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The Condition of Education 2019 Nces,2020-02 The Condition of Education 2019, a congressionally mandated annual report summarizing the latest data on education in the United States. This report is designed to help policymakers and the public monitor educational progress. This year's report includes 48 indicators on topics ranging from prekindergarten through postsecondary education, as well as labor force outcomes and international comparisons.

Education and International Development Tristan McCowan,Elaine Unterhalter,2021-08-12 Education and International Development provides an introduction to the debates on education and international development, giving an overview of the history, influential theories, key concepts, areas of achievement and emerging trends in policy and practice. Written by leading academics from Canada, India, Netherlands, South Africa, UK, USA, and New Zealand, this second edition has been fully updated in light of recent changes in the field, such as the introduction of the Sustainable Development Goals and the increased focus on environmental sustainability and equality. The book includes three new chapters on private providers, decolonisation and learning outcomes as well as a range of pedagogical features including key concept boxes, biographies of influential thinkers and practitioners, further reading lists, questions for reflection and debate, and case studies from around the developing world.

120 Years of American Education ,1993

Corporal Punishment in U.S. Public Schools Elizabeth T. Gershoff,Kelly M. Purtell,Igor Holas,2015-01-27 This Brief reviews the past, present, and future use of school corporal punishment in the United States, a practice that remains legal in 19 states as it is constitutionally permitted according to the U.S. Supreme Court. As a result of school corporal punishment, nearly 200,000 children are paddled in schools each year. Most Americans are unaware of this fact or the physical injuries sustained by countless school children who are hit with objects by school personnel in the name of discipline. Therefore, Corporal Punishment in U.S. Public Schools begins by summarizing the legal basis for school corporal punishment and trends in Americans' attitudes about it. It then presents trends in the use of school corporal punishment in the United States over time to establish its past and current prevalence. It then discusses what is known about the effects of school corporal

punishment on children, though with so little research on this topic, much of the relevant literature is focused on parents' use of corporal punishment with their children. It also provides results from a policy analysis that examines the effect of state-level school corporal punishment bans on trends in juvenile crime. It concludes by discussing potential legal, policy, and advocacy avenues for abolition of school corporal punishment at the state and federal levels as well as summarizing how school corporal punishment is being used and what its potential implications are for thousands of individual students and for the society at large. As school corporal punishment becomes more and more regulated at the state level, Corporal Punishment in U.S. Public Schools serves an essential guide for policymakers and advocates across the country as well as for researchers, scientist-practitioners, and graduate students.

Communities in Action National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Population Health and Public Health Practice, Committee on Community-Based Solutions to Promote Health Equity in the United States, 2017-04-27 In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. Communities in Action: Pathways to Health Equity seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

The Condition of Education, 2020 Education Department, 2021-04-30 The Condition of Education 2020 summarizes important developments and trends in education using the latest available data. The report presents numerous indicators on the status and condition of education. The indicators represent a consensus of professional judgment on the most significant national measures of the condition and progress of education for which accurate data are available. The Condition of Education includes an At a Glance section, which allows readers to quickly make comparisons across indicators, and a Highlights section, which captures key findings from each indicator. In addition, The Condition of Education contains a Reader's Guide, a Glossary, and a Guide to Sources that provide additional background information. Each indicator provides links to the source data tables used to produce the analyses.

Higher Education Opportunity Act United States, 2008

Higher Education Pathways Ashwin, Paul, Case, Jennifer M., 2018-12-14 In what ways does access to undergraduate education have a transformative impact on people and societies? What conditions are required for this impact to occur? What are the pathways from an undergraduate education to the public good, including inclusive economic development? These questions have particular resonance in the South African higher education context, which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent. Higher education is recognised in core legislation as having a distinctive and crucial role in building post-apartheid society. Undergraduate education is seen as central to addressing skills shortages in South Africa. It is also seen to yield significant social returns, including a consistent positive impact on societal institutions and the development of a range of capabilities that have public, as well as private, benefits. This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues.

Sharing Knowledge, Transforming Societies Halvorsen, Tor, Orgeret, Kristin Skare, 2019-10-22 In June 2016, the Norwegian Programme for Capacity Development in Higher Education and Research for Development (Norhed) hosted a conference on the theme of 'knowledge for development' in an attempt to shift the focus of the programme towards its academic content. This book follows up on that event. The conference highlighted the usefulness of presenting the value of Norhed's different projects to the world, showing how they improve knowledge and expand access to it through co-operation. A wish for more meta-knowledge was also expressed and this gives rise to the following questions: - Is this way of co-operating contributing to the growth of independent post-colonial knowledge production in the South, based on analyses of local data and experiences in ways that are relevant to our shared future? - Does the growth of academic independence, as well as greater equality, and the ability to develop theories different to those imposed by the better-off parts of the world, give rise to deeper understandings and better explanations? - Does it, at least, spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data, and thus enhance the relevance and influence of the academic profession locally and internationally? This book, in its varied contributions, does not provide definite answers to these questions but it does show that Norhed is a step in the right direction. Norhed is an attempt to fund collaboration within and between higher education institutions. We know that both the uniqueness of this programme, and ideas of how to better utilise the learning and experience emerging from it, call for more elaboration and broader dissemination before we can offer further guidance on how to do things better. This book is a first attempt.

Digest of Education Statistics, 1969 Contains information on a variety of subjects within the field of education statistics, including the number of schools and colleges, enrollments, teachers, graduates, educational attainment, finances, Federal funds for education, libraries, international education, and research and development.

25 Years of Transformations of Higher Education Systems in Post-Soviet Countries Jeroen Huisman, Anna

Smolentseva,Isak Froumin,2018-04-24 This book is open access under a CC BY 4.0 license. This open access book is a result of the first ever study of the transformations of the higher education institutional landscape in fifteen former USSR countries after the dissolution of the Soviet Union in 1991. It explores how the single Soviet model that developed across the vast and diverse territory of the Soviet Union over several decades has evolved into fifteen unique national systems, systems that have responded to national and global developments while still bearing some traces of the past. The book is distinctive as it presents a comprehensive analysis of the reforms and transformations in the region in the last 25 years; and it focuses on institutional landscape through the evolution of the institutional types established and developed in Pre-Soviet, Soviet and Post-Soviet time. It also embraces all fifteen countries of the former USSR, and provides a comparative analysis of transformations of institutional landscape across Post-Soviet systems. It will be highly relevant for students and researchers in the fields of higher education and and sociology, particularly those with an interest in historical and comparative studies.

Digest of Education Statistics 2013 Thomas D. Snyder,Sally A. Dillow,2016-07-01 New 2016 release The primary purpose of this annual publication is to provide a compilation of statistical information covering the broad field of American education from prekindergarten through graduate school. It contains information on a variety of subjects in the field of education statistics, including the number of schools and colleges, teachers, enrollments, and graduates, in addition to data on educational attainment, finances, federal funds for education, libraries, and international comparisons. Includes a selection of data from many sources, both government and private, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). Related products: Condition of Education 2015 is available here: <https://bookstore.gpo.gov/products/sku/065-000-01440-8> Education & Libraries resources collection can be found here: <https://bookstore.gpo.gov/catalog/education-libraries>

Mobile Learning Design Daniel Churchill,Jie Lu,Thomas K.F. Chiu,Bob Fox,2015-12-21 This book focuses on mobile learning design from both theoretical and practical perspectives. It introduces and discusses how mobile learning can be effectively integrated into curricula, highlighting the design of four key components of learning-centric pedagogy: Resource, Activity, Support and Evaluation in the context of mobile learning. It also investigates the learning theories underpinning mobile learning design, and includes case studies in different contexts. It provides practical insights that allow teachers to change and transform teaching practices using mobile technology. Anyone involved in mobile-technology enhanced learning and teaching will find this book both informative and useful.

Language Teacher Cognition Li Li,2019-10-11 This book explores the topic of teacher cognition, making use of sociocultural theory as a framework to understand what teachers know, think, believe and do in their professional contexts through ‘applied’ conversation analysis. The author examines what teaching and learning mean to teachers by analyzing the interactional work they do with their students, considering when and why teachers make interactive decisions as well as how

they utilize new technological tools to address their pedagogical objectives. After discussing how teachers construct identities and display emotions in the classroom, she presents suggestions for language teacher education and development, pedagogy improvement and teacher knowledge. This book will be of interest to language teachers and teacher trainers, as well as students and scholars of applied linguistics and sociocultural theory.

The International status of education about the Holocaust Carrier, Peter, Fuchs, Eckhardt, Messinger, Torben, Georg Eckert Institute for International Textbook Research (Germany), 2015-01-14 How do schools worldwide treat the Holocaust as a subject? In which countries does the Holocaust form part of classroom teaching? Are representations of the Holocaust always accurate, balanced and unprejudiced in curricula and textbooks? This study, carried out by UNESCO and the Georg Eckert Institute for International Textbook Research, compares for the first time representations of the Holocaust in school textbooks and national curricula. Drawing on data which includes countries in which there exists no or little information about representations of the Holocaust, the study shows where the Holocaust is established in official guidelines, and contains a close textbook study, focusing on the comprehensiveness and accuracy of representations and historical narratives. The book highlights evolving practices worldwide and thus provides education stakeholders with comprehensive documentation about current trends in curricula directives and textbook representations of the Holocaust. It further formulates recommendations that will help policy-makers provide the educational means by which pupils may develop Holocaust literacy.

Strengthening Health Systems Through Nursing Anne Marie Rafferty, 2019

Becoming a Student-Ready College Tia Brown McNair, Susan Albertine, Michelle Asha Cooper, Nicole McDonald, Thomas Major, Jr., 2016-07-25 Boost student success by reversing your perspective on college readiness The national conversation asking Are students college-ready? concentrates on numerous factors that are beyond higher education's control. *Becoming a Student-Ready College* flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success. Instead of focusing on student preparedness for college (or lack thereof), this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions? What must change in an institution's policies, practices, and culture in order to be student-ready? Clear and concise, this book is packed with insightful discussion and practical strategies for achieving your ambitious student success goals. These ideas for redesigning practices and policies provide more than food for thought—they offer a real-world framework for real institutional change. You'll learn: How educators can acknowledge their own biases and assumptions about underserved students in order to allow for change New ways to advance student learning and success How to develop and value student assets and social capital Strategies and approaches for creating a new student-focused culture of leadership at every level To truly become student-ready, educators must make difficult decisions, face the pressures of

accountability, and address their preconceived notions about student success head-on. *Becoming a Student-Ready College* provides a reality check based on today's higher education environment.

Academic Knowledge Production and the Global South Márton Demeter, 2020-10-01 This book investigates and critically interprets the underrepresentation of the global South in global knowledge production. The author analyses the serious bias towards scholars and institutions from this region: he argues that this phenomenon causes serious disadvantages not only for authors and institutions, but global science as well by impeding the flow of fresh, innovative scholarship. This book uses a combination of field theory and world-systems analysis to explain the motives and dynamics behind the geopolitical and societal inequalities in the system of global knowledge production. Subsequently, the author offers several solutions by which these inequalities could be reduced, or even eliminated. This book will be of interest and value to scholars of knowledge inequalities, and knowledge production in the global South. "Márton Demeter's monograph invokes rich anecdotal, empirical and scientometric evidence to delineate the contours of a world system that preserves the dominance of Western knowledge and scholars and the westernisation or peripheralisation of the rest – a system defined by geopolitical and material inequalities, socio-economic class differences, institutional elitism and publishing biases. Demeter's work counters narratives that present academia as meritocratic and that justify disparities in world publications on the basis of pure rigour, exposing rather norms and values that perpetuate a western elitist system and peripheralise those who happen to lack this cultural capital. Demeter's work adds to an expanding field of research documenting how Anglophone standards and biases in journal indexing, peer review and editorial board recruitment marginalise consistently the Global South. His practical and concrete suggestions to subvert this system of horizontal and vertical inequalities could not be timelier and provides momentum to decolonisation movements in higher education across the world." —Dr Romina Istratii, SOAS University of London, UK "Márton Demeter is a scholar dedicated to revealing the inequality in academic publishing and a strong advocate for scholars from the Global South. This book is an epitome of his effort on this cause. Demeter utilizes his wealth of data including authorships, citations, journal publishers, editorial review board compositions, the reviewers and the editors of journals as strong evidence of inequality with his three-dimensional model of academic stratification. This book is a must-read for scholars both in the Global North and the Global South to reflect on the current state of academic knowledge gatekeeping and production. It will spark a dialogue between scholars to address the dominance of the Global North especially in the field of communication." —Professor Louisa Ha, Bowling Green State University, USA "Márton Demeter's analysis and critique of the unequal structure of global knowledge production is a powerful contribution to the global justice movement with dramatic implications for what academics in both the Global North and the Global South can do to help science and the humanities live up to their claims of meritocracy and universality. Demeter employs a useful critical combination of the world-systems perspective and Bourdieusian field theory to organize the results of his careful and sophisticated empirical

studies of global knowledge production. He is an intrepid protagonist of a more egalitarian human future.” —Professor Christopher Chase-Dunn, University of California, Riverside, USA

Didactics of Smart Pedagogy Linda Daniela, 2018-11-27 The focus on smart education has become a new trend in the global educational field. Some countries have already developed smart education systems and there is increasing pressure coming from business and tech communities to continue this development. Simultaneously, there are only fragmented studies on the didactic aspects of technology usage. Thus, pedagogy as a science must engage in a new research direction—smart pedagogy. This book seeks to engage in a new research direction, that of smart pedagogy. It launches discussions on how to use all sorts of smart education solutions in the context of existing learning theories and on how to apply innovative solutions in order to reduce the marginalization of groups in educational contexts. It also explores transformations of pedagogical science, the role of the educator, applicable teaching methods, learning outcomes, and research and assessment of acquired knowledge in an effort to make the smart education process meaningful to a wide audience of international educators, researchers, and administrators working within and tangential to TEL.

The 'Poor Child' Lucy Hopkins, Arathi Sriprakash, 2015-07-16 Why are development discourses of the 'poor child' in need of radical revision? What are the theoretical and methodological challenges and possibilities for ethical understandings of childhoods and poverty? The 'poor child' at the centre of development activity is often measured against and reformed towards an idealised and globalised child subject. This book examines why such normative discourses of childhood are in need of radical revision and explores how development research and practice can work to 'unsettle' the global child. It engages the cultural politics of childhood – a politics of equality, identity and representation – as a methodological and theoretical orientation to rethink the relationships between education, development, and poverty in children's lives. This book brings multiple disciplinary perspectives, including cultural studies, sociology, and film studies, into conversation with development studies and development education in order to provide new ways of approaching and conceptualising the 'poor child'. The researchers draw on a range of methodological frames – such as poststructuralist discourse analysis, arts based research, ethnographic studies and textual analysis – to unpack the hidden assumptions about children within development discourses. Chapters in this book reveal the diverse ways in which the notion of childhood is understood and enacted in a range of national settings, including Kenya, India, Mexico and the United Kingdom. They explore the complex constitution of children's lives through cultural, policy, and educational practices. The volume's focus on children's experiences and voices shows how children themselves are challenging the representation and material conditions of their lives. The 'Poor Child' will be of particular interest to postgraduate students and scholars working in the fields of childhood studies, international and comparative education, and development studies.

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