

Der Deutsche Education Blog

Simone Lässig, Andreas Weiß

The Europeanisation of Vocational Education and Training Christine Ante,2016-09-23 This book explores the impact on EU member states of intensified European cooperation in the field of vocational education and training. By employing the Varieties of Capitalism approach as an analytical framework, it seeks to bridge diverging views from an innovative standpoint: While many experts argue that EU policies liberalize national training systems in spite of being ‘soft law’, Varieties of Capitalism argues that these policies do not produce a convergence of national institutions. The book maintains that European instruments such as the European Qualifications Framework and the European Credit System for Vocational Education and Training are indeed biased towards liberal training regimes. On the basis of case studies on Germany, the Netherlands and England, it shows that the initiatives were implemented in line with national training systems. Thus, European soft law does not lead to a convergence of training regimes – or, as the book posits, of welfare states in general.

Basic German Heiner Schenke,Karen Seago,2004 Suitable for both independent study and class use, this text comprises an accessible reference grammar and related exercises in a single volume.

Social Work Education and the COVID-19 Pandemic Yael Latzer,Liat Shklarski,2024-02-13 This book examines how the shift to remote teaching in March 2020 due to the global pandemic created new opportunities for innovation and creativity and shaped how social work classes were taught, with many temporary changes now part of permanent, standard practice. Drawing on narratives from 20 social work leaders across 17 different countries, the chapters explore particular themes and viewpoints on lessons learned during the pandemic, including case studies to examine copying mechanisms, insights into the transition to remote teaching, and the creative lessons that were learned. By taking an international perspective, it represents a key contribution to the scholarship of social work leaders from around the world concerning how institutions transitioned to remote learning and teaching and how these lived experiences and new discoveries are contributing to and influencing current practice. As such, it will appeal to social work educators, researchers, and field educators around the world with interests in experimental curriculum and field practice.

Primary and Secondary Education During Covid-19 Fernando M. Reimers,2021-09-14 This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with other family necessities, often sharing limited space. Furthermore, the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book.

Learning in times of COVID-19: Students’, Families’, and Educators’ Perspectives Sina Fackler,Timo Gnambs,Karin Gehrler,Kathrin Lockl,Ariel Mariah Lindorff,Karin Sørli Street,2022-06-03

Future Skills Ulf-Daniel Ehlers,2020

Higher Education in the Era of Migration, Displacement and Internationalization Khalid Arar,Yasar Kondakci,Bernhard Streitwieser,Anna Saiti,2021-12-05 This book draws from the voices of students and those who educate them to reveal the unique issues faced in the quest to access higher education in order to provide a greater understanding of the complex phenomenon of international migration and its intersection with higher education. Higher Education in the Era of Migration, Displacement and Internationalization examines how higher education institutions globally can improve to meet the needs of displaced people, refugees, migrants, and international students. Examining relevant policy, leadership, programs, and services that equitably meet diversified students’ needs, this book examines how institutions can increase access, participation, and success. The chapters present cutting-edge scholarship that tie the existing body of knowledge on international migration for higher education to ways that institutions of higher education can assist the formation of relevant policy towards displaced groups around the globe. Through students’ voices from different nations as well as global policy analysis, the book exemplifies how different higher education institutions are widening access pathways for atypical students. This book is essential reading for scholars, policy-makers, and communities of practitioners. It offers a greater understanding of the complex phenomenon of international immigration and its intersection with higher education. By transcending national policy analysis, it extends the subject of refugee and migration studies to a wider audience.

The World of Children Simone Lässig,Andreas Weiß,2019-10-03 In an era of rapidly increasing technological advances and international exchange, how did young people come to understand the world beyond their doorsteps? Focusing on Germany through the lens of the history of knowledge, this collection explores various media for children—from textbooks, adventure stories, and other literature to board games, museums, and cultural events—to probe what they aimed to teach young people about different cultures and world regions. These multifaceted contributions from specialists in historical, literary, and cultural studies delve into the ways that children absorbed, combined, and adapted notions of the world.

Edexcel A level German (includes AS) Paul Elliott,Marcus Walth,Mariela Affum,Paul Stocker,Amy Bates,Louise Fenner,Helen Kent,Hodder Education,2016-10-10 Exam Board: Edexcel Level: AS/A-level Subject: German First Teaching: September 2016 First Exam: June 2017 Endorsed for the Edexcel A-level specification from 2016. Develop all four language skills with a single textbook that has clear progression from GCSE and throughout the new A level. - Clear progression through four stages of learning: transition, AS, A-level and extension - Develops language skills through reading, listening, speaking and writing tasks, plus translation and research practice - Exposes students to authentic topical stimulus and film and literature tasters for every work - Equips students with the tools they need to succeed with learning strategies throughout - Prepares students for the assessment with advice on the new individual research project and essay-writing - Builds grammar skills with exercises throughout and a detailed grammar reference section Audio resources to accompany the Student Book must be purchased separately. They can be purchased in several ways: 1) as part of the Boost digital teacher resources; 2) as a separate audio download; 3) as part of the Boost eBook. The audio resources are not part of the Edexcel endorsement process.

Eastern European Mathematics Education in the Decades of Change Alexander Karp,2020-05-04 This contributed volume is devoted to the recent history and evolution of mathematics education in Eastern Europe, exploring how it was influenced by social and political changes in this part of the world. Despite the broad recognition of the importance of these changes, little scholarship exists that examines the ways in which they were followed by changes in the teaching of mathematics in the post-socialist countries. Indeed, the analyzed processes are complex and vary across the states. Accordingly, this book touches on many factors—including differences in cultures and traditions – that find expression in the teaching of mathematics. Specifically, this volume seeks to explore what changes there were in education in general and in the position of mathematics in school education in these years, and how these changes may be explained and documented; what changes there were in the content of mathematics education and its assessment, and how were they motivated and adopted; what new textbooks appeared and what new methodological ideas were offered in them; how and why mathematics teacher education and/or professional development changed; what was the role (if any) of foreign influences on mathematics education, etc.The book will be of interest to both researchers in mathematics education and practitioners-teachers, as well as a broader audience of historians and educators

exploring the political aspects of education.

Internet-Based Language Learning: Pedagogies and Technologies Jeong-Bae Son,2009-12-21 The APACALL Book Series covers a wide range of issues in computer-assisted language learning (CALL) and offers opportunities for CALL researchers and practitioners to engage in research and discussion on their areas of interest. This book provides an up-to-date view of the field of CALL for applied linguists, researchers, language teachers and teacher trainers. It explores various aspects of Internet-based language learning (IBLL) and presents the findings of recent work in IBLL that are of direct relevance to second/foreign language learning and teaching. In particular, it looks into Web-based language learning, course management systems, digital storytelling, online dictation exercises, Web authoring projects, Web-based portfolios and blogging. Chapter authors include Antonie Alm, Wai Meng Chan, Ing Ru Chen, Penelope Coutas, Michael J. Crawford, Iain Davey, Brian Gregory Dunne, Debra Hoven and Jeong-Bae Son.

Handbook of Cultural Studies and Education Peter Pericles Trifonas, Susan Jagger, 2018-11-15 The Handbook of Cultural Studies in Education brings together interdisciplinary voices to ask critical questions about the meanings of diverse forms of cultural studies and the ways in which it can enrich both education scholarship and practice. Examining multiple forms, mechanisms, and actors of resistance in cultural studies, it seeks to bridge the gap between theory and practice by examining the theme of resistance in multiple fields and contested spaces from a holistic multi-dimensional perspective converging insights from leading scholars, practitioners, and community activists. Particular focus is paid to the practical role and impact of these converging fields in challenging, rupturing, subverting, and changing the dominant socio-economic, political, and cultural forces that work to maintain injustice and inequity in various educational contexts. With contributions from international scholars, this handbook serves as a key transdisciplinary resource for scholars and students interested in how and in what forms Cultural Studies can be applied to education.

Novel Developments in Web-Based Learning Technologies: Tools for Modern Teaching Karacapilidis, Nikos, 2010-01-31 This book explores a series of issues related to the current state, objectives and future trends of collaborative learning--Provided by publisher.

The Global Journalist in the 21st Century David H. Weaver, Lars Willnat, 2020-10-25 The Global Journalist in the 21st Century systematically assesses the demographics, education, socialization, professional attitudes and working conditions of journalists in various countries around the world. This book updates the original Global Journalist (1998) volume with new data, adding more than a dozen countries, and provides material on comparative research about journalists that will be useful to those interested in doing their own studies. The editors put together this collection working under the assumption that journalists' backgrounds, working conditions and ideas are related to what is reported (and how it is covered) in the various news media round the world, in spite of societal and organizational constraints, and that this news coverage matters in terms of world public opinion and policies. Outstanding features include: Coverage of 33 nations located around the globe, based on recent surveys conducted among representative samples of local journalists Comprehensive analyses by well-known media scholars from each country A section on comparative studies of journalists An appendix with a collection of survey questions used in various nations to question journalists As the most comprehensive and reliable source on journalists around the world, The Global Journalist will serve as the primary source for evaluating the state of journalism. As such, it promises to become a standard reference among journalism, media, and communication students and researchers around the world.

Conference Proceedings. The Future of Education Pixel, 2017

Digital Feedback Methods Jennifer Schluer, 2022-09-05 The crucial role of feedback in the learning process is undisputed. But how can feedback be exchanged in the digital age? This book equips teachers and learners with a research-based overview of digital feedback methods. This includes, for instance, feedback in text editors, cloud documents, chats, forums, wikis, surveys, mails as well as multimodal feedback in video conferences and recorded audio, video and screencast feedback. The book discusses the advantages and limitations of each digital feedback method and offers suggestions for their practical application in the classroom. They can be utilized in online teaching as well as to enrich on-site teaching. The book also provides ideas for combining different feedback methods synergistically and closes with recommendations for developing dynamic digital feedback literacies among teachers and students.

Social and Economic Conditions of Student Life in Europe Christoph Gwosc, Kristina Hauschildt, Froukje Wartenbergh-Cras, Hendrik Schirmer, 2021-08-20 The project EUROSTUDENT has been delivering data on the social and economic conditions of student life in Europe for the past 20 years. The current edition presents the data and results from the period 2018 to 2021, and is based on information provided by students from 25 countries in the European Higher Education Area (EHEA). The project also examines the social dimensions of studying at a higher education institute, as well as, in part, the impact of COVID-19. The EHEA emphasised this social dimension in its 2020 Rome Communiqué; it was therefore one of the key topics the project group focused on with the aim of inspiring education policy debates and establishing the basis for future research work. The latest report therefore includes data on access to higher education and the respective conditions experienced by the students, their willingness to relocate internationally to pursue their studies, the quality of higher education courses and the planned courses of study. The report is the EUROSTUDENT project's most important publication, and is developed by a network of researchers and national ministry representatives as well as other stakeholders from all over Europe. Seit 20 Jahren liefert das Projekt EUROSTUDENT Daten zu den sozialen und wirtschaftlichen Bedingungen für Studierende in Europa. Der aktuelle Band präsentiert die Daten und Ergebnisse aus dem Zeitraum 2018-2021, die bei Studierenden in 25 Ländern des Europäischen Hochschulraums (EHEA) erhoben wurden. Untersucht wurden dabei auch die gesellschaftlichen Dimensionen des Studiums sowie teilweise soziale Auswirkungen von COVID-19. Die soziale Dimension des Studiums, die im Rom Communiqué der EHEA 2020 betont wurde, ist ein zentrales Thema der Untersuchungen, mit denen die Projektgruppe bildungspolitische Debatten anregen und die Basis für künftige Forschungsarbeit legen will. Daher werden Daten zum Zugang zu höherer Bildung, zu Studienbedingungen, zur internationalen Mobilität der Studierenden, zur Qualität von Studiengängen und zu geplanten Studienprogrammen aufbereitet. Der Bericht ist die wichtigste Publikation des Projektes EUROSTUDENT, das von einem Netzwerk aus Forscher:innen und Vertreter:innen nationaler Ministerien sowie weiterer Stakeholder aus ganz Europa erarbeitet wird.

Challenging Formalization in Education and Beyond Peter Serdyukov, 2022-11-03 Challenging Formalization in Education and Beyond addresses the effects of today's attempts to organize knowledge, processes, and performance in education, particularly in its ever-growing digital environments. As on-site, blended, and fully online learning become deeply interdependent, secondary and higher education managers and instructors who seek to integrate, apply, and teach within these formats using standardized rules, assessments, algorithms, and accountability structures may be doing unintended harm to their students. Focusing on students' performance, health, cognition, behavior, and learning outcomes, this book analyses how current trends, methods, and policies in formalization can be challenged and corrected to ensure high-quality education. Scholars, educators, administrators, and designers of traditional, asynchronous, precision, automated, and micro-learning formats will come away with new insights and pragmatic solutions for engaging students in more active, participatory, and creative activities.

Learning with Technologies and Technologies in Learning Michael E. Auer, Andreas Pester, Dominik May, 2022-09-12 Education has always been one of the cornerstones for societal evolution and economic growth. We are currently witnessing a significant transformation in the development of education and especially post-secondary education. The use of technology impacts the way educational content is presented and acquired in many areas. The designs of immersive educational worlds and the combination of rational and emotional educational experiences that cannot be designed in the same way in the traditional classroom will come increasingly into focus. Seen in this way the book also contributes to generalize the experience of the COVID-19 crisis and its impact to quality of learning and education. Scientifically based statements as well as excellent experiences (best practice) are necessary. This book contains scientific papers in the fields of: The future of learning Eruptive technologies in learning Pedagogy of online learning Deep learning vs machine

learning: opportunities and challengesReimagining and rapid transition of learning Interested readership includes policymakers, academics, educators, researchers in pedagogy and learning theory, schoolteachers, learning industry, further and continuing education lecturers, etc.

ECGBL 2020 14th European Conference on Game-Based Learning Panagiotis Fotaris,2020-09-24 These proceedings represent the work of contributors to the 14th European Conference on Games Based Learning (ECGBL 2020), hosted by The University of Brighton on 24-25 September 2020. The Conference Chair is Panagiotis Fotaris and the Programme Chairs are Dr Katie Piatt and Dr Cate Grundy, all from University of Brighton, UK.

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