

Education, Modern Development, and Indigenous Knowledge

*An Analysis of Academic
Knowledge Production*

Seamus Mc Govern

Education Modern Development And Indigenous Knowledge An Analysis Of Academic Knowledge Production

Keengwe, Jared



Education Modern Development And Indigenous Knowledge An Analysis Of Academic Knowledge Production:

Education, Modern Development, and Indigenous Knowledge Seana McGovern, 2013-06-17 This book re conceptualizes the field of international and comparative education by utilizing indigenous knowledge as a central component for altering the dominant eurocentric social science research paradigm Examples from indigenous sources of knowledge are juxtaposed to the dominant discourses on education and modern development in subaltern societies in order to provide scholars with alternative ways of viewing education and development and to shape how subaltern peoples are understood and represented in academic research Bibliography Index

Investigating Local Knowledge Paul Sillitoe, 2019-05-23 Originally published in 2004 Local knowledge reflects many generations of experience and problem solving by people around the world increasingly affected by globalizing forces Such knowledge is far more sophisticated than development professionals previously assumed and as such represents an immensely valuable resource A growing number of governments and international development agencies are recognizing that local level knowledge and organizations offer the foundation for new participatory models of development that are both cost effective and sustainable and ecologically and socially sound This book provides a timely overview of new directions and new approaches to investigating the role of rural communities in generating knowledge founded on their sophisticated understandings of their environments devising mechanisms to conserve and sustain their natural resources and establishing community based organizations that serve as forums for identifying problems and dealing with them through local level experimentation innovation and exchange of information with other societies These studies show that development activities that work with and through local knowledge and organizations have several important advantages over projects that operate outside them Local knowledge informs grassroots decision making much of which takes place through indigenous organizations and associations at the community level as people seek to identify and determine solutions to their problems

Evidence-Based Inquiries in Ethno-STEM Research Iman C Chahine, Josef de Beer, 2021-01-01 The purpose of the edited volume is to provide an international lens to examine evidence based investigations in Ethno STEM research Ethno science Ethno technology Ethno engineering and Ethno mathematics These themes grew out of multi national multi institutional and multi disciplinary efforts to preserve as well as epitomize the role that Indigenous Knowledge Systems IKS play in cognitive development and its vital contributions to successful and meaningful learning in conventional and non conventional contexts Principled by the Embodied Situated and Distributed Cognition ESDC this innovative book will provide evidence supporting the embeddedness of a thinking in acting model as a fundamental framework that explains and supports students acquisition of scientific knowledge So often western science curricula are experienced as irrelevant since it does not take cognizance of the daily experiences and world in which the learner finds himself This book takes a socio cultural look at IKS and applies research in neuroscience to make a case its incorporation in the STEM Science Technology Engineering and Mathematics classroom We use the Embodied Situated

Distributed Cognition ESDC Model as conceptual framework in this book Although the value of IKS is often acknowledged in curriculum policy documents teachers are most often not trained in incorporating IK in the classroom Teachers lack of the necessary pedagogical content knowledge PCK in effectively incorporating IK in their classrooms is a tremendous problem internationally Another problem is that IK is often perceived as pseudo science and scholars advocating for the incorporation of IK in the school curriculum often do not contextualize their arguments within a convincing theoretical and conceptual framework

The Development of Higher Education in the United Arab Emirates Daniel Kirk,2010-03-10 The UAE sits astride an uncomfortable dilemma in terms of national development and international profile It seeks to be a regional and global power both economically and politically and to achieve this it needs to diversify and become less reliant on a workforce that is made up predominantly of expatriates many of whom are employed because they have a level of education unavailable among the general citizenry Alongside a rapid growth in public services and private commerce education is a stated national priority with the Ministry of Education setting out in its vision that education should achieve enduring development for the community The UAE higher education sector is growing at an astonishing rate However the apparent dilemma results from the call for a rapid growth in educational provision alongside the desire to produce a functioning and accessible education system in a relatively short time frame The UAE is a consumer of educational practice a nation that has a history of buying in the educational models and expertise it requires as opposed to the lengthier but possibly better suited process of building an indigenous education system from the ground up Developing a truly indigenous and new system to fit the needs of neophyte states although laborious expensive and problematic does allow a nation to mold specifically the needs of the country with the educational systems developed However the UAE through the model of borrowing systems and expertise was able to kick start the development of education in the country greatly decreasing the time needed to establish formal educational structures Such a situation may open up questions as to the suitability and efficacy of a predominantly imported educational provision for the indigenous population The UAE as a relatively new and emerging economy has the funds and support of the national leadership to actively pursue and seek educational systems and practices that will advance development and competitiveness To exam how globalized structures influence education in the UAE and beyond there needs to be an understanding and awareness of the context in which the education sector functions today As global economic forces and the labor needs of societies change then accountability control and governance of education becomes a contested area of public policy However what can be seen is that education is gaining in prominence in the public policy arena with governments and politicians realizing that in order to be globally competitive education must produce a skilled and efficient national workforce placing education firmly in the realm of human capital theory and policy

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

Decolonizing Global Citizenship Education Ali A Abdi, Lynette Shultz, Thashika Pillay, 2015-12-01 The ideas for this reader came out of a conference organized through the Centre for Global Citizenship Education and Research CGCER at the University of Alberta in 2013 With the high expansion of global citizenship education scholarship in the past 15 or so years and with most of this scholarship produced in the west and mostly focused on the citizenship lives of people in the so called developing world or selectively attempting to explain the contexts of marginalized populations in the west the need for multidirectional and decolonizing knowledge and research perspectives should be clear Indeed the discursive as well as the practical constructions of current global citizenship education research cannot fulfill the general promise of learning and teaching programs as social development platforms unless the voices of all concerned are heard and validated With these realities this reader is topically comprehensive and timely and should constitute an important intervention in our efforts to create and sustain more inclusive and liberating platforms of knowledge and learning This collection of cutting edge theoretical contributions examines citizenship and neo liberal globalization and their impacts on the nexus of the local and global learning production of knowledge and movements of people and their rights Case studies in the collection also provide in depth analysis of lived experiences that challenge the constructed borders which derive from colonial and imperial re structuring of the contemporary world and nation states The contributors articulate agency in terms of both resistance and proactive engagement toward the construction of an alternative world which acknowledges equality justice and common humanity of all in symbiosis with the social and natural environment It is a valuable reader for students scholars practitioners and activists interested in the empowering possibilities of decolonized global citizenship education

N Dr *Indigenous Peoples' Rights in Southern Africa* Robert K. Hitchcock, Diana Vinding, 2004 This book is concerned with the first peoples those people who are considered indigenous by themselves and others of southern Africa such as the San the Nama and the Khoi and their rights Although living in democratic countries like Namibia

South Africa Zimbabwe and Botswana and in principle sharing the same rights and responsibilities as the rest of the population practice shows that these peoples more often than not are at the margins of the societies in which they live they often face extreme poverty and they frequently are subjected to discriminatory treatment and exposed to all kinds of human rights abuses Robert K Hitchcock is professor of anthropology and geography at the University of Nebraska Lincoln USA He has done extensive research and development work in southern Africa in general and among San peoples in particular Diana Vinding is an anthropologist working with the International Work Group for Indigenous Affairs IWGIA in Copenhagen

Adapting pedagogy to cultural context Jovina Tibenda,Matthew Jukes,Yasmin Sitabkhan,2021-09-23 This paper argues that many pedagogical reform efforts falter because they fail to consider the cultural context of teacher and student behavior Little guidance exists on how to adapt teaching practices to be compatible with culturally influenced behaviors and beliefs We present evidence from three studies conducted as part of a large basic education program in Tanzania showing that some teaching activities are less effective or not well implemented because of culturally influenced behaviors in the classroom namely children s lack of confidence to speak up in class a commitment to togetherness fairness and cooperation avoidance of embarrassment and age graded authority We propose ways teaching activities can be adapted to take these behaviors into account while still adhering to fundamental principles of effective learning including student participation in their own learning teaching at the right level and monitoring students as a basis for adjusting instruction Such adaptations may be made most effective by engaging teachers in co creation of teaching activities

Knowledge, Control and Critical Thinking in Singapore Leonel Lim,2015-09-07 This book examines how critical thinking is regulated in Singapore through the process of what the influential sociologist of education Basil Bernstein termed pedagogic recontextualization The ability of critical thinking to speak to alternative possibilities and individual autonomy as well as its assumptions of a liberal arrangement of society is problematized in Singapore s socio political climate By examining how such curricular discourses are taken up and enacted in the classrooms of two schools that cater to very different groups in society the book foregrounds the role of traditional high status knowledge in the elaboration of class formation and develops a critical understanding of post developmental state initiatives linked to the parable of modernization in Singapore Knowledge Control and Critical Thinking in Singapore offers chapters on Critical Thinking and the Singapore State Meritocracy Illiberalism and Neoliberalism Sacred Knowledge and Elite Dispositions Recontextualizing Critical Thinking in an Elite School Power Knowledge and Symbolic Control Official Pedagogic Identities and the Politics of Recontextualization This book will appeal to scholars in comparative education studies curriculum studies and education reform It will also interest scholars engaged in Asian studies who are struggling to understand issues of education policy formation and implementation particularly in the areas of critical thinking and other knowledge skills

Gender, Equality and Education from International and Comparative Perspectives David Baker,Alexander W. Wiseman,2009-04-03 Investigates the often controversial relationship between

gender equality and education from international and comparative perspectives This volume also investigates whether gender equality in education is really being achieved in schools around the world or not **Indigenous Knowledges, Development and Education** ,2019-02-11 Indigenous knowledges are the subject of much discussion and debate in many contemporary academic fields This is no less true in the fields of education and development studies two fields with long histories of interaction with indigenous knowledges and peoples Yet despite this similar level of interest and interaction there has yet to emerge a book that draws together the two fields as they interact with and learn from indigenous epistemologies This then is the starting point of this book Drawing together a selection of authors whose work speaks to the interconnection of the three areas of knowledge the chapters examine how these knowledges co exist in a number of specific sites The collection includes a decolonizing critique of the fields and practice of development and education a discussion of indigenous knowledge as a source of learning for the teaching of development studies an examination of the use of local traditional indigenous knowledges in sustainable livelihoods projects a reflection on building collaboration towards the emergence of an indigenous research methodology a thinking through of the linkages between language development and education in an indigenous Canadian community a personalized account of the impact of indigenous knowledges on the formation of a young medical student and a reflection on dialogue between western health practitioners and traditional bonesetters in northern Ghana With each of these contributions the book aims not to define the terrain and thereby limit the rich debate around each of the terms in the book s title but rather to allow for an interplay of ideas Ultimately the book is an attempt to provide varied examples of how different epistemologies can inform each other and contribute to knowledge production that reflects diverse ways of knowing about Indigenous knowledges development and education **Trojan-Horse Aid** Susan Walsh,2014-11-01 In a compelling first hand account of development assistance gone awry Susan Walsh recounts how national international and multilateral organizations failed the Jalq a people in the Bolivian Andes during the early millennium Intent on assisting potato farmers development organizations pushed for changes that ultimately served their own interests paradoxically undermining local resilience and pushing farmers off their lands Trojan Horse Aid challenges the idea of Western capacity building particularly the notion that introduced technologies related to food production are essential ingredients for sustainable livelihoods among farmers Walsh argues that the well intentioned organizations working in Jalq a communities paid insufficient attention to longstanding knowledge that has supported human survival in regions where the natural world has the upper hand Walsh goes beyond a critical review of misguided aid to offer reflections on the relationship between indigenous knowledge and resilience theory the hopeful future of development assistance and the contradictions in her own hybrid role as researcher and development practitioner In light of growing global concern over the worsening food crisis and interconnected climate extremes Trojan Horse Aid offers an important critique of development practices that undermine peasant strategies as well as suggestions for more effective approaches for the future *Advancing Democracy Through*

Education? Doyle Stevick, Bradley A. U. Levinson, 2008-09-01 This book explores the diversity of American roles in such cross cultural engagement in education for democracy both within the United States and around the world Cross cultural engagement in education for democracy inevitably bears the impressions of each culture involved and the dynamics among them Even high priority well funded U S government programs are neither monolithic nor deterministic in their own right but are rather reshaped adapted to their contexts and appropriated by their partners These partners are sometimes called recipients although that label is problematic Recipient both gives a misleading impression that partners are relatively passive in the overall process and its use is a reflection of some outside donors or experts stance that they are delivering goods or expertise The authors of these chapters pay close attention to the cultures contexts structures people and processes involved in education for democracy Woven throughout this volume s qualitative studies are the notions that contacts between powers and cultures are complex and situated that agency matters that local meanings play a critical role in the dynamic exchange of peoples and ideas The authors span an array of fields that concern themselves with understanding languages cultures institutions the close view of daily life and the broad horizon of the past that shapes the present history anthropology literacy studies policy analysis political science and journalism Together these 10 chapters provide a rich sampling of the diverse contexts and ways in which American ideas practices and policies of education for democracy are spread encountered appropriated rejected or embraced around the world While not meant to provide a complete or systematic overview of the American influence on education for democracy around the world the volume nevertheless introduces concepts identifies processes notes obstacles and challenges and reveals common themes that can help us to understand American influence on education for democracy more clearly wherever it occurs **The Heartbeat of Indigenous Africa** R. Sambuli

Mosha, 2002-12-24 Empowered by findings and insights from the wit and wisdom of the indigenous Chaga educational system Dr Mosha contends that an authentic educational program in Tanzania and elsewhere should be holistic in its unrelenting quest to educate the entire person body mind and spirit He provides a comprehensive description of the indigenous schooling process and its underlying fundamental virtues and then proposes that modern education should give equal emphasis to both the spiritual development of students as well as to their intellectual growth in knowledge science and technology Dr Mosha argues that for its own advantage and survival education has to prioritize moral consciousness and responsibility in its students in order to attain academic excellence Without a consistent moral living and moral action by all who teach and learn education eventually plunges into hopeless mediocrity It becomes the proverbial salt which loses its saltiness This book provides several unique contributions to the academy First it illustrates how the Chaga people of N Tanzania cherish everyday experience and every here and now situation as teachable moments teaching moments and learning moments It is also uniquely rich in its description of stories riddles proverbs and rituals as powerful tools of holistic education Thirdly the book breaks ground by comprehensively articulating specific indigenous virtues such as reverence self control silence and

thoughtfulness courage diligence in work and communality This book therefor makes a unique contribution in the areas of Indigenous Knowledge Spirituality Education African American Studies African Studies Religious Studies Anthropology et cetera The author s stories personal experiences and thick descriptions are so fundamental that every reader will rediscover in this book similar experiences in his her own life *Handbook of Research on Transformative and Innovative Pedagogies in Education* Keengwe, Jared,2022-05-13 Various pedagogies such as the use of digital learning in education have been used and researched for decades but many schools have little to show for these initiatives This contrasts starkly with technology supported initiatives in other fields such as business and healthcare Traditional pedagogies and general digital technology applications have yet to impact education in a significant way that transforms learning A primary reason for this minimal impact on learning is that digital technologies have attempted to make traditional instructional processes more efficient rather than using a more appropriate paradigm for learning As such it is important to look at digital technology as a partner and use transformative applications to become partners with students not teachers to empower their learning process both in and out of school The Handbook of Research on Transformative and Innovative Pedagogies in Education is a comprehensive reference that identifies and justifies the paradigm of transformative learning and pedagogies in education It provides exemplars of existing transformative applications that if used as partners to empower student learning have the potential to dramatically engage students in a type of learning that better fits 21st century learners Covering topics such as gamification project based learning and professional development this major reference work is an essential resource for pre service and in service teachers educational technologists instructional designers educational administration and faculty researchers and academicians seeking pedagogical models that inspire students to learn meaningfully **Handbook of Research on Science Education** Sandra K. Abell,Ken Appleton,Deborah Hanuscin,2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org> *International Handbook of Research on Environmental Education* Robert B. Stevenson,Robert Stevenson,2013 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation

across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA Education and Climate Change Fumiyo Kagawa,David Selby,2010-04-15 There is widespread consensus in the international scientific community that climate change is happening and that abrupt and irreversible impacts are already in motion In this volume contributors review and reflect upon social learning from and within their field of educational expertise in response to the concerns over climate change International Handbook of Primary Technology Education Clare Benson,Julie Lunt,2011-11-16 This international handbook offers an in depth study of the development of primary Technology or Design and Technology education worldwide It is unique in that it focuses on the way in which the building blocks for this subject have been established providing much needed research and information for those involved with secondary education and beyond to draw on The inclusion of Technology education into primary curricula has gathered momentum for the last two decades as its importance and relevance to children s lives has been realised by educators This handbook offers a detailed insight into the many and varied ways in which countries have incorporated the subject into children s primary school experiences and issues that have arisen during its implementation The authors all work in the field of primary technology education and have been actively involved in curriculum development and research in their own countries The first part of the book is devoted to the introduction the development and implementation of Technology education into the primary curricula of countries worldwide Reasons for this movement successes and barriers to development are discussed and speculation about the future of Technology education is reflected upon The second part of the book relates to issues that have arisen as the subject has grown over the last twenty years and consideration needs to be given to these if future successes are to be achieved Classroom practice including designing and ICT teacher education enterprise sustainability and indigenous technology are all reflected upon and support the notion of technology as a valued and valuable part of the primary curriculum This book should be of interest to undergraduate and graduate students practitioners researchers curriculum developers policy makers and professional development providers who are involved with and have an interest in primary technology education worldwide African Education and Globalization Ali A. Abdi,Korbla P. Puplampu,George Jerry Sefa Dei,2006-01-01 Containing both theoretical discussions of globalization and specific case analyses of individual African countries this collection of essays examines the intersections of African education and globalization with multiple analytical and geographical emphases and intentions

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