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Nota di contenuto	1. The Landscapes for Comparative and International Education -- 2. The Changing Face of Comparative Education -- 3. The Dimensions and Uses of Comparative Education: A Personal Retrospective -- 4. Economics, Development, and Comparative and International Education -- 5. Comparative Education and the Dialogue Among Civilizations -- 6. Expanding the Field of Comparative and International Education: The Inclusion of Gender -- 7. Can Education Contribute to Social Cohesion -- 8. Recognizing Teachers as a Key Focus for Comparative Educators -- 9. Eliminating Dysfunctional Boundaries and Mapping Educational Practice: Toward Integration, Infusion, and Inclusiveness in

Comparative Education -- 10. Training "Deep Practitioners": 50-years of the Center for International Education at the University of Massachusetts Amherst -- 11. Two Tales, Contending Perspectives, and Contested Terrain -- 12. Evolving Nexus between Diplomacy and Comparative and International Education -- 13. Traversing Beyond the Contemporary to the Future.

Sommario/riassunto

"This book presents a major contribution to our understanding of the current relationship between diplomacy and comparative and international education. For that reason alone, it should be on 'must-read' lists for all students and practitioners of comparative educational policy analysis." —Edmond J. Keller, Distinguished Professor Emeritus, University of California, Los Angeles, USA "I cannot think of a more current, comprehensive, and compelling collection of writings in comparative and international education than what is contained in this remarkable book." —Jonathan D. Jansen, Distinguished Professor, Stellenbosch University, South Africa "This book provides a North American timely critical analysis of global matters in a multi-disciplinary field by drawing upon the perspectives of Fellows of comparative and international education." —Michael Crossley, Emeritus Professor, University of Bristol, UK Featuring a foreword penned by Ambassador (Ret) and Professor Emeritus Horace G. Dawson, this volume articulates the significance of comparative and international education and affairs as experienced by elected Fellows of the Comparative and International Education Society—including some as Fellows of the American Association for the Advancement of Science and the International Academy of Education. Based upon their decades of multiple research modalities and senior administrative engagements with universities, USAID, National Science Foundation, World Bank, Fulbright, and other agencies, the Fellows explicate critical historical phenomena and postulate how future directions of the field may evolve. The volume expounds the salience of cross cutting and interdisciplinary themes by analyzing how the social sciences, humanities, and international affairs have affected the evolving nature of the field. Pedagogical epistemologies, public and educational policies, and paradigms emerge from applied research as new motifs are presented in view of geopolitical and global affairs that will affect education in coming decades.