



Aims Of Education A Quest For Rethinking

Grit Alter, Thorsten Merse



Aims Of Education A Quest For Rethinking:

Better Mental Health in Schools Alison Woolf, 2022-09-20 *Better Mental Health in Schools* recognises the value of school staff in supporting mental health in children and young people and introduces new skills for enhancing the therapeutic benefits of environments and relationships in schools. This book discusses and links to provision in schools and to supporting good mental health in pupils across four key areas for enhancing mental health and wellbeing: Cognition, Compassion, Containment, and Connection. Based in relevant and timely research, it provides an accessible insight into practical ways to change practice. Rather than prescribe one programme or suggest one curriculum design, the book shows how strengthening knowledge and understanding of some basic underpinnings of good mental health will scaffold the development of better mental health in schools and offers illustrations of how that could look in everyday practice. Written for practitioners and based on many years of experience in classrooms across a variety of education provisions, this book reflects the lived experiential perspective of a teacher and school therapist. Through paying attention to these four key areas of daily life in school, staff can create an environment that supports mental wellbeing while not depleting their own mental health.

Thinking and Rethinking the University Ronald Barnett, 2014-11-27 In the World Library of Educationalists series, international scholars compile career-long selections of what they judge to be among their finest pieces so the world has access to them in a single manageable volume. Readers are able to follow the themes and strands and see how their work contributes to the development of the field. Over more than three decades, Professor Ronald Barnett has acquired a distinctive position as a leading philosopher of the university and higher education, and this volume brings together 15 of his key writings, particularly papers from leading journals. This volume also includes as his introductory chapter an intellectual autobiography in which Professor Barnett recounts the history of his scholarship and writing, traces its development across five stages, and identifies the themes and sources of inspiration that lie within his corpus of work. Ronald Barnett has described his corpus of work as a social philosophy of the university that is at once conceptual, critical, practical, and imaginative. His concepts of criticality, critical interdisciplinarity, supercomplexity, and the ecological university have been taken up in the literature across the world. Through telling examples and with an incisive clarity of writing, Ronald Barnett's scholarship has helped to illuminate in fresh ways and reorient practices in the university and in higher education. The chapters in this volume reveal all of these qualities, so making this volume a compelling overview of a passionate and yet constructive critic of the university. *Rethinking Reflection and Ethics for Teachers* R. Scott Webster, John D.

Whelen, 2019-08-29 This book reexamines reflection and ethics for teachers and argues the case for ensuring teaching practices are educational and professional rather than simply technical or clinical. Demonstrating that theory is indispensable when it comes to professional deliberation and educational practice, the authors draw on their experience to provide insights for teachers that will enable them to become better professional educators. This collection of research chapters, written by

established researchers and educators in the field who are familiar with a variety of teaching contexts and are conversant with the current teaching standards and policies relating to teaching and teacher education is a valuable resource for practicing teachers researchers policy makers as well as for final year student teachers in Initial Teacher Education programs Further it enables early career teachers to meet their professional responsibilities in a more critically informed and capable manner

Rethinking commerce education in South Africa Elsabé Loots ,Johan Oberholster ,2023-04-29 This book aims to advance the knowledge on the future of business education in South Africa and to allow all relevant role players universities and industry the opportunity to debate and share ideas on how to best position business education to optimally serve the interest of students and the dynamic changes taking place in the world of work Although some of these changes have taken shape before 2020 the COVID 19 pandemic has accelerated the need and pace for change If business schools in our context faculties of economic and management sciences do not adapt rapidly they will be left behind by other up and coming industry providers The research scope covers all business related undergraduate and postgraduate economics management and accounting programmes excluding MBA programmes

Rethinking the Education Improvement Agenda Kevin J. Flint,Nick Peim,2012-02-02 Offering a philosophical perspective to the educational improvement agenda this engaging text provides a new language for research into educational improvement bringing leading edge philosophy to current practice Drawing on philosophical work including that of Derrida Foucault and Heidegger the authors deconstruct the ethic of improvement before exploring key dimensions of education its institutions and technologies Each chapter draws on international case studies provides engaging questions and makes suggestions for further reading to support the reader Topics covered include The Ethic of Improvement Teacher Education Leadership and Management Lifelong Learning The Rhetoric of Numbers The Governance of Childhood The State of Education Research An essential text for all looking at how we think and talk about education and improvement

The Palgrave Handbook of African Education and Indigenous Knowledge Jamaine M. Abidogun,Toyin Falola,2020-06-02 This handbook explores the evolution of African education in historical perspectives as well as the development within its three systems Indigenous Islamic and Western education models and how African societies have maintained and changed their approaches to education within and across these systems African education continues to find itself at once preserving its knowledge while integrating Islamic and Western aspects in order to compete within this global reality Contributors take up issues and themes of the positioning resistance accommodation and transformations of indigenous education in relationship to the introduction of Islamic and later Western education Issues and themes raised acknowledge the contemporary development and positioning of indigenous education within African societies and provide understanding of how indigenous education works within individual societies and national frameworks as an essential part of African contemporary society

Re-thinking Picturebooks for Intermediate and Advanced Learners: Perspectives for Secondary English Language Education Grit Alter,Thorsten

Merse,2023-11-27 Der didaktische Wert von Picturebooks für den Englischunterricht in der Grundschule gilt als unumstritten. Jedoch gibt es in Forschung und Unterrichtspraxis derzeit kaum Ansätze wie der Transfer dieses vermeintlich kindlichen Literaturmediums in die Sekundarstufe gelingen kann. Dieser Band legitimiert Picturebooks als komplex angelegte Textform, die sich auch mit fortgeschrittenen Lernenden zu kompetenz- und inhaltsorientierter Arbeit im Englischunterricht anbietet. Die im Band versammelten konzeptuellen und empirischen Perspektiven zeigen angehenden und praktizierenden Lehrkräften konkret auf, wie vielfältig Picturebooks den Unterricht bereichern können. Eine große Bandbreite praktischer Beispiele verdeutlicht ihr Potenzial für den Englischunterricht der Sekundarstufen von der Förderung verschiedener Literacies und literarischen Lernens bis hin zur Fokussierung von Themen wie Umwelt, sozialer Gerechtigkeit oder kultureller Diversität.

Handbook of Research on International Business and Models for Global Purpose-Driven Companies Perez-Uribe, Rafael Ignacio, Largacha-Martinez, Carlos, Ocampo-Guzman, David, 2020-11-20 International businesses struggle to be competitive and influential at the global market level. With the new ideas in the management and leadership disciplines, hard skills are losing or are believed to be losing their strategic relevance, while soft skills are praised and highly sought after. The Handbook of Research on International Business and Models for Global Purpose-Driven Companies is a pivotal reference source that provides vital research on international business management strategies and applications within internal organizations that allow companies to strategically position themselves for increased success in the global economy. While highlighting topics such as organizational culture, internal communication, and generational workforce, this publication explores leadership disciplines as well as the methods of handling multicultural organizations. This book is ideally designed for entrepreneurs, executives, managers, business professionals, human resource officials, researchers, academicians, and students. **A Guide to Designing Curricular Games** Janna Jackson Kellinger, 2016-10-19 This book is a guide to designing curricular games to suit the needs of students. It makes connections between video games and time-tested pedagogical techniques such as discovery learning and feedback to improve student engagement and learning. It also examines the social nature of gaming such as techniques for driver, navigator, partners, small groups, and whole class structures to help make thinking visible. It expands the traditional design process teachers engage in by encouraging use of video game design techniques such as playtesting. The author emphasizes designing curricular games for problem solving and warns against designing games that are simply Alex Trebek host of Jeopardy! wearing a mask. By drawing on multiple fields such as systems thinking, design theory, assessment, and curriculum design, this book relies on theory to generate techniques for practice. Single Mothers, Patriarchy and Citizenship in India: Rethinking Lone Motherhood through the Lens of Socio-legal and Policy Framework Adv. Dr. Shalu Nigam, 2024-02-18 Motherhood is a powerful virtue. However, in a patriarchal society, it is construed narrowly to uphold the heteronormative family norms which prioritize men over women. This traditional framework overlooks the diverse family forms and alienates female-headed households. Rather, families headed by lone mothers are chastened and labelled as broken.

pathological and degenerative. Despite constitutional guarantees of equality and justice, the state and society alienate them, deny them visibility, and absolve themselves of the responsibilities of protecting their citizenship rights. Nevertheless, for ages, single mothers, despite all hardships, have been defying patriarchal norms and are bringing up their children solely with little support available from their families, society, or the state. Rather, they are challenging the dominant and hegemonic male breadwinner and provider model. This work examines this active and empowered notion of motherhood or feminist and emancipatory mothering while focusing on how lone mothers are redefining and reshaping the socio-cultural norms to pave the social transformation through their maternal activism. With the increase in the number of female-headed households, this work recommends the need for an alternative approach to disrupt the dominant themes of victimhood, poverty, destitution, and neglect by deploying the axis of intersectionality. It suggests that the state needs to evolve a comprehensive empowerment framework to specifically recognize the entitlements of single mothers as citizens and take steps to advance their citizenship rights.

Rethinking Gifted Education James H. Borland, 2003-01-01 Gifted education is in a period of transition unlike any it has experienced in this generation. Thinkers within the field and without are questioning the practice of gifted education, the theoretical foundations on which this practice rests, and even the value and legitimacy of the concept of giftedness. This fresh and provocative volume contains essays by leading thinkers on gifted education and by writers outside the field who have examined it critically. Each author examines, reconsiders, and challenges the assumptions and beliefs underlying the theory and practice of gifted education, providing a roadmap to guide both current considerations of and future planning for gifted education programs.

Universities with a Social Purpose Kerry Shephard, V. Santhakumar, 2024-01-05 This book is a narrative of conversations between two professors with different backgrounds, academic disciplines, life experiences, and from different continents. It shows how their discourse has brought them to a single destination defined by a mutual interest in the social purposes of universities and a hope in common that their academic efforts will somehow do good in the world. The seventeen internationally agreed Sustainable Development Goals (SDGs) provide focus for aspirations and plans regarding sustainability, but notably the SDGs' targets and indicators rarely provide detailed accounts of who is expected to enact change. This book addresses the role of higher education in this context and explores the social purposes of universities and their relation to the Sustainable Development Goals. It presents an academic analysis of this complex situation based on insights from published literature on higher education and the personal but very different experiences of two professors with this shared interest.

Teachers as Learners Ora Kwo, 2010-08-09 In the worldwide movements of educational reform, educators are forging new roles, identities, and relationships. Leadership is vital but must be rooted in the capacity for learning. This volume responds to the tensions and paradoxes brought by educational reforms, presenting a critical discourse on teachers as learners. The contributions bring an array of cultural settings and methodological orientations and reveal contextual burdens that teachers should not carry in isolation. Teachers' learning demands collective engagement to turn

challenges into opportunities in a sustainable quest for higher goals The discourse concludes with a vision for a new relationship among educational workers as a joint force of learners in a cross boundary endeavor for moral commitment to education *Indian National Bibliography* B. S. Kesavan,2003-02

Leaders in Philosophy of Education Leonard J. Waks,2014-11-26 In the late 1950s plans were initiated to bring a higher level of professionalism to the training of educational professionals New projects included introducing contemporary scholarship from the humanities and social sciences into colleges of education to revitalize the education knowledge base In North America and the United Kingdom analytical philosophers were recruited to inaugurate a new philosophy of education Analytical philosophy of education soon spread throughout the English speaking world By the 1980s this analytical impulse had largely subsided Philosophers trained in analytical philosophy and their students turned to more ambitious normative pursuits related to problems of social justice and democracy Meanwhile feminist philosophers opened up new issues regarding the education of women and the nature of teaching and knowing and a new wave of pragmatist philosophers turned to issues of educational policy By the 1990s Anglo American philosophers of education welcomed a dialogue with counterparts in Western Europe and the field responded to established trends in European philosophy ranging from critical theory and phenomenology to post structuralism New leaders emerged in philosophy of education representing all of these various strands This volume documents the emergence of contemporary philosophy of education as seen by those spearheading these trends

Exploring Educational Equity at the Intersection of Policy and Practice Sánchez-Santamaría, José,Boroel Cervantes, Brenda,2024-05-20 In the complex environment of education pervasive inequities persist hindering progress towards a just and inclusive learning environment for all Students from diverse backgrounds face barriers that impede their educational journey perpetuating disparities and stifling the potential for collective growth The need for transformative change is urgent and it is within this pressing context that Exploring Educational Equity at the Intersection of Policy and Practice emerges as a beacon of hope and a solution oriented guide for scholars educators policymakers and all stakeholders committed to dismantling these barriers Exploring Educational Equity at the Intersection of Policy and Practice dives deep into the heart of the equity crisis synthesizing innovative scholarship to illuminate the multifaceted challenges within the educational system By critically examining the evolution and various dimensions of educational equity on a global scale the book presents the intricate web of issues that require our attention From this thorough analysis this book propels readers toward a transformative journey offering methodologically robust interventions and evidence based insights This comprehensive approach equips educators policymakers and researchers with the tools to navigate the complexities of promoting inclusive and empowering education

Teaching Africa George J. Sefa Dei,2009-12-04 One is always struck by the brilliant work of George Sefa Dei but nothing so far has demonstrated his pedagogical leadership as much as the current project With a sense of purpose so pure and so thoroughly intellectual Dei shows why he must be credited with continuing the motivation and action for justice in education

He has produced in this powerful volume *Teaching Africa* the same type of close reasoning that has given him credibility in the anti racist struggle in education Sustaining the case for the democratization of education and the revising of the pedagogical method to include Indigenous knowledge are the twin pillars of his style A key component of this new science of pedagogy is the crusade against any form of hegemonic education where one group of people assumes that they are the masters of everyone else Whether this happens in South Africa Canada United States India Iraq Brazil or China Dei s insights suggest that this hegemony of education in pluralistic and multi ethnic societies is a false construction We live pre eminently in a world of co cultures not cultures and sub cultures and once we understand this difference we will have a better approach to education and equity in the human condition

Quality Assessment and Enhancement in Higher Education in Africa Peter Neema-Abooki, 2022-12-16 This book explores quality assessment and enhancement in higher education in Africa to illustrate the need to develop quality practices in measuring effective education and continually search for permanent improvement The book demonstrates that technological and socio economic trends innovations and inventions of the twenty first century demand that additional attention be placed upon education for national regional and international development Since conventions for quality assessment and enhancement need to be defined and systematic structures constructed to develop quality practices the book shows how quality in higher education within Africa has been established and advanced to provide a framework for monitoring auditing and reviewing assessment and enhancement Though the book considers African complexities and diversity it incorporates global trends and utilises an international focus that enables readers to devise appropriate strategies for developing and enhancing quality and standards in higher education in both continental Africa and beyond Illustrating why quality assessment and enhancement should be embraced in all aspects including inputs processes outputs and outcomes in educational settings globally this book will be of interest to policymakers and scholars in the fields of Higher Education Quality and Global Studies African Education African Studies and Management and Administration Leadership and Professional Development Studies

Sustainability Assessment Tools in Higher Education Institutions Sandra Caeiro, Walter Leal Filho, Charbel Jabbour, Ulisses M. Azeiteiro, 2013-11-19 This book contributes to debates on current sustainability practices with a focus on assessment tools as applied in higher education institutions These institutions are challenged to carry out management research and teaching and to create settings that allow developing new competencies to address the complex global environmental social cultural and economic pressures with which current and future generations are confronted The first chapters discuss issues of sustainability in higher education namely the role of universities in promoting sustainability and the emergent fields of sustainability science and education for sustainable development and how to integrate and motivate sustainability into the university Subsequent chapters present examples of sustainability assessment tools specifically developed for higher education institutions such as the AISHE Auditing Instrument for Sustainability in Higher Education the GASU Graphical Assessment of Sustainability in Universities

too the STAUNCH Sustainability tool for Auditing Universities Curricula in Higher Education The use of other integrated tools are also presented The papers have adopted a pragmatic approach characterized by conceptual descriptions including sustainability assessment and reorienting the curricula on the one hand and practical experiences on the other with good practices from different edges of the world Sustainability Assessment Tools in Higher Education Institutions will be of interest to graduate student lecturers researchers and those setting university policy

International Handbook of Education for Spirituality, Care and Wellbeing Marian de Souza, LESLIE J. FRANCIS, James O'Higgins-Norman, Daniel G. Scott, 2009-10-13 Acknowledging and understanding spiritual formation is vital in contemporary education This book explores the dynamic relationship between education and wellbeing It examines the theory underpinning the practice of education in different societies where spirituality and care are believed to be at the heart of all educational experiences The book recognizes that regardless of the context or type of educational experience education is a caring activity in which the development of the whole person body mind and spirit is a central aim for teachers and educators in both formal and informal learning The chapters in this handbook present and discuss topics that focus on spirituality as an integral part of human experience and consequently essential to educational programs which aim to address personal and communal identity foster resilience empathy and compassion and promote meaning and connectedness

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