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André P. Grace

LGBTQIA Students in Higher Education: Approaches to Student Identity and Policy Prieto, Kaity, Herridge, Andrew, 2024-01-16 Today's institutions of higher education must continuously adapt to meet the evolving needs and expectations of each new generation of students. The LGBTQIA community's presence in academia is significant and continues to grow. The individuals who identify with this community are four times more likely to attend higher education institutions away from home. However, a substantial proportion of these students remain unseen, with more than half avoiding exposure of their identity to faculty and staff, and in some cases even to their peers. *LGBTQIA Students in Higher Education: Approaches to Student Identity and Policy* is a comprehensive academic exploration of the intricate world of LGBTQIA students in higher education. This book sheds light on the multifaceted challenges and complexities that LGBTQIA students face, transcending the boundaries of sexual orientation, gender identity, race, ethnicity, ability, and socio-economic class.

School-to-Work Transition in Comparative Perspective Dominik Buttler, Maciej Ławrynowicz, Piotr Michoń, 2023-12-11 This is an open access title available under the terms of a CC BY-NC-ND 4.0 License. It is free to read, download and share on Elgaronline.com. Incisive and forward-thinking in its approach, this prescient book investigates the conditions of the often unstable school-to-work transition (SWT) period, calling for an improvement in labour market entry processes in order to facilitate the smooth integration of school leavers into employment. It captures the complex nature of SWTs by proposing and evaluating a new set of metrics which can act as a composite indicator of early employment security.

Theory to Practice in Teacher Education Christine Grima-Farrell, Tony Loughland, Hoa Thi Mai Nguyen, 2019-08-21 This book offers a theoretically and empirically robust account of what is known about the effective approaches that translate theory to practice in teacher education, presenting evidence from case studies from a diverse range of contexts informed by various methodological foundations. It also provides accounts that support teacher educators involved in both school and university based teacher education. The book offers insights into the translation of theory to practice from the long history of teacher education, the benefit of diverse approaches in terms of the effectiveness of initial teacher education, and the impact of professional standards.

Critical, Transdisciplinary and Embodied Approaches in STEM Education Pratim Sengupta, Marie-Claire Shanahan, Beaumie Kim, 2019-12-16 Over the past decade, integrated STEM education research has emerged as an international concern, creating around it an imperative for technological and disciplinary innovation and a global resurgence of interest in teaching and learning to code at the K-16 levels. At the same time, issues of democratization, equity, power and access, including recent decolonizing efforts in public education, are also beginning to be acknowledged as legitimate issues in STEM education. Taking a reflexive approach to the intersection of these concerns, this book presents a collection of papers making new theoretical advances addressing two broad themes: Transdisciplinary Approaches in STEM Education and Bodies, Hegemony and Decolonization in STEM Education. Within each theme, praxis is of central concern including analyses of teaching and learning that re-imagines disciplinary boundaries and domains, the relationship between Art and STEM, and the design of learning technologies, spaces and environments. In addition to graduate research seminars at the Masters and PhD levels in Learning Sciences, Science Education, Educational Technology and STEM education, this book could also serve as a textbook for graduate and pre-service teacher education courses.

Higher Education in the Global Age Daniel Araya, Peter Marber, 2013-11-20 Discussions on globalization now routinely focus on the economic impact of developing countries in Asia, Africa, the Middle East, the former Soviet Union and Latin America. Only twenty-five years ago, many developing countries were largely closed societies. Today, the growing power of “emerging markets” is reordering the geopolitical landscape. On a purchasing power parity basis, emerging economies now constitute half of the world's economic activity. Financial markets too are seeing growing integration: Asia now accounts for 1/3 of world stock markets, more than double that of just 15 years ago. Given current trajectories, most economists predict that China and India alone will account for half of global output by 2050 (almost a complete return to their positions prior to the Industrial Revolution). How is higher education shaping and being shaped by these massive tectonic shifts? As education rises as a geopolitical priority, it has converged with discussions on economic policy and a global labor market. As part of the Routledge Studies in Emerging Societies series, this edited collection focuses on the globalization of higher education, particularly the increasing symbiosis between advanced and developing countries. Bringing together senior scholars, journalists, and practitioners from around the world, this collection explores the relatively new and changing higher education landscape.

Envisioning Teaching and Learning of Teachers for Excellence and Equity in Education Xudong Zhu, Huan Song, 2021-08-14 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.

Researching Creative Learning Pat Thomson, Julian Sefton-Green, 2010-11-05 Creative teaching and learning is often used as a site for research and action research, and this volume is intended to act as a text book for this range of courses and initiatives.

Old School Still Matters Brian L. Fife, 2013-08-12 Can public schools in America be saved? This book considers theory, current practice, and the common school ideal through a historical lens to arrive at practical suggestions for reforming contemporary public education. Despite dramatic, sweeping changes in recent decades, a strong case can be made for guiding the reformation of contemporary public education in the United States on common school ideology of the nineteenth century. The author argues that the common school remains a public institution capable of preparing America's youth to contribute to the community in a positive manner, and that education must be treated at a public good where all children—regardless of social class—have a right to a quality education. The work includes a thorough overview of Horace Mann's writings on K-12 public education that support the common school ideal—concepts that are over 150 years old, yet still highly relevant today.

The Palgrave International Handbook on Adult and Lifelong Education and Learning Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide-ranging frame of reference for researching adult and lifelong education and learning. With contributions from scores of established and newer scholars from six continents, the volume covers a diverse range of geopolitical and social territories across the world. Drawing on the multiple heritages that underpin research on education and learning in adulthood, this Handbook addresses the inner tensions between adult education, adult learning, lifelong education, and lifelong learning, by using current research and theorizations from disciplinary backgrounds, including philosophy, psychology, biology and neuroscience, anthropology, sociology, history, political science, and economics. It provides an explicit discussion of the differences and

tensions between adult and lifelong education and learning, and locates these in different policy and historical contexts, theories and practices. It explores a variety of discipline-based theoretical perspectives, and highlights how these have influenced, and been influenced by, research in the education and learning of adults. The Handbook also explores the inevitable frictions and dilemmas these present, and carefully examines the role of the international dimension in researching education and learning in formal, non-formal and informal contexts, beyond traditional schooling. This state-of-the-art, comprehensive Handbook is the first of its kind to explore adult education, lifelong education and lifelong learning fully as distinct activities on an international scale. It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels, and for academic researchers, professionals and policy-makers concerned with adult and community education, further and vocational education, or work-based training and human resource development.

OUTCOME-BASED CURRICULUM IN ENGINEERING EDUCATION EARNEST, JOSHUA, GUPTA, SHASHI KANT, 2021-11-02 Engineering Education has emerged as a fast developing 'discipline' in itself with universities across the world opening up exclusive 'Departments of Engineering Education' which is also impacting the socio-economic system in India. Most of the engineering institutions in India are part of the 'hub-and-spoke' university education system unique to India. Scientifically developing the 'Outcome-based Curriculum' (OBC) uniformly across India has been a daunting task, due to the dearth of an authentic book on OBC addressing the need of the Indian Engineering Education System. This being the first book of its kind in India and with OBC serving as the 'Constitution' of 'Outcome-based Education' (OBE), it will go a long way to address this need. The unique feature of this book is that it is replete with examples to explain the various concepts of planning, designing and implementing the OBC in engineering institutions. Different aspects of Outcome-based Teaching Learning (OBTL) and Outcome-based Assessment (OBA) are also discussed vividly. Apart from the examples weaved into the lucidly written seven chapters, additional examples and important formats are provided in the 'Annexures'; another unique feature of this book. Every engineering UG, PG, or Diploma teacher would be happy to possess a personal copy of this book for 24x7 access which will help to clear their doubts as it arises then and there. **TARGET AUDIENCE** • Technical Instruction • Technical Teacher Trainers • Curriculum Specialists/Instructional Designers • Education Policy Makers What the reviewers' say The technical education has to adopt Outcome-Based Curriculum and there was a dire need of authentic literature which would serve as a base document for scientifically developing OBC. The book reflects the expertise of both the authors who have more than 30 years of experience in industry and academics in designing and implementing different variants of OBC for various technical education programmes. Such a book will serve as a reference for future generations to avoid 're-inventing the wheel again and again. —Dr. M.P. Poonia, Vice-Chairman, AICTE National Institute of Technical Teacher Training and Research (NITTTR) Bhopal has been spearheading different forms of OBC for the last five decades in which the authors have contributed substantially. Care has been taken such that this book will not only benefit the Indian engineering education system, but also the engineering teaching fraternity at the international context.—Dr. C. Thangaraj, Director, NITTTR Bhopal

International Handbook of Educational Leadership and Administration Kenneth A. Leithwood, Judith Chapman, P. Corson, P. Hallinger, Ann Hart, 2012-12-06 **EDITORS** This introduction to the International Handbook of Educational Leadership and Administration describes some of the motivation for developing the book and several assumptions on which is based much of the work represented in its 31 chapters. A synopsis of the contents of those chapters is also provided. **SOME KEY ASSUMPTIONS** It is sometimes suggested that the search for an adequate understanding of leadership is doomed to fail. After all, there is little evidence of agreement about the concept in spite of prodigious efforts dating back hundreds if not thousands of years. Such a view is captured, for example, in Bennis' observation that: Of all the hazy and confounding areas in social psychology, leadership theory undoubtedly contends for top nomination. Probably more has been written and less is known about leadership than any other topic in the behavioural sciences. (1959, page 259) We do not find this state of affairs discouraging (nor entirely accurate) and, of course, it did not prevent Bennis from proceeding either. One reason for our desire to continue in the face of such discouraging words is that a great deal of leadership research aspires to develop a general theory, a theory which applies to all or most domains of organized human activity. This aspiration inevitably produces decontextualized and, therefore, abstract categories of practice. Howard Gardner's (1995) depiction of leadership as story telling is a case in point.

The Praeger Handbook of Education and Psychology Raymond Horn, Joe Kincheloe, 2006-12-30 Cognition, mind, counseling psychology, lesson plans, learning styles, and Vygotsky are just a few of the many subjects discussed in this exciting work. Educators, students, counselors, parents, and others will find new understanding as they read and browse. How does the immigrant experience affect student outcomes? What are the effects of poverty on standardized testing? How can a teacher or parent develop study skills in the special needs learner? What is the effect of the school environment on students? What are the larger issues at work in educating students of diverse races, cultures, and classes. This work, a rethinking of school psychology, will be an essential resource for anyone who is interested in teaching and learning. It combines effective, traditional knowledge with contemporary insights into the nature of today's schools and students.

Smart Education and e-Learning 2020 Vladimir L. Uskov, Robert J. Howlett, Lakhmi C. Jain, 2020-06-07 This book contains the contributions presented at the 7th international KES conference on Smart Education and e-Learning (KES SEEL-2020), which being held as a virtual conference on June 17-19, 2020. It contains fifty three high quality peer-reviewed papers that are grouped into several interconnected parts: Part 1 – Smart Education, Part 2 – Smart e-Learning, Part 3 – Smart Pedagogy, Part 4 - Smart Education: Systems and Technology, Part 5 – Smart Education: Case Studies and Research, Part 6 - Smart University Development: Organizational and Managerial Issues, Part 7 - Smart Education and Smart Universities and their Impact on Students with Disabilities, Part 8 - Mathematical Models in Smart Education and e-Learning, and Part 9 - Models of Professional Practice in Higher Education. Smart education and smart e-learning are emerging and rapidly growing areas with the potential to transform existing teaching strategies, learning environments, and educational activities and technology in the classroom. Smart education and smart e-learning focus on enabling instructors to develop new ways of achieving excellence in teaching in highly technological smart classrooms, and providing students with new opportunities to maximize their success and select the best options for their education, location and learning style, as well as the mode of content delivery. This book serves as a useful source of research data and valuable information on current research projects, best practices and case studies for faculty, scholars, Ph.D. students, administrators, and practitioners – all those who are interested in smart education and smart e-learning.

Handbook on the Entrepreneurial University Alain Fayolle, Dana T. Redford, 2014-01-01 This insightful Handbook offers a lens through which to view entrepreneurship strategy for higher education institutions, as it becomes increasingly necessary for universities to consider changing their strategies, culture and practices to become more entrepreneurial. Is the idea of an entrepreneurial university a myth or a reality? Is the university model capable of adapting to new evolving trends and a more complex professional world? And, what is the impact of entrepreneurship in education? Through extensive research and case studies from some of the leading entrepreneurial thinkers around the world, Alain Fayolle and Dana Redford answer these questions and raise further issues for debate. Particular focus is given to developing university strategy, public policy and start-up support as a means to foster graduate entrepreneurship. Each contribution explores different perspectives related to the entrepreneurial university concept and its role in stimulating economic growth through cooperative relationships with business and government. As a comprehensive study of the entrepreneurial university, this Handbook will prove invaluable to business and entrepreneurship students and academics, as well as university

administrators, researchers and others interested in the evolution of the university.

Routledge International Handbook of Schools and Schooling in Asia Kerry J. Kennedy, John Chi-Kin Lee, 2018-05-11 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.

Lifelong Learning as Critical Action André P. Grace, 2013-10-30 In this era of economic uncertainty, there has been renewed interest in the benefits of adult and higher education for economic and professional gain. André P. Grace questions this perspective and advocates for a holistic view that also incorporates the social, cultural, and personal benefits of learning as a lifelong pursuit. A detailed and thoughtful critique of the effects of neoliberalism and globalization on adult and higher education, this book examines the quality of lifelong learning in historical and contemporary contexts, with an emphasis on multivariate learner populations and education as a platform for social engagement, ethics, and justice. Weaving together academic analysis and first-person reflections, the author addresses the diverse needs of learners from Canada and around the world in a variety of social and economic situations. An essential text for anyone interested in the development of lifelong-learning policy and practice, *Lifelong Learning as Critical Action* is a call to action that challenges readers to engage with lifelong learning as a critical, democratic, and inclusive process.

Handbook of CLIL in Pre-primary Education Ana Otto, Beatriz Cortina-Pérez, 2023-05-16 This book provides an in-depth look on Content and Language Integrated Learning (CLIL) and Early Childhood Education (ECE), two domains where major joint research is needed. By taking stock on theoretical underpinnings, it explores the ideal conditions for early additional language acquisition in preschool contexts through CLIL with a learner-centered approach grounded in developmentally appropriate practices (DEP) and an emphasis on the importance of play, cognition, holistic content adaptation and social-emotional learning. The book also offers a comprehensive view of how this methodological approach has already set a clear path on Pre-primary education internationally. Finally, it offers insights into CLIL pedagogies as related and adapted to Pre-primary education, resources and materials for very young learners and practical implementation from the classroom. By providing a solid empirical background on Pre-primary CLIL, along with appropriate methodological issues and practices, this book serves as a key resource to students, practitioners, academics as well as teacher educators and policy-makers in international contexts.

Disrupting Adult and Community Education Robert C. Mizzi, Tonette S. Rocco, Sue Shore, 2016-05-12 Reconceptualizes local, national, and transnational adult education practices in light of neoliberalism and globalization. Honorable Mention, 2017 Phillip E. Frandson Award for Literature in the Field of Professional, Continuing, and/or Online Education presented by the University Professional and Continuing Education Association This groundbreaking book critiques the boundaries of where adult education takes place through a candid examination of teaching, learning, and working practices in the social periphery. Lives in this context are diverse and made through complex practices that take place in the shadows of formal systems: on streetscapes and farms, in vehicles and homes, and through underground networks. Educators may be family members, friends, or colleagues, and the curriculum may be based on needs, interests, histories, and cultural practices. The case studies presented here analyze adult education in the lives of sex workers, LGBTQ activists, undocumented migrants, disabled workers, homeless youth, immigrants, inmates, and others. Focusing on learning at the social margins, this book challenges readers to reconceptualize local, national, and transnational adult education practices in light of neoliberalism and globalization. Robert C. Mizzi is Assistant Professor of Educational Administration at the University of Manitoba, Canada. Tonette S. Rocco is Professor of Adult Education and Human Resource Development at Florida International University. Her books include *Transforming the School-to-Prison Pipeline: Lessons from the Classroom* (coauthored with Debra M. Pane). Sue Shore is Professor in Education at Charles Darwin University in Australia and the coeditor (with Peter Kell and Michael Singh) of *Adult Education @ 21st Century*.

Public Vs. Private Robert N. Gross, 2018 Americans today choose from a dizzying array of schools, loosely lumped into categories of public and private. This book describes how, more than a century ago, public policies fostered the rise of modern school choice. In the late nineteenth century, American Catholics began constructing rival, urban parochial school systems, an enormous undertaking that challenged public school systems' near-monopoly of education. In a nation committed to public education, mass attendance in Catholic schools produced immense conflict. States quickly sought ways to regulate this burgeoning private sector and the competition it produced, even attempting to abolish private education altogether in the 1920s. Ultimately, however, Gross shows how the public policies that resulted produced a stable educational marketplace, where choice flourished.

Strategies for Educational Reform Pierre Laderrière, Jean Michel Leclercq, 2000-01-01 The core of this book is seven case studies on primary and secondary educational reform over the past ten years. The reform process in England, Scotland, the Czech Republic, Greece, Portugal, the Russian Federation is described as well as the specific reform of introducing information and communications technology in Finnish schools. They reveal how some aspects of reform were facilitated, whilst others were impeded and thus provides examples of good practice. The concepts covered were: the context of the reform, the participation process, pace, evaluation, how to guarantee fairness and quality, lifelong learning.

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