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In M. HaydenJ. Levy & J. Thompson The SAGE handbook of research in international education (pp. 282-298). London: SAGE Publications Ltd doi: 10.4135/9781848607866.n25. Cambridge, James and Clive Carthew. "Schools Self-Evaluating Their International Values: A Case Study." In The SAGE Handbook of Research in International Education, 282-298. London: SAGE Publications Ltd, 2007. doi: 10.4135/9781848607866.n25.

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The landscape of international education has changed significantly in the last ten years and our understanding of concepts such as 'international', 'global' and 'multicultural' are being re-evaluated. Fully updated and revised, and now including new contributions from research in South East Asia, the Middle East, China, Japan, Australasia, and North America, the new edition of this handbook analyses the origins, interpretations and contributions of international education and explores key contemporary developments, including: internationalism in the context of teaching and learning leadership, standards and quality in institutions and systems of education the promotion of internationalism in national systems This important collection of research is an essential resource for anyone involved in the practice and academic study of international education, including researchers and teachers in universities, governmental and private curriculum development agencies, examination authorities, administrators and teachers in schools.

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The SAGE Handbook of International Higher Education examines the internationalization of higher education from a marginal to a core dimension of higher education worldwide. This mainstreaming of internationalization is a fascinating phenomenon: new concepts, programs, providers, and methods of delivery are emerging; impressive national and regional scholarship programs have been established; radical reforms have been undertaken to make higher education globally competitive; and mobility of students and scholars has increased around the world. This groundbreaking handbook serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come. With a decidedly global approach, this volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. The text encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts.

This book presents a detailed analysis of the educational model in Nordic European countries. It describes the traditional idea of education for all, which can be characterized by the right for every child to have an education of equal quality in a common school for all pupils regardless of social class, abilities, gender, or ethnicity. Against this background, The Nordic Education Model traces the rise of neo-liberal policies that have been enacted by those who believe the School for All ideology does not produce the knowledge and skills that students need to succeed in an increasingly competitive and global marketplace. It examines the conflict between these two ideas and shows how neo-liberal technologies affect the Nordic model in different ways. The authors also show how social technologies are being interpreted in different ways in actual school practices. This process of translating national regulations into internal sense builds on the values in the culture to which they are introduced. In the end, this book reveals that a Nordic model can constitute a delicate balance between traditional values, institutionalized practices, and contemporary, neo-liberal forms of governance and policies. It may be argued from a new institutional perspective that the main structures of the Nordic educational model will sustain as long as the deeply rooted Nordic culture survives in the globalised society.

'This is a book for all who work in international education or want to understand more about a rapidly expanding sector. For those who are new to the field it provides an excellent introduction. To tackle such varied subjects... needed a professional of wide expertise, wisdom and clarity of composition. These Mary Hayden, with her vast experience of international education and research, provides... highly recommended' - is (International Schools Magazine) 'Essential reading for everyone involved in international education' - International Schools Worldwide 'The first thing to be said about this informative book is that it's a good read! I found myself enjoying every page as the author has a writing style that is engaging and instructive...The book has something for everyone, from those experienced in the field of international education to interested novices' - International Schools Journal Interest in the field of international education has never been more intense, and a rapidly expanding number of schools and organizations worldwide now offer curricula that claim to be international in nature. Written by an expert in the field of international education, this comprehensive guide examines the key themes of this evolving field. The book explores the various origins, definitions and classifications of international education, and considers the audiences it serves, including the students, teachers, parents and administrators. It also looks at issues including quality assurance and role of international schools in the future. This valuable book will be an excellent source of reference to academics, those engaged in postgraduate study and practising teachers.

"Doctoral education is of prime importance worldwide. In some countries, there is severe shortage of doctoral degree holders, while in others there is an oversupply in many fields. There is a global debate on the best ways of providing doctoral training. To illustrate global trends, the book analyses the current realities of doctoral education with the help of 15 case studies based on different countries and regions. It includes an overview of the state of the literature on doctoral education as well as an analysis of doctoral education from a historical perspective with a detailed comparative discussion. Trends and Issues in Doctoral Education: A Global Perspective also examines the challenges and ideas of current and proposed reforms in doctoral education"--

International Mindedness is a practical handbook which offers continuing professional development (CPD) solutions, support and guidance for international schools on a professional and whole-school level. It aims to encourage schools to work towards being 'internationally minded' and to enhance existing international teacher CPD programmes.

Educational practices have rapidly changed in the last few decades, especially in how exchanges of information and learning are delivered and processed. Yet, while the field of international comparative studies has grown, there has not been an extensive study on the relationship between educational practices, students, and how practitioners are prepared and trained. This handbook explores international educational practices and behaviours through new research and a review of existing research, with chapters spread across six parts: Part I: The Status of Comparative Education Research Part II: Measurement Methods in Comparative Education Research Part III: Research Practices in Comparative Studies of Education Part IV: Lessons from International Comparisons of Student Behaviors Part V: International Comparisons of Instruction Part VI: Influence of Large-Scale Assessments on Policy

Research Methods in Education introduces research methods as an integrated set of techniques for investigating questions about the educational world. This lively, innovative text helps students connect technique and substance, appreciate the value of both qualitative and quantitative methodologies, and make ethical research decisions. It weaves actual research "stories" into the presentation of research topics, and it emphasizes validity, authenticity, and practical significance as overarching research goals. The text is divided into three sections: Foundations of Research (five chapters), Research Design and Data Collection (seven chapters), and Analyzing and Reporting Data (three chapters). This tripartite conceptual framework honors traditional quantitative approaches while reflecting the growing popularity of qualitative studies, mixed method designs, and school-based techniques. This approach provides a comprehensive, conceptually unified, and well-written introduction to the exciting but complex field of educational research.

Higher Education in Federal Countries: A Comparative Study is a unique study of higher education in nine federal countries—the United States, Canada, Australia, Germany, Mexico, Brazil, Russia, China and India. In this book, leading international scholars discuss the role of federalism and how it shapes higher education in major nation-state actors on the world stage. The editors develop an overarching comparative analysis of the dynamics of central and regional power in higher education, and the national case studies explain how each federal and federal-like higher education system has evolved and how it functions in what are highly varied contexts. The book makes a major contribution to higher education studies and defines a new field of comparative analysis. It also provides important insights into comparative governance and the study of federalism and federal arrangements, with their particular historical, political, legal and economic dimensions.