

Educational Policy Analysis Debates and New Learning Technologies in England

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INTRODUCTION

New education policies and reforms have always encouraged analysts to scrutinise their effects and implications on education and training provisions. However, there has never been an agreement among different “factions” of analysts on which policy analysis framework(s) should be applied. The primary purpose of this article is to analyse educational policy in conjunction with a strategy for new technologies in education in England and draw some lesson for a wider context. To this end the process of the first major new technology policy on Further Education (FE), “Networking Lifelong Learning: An Information and Learning Technology Development Strategy for FE” (ILTSFE), Further Education Funding Council (FEFC) (1999a) has been examined.

To put the discussion in context, a synopsis of the major debates on educational policy analysis, particularly between the Pluralists and the Marxists are assessed. The main perspectives of educational policy analysis are explored to substantiate an argument that multiple perspectives should be applied in education policy analysis. A “policy spiral” model of education/new technologies is proposed as an alternative to the “policy cycle” framework, introduced by Ball (1990).

BACKGROUND

Governments around the world have acknowledged the necessity to plan strategically to exploit the social, economic and personal benefits of new technologies within a context of global competitiveness and continuous change. Selwyn (2011, p. 55) observes that following the publication of the Clinton-Gore administration’s National Information Infrastructure in 1993, governments across the globe passed legislation to augment technological resources – hardware, software, network

and training support. The UK National Grid for Learning, German Schulen ans Netz, and the Singaporean ICT Masterplan are examples of early policies drives. He summarises:

...[C]ountries such as the UK and US saw the launch and re-launch of often indistinguishable national educational technology policies and local initiatives throughout 1980s... [From the mid 1990s] onwards the field of educational technology [...] has attracted the sustained attention of policy-makers, figuring ever more prominently in the education policy agendas of countries around the world.

Selwyn (2011) concludes that now nearly every country in the world has made and implemented an educational technology policy.

The last UK Labour Government took various separate policy initiatives such as ILTSFE on new technology in education, particularly FE. From around year 2005, the Government attempted to coordinate its policy by linking different education, ICT and social reform policies to improve educational access, quality and widen participation to those social groups traditionally excluded from learning. The Government invested hugely in these initiatives. The current analysis concentrates on ILTSFE for its historical significance.

Debates on Educational Policy Analysis

Educational reforms have provided educational researchers with the opportunity to study changes and examine theoretical perspectives and methodological approaches to policy research. These studies debate the educational policy analysis perspectives held by the Pluralists and the Marxists who have particularly differing approaches to the role of the State in education policy and its reforms (Ranson, 1995). The Pluralists view is

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Educational Policy Analysis Structure And Justification

Brendan G. Carr



Educational Policy Analysis Structure And Justification:

Comparative Studies in Educational Policy Analysis Timothy Reagan, 2013-04-01 This book has a pedagogical goal in mind it is not a scholarly work so much as an applied text informed by scholarship and research The book's goal is to provide individuals who are teaching courses in comparative and international education educational administration educational policy and politics of education with a supplementary text that can be used to help their students develop skills in policy analysis evaluation and development As is explained in the book the problem that we face with respect to having students engage in hands on study of particular cases is that by focusing on real cases students are faced with either virtually unlimited data or insufficient data or indeed paradoxically with both problems In addition students come to such cases with all sorts of preconceptions that can cloud judgment in a host of ways By making use of fictitious case studies though we can carefully limit the amount of data with which students need to deal and we can also minimize the challenges presented by the baggage that students might bring with them about particular real nations

Educational Policy Donna H. Kerr, 1976
Complementary Research Methods for Educational Leadership and Policy Studies Chad R. Lochmiller, 2018-08-30 This edited volume brings together leading scholars from the fields of educational leadership and policy studies to discuss qualitative quantitative and mixed research methods in an accessible and pedagogically well designed volume Authors discuss ways in which various research methodologies and methods can productively be brought together to expand our current understanding of leadership issues and the contemporary policy context that surrounds them Chapters provide both practical recommendations for using the methods discussed as well as suggestions for further reading

Multiculturalism and Public Arts Policy David Pankratz, 1993-10-30 The idea of public support for the arts is being challenged Multiculturalism has been proposed as a worthy and necessary goal of public arts policy whether or not it should be is explored for the first time in this book Issues of cultural pluralism the relations of art and culture justice and affirmative action and artistic value are presented as essential points of debate in making decisions concerning public support of the arts This book will be of interest to professionals and teachers in the arts public policy arts management and education Its focus on multiculturalism and its analysis of basic concepts related to timely issues of public arts policy make it a unique contribution

Nigerian Cultural History and Challenges of Postcolonial Development Aderemi Suleiman Ajala, Samuel Oluwole Ogundele, 2023-04-05 An inspiring editorial analysis and interpretation of aspects of Nigerian history culture and politics from mankind's archaeological past to ethnographic present this book contextualises cultural history as instrument of sustainable development in postcolonial Nigeria Nigeria's rich cultural history defines its physical environment cultural diversities early industrial technology and even its various challenges of development Yet little is achieved in engaging cultural history as cultural experience for the country's development The gains of cultural history as a mirror of the past and inspiration for development is ignored This difficulty in harnessing the potential for development in Nigeria found in the

country's cultural history leaves us vulnerable to repeating past mistakes The book is accessible and aimed at giving the readers a unique and expansive understanding of history cultural knowledge and their applications in Nigerian postcolonial development agendas This makes the book essential for scholars of anthropology archaeology history linguistics sociology political science and geography as well as policy makers

Language, Education, and Ideology Timothy

Reagan, 2002-11-30 Language educators in general and foreign language educators in particular need to be aware of and sensitive to issues related to the interface and nexus of language education and ideology This work places foreign language education in its social context as well as applying critical pedagogy to the foreign language classroom to help educators become more aware of the social political historical and economic contexts in which they work and which effect the classroom setting Research and scholarship in critical pedagogy is impressive extensive and powerful and has had significant impact on nearly every aspect of contemporary educational scholarship One area in which critical theory and critical pedagogy have been slow to have a noticeable effect however is that of language education especially foreign language education Further while a number of important works address issues of critical literacy there are no general works presenting critical perspectives on language and language issues targeting classroom teachers and other educators This work offers a broad and comprehensive overview of language and linguistic issues that emerge in the classroom context from a critical philosophical perspective The central focus is on the nexus of issues of language education and ideology as the title suggests and specific topics covered will include language and power linguistic purism the marginalization of second language education in the United States the phenomenon of ideological monolingualism in the United States the hierarchy of the less commonly taught languages both in terms of its etiology and the ideological and hegemonic functions this hierarchy serves nonmainstream language varieties in school settings issues of linguistic legitimacy in the classroom context the politics and ideological context of bilingual education in the United States language policy both as a tool for oppression and as a means of empowerment and finally the need for critical language awareness on the part of all educators

A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond Zakeera

Docrat, Russell H Kaschula, Monwabisi K Ralarala, 2021-06-02 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics language and law This handbook includes varying comparative African and global case studies on the use of language's in courtroom discourse and higher education institutions Kenya Morocco Nigeria Australia Belgium Canada and India These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts the core of this handbook discussed in relation to case law and the beleaguered legal interpretation profession This handbook argues that linguistic transformation and decolonisation of South Africa's legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual

multilingual courtroom that enables access to justice for the majority of African language speaking litigants enforcing their constitutional language rights

In Defence of Open-Mindedness William Hare, 1985-06-01 William Hare believes that open mindedness the disposition to form a belief and if necessary to revise or reject it in the light of available evidence and argument stands in need of a defence because it is under widespread attack In this sequel to his highly regarded Open mindedness and Education 1979 he examines the numerous ways in which opposition to open mindedness is expressed and shows how these criticisms can be countered He argues that the general indictment of open mindedness as a habit of mind leading to nihilism and scepticism as well as to neglect of the emotions is based upon a misunderstanding of the nature of the concept which in his opinion is by no means incompatible with personal commitment and confidence Similar confusions are exposed in such areas as elementary schooling moral education educational standards methods of teaching the administration of schools and the teaching of science In each of these areas examples are taken from the writings of influential critics to illustrate the nature of the doubts concerning open mindedness doubts that are carefully analysed and show to rest ultimately upon erroneous assumptions And since he believes that many who set out to champion open mindedness manage to confuse this ideal with other notions Hare undertakes in a concluding chapter to protect the ideal from its would be friends and supporters

The Sociolinguistics of Sign Languages Ceil Lucas, 2001-10-04 This is an accessible introduction to the major areas of sociolinguistics as they relate to sign languages and deaf communities Clearly organised it brings together a team of leading experts in sign linguistics to survey the field and covers a wide range of topics including variation multilingualism bilingualism language attitudes discourse analysis language policy and planning The book examines how sign languages are distributed around the world what occurs when they come in contact with spoken and written languages and how signers use them in a variety of situations Each chapter introduces the key issues in each area of inquiry and provides a comprehensive review of the literature The book also includes suggestions for further reading and helpful exercises The Sociolinguistics of Sign Languages will be welcomed by students in deaf studies linguistics and interpreter training as well as spoken language researchers and researchers and teachers of sign language

Bilingual Education and Language Maintenance Nancy H. Hornberger, 2011-07-22 No detailed description available for Bilingual Education and Language Maintenance

Language and Social History Rajend Mesthrie, 1995 **School Law** Charles J. Russo, 2012-08-16 Education of America s school children always has been and always will be a hot button issue From what should be taught to how to pay for education to how to keep kids safe in schools impassioned debates emerge and mushroom both within the scholarly community and among the general public This volume in the point counterpoint Debating Issues in American Education reference series tackles the topic of school law Fifteen to twenty chapters explore such varied issues as academic freedom copyright privacy rights of students and of teachers due process rights unions and collective bargaining and more Each chapter opens with an introductory essay by the volume editor followed by point counterpoint articles written

and signed by invited experts and concludes with Further Readings and Resources thus providing readers with views on multiple sides of legal issues within the school setting and pointing them toward more in depth resources for further exploration

Quest for World-Class Teacher Education? Jun Li, 2016-07-25 Utilizing a case study method and a Multiperspectival Approach this volume presents a pioneering in depth study about China's teacher education policy since the 1990s It critically investigates the rational dynamic and complex implementation process taking place at the micro institutional level for the transformations of teacher education institutions The book first introduces the sociopolitical and cultural background of China's teacher education system and its challenges under the condition of globalization and illustrates major national initiatives for nurturing highly qualified teachers It then explores new teachers identities in an era of enhanced professionalism uncovers the ways they reflect China's teacher education reform and distills the rationales behind these policy actions This is followed by an analytic presentation of the findings of the case study of a provincial normal university with a particular focus on such core pieces of the implementation jigsaw as policy flow the dynamism of implementation sociopolitical and cultural confluence and institutional barriers in the complex process Lastly the book unravels key recommendations and implications for policy implementation studies from the China policy case and constructs a Chinese Zhong Yong Model of policy implementation and sheds new light on policy studies of teacher education reform in particular and public policy in general which may be transferable to other sociopolitical contexts seeking to nurture world class teachers and achieve educational excellence in a global age

The Foreign Language Educator in Society Timothy G. Reagan, Terry A. Osborn, 2001-12 Introduces teachers future teachers of foreign langs to what they need to know understand about lang lang attitudes lang practices lang rights lang policy and related issues Brings together foreign lang ed and critical pedagogy Designed for

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 Labor Literature United States. Department of Labor. Library,1977

Tools for Education Policy Analysis Jee-Peng Tan,Shobhana Sosale,2003 Annotation A training tool with several modules which include modeling worksheets Training modules cover Assessing Policy Options for Teacher Training and Pay Comparative Policy Analysis in Education Management of Teacher Deployment and Classroom Processes and Cost Effectiveness Analysis in Education Language in South Africa Rajend Mesthrie,2002-10-17 A wide ranging guide to language and society in South Africa The book surveys the most important language groupings in the region in terms of wider socio historical processes contact between the different language varieties language and public policy issues associated with post apartheid society and its eleven official languages Leading Dynamic Schools Sharon F. Rallis,Gretchen B. Rossman,Casey D. Cobb,Timothy G. Reagan,Aaron Kuntz,2007-06-27 Because the authors are critically aware of even the smallest detail and its ultimate effects on policy and stakeholders their conclusions are not only logical but very well thought out and can be applied for maximum benefit Michael Fisher Critical Thinking Specialist Starpoint Middle School Lockport NY The authors do an excellent job of recommending practical strategies to help school leaders reason through policy dilemmas As an academic a former practitioner and former member of an educational policy and advocacy organization I give a hats off to the authors for approaching educational policy and school leadership in this way Carri A Schneider Adjunct Faculty Urban Educational Leadership Program University of Cincinnati A practical guide for creating implementing and evaluating school policy This companion book to Principals of Dynamic Schools and Dynamic Teachers brings to life the process of making and enacting educational policy and helps decision makers evaluate interpret and analyze the policies that govern their schools In accessible language Leading Dynamic Schools presents educational leaders with a conceptual framework for developing effective and ethical school policies Organized by key issues such as English Language Learners inclusion and bullying the text incorporates vignettes research and relevant theories to illustrate how readers can Create a dialogue that represents the needs of all stakeholders Define relevant policies that are ethically sound Integrate legally mandated policies with schoolwide resolutions Providing a forum for critical reflection and community deliberation this insightful resource offers a practical policy making process that encourages thoughtful leadership and schoolwide collaboration Education Policy Analysis Dennis Chun-Lok Fung,Wai-mei Lui,2016-09-22 This book reports on a five year longitudinal study of the policy relating to the introduction of Liberal Studies which was developed as an interdisciplinary curriculum in the New Senior Secondary NSS academic structure in post colonial Hong Kong It also examines the implementation of Moral and National Education which has become one of the most recent controversial issues in Hong Kong s education policy Adopting a cross subject perspective it concludes by illustrating the roles of Liberal Studies and Moral and National Education in strengthening multi disciplinary learning and citizenship education in the NSS academic structure

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