and higher education (supply); preferred fields of study and their consequences; the rise of the research university in Asia; the lure of institutions of international reputation within the region; new education technologies and their effects; and, trends in government policy within the wider region and sub-regions.

The Routledge International Handbook of Language Education Policy in Asia

This must-have handbook offers a comprehensive survey of the field. It reviews the language education policies of Asia, encompassing 30 countries sub-divided by regions, namely East, Southeast, South and Central Asia, and considers the extent to which these are being implemented and with what effect. The most recent iteration of language education policies of each of the countries is described and the impact and potential consequence of any change is critically considered. Each country chapter provides a historical overview of the languages in use and language education policies, examines the ideologies underpinning the language choices, and includes an account of the debates and controversies surrounding language and language education policies, before concluding with some predictions for the future.

Teacher Education in the Asia-Pacific Region

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

Asia Pacific Education

The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on

educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities. Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space. As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region. The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities. Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space. As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region. The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region.

Engaging in Educational Research

This book reflects the paradigm shift now manifesting in Bangladesh's education system by highlighting recent empirical research. It shares essential insights by presenting research conducted on diverse aspects of current day education in Bangladesh, including policy and governance, equity, access and participation, curriculum and pedagogy, assessment, and education programs and projects run by NGOs. Further, it offers a platform for these unique studies to be showcased and disseminated to scholars and researchers from developing and developed countries alike, and represents a unique reference resource for the education research community in Bangladesh, Asia and all over the world. With Foreword from Professor Serajul Islam Choudhury.

Reform of Teacher Education in the Asia-Pacific in the New Millennium

In facing the challenges of rapid globalization, IT intensification, international competition and local demands for developments, educators, scholars and leaders in the Asia-Pacific region and other parts of the world are concerned with reforms of teacher education for the future of education in the new millennium. This edited volume aims to provide a global sharing of the major trends and characteristics of the ongoing teacher education reforms in this region and the major challenges and issues raised in policy formulation and reform implementation. With a total of 14 chapters prepared by 18 scholars from nine educational systems – Australia, Canada, China, Hong Kong, India, Japan, Korea, Malaysia, and United States – in the Asia-Pacific region, the book highlights the trends and challenges in the reform of teacher education in the region generally and in eight educational systems in particular. Most chapters directly or indirectly address the latest issues of teacher education and development at operational, site, and macro levels from a national or regional perspective. This volume is of interest to teachers, teacher educators, researchers, policymakers, and other stakeholders in all developed and developing countries.

Japan's International Cooperation in Education

This book records the history of Japan's international cooperation in education from the 1950s to 2020. It provides a crucial overview of the nearly 70 years since Japan began engaging in international cooperation in education in order to record and document these efforts that range from basic to higher education to technical and vocational education and training, and the large numbers of people involved in their respective areas of activity and specialization. The book provides useful indicators for exploring new forms of education cooperation in this age of global governance and beyond. The authors include not only researchers but also field practitioners, such as personnel from the Japan International Cooperation Agency and NGOs. Chapters 1, 3, 5, 9, 12 and 15 are available open access under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License via link.springer.com.

Handbook of Giftedness and Talent Development in the Asia-Pacific

This is the first ever handbook on giftedness and talent development for the Asia-Pacific region. It discusses important issues for an important group of students, addresses a gap in the current understanding of gifted students in the region, traverses substantial intellectual terrain, and draws on past and present research literature. The handbook brings together contributions from 18 countries, providing a diverse, unique and comprehensive contemporary research and practice on giftedness and talent development in the Asia-Pacific region. It highlights contemporary issues and incorporates important topics such as conceptions, identification, curriculum, and programs. Chapters in the book will include a stronger focus on pedagogy that could assist researchers, academics and educators, post-graduate students, families, advocates, teachers and practitioners, and other stakeholders to support gifted students. It also informs pre-service education programs in gifted education, in-service professional learning programs, and future research and practice in this region of the world.

Life in Schools and Classrooms

This book discusses key aspects of life in schools and classrooms, and surveys the changes that have occurred over the years in educational research, policy making and practice in these school and classroom settings. It not only examines cutting-edge research in these areas, but also showcases good practices in the field. Among the topics reviewed are recent developments in assessment, methods for collecting and analysing data on classroom practice, school leadership and the pros and cons of class size and small-class teaching; topics which are currently hotly debated in education systems around the globe. As such, the book objectively examines the various debates, and surveys the full range of evidence available. Education researchers, policy makers and practitioners often hold differing views about the reasons for teacher and student behaviour in classrooms and, for example, its relevance to class size. Many of these views are based on 'gut feelings' rather than hard evidence. Unfortunately, these three groups, with differing perspectives, often 'talk past each other' rather than engage in a productive, mutually beneficial dialogue. The book builds an effective bridge between researchers, policy makers and practitioners regarding the impact of these various aspects of classroom life, so that the viewpoints of each can be carefully considered and evaluated.

Educational Reform and International Baccalaureate in the Asia-Pacific

The need to reform secondary-level education to prepare young people for new economic realities has emerged. In an age of constant career changing, cognitive flexibility is a top-priority skill to develop in today's students. This shift requires methodological innovation that enhances children's natural abilities as well as updated, focused teacher education in order to prepare them adequately. Educational Reform and International Baccalaureate in the Asia-Pacific is a collection of innovative research that examines the development and implementation of IB curricula. Highlighting a wide range of topics including critical thinking, student evaluation, and teacher training, this book is ideally designed for educators, curriculum developers, instructional designers, administrative officials, policymakers, researchers, academicians, and students.

Managing International Connectivity, Diversity of Learning and Changing Labour Markets

This book examines how major Asian cities have enhanced their global competitiveness by transforming their higher education systems to equip their graduates with global competence. It primarily focuses on policy implications and urban governance, especially comparing how governments are responding to the growing challenges of international connectivity and are managing the diversity of populations resulting from an increasingly globalized world.

The Oxford Handbook of International Law in Asia and the Pacific

The growing economic and political significance of Asia has exposed a tension in the modern international order. Despite expanding power and influence, Asian states have played a minimal role in creating the norms and institutions of international law; today they are the least likely to be parties to international agreements or to be represented in international organizations. That is changing. There is widespread scholarly and practitioner interest in international law at present in the Asia-Pacific region, as well as developments in the practice of states. The change has been driven by threats as well as opportunities. Transnational issues such as climate change and occasional flashpoints like the territorial disputes of the South China and the East China Seas pose challenges while economic integration and the proliferation of specialized branches of law and dispute settlement mechanisms have also encouraged greater domestic implementation of international norms across Asia. These evolutions join the long-standing interest in parts of Asia (notably South Asia) in post-colonial theory and the history of international law. The Oxford Handbook of International Law in Asia and the Pacific brings together pre-eminent and emerging specialists to analyse the approach to and influence of key states of the region, as well as whether truly 'Asian' trends can be identified and what this might mean for international order.

Issues in Comparative, Global, and Regional Education Research: 2013 Edition

Issues in Comparative, Global, and Regional Education Research: 2013 Edition is a ScholarlyBrief™ that delivers timely, authoritative, comprehensive, and specialized information about Asia-Pacific Education Research in a concise format. The editors have built Issues in Comparative, Global, and Regional Education Research: 2013 Edition on the vast information databases of ScholarlyNews.™ You can expect the information about Asia-Pacific Education Research in this book to be deeper than what you can access anywhere else, as well as consistently reliable, authoritative, informed, and relevant. The content of Issues in Comparative, Global, and Regional Education Research: 2013 Edition has been produced by the world's leading scientists, engineers, analysts, research institutions, and companies. All of the content is from peer-reviewed sources, and all of it is written, assembled, and edited by the editors at ScholarlyEditions™ and available exclusively from us. You now have a source you can cite with authority, confidence, and credibility. More information is available at <http://www.ScholarlyEditions.com/>.

Educational Research, Methodology, and Measurement

"Educational research, methodology, and measurement: an international handbook is a unique collection of 139 articles which provides an up-to-date overview of educational research perspectives and practices throughout the world. The range and depth of treatment of articles in this handbook goes well beyond that previously assembled in other works in the field. It will be an important and necessary addition to every personal or reference library concerned with educational research, methodology, and measurement."--Page [4] of cover.

Civic Education in the Asia-Pacific Region

This book examines the approach to civic education in six societies located on the Pacific Rim: Australia, Japan, Hong Kong, Taiwan, Thailand, and the US. In these scrupulously designed studies, the contributors investigate the recent re-emergence of civic education in this region. Developments such as globalization, nationalism, and sovereignty have profound effects on how schools make "good citizens." These essays reveal how definitions of citizenship are contested and revised under such influences, and interrogate differences in civic education from nation to nation. As societies attempt to strike a balance between obedience and critical thinking, schools become the primary site of these transformations. Analyzing both educational policy and its implementation, these contributors offer a groundbreaking, comparative study that grounds civic education historically and politically.

New Paradigm for Re-engineering Education

In response to the challenges of globalization and local development, educational reforms are inevitably becoming one of the major trends in the Asia-Pacific Region or other parts of the world. Based on the most recent research and international observations, this book aims to present a new paradigm including various new concepts, frameworks and theories for reengineering education. This book has 21 chapters in three sections. Section I "New Paradigm of Educational Reform" containing eight chapters, illustrates the new paradigm and frameworks of reengineering education, fostering human development and analysing reform policies and also discusses the trends and challenges of educational reforms in the Asia-Pacific Region. Section II "New Paradigm of Educational Leadership" with five chapters aims to elaborate how the nature, role and practice of school leadership can be transformed towards a new paradigm and respond to the three waves of education reforms. Section III "Reengineering School Management for Effectiveness" with eight chapters aims to provide various practical frameworks for reengineering school management processes and implementing changes in school practices.

Reforming Learning

In the wake of the 1997 Asian financial crisis, various reform initiatives, policies and programmes have been carried out in different countries within the Asia-Pacific region. All these reform efforts aim to restructure different aspects of schooling in order to promote learning and to prepare students for future challenges in globalised economies. These measures to a certain extent challenge traditional practices, established arrangements and deep-seated assumptions related to different aspects of learning. The authors in this book discuss educational reforms in different countries in the Asia-Pacific region in light of student learning, clarify their concepts, evaluate implementation and impact on the learning processes, with a hope that we can learn better from each other and develop a better understanding of "contemporary" learning and teaching processes within the region. The central argument running through different chapters in this book highlights the importance of understanding reforms and learning within their historical, political and sociocultural contexts. Reforming learning involves changes in established cultural practices in our schools, classrooms, and other learning sites, and therefore inevitably arouses tensions and negotiations. The discussion in this book puts to the fore the disputable nature of reforming learning and the significance of contextualising the complex relationship between reforms and learning.

Quest for World-Class Teacher Education?

Utilizing a case study method and a Multiperspectival Approach, this volume presents a pioneering, in-depth study about China's teacher education policy since the 1990s. It critically investigates the rational, dynamic and complex implementation process taking place at the micro institutional level for the transformations of teacher education institutions. The book first introduces the sociopolitical and cultural background of China's teacher education system and its challenges under the condition of

globalization, and illustrates major national initiatives for nurturing highly qualified teachers. It then explores new teachers' identities in an era of enhanced professionalism, uncovers the ways they reflect China's teacher education reform, and distills the rationales behind these policy actions. This is followed by an analytic presentation of the findings of the case study of a provincial normal university, with a particular focus on such core pieces of the implementation jigsaw as policy flow, the dynamism of implementation, sociopolitical and cultural confluence, and institutional barriers in the complex process. Lastly, the book unravels key recommendations and implications for policy implementation studies from the China policy case, and constructs a Chinese Zhong-Yong Model of policy implementation, and sheds new light on policy studies of teacher education reform in particular and public policy in general, which may be transferable to other sociopolitical contexts seeking to nurture world-class teachers and achieve educational excellence in a global age.

Asia as Method in Education Studies

Unlearning and re-inventing the theoretical frameworks of Intercultural and Asian Studies is central to this book as it is to Chen Kuan-Hsing's evocative *Asia as Method*; this book's inspirational source. Chen insists that studies of Asia move beyond their paralysing fixation on the West as either a positive or negative referent and that they develop their own standpoints, reference points and research agendas. *Asia as Method in Education Studies*, is therefore, a provocative and suggestive exploration of educational ideas imported from the West. Chen's challenge provokes the writers in this collection to consider the implications of colonial and imperialist forces for education systems, policies and practices as well as for educational research itself. The writers offer examples of what it means to rethink and re-examine education in Asia beyond both the Western imperialist eye and the post-colonial 'politics of resentment'. *Asia as Method in Education Studies* combines the diverse research of scholars from various countries of Asia as they consider, for example: *Struggles to Construct New Research Imaginations in Response to Chen's Challenges* *East-West Dialogue: Three Cases in Chinese Educational Research* "Asia as [a] method" of Complexity and Dialogue *Generalizing the Self? Asianizing Perspectives on International Education and the Formation of Self Against Asia-centric Methods: Australia-China Theoretic-linguistic Knowledge Co-production* Highly anticipated for its novel contemporary perspectives, this book offers researchers specialising in educational studies and policy-making fresh practices of thought.

Paradigm Shift in Education

As social contexts and demands change in the 21st century, pedagogies and policies must adapt to keep up. Increasing emphasis on global preparedness, competitiveness, and holistic education alongside a fast-paced, ever-changing environment may make policy implementation difficult. However, Cheng asserts that it is only by understanding the current trends, visions, and issues in education policy, implementation, and research that we can reflect, adapt, and improve future initiatives. To that end, Cheng elucidates the different paradigm shifts in classrooms and pedagogy all over the world. In his exploration of third-wave paradigm shifts in education, he charts the rationales, concerns, and effects in topics such as contextualized multiple intelligences, integrated learning, national education in globalization, teacher effectiveness and development, school-based management, and systemic education reform. This book is a promising referential resource for any policy-maker, academic, and educator who knows that the only way to progress is to look at and learn from the current issues and future trends globally.

International Handbook of Curriculum Research

Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

The SAGE Handbook of Asian Foreign Policy

Comprising 60.3 percent of the world's 7.2 billion population, Asia is an enigma to many in the West. Hugely dynamic in its demographic, economic, technological and financial development, its changes are as rapid as they are diverse. The SAGE Handbook of Asian Foreign Policy provides the reader with a clear, balanced and comprehensive overview on Asia's foreign policy and accompanying theoretical trends. Placing the diverse and dynamic substance of Asia's international relations first, and bringing together an authoritative assembly of contributors from across the world, this is a reliable introduction to non-Western intellectual traditions in Asia. VOLUME 1: PART 1: Theories PART 2: Themes PART 3: Transnational Politics PART 4: Domestic Politics PART 5; Transnational Economics VOLUME 2: PART 6: Foreign Policies of Asian States Part 6a: East Asia Part 6b: Southeast Asia Part 6c: South & Central Asia Part 7: Offshore Actors Part 8: Bilateral Issues Part 9: Comparison of Asian Sub-Regions

Internationalization of Library and Information Science Education in the Asia-Pacific Region

"This book examines the internationalization of library and information science education to promote, develop, and facilitate the engagement and mobility of library professionals and library and information science students in the Asia-Pacific Region" --

Oxford Handbook of the International Relations of Asia

This handbook examines the theory and practice of international relations in Asia. Building on an investigation of how various theoretical approaches to international relations can elucidate Asia's empirical realities, authors examine the foreign relations and policies of major countries or sets of countries.

Teacher Learning with Classroom Assessment

This book discusses the interwoven themes of teacher learning and classroom assessment, highlighting the complexity and intricacy of these processes in a range of very different classroom contexts. The case studies demonstrate how classroom assessment is needed for teachers to learn about teaching and for them to be able to grow professionally and improve student learning. Although this volume is mainly situated in the unique and varied contexts of the Asia-Pacific region, it addresses the key issues of quality teaching, assessment, and accountability in a global context.