

Global Education Organization

Barbara Benham Tye, Kenneth A. Tye

Global Education Barbara Benham Tye, Kenneth A. Tye, 1992-01-01

Global Pathways to Education Kerstin Martens, Michael Windzio, 2021-09-30 In this open access volume, the editors identify the trajectories and patterns displayed by education systems and investigate the causes of change from a global and historical perspective. The contributors argue that the emergence and development of education systems can be traced back to inherent national factors, as well as to the international diffusion of ideas. The research presented in this volume is a wide-ranging analysis and explanation of the dynamics of emergence, diffusion, and change in relation to state education systems. The chapters offer an empirical investigation into whether the global diffusion of Western-rational educational content and organizational forms occurs as expected by neoinstitutionalist theory, or whether culturally specific developmental paths dominate in different parts of the world. The book will be of interest to students and researchers in various social science disciplines, including social policy, education, sociology, political science, international relations, organizational theory, and economics.

The State of Global Education Brad Maguth, Jeremy Hilburn, 2015-04-10 A battle is being waged in classrooms and capitals around the world over the goals and objectives of the future of global education. While there is growing research in the area of global education, much remains to be uncovered, challenged, and learned through sound empirical research and conceptual explorations. What type of global citizens will schools promote? What types of policies, programs and instructional practices best promote effective global citizenship? Will global education curricula advance an unwavering loyalty to neoliberal ideologies and interests over the strengthening of human rights and the environmental health of our planet? This volume presents a series of research studies and innovative instructional practices centered on advancing global learning opportunities and literacies. The authors in this volume initiate a much needed conversation on ways students in multiple contexts can and should learn with the world and its people. Part I addresses global education in theory, with a particular focus on development, intercultural competence, and global citizenship. Part II addresses educational programs and practices that foster global learning and action to help build a better future for all citizens of our planet – including experiential education, university initiatives, and conceptual approaches to teaching and learning. This scholarship spans four continents in a multitude of educational contexts – primary, secondary, and tertiary - each with a focus on a different dimension of the possibilities and pitfalls in teaching about and with the world and its people.

Educating Students to Improve the World Fernando M. Reimers, 2020-04-07 This open access book addresses how to help students find purpose in a rapidly changing world. In a probing and visionary analysis of the field of global education Fernando Reimers explains how to lead the transformation of schools and school systems in order to more effectively prepare students to address today's most urgent challenges and to invent a better future. Offering a comprehensive and multidimensional framework for designing and implementing a global education program that combines cultural, psychological, professional, institutional and political perspectives the book integrates an extensive body of empirical literature on the practice of global education. It discusses several global citizenship curricula that have been adopted by schools and school networks, and ties them into an approach to lead school change into the uncharted territory of the future. Given its scope, the book will help teachers, school and district leaders tackle the change management needed in order to introduce global education, and more generally increase the relevancy of education. In addition, the book offers a "bridge" for more productive collaboration and communication between those who lead the process of educational change, and those who study and theorize this important work. At a time when the urgency of our shared global challenges calls for more understanding and collaboration and when the rapid transformation of societies requires that we help students develop a clear sense of relevancy and purpose, this book offers a way to pursue deep and sustainable change in instruction and school culture, so that students learn that nothing human is foreign and that they can find meaning in lives aligned with audacious purposes to make the world better.

Concepts and Trends in Global Education ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN., 2001 This publication addresses trends and issues in global education, providing information about what global education is and how to teach it. The publication emphasizes ERIC resources. It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and approaches to global education. It contains a directory of key organizations and World Wide Web sites that provide teacher resources. Designed as a guide for educators who want to include global education across the various subjects of the curriculum, the volume is divided into four parts: (1) Overview of Global and International Education; (2) Institutionalizing Global Education; (3) Curriculum, Methods, and Approaches; and (4) Appendices. Information about documents in the ERIC database and how to submit documents for the database is appended. (BT)

Becoming a Globally Competent Teacher Ariel Tichnor-Wagner, Hillary Parkhouse, Jocelyn Glazier, J. Montana Cain, 2019-07-24 Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in an ever-changing world. This thought-provoking book introduces a proven self-reflection tool to help educators of all grade levels and content areas develop 12 elements of such teaching. The book is divided into three sections: dispositions, knowledge, and skills. Each chapter is devoted to an element of globally competent teaching and includes a description of that element, tips for implementation delineated by developmental levels, and links to additional resources for continuing the journey. Examples of globally competent teaching practices include - Empathy and valuing multiple perspectives. - A commitment to promoting equity worldwide. - An understanding of global conditions and current events. - The ability to engage in intercultural communication. - A classroom environment that values diversity and global engagement. Throughout, you'll also find examples of these practices at work from real teachers in real schools. No matter what your experience with global teaching, the information in this book will help you further develop your practice as a global educator—a teacher who prepares students not only for academic success but also for a life in which they are active participants in their own communities and the wider world.

The Global Education Guidebook Jennifer D. Klein, 2017 In *The Global Education Guidebook: Humanizing K-12 Classrooms Worldwide Through Equitable Partnerships*, author Jennifer D. Klein asserts that teachers must give students access to meaningful partnerships with other classrooms around the world. Doing so cultivates the equitable thinking that students need to be empathic, solution-oriented global citizens. PreK-12 teachers and administrators need to foster partnerships that endorse humanity and eschew exoticizing people from other

cultures. Klein takes readers through the key strategies for forming globally connected, student-driven educational relationships that benefit students and communities on both sides of the partnership. By purposefully choosing a partner, deciding on a design, employing the right technologies, and being mindful of potential pitfalls, educators around the globe can build communities that prepare all students to thrive in the 21st century.

Putting the Local in Global Education Neal W. Sobania, 2023-07-03 The position taken in this volume is that domestic off-campus study can be just as powerful a transformative learning experience as study overseas, and that domestic programs can equally expand students' horizons, their knowledge of global issues and processes, their familiarity and experience with cultural diversity, their intercultural skills, and sense of citizenship. This book presents both the rationale for and examples of "study away", an inclusive concept that embraces study abroad while advocating for a wide variety of domestic study programs, including community-based education programs that employ academic service-learning and internships. With the growing diversification—regionally, demographically, culturally, and socio-economically—of developed economies such as the US, the local is potentially a "doorstep to the planet" and presents opportunities for global learning. Moreover, study away programs can address many of the problematic issues associated with study abroad, such as access, finance, participation, health and safety, and faculty support. Between lower costs, the potential to increase the participation of student cohorts typically under-represented in study abroad, the lowering of language barriers, and the engagement of faculty whose disciplines focus on domestic issues, study at home can greatly expand the reach of global learning. The book is organized in five sections, the first providing a framework and the rationale for domestic study way programs; addressing administrative support for domestic vs. study abroad programs; exploring program goals, organization, structure, assessment and continuous improvement; and considering the distinct pedagogies of experiential and transformative education. The second section focuses on Semester Long Faculty Led Programs, featuring examples of programs located in a wide variety of locations – from investigations into history, immigration, culture, and the environment through localities in the West and the Lowcountry to exploring globalization in L.A and New York. Section three highlights five Short Term Faculty Led Programs. While each includes an intensive immersive study away experience, two illustrate how a 7 – 10 day study away experience can be effectively embedded into a regular course taught on campus. The fourth section, on Consortium Programs, describes programs that are either sponsored by a college that makes its program available to consortium members and non-members, or is offered by an independent non-for-profit to which institutions send their students. The final section on Community Engagement and Domestic Study Away addresses the place of community-based education in global learning and provides examples of academic programs that employ service-learning as a tool for collaborative learning, focusing on issues of pedagogy, faculty development and the building long-term reciprocal relationship with community partners to co-create knowledge. The book is intended for study abroad professionals, multicultural educators, student affairs professionals, alternative spring break directors, and higher education administrators concerned about affordably expanding global education opportunities.

The Wiley Handbook of Global Educational Reform Kenneth J. Saltman, Alexander J. Means, 2018-11-13 The Wiley Handbook of Global Educational Reform examines educational reform from a global perspective. Comprised of approximately 25 original and specially commissioned essays, which together interrogate educational reform from a critical global and transnational perspective, this volume explores a range of topics and themes that fully investigate global convergences in educational reform policies, ideologies, and practices. The Handbook probes the history, ideology, organization, and institutional foundations of global educational reform movements; actors, institutions, and agendas; and local, national, and global education reform trends. It further examines the "new managerialism" in global educational reform, including the standardization of national systems of educational governance, curriculum, teaching, and learning through the rise of new systems of privatization, accountability, audit, big-data, learning analytics, biometrics, and new technology-driven adaptive learning models. Finally, it takes on the subjective and intersubjective experiential dimensions of the new educational reforms and alternative paths for educational reform tied to the ethical imperative to reimagine education for human flourishing, justice, and equality. An authoritative, definitive volume and the first global take on a subject that is grabbing headlines as well as preoccupying policy makers, scholars, and teachers around the world Edited by distinguished leaders in the field Features contributions from an illustrious list of experts and scholars The Wiley Handbook of Global Educational Reform will be of great interest to scholars and graduate students of education throughout the world as well as the policy makers who can institute change.

The SAGE Handbook of Research in International Education Mary Hayden, Jeff Thompson, Jack Levy, 2007-01-03 'The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education, from the experiences of K-12 schools around the world to the field of teacher education. This book raises important questions and should be read by a broad audience' - Kenneth Cushner, Executive Director of International Affairs and Professor of Education, Kent State University 'The editors of this admirable handbook have set out to produce a report on international education. Their consummate success in doing so gives those of us working in the field a new and invaluable resource. The editors may be academics but this is a book largely written by, about and for those whose job it is to teach 'internationally'. No-one working in international education will fail to be provoked, challenged or inspired by the compelling arguments advanced within this authoritative volume' - Peter MacKenzie, Principal, Hiroshima International School 'The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool. An indispensable work highly recommended for education reference collections and the libraries of individual researchers' - J.B. Thomas, Emeritus Professor of Educational Studies, Loughborough University Interest in the field of international education has never been more intense than at present. There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who, through their own professional activities, wish to have their sons and daughters educated in schools that offer programmes based on international values. Such schools have embraced the promotion of international education as one of their major goals and, consequently, an increasing number of organisations currently offer curricula that claim to be international in nature. Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world. This has resulted in wider forms of collaboration between schools in the public and private sectors, nationally and internationally, generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed. This book

analyses the origins, contributions and interpretations of international education. The authors identify approaches to research that will progress our knowledge and understanding of the field, and extend and even redraw it, on the basis of the research evidence presented. Content includes: - A historical overview of the ways in which the term international education has been interpreted - The theoretical interpretation of international education in its current context - International education in practice: exploration of the issues in terms of students, curricula, pedagogies and organising formal institutions - Conceptual challenges for international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education. It will be of particular interest to researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools. 'This volume is another valuable SAGE contribution to the expanding literature on international education. Not all handbooks are described as essential reading but this one will be, and will become an indispensable work of reference highly recommended for education libraries (both academic and governmental) and for the bookshelves of individual researchers and all involved in international education...the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues, practices and future questions presented by international research and practice in international education' - Journal of Research in International Education

One Student at a Time. Leading the Global Education Movement. Fernando Reimers, 2017-08-05 This book examines how graduates of the International Education Policy Program at the Harvard Graduate School of Education advance educational opportunity around the world, and how they overcome the challenges of leading change in educational institutions. --Acknowledgements.

Latino Leaders Speak Mickey Ibarra, María Pérez-Brown, 2017-05-31 "People do not define you," Soledad O'Brien's Cuban mother repeatedly told her children. "You define yourself." And so this mixed-race, first-generation Latina American would go on to succeed in her field, ultimately becoming an anchor for CNN. O'Brien's remarks, like the others included in this volume, reflect on what it means to be Latino in the United States. For her, "It's succeeding, fulfilling the dream and then turning around and grabbing everybody else and making it happen for them too." The importance of education is a common refrain in the lives of the leaders represented here. Many reference one particular teacher or mentor who made a difference. The late Reverend Father Virgilio Elizondo, a professor at the University of Notre Dame, said his fifth-grade teacher changed his life. She taught him to love school and learning. Others remember the sacrifices made by parents so that their children could have more opportunities for a better life. In all, these writings are both a testament to perseverance and a guide to life, for readers of all backgrounds. Originally presented at the Latino Leaders Luncheon Series in Washington, DC, and other major cities, the personal stories included in this book are all by successful Latinos involved in a variety of occupations, from politics and sports to education and activism. Contributors include former Los Angeles Mayor Antonio Villaraigosa; former general manager of the New York Mets, Omar Minaya; and Dr. Francisco G. Cigarroa, the Chancellor of the University of Texas System. Their words will inspire readers of all ages to follow their dreams and help those less fortunate.

Education for All Global Monitoring Report 2008 United Nations Educational, Scientific and Cultural Organization (UNESCO), 2007-11-29 Working towards the 2015 millennium development goals, this global report marks the midterm point and provides a rich evidence-based assessment of the provision of education on a global scale. Based on specialized commissions, extensive consultations and multiple research sources, the report provides an authoritative, comparative reference.

Centering Whole-Child Development in Global Education Reform Jaekyung Lee, Kenneth K. Wong, 2022-05-25 This volume offers critical analysis of national school reform policies intended to align with global agendas to promote educational quality and equity. By uniquely foregrounding the need for education reform to nurture child well-being alongside traditional measures of academic achievement, the book identifies common challenges across the Global North and South and extends insights provided by international student assessment data. Chapters offer a close analysis of reform practices in countries in Africa, Europe, Asia, and the Americas to consider cultural, social, political, and functional aspects which drive or inhibit the success of reform initiatives. Providing excellent insights into holistic education for children and youth, this book highlights lessons to support global efforts in providing high-quality, equitable education for the whole child. Developing international knowledge and supplementing international data, this volume will be of interest to students, scholars, and researchers with an interest in education policy, as well as comparative and international education.

The Art of World Learning Richard Slimbach, 2023-07-03 This is a visionary, consciousness-raising book that asks us to rethink the purposes and design of study away and study abroad experiences in the context of a broadened set of global threats, including climate disruption, soaring inequality, ecosystem breakdown, the dying off of distinct languages and cultural communities, and the threat of a nuclear catastrophe. As we ask students to truly comprehend this world from the privileged perspective of the global North, Rich Slimbach asks us to consider two fundamental questions: What and how should we learn? And having learned, for what should we use what we know? A panoply of pedagogies and methods of inquiry – from study away/abroad and service-based learning to diversity programming, environmental education, and community-based research – aim to develop students who both understand the challenges faced by global communities and act in ways that advance their social and environmental health. What temperaments, social habits, and intellectual abilities will they need to help heal their corner of creation? And what pedagogical perspectives, principles, and procedures can best support them in this creative challenge? Rich Slimbach argues that transforming student consciousness and life choices requires a global learning curriculum that integrates multi disciplinary inquiry into the structural causes of problems that riddle the common good, along with mechanisms that bid students to cross borders, to pay attention, and to listen to those unlike themselves. At its heart, this book proposes a truly transformative approach to community-engaged global learning.

The Global Education Movement Toni Fuss Kirkwood-Tucker, 2018-01-01 The pages of this book paint a portrait of thirteen scholars and their lifelong professional accomplishments in and contributions to teaching, service, and research in global international education around the world. Their extraordinary work contributed extensively to the development, direction and growth of the global education movement in the United States initiated by James M. Becker as Director of School Services for the Foreign Policy Association, New York City, in the 1960s. These scholars were honored with the Distinguished Global Scholar Award presented by the International Assembly of the

National Council for the Social Studies, the largest professional organization for social studies educators in the United States. Their narratives comprise an intriguing mosaic of backgrounds, scholarship, and contexts from which their extraordinary work blossomed in building bridges—not walls—among peoples and nations. The publication is intended to honor the professional achievements in global international education of these scholars who have devoted their professional lives to creating a better world through their work. More importantly, this book exposes globally-minded individuals, educators, scholars, administrators, and policymakers around the world to empowering role models from Africa, Europe, and the United States and opportunity to learn about the multitude of professional activities, teachings, partnerships, exchange programs and research in which they might engage to promote a deeper understanding about the cultural, geographic, economic, social, and technological interconnectedness of the world and its people---the very purpose of global education.

The SAGE Handbook of International Higher Education Darla K. Deardorff,Hans de Wit,John D. Heyl,Tony Adams,2012-08-20 International Education as we have known it has evolved from a fragmented approach on study abroad and international students into a strategic and comprehensive internationalization concept that affects all aspects of higher education. The SAGE Handbook of International Higher Education serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come. With a decidedly global approach, this groundbreaking volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. It also encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts.The handbook comprises five sections, covering key areas: internationalization of higher education in a conceptual and historic context; different thematic approaches to internationalization; internationalization of the curriculum, teaching and learning process, and intercultural competencies; the abroad dimension of internationalization and the mobility of students, scholars, institutions, and projects; and a concluding section on regional trends in international education and direction for the future of internationalization in the 21st century.

Global Education Monitoring Report Global Education Monitoring Report Team,South-East Asian Ministers of Education Organization,2023-12-01

Constructing Education for Development Colette Chabbott,2003 First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

The Global Education Toolkit for Elementary Learners Homa Sabet Tavangar,Becky Mladic-Morales,2014-02-12 Integrate global learning activities in your elementary classrooms today with this easy-to-use guide! This smart, all-in-one resource from widely acclaimed authors Homa Tavangar and Becky Morales provides hundreds of easy, stand-alone activities, resources, and projects to help busy educators: Seamlessly integrate global awareness themes into existing K-5 Common Core curriculum Recruit parent and community volunteers and organizations Use social media for student global collaboration projects Plan international events, after-school clubs, and cross-curricular activities Includes a 12-month timeline, backmapping tips, 50+ ready-to-start projects, and online links.

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 what's up with the title imagine you're standing on the brooklyn bridge a strong breeze rushes up from the east river down below the wind slams into your face bringing the smell of the river the ocean beyond it and probably a big whiff of car exhaust you look to one side and see the giant gleaming buildings of manhattan

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 a view from the bridge summary the play begins with alfieri who serves as the play's narrator alfieri is a lawyer who was born in italy and has great sympathy for his working class clients he tells of how certain cases make him think of italy even of ancient rome he introduces eddie and walks off the stage
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 in brooklyn eddie carbone welcomes his sicilian cousins to the land of freedom but when one of them falls for his beautiful niece they discover that freedom comes at a price eddie's jealous mistrust exposes a deep unspeakable secret one that drives him to commit the

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