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KNOWLEDGE ACROSS CULTURES:

A Contribution to Dialogue Among Civilizations

Ruth Hayhoe and Julia Pan
Editors



Comparative Education Research Centre
The University of Hong Kong



Knowledge Across Cultures A Contribution To Dialogue Among Civilizations

Demiray, Ugur, Sharma, Ramesh C.

Knowledge Across Cultures A Contribution To Dialogue Among Civilizations:

Knowledge Across Cultures Ruth Hayhoe, Julia Pan, 2001 This book gives voice to outstanding scholars from three major Eastern civilizations Chinese Arabic and Indian who have entered into dialogue with equally distinguished scholars from the West The themes of the book include challenges to knowledge in the late modern era Eastern contributions to scientific knowledge knowledge transfer across regions and civilizations indigenous knowledge and modern education and past and present influences from China

Comparative Education Mark Bray, 2012-12-06 This book presents perspectives on the changes that have taken place within the field of comparative education while noting various continuing traditions Its contributors come from a wide range of countries and contexts and present their work within a framework set by the 11th congress of the World Council of Comparative Education Societies WCCES The book makes a valuable methodological as well as a conceptual contribution to the field

Creating Knowledge, Strengthening Nations Glen Alan Jones, Patricia Louise McCarney, Michael L. Skolnik, 2005-01-01 *Creating Knowledge Strengthening Nations* is a crucial addition to the debate on the future of higher education

Education and Global Cultural Dialogue K. Mundy, Q. Zha, 2012-12-05 Cultural and spiritual resources are arguably essential to achievement of educational goals both as economic and political initiatives and as human rights This book addresses questions surrounding education and inter cultural understanding in a broad global framework

World Yearbook of Education 2006 Jenny Ozga, Terri Seddon, Thomas S. Popkewitz, 2013-01-11 This volume considers the ways in which educational research is being shaped by policy across the globe Policy effects on research are increasingly influential as policies in and beyond education drive the formation of a knowledge based economy by supporting increased international competitiveness through more effective evidence based interventions in schooling education and training systems What consequences does this increased steering have for research in education How do transnational agencies make their influence felt on educational research How do national systems and traditions of educational research and relations with policy respond to these new pressures What effects does it have on the quality of research and on the freedom of researchers to pursue their own agendas The 2006 volume of the World Yearbook of Education explores these issues focusing on three key themes globalising policy and research in education steering education research in national contexts global local politics of education research The 2006 volume has a truly global reach incorporating transnational policy perspectives from the OECD and the European Commission alongside national cases from across the world in contrasting contexts that include North and South America Canada France Singapore China Russia and New Zealand The range of contributions reflect how pervasive these developments are how much is new in this situation and to what extent evidence based policy pressures on research in education build on past relationships between education and policy This book considers the impact of the steering processes on the work and identities of individual researchers and considers how research can be organised to play a more active role in the politics of the knowledge economy and learning society

Seeking the Common Dreams between the Worlds Yan Wang, Yali Zhao, 2013-06-01 This is the first book that probes the lived experiences of Chinese immigrant faculty in North American higher education institutions their struggles challenges successes etc It explores how their past experiences in China have shaped who they are now what they do and how they pursue their teaching research and service as well as the reality of their everyday life that inevitably intertwines with their present and past diverse cultural backgrounds and unique experiences Different from previous books that explore immigrant minority faculty defined ambiguously and broadly and from the theoretical framework of ethnic relations this book has a particular focus on mainland Chinese immigrant faculty which offers a richer and deeper understanding of their cross culture experiences through autoethnographic research and by multiple lenses Through authors vivid portray of the ebbs and flows of their life in the academe readers will gain an enjoyable and holistic knowledge of the cultural political linguistic scholarly and personal issues contemporary Chinese immigrant faculty encounter as they cross the border of multiple worlds All contributors to this book had the experience of being the first generation Chinese immigrants and they either are currently teaching or used to teach in North American higher education institutions who were born brought up educated in Mainland China and came to North America for graduate degrees from early 1980s to 2000 [China through the Lens of Comparative Education](#) Ruth Hayhoe, 2014-11-20 In the World Library of Educationalists series international experts compile career long collections of what they judge to be their finest pieces extracts from books key articles salient research findings major theoretical and practical contributions so the world can read them in a single manageable volume Readers will be able to follow the themes and strands and see how their work contributes to the development of the field Ruth Hayhoe is a distinguished scholar in comparative education and higher education as well as one of the most highly regarded experts on Chinese education in the world Extremely well respected throughout China she has authored about 75 articles and book chapters as well as several books on Chinese education and East West relations in education This selection of 15 of her most representative papers and chapters documents the most significant works of her research on Chinese education higher education and comparative education The three sections cover comparative education and China higher education and history religion culture and education The collection not only helps foreign scholars understand Chinese education development in its cultural context comprehensively and systemically but also provides a fresh point of view for education practitioners and policy makers in China Podcast of Professor Ruth Hayhoe s interview at New Books Network discussing this book and her distinguished career <http://newbooksnetwork.com/ruth-hayhoe-china-through-the-lens-of-comparative-education-the-selected-works-of-ruth-hayhoe-routledge-2015> *The Health Care Professional's Guide to Cultural Competence - E-Book* Rani Hajela Srivastava, 2022-05-10 UNIQUE approach looks at populations the way health care workers encounter them not by ethno cultural religious labels Accessible writing style relays information in a balanced and concise manner for undergraduate and graduate students as well as health care professionals Multidisciplinary perspective is

provided by authors who represent a variety of health disciplines and cultural identities who may be educators or practitioners each presenting complex ideas in understandable ways and controversial ideas in a transparent way Cultural Considerations in Care and Cultural Competence in Action boxes integrate theory into practice and invite critical self reflection Teaching and learning tools include learning objectives and key terms at the beginning of each chapter plus end of chapter group activities review questions and more NEW New chapters on Indigenous health sexual and gender diversity immigrant and refugee health and community health are added to this edition and new topics include cultural safety cultural humility the impacts of racism working with interpreters and the use of technology palliative care and more NEW UNIQUE Cultural competence and safety perspectives throughout the text help you to be more responsive in delivering culturally safe care and in reaching the goal of equity and culturally competent care NEW Discussion of cultural issues addresses power privilege intersectionality equity advocacy and being an ally NEW Up to date content includes the latest statistics guidelines research references and resources NEW Evolve website enhances your understanding with review questions unfolding case studies and more [Changing Educational Landscapes](#) Dimitris Mattheou,2010-04-08 Analyzing educational landscapes the fundamental values principles and institutions of the sector is a highly complex and demanding task for any researcher Like shifting desert sands these aspects of education are in a constant state of flux changing according to the unpredictable economic social cultural and geo political circumstances of late modernity Key aspects of the intricate fluid and multifarious contemporary setting can always escape the researcher s necessarily selective observation The contributors to this book share the view that it is wise therefore to take note of other people s ideas perceptions and perspectives to compare notes and reflect critically on them Thus the papers presented here are a critical and comparative analysis of today s changing educational landscapes They are an exploration of some of the forces and factors that induce these changes and also examine some of their most significant implications The work takes a fresh look at received ideology and institutional practices and delineates the increasingly internationalized educational discourses and policies Among other things the book discusses the obsession with quality in education and the alternative perceptions of educational equality the rising concern at the obstacles to truly multicultural education and the debate about the epistemological foundations both of knowledge and knowledge production Underlying all of the papers in the book is the authors intention to enhance our understanding of educational change in this era of transition and to further our appreciation of its multifaceted expressions across the world

Handbook of Research on Citizenship and Heritage Education Delgado-Algarra, Emilio José,Cuenca-López, José María,2020-01-31 Cultural competence in education promotes civic engagement among students Providing students with educational opportunities to understand various cultural and political perspectives allows for higher cultural competence and a greater understanding of civic engagement for those students The Handbook of Research on Citizenship and Heritage Education is a critical scholarly book that provides relevant and current research on citizenship and heritage education

aimed at promoting active participation and the transformation of society Readers will come to understand the role of heritage as a symbolic identity source that facilitates the understanding of the present and the past highlighting the value of teaching Additionally it offers a source for the design of didactic proposals that promote active participation and the critical conservation of heritage Featuring a range of topics such as educational policy curriculum design and political science this book is ideal for educators academicians administrators political scientists policymakers researchers and students

China's Outward-Oriented Higher Education Internationalization Hantian Wu, 2021-06-10 This book introduces a new typology of inward and outward oriented higher education internationalization and investigates China's current situation of shifting from a mainly inward oriented higher education internationalization to a more balanced approach It describes the gap between China's soft power goals of using higher education internationalization for image and influence enhancement and the reality and examines the three major dimensions of China's outward oriented higher education internationalization i.e. the Confucius Institute program based on Sino foreign higher education collaboration international development aid in higher education and higher education level international student recruitment based on reflections provided by international graduate students in English instruction programs in education related majors in three Chinese universities Providing both theoretical insights and real world examples this book is suitable for higher education researchers graduate students in the relevant fields administrators of higher education institutions and policymakers in the government sector

Adults in the Academy: Voices of Lifelong Learners, 2021-11-01 This book examines themes from adult students in higher education dispositional characteristics situational barriers to academic success and how institutional policy and procedures create obstacles for these non traditional learners While much has been written in the peer reviewed literature about adult students a commonly missing perspective is that of the students In this book adult learners write about their own conditions and contexts bringing to light the gaps in institutional support for this growing community The rich narratives case studies and comprehensive reviews within chapters highlight the unique implications faced by this student population and provide first hand accounts on which institutions can acknowledge value and facilitate change for an evolved equitable and elevated educational experience Contributors are Lucas Allen Sandra Becker Keith Burn Adele Chadwick Kathleen Clarke Daniel Cleminson Jeremy Collom Amy De Jaeger Natalie Dewing Lori Doan Eli Duykers Susan E Elliott Johns Angelina Evans Melanie Extance Margaret Greenfields Leahann Hendrickse Troy Hill Sophie Karanicolas Rahul Kumar Cobi Ladner Beth Loveys Dorothy Missingham Barbara A Nicolls Katia Olsen Sarah O Shea Julie Podrebarac Carmen Rodriguez de France Rebecca Rochon Selina Sharma Nicola Simmons Matthew Slater Sherrie Smith Cathy Snelling Cathy Stone Ashleigh Taylor Preeti Vayada Monica Wice and Sinead Wright

Global Perspectives on Decolonizing Postgraduate Education Gumbo, Mishack Thiza, Gaotlhobogwe, Michael, Pedzisai, Constantino, Jojo, Zingiswa Mybert Monica, Knaus, Christopher B., 2024-05-13 A deep seated issue persists in postgraduate education one that threatens the relevance of academia in our

diverse and evolving world The problem at hand is the Western centric nature of postgraduate education where research paradigms methodologies and theoretical frameworks overwhelmingly reflect a Western worldview This rigid adherence to Western ideologies has left indigenous communities on the periphery of academic discourse denying them the opportunity to engage with their knowledge systems and practices Despite the richness and prevalence of indigenous knowledge the existing educational structure remains a barrier to their inclusion This disconnect is not only an academic concern but also a societal one as it hinders sustainable development and stifles the voices of indigenous scholars and students

Global Perspectives on Decolonizing Postgraduate Education serves as a compelling solution to the problem at hand It offers a comprehensive roadmap to decolonize postgraduate education infusing it with indigenous approaches paradigms theories and methods Through critical examination and practical strategies this book empowers academics curriculum designers and postgraduate students to embark on a transformative journey

Handbook of Asian Education Yong Zhao, Jing Lei, Guofang Li, Ming Fang He, Kaori Okano, Nagwa Megahed, David Gamage, Hema Ramanathan, 2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian studies and for educational administrators and education policy makers

The Study of China in Universities Chia-Mei Jane Coughlan, 2008 Cover Title Page Copyright Page Table of Contents Foreword Preface Acknowledgments Abbreviations Definition of Terms Introduction Chapter 1 The Study Chapter 2 Background Chapter 3 Contexts of Higher Education in the United Kingdom and in Australia Chapter 4 Research Design and Considerations Chapter 5 Data Collection Procedures and Analysis Chapter 6 The Historical Development of the Study of China in the United Kingdom and in Australia Chapter 7 Epistemological Debates on the Study of China Chapter 8 Academic Sociology in the Construction of Chinese Studies Chapter 9 Discussions and Conclusions Appendices References Index

Ethical Practices and Implications in Distance Learning Demiray, Ugur, Sharma, Ramesh C., 2008-07-31 This book provides ethical insight into the world of e learning through case studies that elucidate the issues through real world examples Provided by publisher

Teaching Difficult History through Film Jeremy Stoddard, Alan S. Marcus, David Hicks, 2017-06-26 Teaching Difficult History through Film explores the potential of film to engage young people in controversial or contested histories and how

they are represented ranging from gender and sexuality to colonialism and slavery Adding to the education literature of how to teach and learn difficult histories contributors apply their theoretical and pedagogical expertise and experiences to a variety of historical topics to show the ways that film can create opportunities for challenging conversations in the classroom and attempts to recognize the perspectives of historically marginalized groups Chapters focus on translating research into practice by applying theoretical frameworks such as critical race theory auto ethnography or cultural studies as well as more practical pedagogical models with film Each chapter also includes applicable pedagogical considerations such as how to help students approach difficult topics model questions or strategies for engaging students and examples from the authors own experiences in teaching with film or in leading students to develop counter narratives through filmmaking These discussions of the real considerations facing classroom teachers and professors are sure to appeal to experienced secondary teachers pre service teacher education programs graduate students and academic audiences within education history and film studies Part and chapter discussion guides full references of the films included in the book and resources for teachers are available on the book s companion website www.teachingdifficulthistory.com

The Palgrave Handbook of Asia Pacific Higher Education Christopher S. Collins, Molly N.N. Lee, John N. Hawkins, Deane E. Neubauer, 2016-10-06 This volume seeks to identify and explore the forces affecting higher education in the Asia Pacific region today It includes a set of conceptually rich organizing chapters followed by detailed country specific studies that detail both the underlying dynamics of these forces and the manner in which they have affected specific countries In this way the chapters touch on the complex demographics of the region how continued and continuous economic development impinges on higher education and how neoliberalism has affected higher education across many dimensions The volume also addresses the complex issues associated with cross border education and the daunting challenges of both national and cross national quality assurance

Research Anthology on Instilling Social Justice in the Classroom Management Association, Information Resources, 2020-11-27 The issue of social justice has been brought to the forefront of society within recent years and educational institutions have become an integral part of this critical conversation Classroom settings are expected to take part in the promotion of inclusive practices and the development of culturally proficient environments that provide equal and effective education for all students regardless of race gender socio economic status and disability as well as from all walks of life The scope of these practices finds itself rooted in curriculum teacher preparation teaching practices and pedagogy in all educational environments Diversity within school administrations teachers and students has led to the need for socially just practices to become the norm for the progression and advancement of education worldwide In a modern society that is fighting for the equal treatment of all individuals the classroom must be a topic of discussion as it stands as a root of the problem and can be a major step in the right direction moving forward Research Anthology on Instilling Social Justice in the Classroom is a comprehensive reference source that provides an overview of social justice and its role in education ranging

from concepts and theories for inclusivity tools and technologies for teaching diverse students and the implications of having culturally competent and diverse classrooms The chapters dive deeper into the curriculum choices teaching theories and student experience as teachers strive to instill social justice learning methods within their classrooms These topics span a wide range of subjects from STEM to language arts and within all types of climates PK 12 higher education online or in person instruction and classrooms across the globe This book is ideal for in service and preservice teachers administrators social justice researchers practitioners stakeholders researchers academicians and students interested in how social justice is currently being implemented in all aspects of education

Management Training and Development in China

Malcolm Warner,Keith Goodall,2009-12-04 This book with contributions by internationally known scholars from a wide range of countries examines the Chinese response to the challenges of management training and development It summarizes the current trends in management training and development and outlines the likely course of future developments

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