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# Education in Western culture

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# Education In Western Culture

**Pernille Hviid, Mariann Märtsin**



## **Education In Western Culture:**

**Education in Western Culture** Robert Ulich,1965      **The Development of Education in Western Culture** Ralph Linnaeus Pounds,1968      **The Crisis of Western Education (The Works of Christopher Dawson)** Christopher Dawson,2010 A new edition of Christopher Dawsons classic work on Christian higher education      **Understanding Western Culture** Guobin Xu,Yanhui Chen,Lianhua Xu,2018-03-20 Promoting cultural understanding in a globalized world this collection offers a new perspective on Western philosophy and religion through the voices of Chinese scholars It examines the evolution of economic and political structures across the United States and the European Union as well as key developments in various educational systems in the United Kingdom Sweden the US France and Germany As an interdisciplinary study situated at the intersection of sociology history culture and philosophy this book re examines pivotal structures and developments in Western countries and provides readers with a succinct yet effective way of mastering a deeper understanding of Western culture      **A History of the Western Educational Experience** Gerald L. Gutek,2022-02-15 This comprehensive volume identifies and analyzes the significant ideas and institutions that shaped the Western educational heritage The author examines how worldwide events have impacted education in Europe North America and beyond The third edition incorporates fresh material about the ancient world European exploration and colonization of North America and India as well as updated chapters on education in the United Kingdom France Germany and Russia This edition has an expanded treatment of Carl Jung a new section on Margaret Naumburg and her Walden School and enhanced analysis of many other theorists It concludes with broadened coverage of nineteenth twentieth and twenty first century American education including many educators new to the third edition Each chapter contains a new feature Reflection Discussion and Research From Plato and Aristotle to John Dewey leading educators raised perennial concepts about education and truth meaning and value that remain relevant today In the progression from antiquity to the present some issues are marked by change and others by continuity all of which are important to consider discuss and research further

**Japan's Engineering Ethics and Western Culture** Natsume Kenichi,2021-07-29 Given that engineering significantly affects modern society ensuring its reliability is essential How then should society implement engineering ethics to ensure its reliability Can we expect engineering ethics to be nurtured naturally in the practice of engineering communities If not should the subject be compulsory in educational programs Japan is among the most advanced countries with respect to engineering however it was not until the end of the 1990s that current engineering ethics education was introduced into Japanese engineering education programs While economic globalization played a significant role in promoting this introduction expectations of Western individualistic ethics and a hesitancy toward a foreign culture laid the foundation Japan s **Engineering Ethics and Western Culture** Social Status Democracy and Economic Globalization examines the broad historical process of developing engineering ethics from the late nineteenth century to the twentieth century Even though the process

was rooted in Japan's original culture and influenced by the ideologies of respective periods such as nationalism and democracy it consistently acknowledged trends from the United States and other Western countries Natsume Kenichi discusses this history from a comprehensive perspective including not only engineering education but also science technology industry and higher education policies as well as various issues in science technology and society STS studies

**Music Education** Robert Walker, 2007 This is an important work that addresses the complex issues surrounding musical meaning and experience and the Western traditional justification for including music in education The chapters in this volume examine the important subjects of tradition innovation social change the music curriculum music in the twentieth century social strata culture and music education psychology science and music education including musical values and education Additional topics include the origins of mania aesthetics and musical meaning related to concepts that are well known to the ancient Greeks and Romans which are compared to contemporary life The rise of studies of musical behavior by social psychologists has been an important feature for the last two decades and the relevance of this development to music education is explored Articulating the difference between education and entertainment has been central to discussions and debates about the role of music in education since Plato and Aristotle first examined the problem Many of the questions and issues raised by these two Greek philosophers in ancient Greece about the nature of music and its role in education are highly relevant today and these are examined in the context of the twenty first century The writer stresses that music is a product of specific cultural ways of thinking and doing and its inclusion in education can only be justified in terms of the importance a particular culture places on its music as a valued art form The implications for music education are that those teaching music should focus in the ways musicians employ special cultural ways of thinking in their compositions and performance practices whatever the genre Contains 28 illustrations and 2 tables Education and Culture in Industrializing Asia Willy Wielemans, Pauline Choi-Ping Chan, 1992 *Culture in Education and Education in Culture* Pernille Hviid, Mariann Märtsin, 2019-11-18 In a world where the global engagement and international dialogue intensifies some areas of cultivated knowledge suffer from this dialogue and this has consequences for people and communities We propose education to be such a case The global dialogue in education tends to be restricted to and mediated by standardized measurements Such standards are meant to measure qualities of education and of student behavior and create the sought for condition for normative comparability and competition The obvious drawback is that cultural variability in local living as well as in education is rendered irrelevant Are there alternatives The book insists on maintaining the discussion about education on a global level but rather than moving towards homogenization and standardization of education the attention is drawn towards the potential for learning from creative fits and misfits between concrete local cultures institutional practices and global aims and standards of education This work brings together a group of educational and developmental researchers and scholars grappling to find culturally informed and sensitive modes of educating people and communities Case studies and examples

from four geographical contexts are being discussed China Brazil Australia and Europe While being embedded in these local cultures the authors share a conceptual grounding in cultural developmental theorizing and a vision for a culturally informed globalized perspective on education As the theme of the book is learning from each other the volume also includes commentaries from leading scholars in the field of cultural psychology and education

*Western Psychological and Educational Theory in Diverse Contexts* Julian Elliott, Elena Grigorenko, 2013-09-13 This book examines aspects of Western psychological and educational theory in relation to educational practice around the world and considers the extent to which current understandings are truly applicable to a range of diverse settings In so doing it also seeks to question where appropriate existing orthodoxies within Western educational systems

*Gu Mingyuan's Educational Thought* Yingjie Wang, 2025-04-01 This book systematically reviews the educational thought of Mr Gu Mingyuan one of the most prestigious educationists in contemporary China and details the development of his pioneering educational ideas The content covers virtually all areas of education from pre school to higher education and lifelong learning from general education to vocational education and informal learning In the process it comprehensively reflects Mr Gu's insights on global education and his perspectives on Chinese education reviews China's educational history assesses the status quo and outlines the future of education Since he has not only been a significant witness but also a key promoter of all major educational changes since China's reform and opening up over the past 40 years this book is more than a personal biography of a Chinese educationist rather it epitomizes the evolution of China's educational thinking over the past four decades

*Comparative Education* Robert F. Arnove, Carlos Alberto Torres, 2007 Comparative Education examines the common problems facing education systems around the world as the result of global economic social and cultural forces Issues related to the governance financing provision processes and outcomes of education systems for differently situated social groups are described and analyzed in specific regional national and local contexts

*Non-Western Educational Traditions* Timothy G. Reagan, 2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to *Indigenous Approaches to Educational Thought and Practice* reflecting not so much a

change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed

**Handbook of Research and Policy in Art Education** Elliot W. Eisner, Michael D. Day, 2004-04-12 The Handbook of Research and Policy in Art Education marks a milestone in the field of art education Sponsored by the National Art Education Association and assembled by an internationally known group of art educators this 36 chapter handbook provides an overview of the remarkable progress that has characterized this field in recent decades Organized into six sections it profiles and integrates the following elements of this rapidly emerging field history policy learning curriculum and instruction assessment and competing perspectives Because the scholarly foundations of art education are relatively new and loosely coupled this handbook provides researchers students and policymakers both inside and outside the field an invaluable snapshot of its current boundaries and rapidly growing content In a nutshell it provides much needed definition and intellectual respectability to a field that as recently as 1960 was more firmly rooted in the world of arts and crafts than in scholarly research

**Educational Leadership and Asian Culture** Peng Liu, Lei Mee Thien, 2023-08-11 Providing a window on educational leadership from an Asian cultural perspective Liu and Thien's edited collection describes how educational leadership is linked with national culture in the context of different Asian countries While much of the scholarship on this topic has been built on Western paradigms this book examines the measurement of school leadership from a diverse lens by taking cultural context into account while examining educational leadership Drawing on cross cultural perspectives the authors investigate the relationship between leadership for learning and societal culture in addition to the relationship between leadership style and culture The text provides a theoretical basis for understanding leadership in the context of Asian countries and offers practical suggestions for identifying effective and culturally sensitive leadership practices in similar cultural contexts An excellent resource for graduate students researchers in comparative education educational practitioners looking to improve their education practices and anyone interested in cultural leadership practices

Western-Educated Elites in Kenya, 1900-1963 Jim C. Harper, 2005-12-09 Western educated Elites in Kenya proposes to conduct a critical examination of the emergence of the American educated Kenyan elites the Asomi and their role in the nationalist movement and eventually their Africanization of the Civil and Private sectors in Kenya

**Comparing High-Performing Education Systems** Charlene Tan, 2018-09-03 Comparing High Performing Education Systems provides original insights into the educational structures ideologies policies and practices in Singapore Shanghai and Hong Kong Taking as its basis their global reputation and consistently strong performance in formal assessments the author provides an in depth analysis and comparison of these three education systems that draws on cutting edge research Chapters explore the dominant cultural and educational norms in Singapore Shanghai and Hong Kong to give a wider picture of these high performing education systems The performance of students in international large scale assessments such as Programme for

International Student Assessment PISA Trends in International Mathematics and Science Study TIMSS and Progress in International Reading Literacy Study PIRLS is considered alongside an exploration of attitudes to schooling tutoring and assessment The book shows how Singapore Shanghai and Hong Kong exemplify an East Asian Educational Model EAEM Such a model is rooted in and shaped by Confucian habitus unconscious and ingrained worldviews dispositions and habits that reflect the standards of appropriateness in a Confucian Heritage Culture aspires high performance a balance between academic excellence and holistic development and utilises educational harmonisation the art of bringing together different and contradictory means and ends to achieve desired educational outcomes Informative and thought provoking this book is a useful reference for policymakers researchers educators and general readers on high performing education systems school reforms in East Asia Confucian influences on education and cross cultural policy learning and transfer

**Challenges of Second and Foreign Language Education in a Globalized World** Mirosław Pawlak, Anna

Mystkowska-Wiertelak, 2017-09-07 This edited collection brings together papers by eminent scholars who attempt to demonstrate how challenges can most successfully be ameliorated with an eye to enhancing the effectiveness of the processes of language teaching and learning In Part One emphasis is placed on challenges that second language education has to face both those more general dealing with language policy issues and those more specific concerned with instructional options in the language classroom Part Two focuses on challenges involved in researching the processes of teaching and learning in the second and foreign languages classroom both with respect to research methodology and efforts to tap some variables impinging upon the effects of instruction Finally Part Three is devoted to challenges involved in second and foreign language teacher education the quality of which to a large extent determines the outcomes of second language education in any educational context

**Educational Progressivism, Cultural Encounters and Reform in Japan** Yoko

Yamasaki, Hiroyuki Kuno, 2017-06-26 Educational Progressivism Cultural Encounters and Reform in Japan provides a critical analysis of educational initiatives progressive ideas and developments in curriculum and pedagogy in Japan from 1900 to the present day Drawing on evidence of both cultural encounters and internal drivers for progressivism and reform this book re-evaluates the history of Japanese education to help inform ongoing and future debates about education policy and practice worldwide With contributions from Japanese scholars specialising in the history and philosophy of education and curriculum studies chapters consider key collaborative improvements to teacher education as well as group learning life education the creative arts and writing and education for girls and women The book examines Western influences including John Dewey Carleton Washburne and A S Neill as well as Japan's own progressive exports such as holistic Zenjin education Children's Villages and Lesson Study highlighting cultural encounters and progressive initiatives at both transnational and national levels The chapters reflect on historical and political background motivations influences and the impact of Japanese progressive education They also stimulate through argument and critical discussion a continuing discourse concerning

principles policy politics and practices of education in an increasingly globalised society A rigorous and critical study of the history of progressive education in Japan this book will interest an international readership of academics researchers and postgraduate students in the fields of progressive education comparative education social and cultural history history of education Japanese studies curriculum studies and the history of childhood     Education and Social Inequality in the Global Culture Joseph Zajda, Karen Biraimah, William Gaudelli, 2008-03-19 A major aim of Education and Social Inequality in the Global Culture which is the first volume in the 12 volume book series Globalisation Comparative Education and Policy Research edited by Joseph Zajda and his team is to present a global overview of the relationship of education socio economic status and globalization By examining some of the major education policy issues particularly in the light of recent shifts in education and policy research the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization education and policy driven reforms The spirit of dialogical encounter has very soundly directed editors efforts in organizing this volume The editors task is to deepen and in some cases open widely diverse and significant discourses related to globalization social stratification and education The impact of globalization on education policy and reforms is a strategically important issue for us all More than ever before there is a need to understand and analyze both the intended and the unintended effects of globalization on economic competitiveness educational systems the state and relevant policy changes all as they affect individuals educational bodies such as universities policy makers and powerful corporate organizations across the globe The evolving and constantly changing notions of national identity language border politics and citizenship which are relevant to education policy need to be critiqued by appeal to context specific factors such as local regional national areas which sit uncomfortably at times with the international imperatives of globalization



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