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Educational Reform in Post-Soviet Russia

LEADERS AND PROSPECTS



Edited by Ilan Elcott, Larry E. Holman and Vera Kaplan

Educational Reform In Post Soviet Russia Legacies And Prospects

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Educational Reform In Post Soviet Russia Legacies And Prospects:

Educational Reform in Post-Soviet Russia Ben Eklof, Larry E. Holmes, Vera Kaplan, 2004-08-02 This volume consists of a collection of essays devoted to study of the most recent educational reform in Russia In his first decree Boris Yeltsin proclaimed education a top priority of state policy Yet the economic decline which accompanied the collapse of the Soviet Union dealt a crippling blow to reformist aspirations and to the existing school system itself The public lost faith in school reform and by the mid 1990s a reaction had set in Nevertheless large scale changes have been effected in finance structure governance and curricula At the same time there has been a renewed and widespread appreciation for the positive aspects of the Soviet legacy in schooling The essays presented here compare current educational reform to reforms of the past analyze it in a broader cultural political and social context and study the shifts that have occurred at the different levels of schooling from political decision making and changes in school administration to the rewriting textbooks and teachers everyday problems The authors are both Russian educators who have played a leading role in implementation of the reform and Western scholars who have been studying it from its very early stages Together they formulate an intricate but cohesive picture which is in keeping with the complex nature of the reform itself Contributors Kara Brown Indiana University Ben Eklof Indiana University Isak D Froumin World Bank Moscow Larry E Holmes University of South Alabama Igor Ionov Russian History Institute of the Russian Academy of Sciences Viacheslav Karpov Elena Lisovskaya Western Michigan University Vera Kaplan Tel Aviv University Stephen T Kerr University of Washington James Muckle University of Nottingham Nadya Peterson Hunter College Scott Seregny Indiana University Purdue University Indianapolis Alexander Shevyrev Moscow State University Janet G Vaillant Harvard University

A History of Education in Modern Russia Wayne Dowler, 2021-08-12 A History of Education in Modern Russia is the first book to trace the significance of education in Russia from Peter the Great s reign all the way through to Vladimir Putin and the present day Individual chapters open with an overview of the political social diplomatic and cultural environment of the period in order to orient the reader Dowler then goes on to analyse the aims of education initiatives in each era before considering the ways in which Russians experienced education both as students and as teachers Each chapter concludes with an assessment of the outcomes and consequences of education policies in the period both the successes and failures as well as the impact of education on the cultural social economic and ultimately political environments The chronologically arranged book also traces and then summarises underlying key themes like the tension between an open system of education and an estate based system the push and pull between utility and the broader goal of human development and the effects of centralized authoritarian control that for much of the period limited local initiative and starved the regions of adequate resources

Beyond Fragmentation: Didactics, Learning and Teaching in Europe Meinert Meyer, Brian Hudson, 2011-05-30 There is great diversity in teacher education systems and approaches to learning and teaching practice across Europe even though the practical everyday problems of the

various national education systems may be very similar Against this background in the field of research on didactics learning and teaching it is important to overcome fragmentation and to find common ground In this book the editors demonstrate how far we have come over recent years in advancing research in the field which has the ultimate aim of improving learning and teaching The editors recognise the diverging national and local practices as a starting point in searching for common ground and in creating shared understandings The book is organised in six parts with 26 chapters in which the authors examine whether there is a paradigmatic shift from teaching to learning take a closer look at various teacher education models and their empirical basis discuss the importance of subject didactics curriculum work and lesson planning and analyse the impact of Information and Communication Technologies on didactical design Finally they relate the empirical findings to theory construction and offer proposals to further advance this vital field by increasing levels of international co operation **Civic**

Engagement in Global Contexts Jim Bowman, Jennifer deWinter, 2021-12-01 This volume examines the role of writing rhetoric and literacy programs and approaches in the practice of civic engagement in global contexts Writing programs have experience in civic engagement and service learning projects in their local communities and their work is central to developing students literacy practices Further writing programs compel student writers to attend to audience needs and rhetorical exigencies as well as reflect on their own subject positions Thus they are particularly situated to partner with other units on college campuses engaged in global partnerships Civic Engagement in Global Contexts provides examples and evidence of the critical self reflection and iteration with community partners that make these projects important and valuable Throughout its thirteen chapters this collection provides practical pedagogical and administrative approaches for writing studies faculty engaging with global learning projects as well as nuanced insight into how to navigate contact zones from the planning stages of projects to the hard work of self reflection and change Partnerships and projects across national borders compel the field of rhetoric and composition to think through the ethics of writing studies program design and teaching practices Doing this difficult work can disrupt presumptive notions of ownership that faculty and administrators hold concerning the fields involved in these projects and can even lead to decentering rhetoric composition and other assumptions held by US based institutions of higher education Civic Engagement in Global Contexts will be useful to instructors advisors and project managers of students in faculty led project learning in overseas settings international service learning through foreign study programs and foreign study itself and to faculty members introducing civic engagement and community based learning projects with foreign students in overseas institutions Contributors Olga Aksakalova James Austin Maria de Lourdes Caudillo Zambrano Rebecca Charry Roje Patricia M Dyer Tara E Friedman Bruce Horner Kathryn Johnson Gindlesparger Adela C Licon Ian Mauer Joyce Meier Susan V Meyers Sadia Mir Stephen T Russell World Yearbook of Education 2011 Lyn Yates, Madeleine Grumet, 2011-02-01 How do curriculum conceptions of knowledge and the schooling experiences of young people engage the great issues of this tumultuous time Curriculum is always influenced by the events that shape our

world but when testing and bench marking preoccupy us we can forget the world that is both the foundation and the object of curriculum This edited volume brings together international contributors to analyze and reflect on the way the events of the last decade have influenced the curriculum in their countries As they address nationalism in the face of economic globalisation the international financial crisis immigration and the culture of diaspora they ask how national loyalties are balanced with international relationships and interests They ask how the rights of women and of ethnic and racial groups are represented They ask what has changed about history and civics post 9 11 and they ask how countries that have experienced profound political and economic changes have addressed them in curriculum These interactions and changes are a subject of particular interest for an international yearbook in that they are almost always permeated by global movements and influenced by multinational bodies and practices And as these essays show in curriculum global and international issues are explicitly or implicitly also about local and national interests and about how citizens engage their rights and responsibilities This volume brings together a new approach to perspectives on curriculum today and a new collection of insights into the changes from different parts of the world which discuss How is the world represented in curriculum How do responses to world events shape the stories we tell students about who they are and can be This book will be of great benefit to

educational researchers and policy makers as well as undergraduate and postgraduate students **Globalization on the Margins** Iveta Silova,2011-01-01 The essays in Globalization on the Margins explore the continuities and changes in Central Asian education development since the collapse of the Soviet Union in 1991 Reflecting on two decades of post socialist transformations they reveal that education systems in Central Asia responded to the rapidly changing political economic and social environment in profoundly new and unique ways Some countries moved towards Western models others went backwards and still others followed entirely new trajectories Yet elements of the old system remain Rather than viewing these post Soviet transformations in isolation Globalization on the Margins places its analyses within the global context by reflecting on the interaction between Soviet legacies and global education reform pressures in the Central Asian countries of Kazakhstan Kyrgyzstan Tajikistan Turkmenistan and Uzbekistan Instead of portraying the transition process as the influx of Western ideas into the region the authors provide new lenses to critically examine the multidirectional flow of ideas concepts and reform models within Central Asia Notwithstanding the variety of theoretical perspectives methodological approaches and conceptual lenses the authors have one thing in common both individually and collectively they reveal the complexity and uncertainty of the post Soviet transformations By highlighting the political nature of the transformation processes and the uniqueness of historical political social and cultural contexts of each particular country Globalization on the Margins portrays post Soviet education transformations as complex multidimensional and uncertain processes Holocaust

Education in Lithuania Christine Beresniova,2017-03-08 Holocaust Education in Lithuania is based on a six year multi sited ethnographic research project that was conducted to analyze the effects of the controversial policies of Holocaust education

which were introduced as conditions of membership for access into post Soviet western alliances In order to understand how individuals take up transnational policies and programs intended to support democratization Beresniová delves into rarely discussed issues She looks at the means through which inherent cultural and political assumptions have had an impact on the ways in which memory and history are used in educational programs She also scrutinizes the motivating factors for involvement in Holocaust education such as the importance of community building civic activism beyond the topic of the Holocaust and the perceived power of the international community in dictating domestic education policy guidelines Beresniová contends that educators must acknowledge the political and cultural elements in Holocaust education programs and policies or risk undermining their own efforts This book is recommended for scholars of anthropology education history political science and European studies

Labor of Learning Alexander Sidorkin, 2019-02-11 This book is about the end of an era in education It argues that schooling as we know it will cease to exist and be replaced with something else Education will undergo a radical fundamental change replacing traditional compulsory schooling with a market based system of learning that is finely tuned to demand and does not rely on extra economic coercion The premise of the book is to treat school learning as a form of labor Its genre lies somewhere between educational theory and a political economy of education The author explores the origins of the contemporary mass schooling models and redefines school learning in terms of labor with special reference to genesis of education and to the history of childhood in its connection with schooling Schools are described as islands of non market semi feudal economies in the midst of the sea of markets which explains some of the most common worries about learning motivation The book offers several critiques of the most influential thoughts on schooling today Progressivism the Human Capital theory the belief in intrinsic motivation the voucher movement and the accountability reform And finally it outlines two alternative solutions for educational problems which stem from the essential lack of learning motivation This book is an invitation to resurrect the tradition of asking fundamental questions about education Improving what is essentially a flawed institution can take us only so far the author is inviting the reader to go further

Historical Dictionary of the Russian Federation Robert A. Saunders, 2019-09-20 Straddling Europe and Asia the Russian Federation is the largest country in the world and home to a panoply of religious and ethnic groups from the Muslim Tatars to the Buddhist Buryats Over the past 40 years Russia has experienced the most dramatic transformation of any modern state The second edition of Historical Dictionary of the Russian Federation provides insight into this rapidly developing country This volume includes coverage of pivotal movements events and persons in the late Soviet Union 1985 1991 and contemporary Russia 1991 present This second edition of Historical Dictionary of the Russian Federation contains a chronology an introduction and an extensive bibliography The dictionary section has over 700 cross referenced entries on important personalities politics economy foreign relations religion and culture This book is an excellent resource for students researchers and anyone wanting to know more about Russia

Preparing Teachers to Work with English Language

Learners in Mainstream Classrooms Luciana C. de Oliveira, Mike Yough, 2015-01-01 Co published with TESOL Press There is a growing need for knowledge and practical ideas about the preparation of teachers for English language learners ELLs a growing segment of the K 12 population in the United States This book is for teachers administrators and teacher educators looking for innovative ways to prepare teachers for ELLs and will position teachers to empower these students This volume will appeal mostly to those preparing teachers in contexts that have not have historically had large numbers of ELLs but have had a high rate of recent growth e g Midwestern U S This work is the combination of teacher preparation and ELL issues This volume is unique in tackling pre service and inservice teacher preparation Additionally the chapters collectively aim to go beyond merely equipping teachers to meet the needs of ELLs but to reach a level of effectiveness with the outcome of equity The book highlights the knowledge skills and beliefs of teachers about ELLs Part I addresses teacher perceptions of and beliefs about ELLs and teacher preparation specifically addressing what they should know in terms of students perspectives Chapters attend to the experiences and beliefs of immigrant teachers about their roles the role of service learning in teacher preparation and the potential of understanding home literacy practices to change teacher beliefs about ELLs Part II focuses on skills necessary to teach ELLs writing skills teachers can draw on to inform their teaching practices technological skills teachers need to develop and skills related to focusing on the Common Core State Standards for English language arts and mathematics Each chapter explicitly addresses implications for teacher education or professional development

Difference and Sameness in Schools Laura Gilliam, Christa Markom, 2024-04-01 Presenting European Anthropology of Education through eleven studies of European schools this volume explores the constructing and handling of difference and sameness in the central institutions of schools Based on ethnographic studies of schools in Greece England Norway Italy Switzerland the Czech Republic Spain Austria Russia Germany the Netherlands and Denmark it illustrates how anthropological studies of schools provide a window to larger society It thus offers insights into cultural lessons taught to children through policies institutional structures and everyday interactions as well as into schools entanglement in state projects cultural processes societal histories and conflicts and hence into contemporary Europe

Philosophical and Cultural Interpretations of Russian Modernisation Katja Lehtisaari, Arto Mustajoki, 2016-09-13 In this book the expert international contributors attempt to answer questions such as How far is it possible to attribute change in contemporary Russia as due to cultural factors How does the process of change in cultural institutions reflect the general development of Russia Are there certain philosophical ideas that explain the Russian interpretation of a modern state This edited volume elaborates on processes of Russian modernisation regarding a wide range of factors including the use of modern technology elements of civil society a reliable legal system high levels of education equality among citizens freedom of speech religion and trade The main focus is on the Putin era but historical backgrounds are also discussed adding context The chapters cover a wide spectrum of research fields from philosophy and political ideas to gender issues language the education system and

the position of music as a constituent of modern identity Throughout the book the chapters are written so as to introduce experts from other fields to new perspectives on Russian modernisation and de modernisation processes It will be of great interest to postgraduates and scholars in Philosophy Politics IR Music and Cultural Studies and of course Russian studies

Education in/for Socialism Tom Griffiths,Zsuzsa Millei,2017-10-02 This book re examines aspects of historical socialism and includes case studies of education within twenty first century socialist and post socialist contexts shaped by the trajectories of historical socialism Through these case studies contributions offer insights into key questions How are education systems and student subjectivities shaped by post socialist trajectories and current regional politics economics and resistance movements How do sedimented socialist discourses and geographies alter and contest the neoliberal child and childhood in post socialist education How have disjunctures between the rhetoric of historical Marxism Leninism and the practices of educators students and student political organizations played out under socialism and what could we learn from that for our present How much emancipatory potential is there in the theories and practices of popular education for combatting injustice in the absence of mass revolutionary political parties Above all this volume affirms the need to move beyond simplistic accounts of historical socialism and post socialist transitions By exploring how socialist trajectories remain influential and have potential in our current contexts this book contributes to the work of politically engaged educators working to re imagine and reconstruct education This book was originally published as a special issue of Globalisation Societies and Education

Globalisation, Nation-Building and History Education Joseph Zajda,John Whitehouse,2024-03-19 This book uses historiography and discourse analysis to provide a new insight into understanding the nexus between ideologies the state and nation building as depicted in history school textbooks It focuses on the interpretation of social and political change significant events and examining possible new biases and omissions in school textbooks The Europeanization of history textbooks in the EU is an example of western dominated Grand Narrative of pluralist democracy multiculturalism and human rights according to the canon of a particularly European dimension Various public debates in the USA China the Russian Federation RF Japan and elsewhere dealing with understandings of a nation building national identity and history education point out to parallels between the political significance of school history and the history education debates globally The book demonstrates that the issue of national identity and balanced representations of the past continue to dominate the debate surrounding the goals dominant ideologies and content of history textbooks and historical narratives It concludes that competing discourses and ideologies will continue to define and shape the nature and significance of historical knowledge ideologies and the direction of values education in history textbooks This book provides an easily accessible practical yet scholarly insights into local and global trends in the field of history education and should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

Informal Nationalism After Communism Abel

Polese, Oleksandra Seliverstova, Emilia Pawlusz, Jeremy Morris, 2018-03-20 Since the collapse of the Soviet Union nation building and identity construction in the post socialist region have been the subject of extensive academic research The majority of these studies have taken a top down approach focusing on the variety of ways in which governments have sought to define the nascent nation states and in the process have often oversimplified the complex and overlapping processes at play across the region Drawing on research on the Balkans Central Asia the Caucasus and Eastern Europe this book focuses instead on the role of non traditional non politicised and non elite actors in the construction of identity Across topics as diverse as school textbooks turbofolk and home decoration contributors each an academic with extensive on the ground experience identify and analyse the ways that individuals living across the post socialist region redefine identity on a daily basis often by manipulating and adapting state policy In the process *Nation Building in the Post Socialist Region* demonstrates the necessity of holistic trans national and inter disciplinary approaches to national identity construction rather than studies limited to a single state territory This is important reading for all scholars and policymakers working on the post socialist region

Russia in the Twentieth Century David R. Marples, 2014-01-14 The history of Russia as the natural successor to the Soviet Union is of crucial importance to understanding why communism ultimately lost out to Western democracy and the free market system David Marples presents a balanced overview of 20th century Russian history and shows that although contemporary Russia has retained many of the practices and memories of the Soviet period it is not about to revert back to the Soviet example

Intercultural Encounters in Education Ulla Kriebner, Roberta Maierhofer, Hermine Penz, 2014 What kind of cultural encounters enhance cultural awareness and intercultural competence in educational contexts This volume highlights the potential of different types of inter cultural encounters for intercultural learning and developing critical cultural awareness in education The book's articles explore the potential of critical reading of classical and other culturally relevant texts as well as physical or virtual encounters with people from other cultures as part of course activities for the development of intercultural competence Series Intercultural Education Interkulturelle Padagogik Vol 13 Subject Education Cultural Studies

Research in Economic History Christopher Hanes, Susan Wolcott, 2020-09-30 Research in Economic History is a well established publication presenting influential work by leading researchers in the field of economic history including economists historians and demographers

Grand Theater Larry E. Holmes, 2009-06-16 *Grand Theater* examines bureaucracy not as a readily identifiable structure but rather as a process of day to day operation Thus it is concerned with how agencies of both the communist party and the state apparatus not only implemented directives from above but also responded to perceived successes and failures chose to produce share and conceal information and reacted when common citizens injected themselves into governance by making demands and complaints It concentrates on the 1930s as a seminal period when Stalin's regime established a hypercentralized system that dominated the Soviet Union until its collapse and the Russian Federation since then It also focuses on the administration of

schools as the primary window through which to examine governance because of the importance of education to Soviet authorities most notably Stalin himself and the accessibility of archival documents in this field one not classified as particularly sensitive Grand Theater provides novel insights into the functioning of Stalinist bureaucracy brings to the forefront a new understanding of center periphery relations and reveals the important role of individuals in what has heretofore been largely regarded when beyond the Kremlin's inner circle as a highly impersonal system It also examines in unprecedented ways the reciprocal relationship between ideology and policy formation on the one hand and actual administrative practices on the other a relationship that more often than not had negative and dysfunctional consequences for both the governed and governing Holmes argues that the Soviet administrative system during the 1930s was much like grand theater The documents produced for and by that system were the script for a discursive theatrical reality that inspired neither a careful appraisal of problems nor a dispassionate search for workable solutions National Minorities in Putin's Russia Federica Prina, 2015-10-05 Using a human rights approach the book analyses the dynamics in the application of minority policies for the preservation of cultural and linguistic diversity in Russia Despite Russia's legacy of ethno cultural and linguistic pluralism the book argues that the Putin leadership's overwhelming statism and promotion of Russian patriotism are inexorably leading to a reduction of Russia's diversity Using scores of interviews with representatives of national minorities civil society public officials and academics the book highlights the reasons why Russian law and policies as well as international standards on minority rights are ill equipped to withstand the centralising drive toward ever greater uniformity While minority policies are fragmented and feeble in contemporary Russia they are also centrally conceived which is exacerbated by a growing democratic deficit under Putin Crucially in today's Russia informal practices and networks are frequently utilised rather than formal channels in the sphere of diversity management Informal practices the book argues can at times favour minorities yet they more frequently disadvantage them and create the conditions for the co-optation of leaders of minority groups A dilution of diversity the book suggests is not only resulting in the loss of Russia's rich cultural heritage but is also impairing the peaceful coexistence of the individuals and groups that make up Russian society

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