

1. Record Nr.	UNINA9910453560403321
Titolo	Chinese scholars on western ideas about thinking, leadership, reform and development in education [[electronic resource] /] / edited by Sylvester Chen and Michael Kompf
Pubbl/distr/stampa	Rotterdam, : Sense Publishers, 2012
ISBN	94-6209-009-2 94-6209-010-6
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (154 p.)
Collana	Critical Issues in the Future of Learning and Teaching ; ; 7
Altri autori (Persone)	ChenSylvester KompfMichael
Disciplina	370
Soggetti	Education - China Education - Western countries Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	""Chinese Scholars on Western Ideas about Thinking,Leadership, Reform and Development in Education""; ""Table of Contents""; ""Foreword""; ""a??""; ""Introduction and Overview""; ""PART I : Research on Thinking Models""; ""1. A Principal with an International Horizon: Be Familiar with the Eastern and Western Thought Patterns""; ""INTRODUCTION""; ""AN OVERVIEW OF EASTERN AND WESTERN THOUGHT PATTERNS""; ""The Main Differences of these Two Thought Patterns""; ""DIFFERENT WORLD VIEW"" ""TRANSFERRING STRENGTHS OF THESE TWO THOUGHT PATTERNS INTO LEADERSHIP PRACTICES"" ""APPLYING SYSTEMS THINKING OR HOLISM THOUGHT IN PRACTICE""; ""Principals Are Required to Master Systems Thinking Capacity""; ""Chinese Teachersa€? Evaluation System Reflects Holism""; ""Leading the New National Curriculum Reform with Systems Thinking or Holism""; ""Make a Difference""; ""Sharing Leadership""; ""CONCLUSION""; ""REFERENCES""; ""Fullan, M. G. (2006). The future of educational change: system thinker in action. Journal of EducationChange (2006) 7:113a€?122. DOI 10.1007/s10833-006-9003-9.""

2. A Critical Reflection of Class-Grade Quantification Check Based on Transformational Learning Theory  
 INTRODUCTION; CONTEXT; TRANSFORMATIVE LEARNING THEORY; ASSUMPTION ONE; Teachers Can Train Students to Good Behaviours by Coercive Power; ASSUMPTION TWO; Creating a Habit in Twenty-One Days; ASSUMPTION THREE; The Mode of Training Slaves is Helpful to Cultivate Good Behaviour; ASSUMPTION FOUR; The Behaviourist Approach to Learning  
 CONCLUSION; REFERENCES

3. How to be a Reflective Practitioner  
 INTRODUCTION; STATUS AND PROBLEMS; Coping with Inspection – a Mere Formality; Comprehensive Rather than Deep; Piecemeal Rather than Systematic; Emphasis on Teachers and Neglect Students; MORE NARRATIVE AND LESS ANALYSIS; REFLECTION AND REFLECTION PRACTICE; REFLECTIVE TEACHERS; REFLECTIVE MODE; REFLECTIVE METHODS; Writing Diary/Journal; Web-log; Wikis (Collaborative Web Pages); Multimedia (Digital Stories & Podcasts); Narratives; Case Study; FUTURE RESEARCH; REFERENCES; PART II : Research on Principals – Leadership

4. Development and Practice of School Principals  
 INTRODUCTION; BACKGROUND; THE PRINCIPAL’S DEVELOPMENT; STRATEGIES FOR THE DEVELOPMENT OF PRINCIPALS; Studying Theories; Reflective Thinking; Creative Thinking; Critical Thinking; Collaborate and Share; THE REFLECTIVE PRACTICE; REFLECTION; REFERENCES

5. Leading Change in School Culture

Sommario/riassunto

This collection of papers by a group of Chinese educational administrators came about through a graduate study program that facilitated comparisons of educational practices from other cultures against the backdrop of globalization. Collaborative international programs allow contrast and comparisons of practices, policies and educational principles but are not without barriers faced by candidates which can include but are not limited to culture shock and communication and language adjustments. Comparisons of international educational institutions are telling when examined through transfer credit policies, degree recognition, institutional accreditation and the value of academic credits in a globalized educational marketplace. China and Chinese educators recognize that movement and take it most seriously as demonstrated by the group of educational ambassadors who have contributed a variety of perspectives and interests to this volume. They are a new wave of thinkers whose studies embrace their native culture and open minds to alternative ways of understanding and acting on rapidly changing educational circumstances for learners, teachers and administrators.