

Escaping Education Living As Learning Within Grassroots Cultures Third Printing

Escaping Education Grassroots Professional Learning Lifelong Learning in Neoliberal Japan Learning for Democracy Resources in Education Organizational Dimensions of Global Change East and West in Comparative Education Social Learning in South-North Coalitions Learning in Communities Storytelling Theater Adult Learning in Two Social Movement Organizations Lifelong Learning in the South Escaping Education Backyard Visionaries Studies in Lifelong Learning in Africa Design Issues The E-learning E-volution in Colleges and Universities Culture Wars and Local Politics Resources in Education Turkish Policy Quarterly Madhu Suri Prakash Heather A. Frank Matteo Akihiro Ogawa Tetyana Hoggan-Kloubert David Cooperrider Soong Hee Han Lloyd David Brown Susan Emme Messina Margaret L. Cain Rosa María Torres Madhu Suri Prakash Barbara Brackman Moses O. Oketch Advisory Committee for Online Learning (Canada) Elaine B. Sharp

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escaping education challenges the modern certainty that education is a universal good and a human right it opens doors to alternative landscapes of learning and living that still flourish at the grassroots within the cultures of the uneducated the undereducated and the illiterate who constitute the social majorities or the two thirds world it celebrates the richness of their traditions their pluriverse of commons common sense and communal teaching keeping at bay the modern reign of homo oeconomicus and homo educandus standing the all too familiar tale of education on its head it joins the regeneration of soil cultures resisting cultural meltdown in the global classroom

this qualitative study was prompted by the current climate of teacher accountability and educational reform efforts focused on teacher quality and effectiveness in the u s initiatives at both the national and state levels reflect top down professional

development policies that tend to prioritize one size fits all approaches to teacher development and ultimately serve to deprofessionalize teachers as a result little attention has been paid to understanding teachers professional learning in a grassroots sense therefore the purpose of this study was to examine how a group of elementary school teachers of literacy engaged collectively in grassroots professional learning in the context of top down professional development regulations building off the literature on grassroots social and economic development theories and grassroots movements grassroots professional learning emphasizes highly contextualized and collaborative forms of professional learning that are embedded in teachers everyday practice and can be understood as operating at the most grounded level of a school organization in relation to administrators and policy makers social learning theory framed my study and key concepts like grassroots distributed leadership and teacher agency offered different vantage points on a group of teachers professional learning processes and practices participants included an already in place group of four elementary school teachers who engaged in collective professional learning with each other data were collected using semi structured interviews as well as teacher created documents and audio recordings of group get togethers iterative coding methods were used to generate categories and themes four findings about grassroots professional learning emerged from my analysis putting down our roots focused on how this group of teachers developed navigated and nurtured their relationships with each other coming and staying together focused on the well being of the group itself getting messy with our learning described the interplay between the individual and the group in terms of the learning the teachers engaged in jointly and as individuals being savvy about institutional structures and processes captured how teachers in this group maximized their own learning within and even because of these constraints my study contributed a usefully messy and nuanced characterization of professional learning that is grounded in teachers day to day responsibilities practices and personal relationships given that the findings of this study highlighted the context specific and highly personal dimensions of teachers learning grassroots learning should not be considered a prescription for organic professional learning in schools rather informally recognizing and supporting teachers homegrown and effective professional learning is an important step in pushing back against systems and policies that measure professional development in more standardized ways

akihiro ogawa explores japan s recent embrace of lifelong learning as a means by which a neoliberal state deals with risk lifelong learning has been heavily promoted by japan s policymakers and statistics find one third of japanese people engaged in some form of these activities activities that increase abilities and improve health help manage the insecurity that comes with japan s new economic order and increased income disparity ogawa notes that the state attempts to integrate the divided and polarized japanese population through a newly imagined collectivity atarashii kōkyō or the new public commons a concept that attempts to redefine the boundaries of moral responsibility between the state and the individual with greater emphasis on the virtues of self regulation he discusses the history of lifelong

learning in japan grassroots efforts to create an entrepreneurial self community schools that also function as centers for problem solving vocational education and career education

this book offers a framework for adult civic learning positioning democracy not merely as a form of government but as an overarching way of living together where citizens understand and support essential principles of democracy these principles are often in conflict with one another meaning that citizens must negotiate the tensions that arise between them highlighting the principles of autonomy and solidarity and rationality and pluralism the authors explore the importance and dangers of each of them for democracy this framework for adult civic learning explores the implications of these competing principles for civic life and therefore civic learning and adult education practice the book will serve as a valuable resource for educators policymakers and individuals who are interested in promoting adult civic learning and ensuring the growth and vitality of democracy

this book is the first in a new series designed to facilitate an emergent dialogue around the issues of global change and cooperative potential written by an interdisciplinary group of leading scholars it explores how organizational scholarship and thinking can lead to a greater understanding of global issues topics discussed include global women leaders corporations as agents of global change international networking the development of global environmental regimes and collaborative knowledge creation

sparked by global capitalism s demand for new knowledge and new commodities as well as new logistical systems to deliver them the nature of education has changed significantly universities in striving to become a part of this knowledge society have focused on responding to these demands at the expense of the humanities and social sciences the dominance of this way of thinking primarily a product of western educational thought has clearly affected approaches to education in the east the originalities authenticities and unique perspectives of the east have failed to get enough attention subsumed by the focus on science and technology however many education systems are still endeavouring to capture some of the indigenous and authentic culture of their home countries incorporating national cultural ideals even in subjects with a primarily vocational focus although the drive for scientific knowledge has led to a degree of standardisation and convergence cultural differences still play a role in the education theory and policy of different countries this book examines these cultural differences between different east asian and south asian countries with chapters ranging from historical educational analysis to contemporary re interpretations of the construction of society and education in the east this book was originally published as a special issue of comparative education

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a photographic chronicle of backyard art with essays that examine various aspects of the work of grassroots artists

examines and decodes african ways of thinking and learning and beliefs and value systems this work uses pedagogical historical and sociological thinking and postmodern postcolonial and feminist theoretical approaches to interrogate ways to analyze lifelong learning in africa

in this report we discuss the opportunities that information and communications technologies particularly the internet present to our post secondary institutions the development of online learning and learners rapid adoption of it has sparked massive investments by institutions and corporations worldwide in this emerging market

this collection offers alternative explanations of local actions with a focus on conflict it features examples of experiences selected from various cities it examines how the responses of local governments to specific issues are influenced by such factors as political culture and institutions

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