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Sommario/riassunto

Business Interests, Organizational Development And Private Interest Government.

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Nota di contenuto

Intro -- ANNUAL REVIEW OF COMPARATIVE AND INTERNATIONAL EDUCATION 2017 -- Contents -- List of Contributors -- CIE Trends and Issues -- Acknowledgments -- Introduction: Reflecting on Trends in Comparative and International Education: A Three-Year Examination of Research Publications -- Introduction -- Conceptual Framework -- Methodology -- Coding Process -- Limitations -- Summary of Previous Research -- Findings -- Authorship -- Level or Unit of Analysis -- Methodological Approach -- Keywords -- Trends in CIE -- Authorship -- Level or Unit of Analysis -- Methodological Approach -- Keywords -- Discussion -- Future Research Directions and Potential -- Conclusion -- References -- Part 1: Comparative Education Trends and Directions -- Chapter 1: Understanding Students' Academic

Engagement in Learning Amid Globalising Universities -- Creating Engaging University Learning Communities for All -- Dimensions of Academic Engagement -- Factors Affecting University Students' Academic Engagement -- Emerging Perspectives and Future Trends -- International Doctoral Students' Academic Engagement -- Short-Term Study Abroad Programs -- Concluding Remarks -- References -- Chapter 2: Rethinking Higher Education Investment in Developing Countries -- Current Context for Developing World Higher Education -- Moving Forward Faster -- Questions to Address and Topics to Explore -- References -- Chapter 3: Reflecting on the Research into China's Soft Power in International Education with Comparative Perspective: The Case of Confucius Institutes -- Introduction -- Methodological Issues -- Conceptual and Theoretical Resources -- Potential/Future Areas of Research -- Acknowledgement -- References -- Chapter 4: Aid to Education: Framing Accountability Research and its Prospects -- References. Chapter 5: Bridging the Policy/Practice Divide: A Focus on Policy Learning, Pedagogy, and Equality -- Policy Learning over Policy Borrowing -- A Stronger Focus on Pedagogy -- Equality -- Conclusion -- References -- Chapter 6: Imperatives of Comparative and International Education: Some Reflections from the South -- Purpose and Method in Comparative Research -- Some Reflections from the South -- Engaging with the Postcolonial -- References -- Chapter 7: Adult Education Under a Comparative Lens: Areas of Influence -- Introduction -- Adult Education Policy from the Perspective of International and Comparative Education -- Europeanisation and the 'Evidence Wave' in Adult Education Policy -- The Challenges for Comparative and Global Adult Education Policy Research -- The Implications of the Concept of Sustainability for Adult Education Policy -- References -- Chapter 8: Comparative and International Education Research in China in the Context of Globalization: A Case Study of the Journal of International and Comparative Education Research¹ -- Challenges -- To Meet New Demands from the Nation -- To Meet the Needs of International Awareness and Understanding Education -- To Meet the Public Request for an Education System Balancing Equity and Quality -- To Meet Challenges from Within the Discipline -- Trends and Directions -- More Studies on Internationalization of Education -- New Concerns to Education of Chinese Traditional Culture -- New Studies on Education Systems along the Belt and Road -- More Studies on World-Class University (WCU) -- Great Concern on Equity and Quality of Education -- A New Area of Study in Comparative Education - Educational Technology -- Conclusion -- References -- Chapter 9: Three Models of Comparative Analysis: Time, Space, and Education -- Introduction -- Model Analysis -- Bray Perspective Model. Bonilla Molina Perspective Model -- Discussion and Conclusions -- References -- Part II: Conceptual and Methodological Developments -- Chapter 10: Negotiating, Shifting, and Balancing: Research Identities in Transnational Research -- Introduction -- Negotiating Fieldwork and Shifting the Insider-Outsider Positions in Transnational Research -- Shifting Positionalities and Gaining Access -- Engagement with Participation and Negotiating Relationships -- Negotiating Class Distinctions and Shifting Dynamics of Transmigrant Identities -- Reflecting Once Again on Milligan -- References -- Chapter 11: Educational Regime Complexity: Nested Governance and Multistakeholderism in the Fourth Industrial Revolution -- Conceptualizing Regimes as Modes of Governance -- From "REGIMES" to "REGIME COMPLEX(ES)" in Comparative and International Education -- Multistakeholderism Cometh - Building Educational Regime

Complexes Through Soft Power -- Conclusion -- References -- Part III: Research-to-Practice -- Chapter 12: Schooling Inequality in South Africa: Productive Capacities and the Epistemological Divide -- Introduction -- Framing Inequality -- Schooling Inequality: Productive Capacities, Racial Disparities, and Learning Results -- Modernity, African Epistemology, and Hybridity in the Democratic State -- The Township Study: Findings and Discussion -- School Administrators -- Secondary Schoolteachers -- Primary and Intermediate Schoolteachers -- Secondary Students -- Primary and Intermediate Students -- Conclusion -- References -- Chapter 13: Using or Misusing the Early Grade Reading Assessment? Examining A Measure of Payment by Results in the Girls' Education Challenge -- Introduction -- The Early Grade Reading Assessment -- Guidelines for Use of the EGRA and its Limitations -- Challenges to the EGRA and to the Test of ORF -- PbR and Principles for its Use. DFID's GEC and PbR -- Case Study: GEC "Project for Educating Girls"2 -- Probing the EGRA ORF Calculations in PEG -- Discussion -- References -- Part IV: Area Studies and Regional Developments -- Chapter 14: Shifting Boundaries and Education Development Discourses: Implications for Comparative and International Education in Oceania -- Introduction: A Shifting Boundary for Comparative and International Education -- The Australia and New Zealand Comparative and International Education Society -- A Theoretical Standpoint - Framing the Reflections -- Comparative and International Education: Definitions and Purpose -- Comparative and International Education in Oceania -- Country Case Studies: Country Narratives -- Elementary/Early Childhood Education in Vernacular - Papua New Guinea -- Ethnicity and Purpose of Education: Solomon Islands -- Fiji: Rethinking Pacific Education Initiative Project -- Discussions and Implications for Comparative Education in Oceania -- Conclusion -- References -- Chapter 15: International Student Recruitment Efforts of Turkish Universities: Rationales and Strategies -- Introduction -- Literature Review -- Rationales for Recruiting International Students -- Institutional Strategies for International Student Recruitment -- Method -- Instrument -- Participants -- Data Analysis -- Results -- Rationales -- Strategies -- Conclusion -- References -- Chapter 16: Comparative Education in Romania: Seeds of Comparative Approaches in Debating Results of International Student Assessments -- Romanian Sociocultural and Educational Context: The Recent Past and the Present -- Aims of the Present Study -- Methodology -- Results and Discussions -- Curricula Analysis -- International Cooperation -- Research Impact -- Structures Developed within Professional Associations -- Interventionist Structures. PISA - A Mirror for Problems in the Romanian Education System -- Analysis of the Progress in Romania that could Support the Establishment of the Domain of Comparative Education -- Curriculum -- Conclusion -- References -- Chapter 17: Context in Comparative and International Education Studies -- Introduction -- Purpose -- Conceptual Frameworks and Study Questions -- Levels of Context Analysis -- Dimensions and Elements of Context Analysis -- Context Specificity versus Universality -- Context as Matter of Concern versus. Matter of Fact -- Context as Discourse -- Methodology -- Approach -- Literature Sources -- Journal Selection -- Study Selection -- Synthesis -- Demographic Themes -- Substantive Themes -- Findings -- The Student Engagement Study -- Discussion and Concluding Remarks -- The World Society Culture -- Theoretical Inadequacy -- Methodological Givens -- Practical Significance -- References -- Reviewed Studies -- About the Authors -- Index.

Sommario/riassunto

This year's Annual Review of Comparative and International Education surveys the field from several globally representative perspectives. Contributors include scholars, policymakers and development consultants and cover comparative and international education trends and issues unique to Africa, Asia, Europe, North America, Oceania, and South America. This volume is representative of a wide range of recent trends and important concerns in the CIE community worldwide and within particular regions or specific communities. Additionally, the Annual Review celebrates its fifth year of continuous publication this year, which highlights the ongoing interest in and importance of reflective practice and the professionalization of comparative and international education.

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Autore	Howell Dana Prescott
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Studies, 1908-1918; C. The Political Character of Folkloristics and Folkloristics on the Eve of the Revolution; Chapter II: Critical Experiences: Revolution, Regional Studies, Radical Pressures, and Government Policy; Introduction
 A. Revolution and Survival: Folkloristics in the CitiesB. Folklorists in Regional Centers and the Regional Studies Movement; C. Government Cultural Policy and the Political Importance of Folklore and Folkloristics; Chapter III: Research Organizations and Activities in the Period of the New Economic Policy (NEP) (1921-1927); Introduction; A. Moscow; B. Leningrad; C. Research Methodology: Scientific Standards of Collecting and Amateur Participation; Chapter IV: Theoretical Development in the Years of NEP: The ""Sociology of Folklore""; Introduction
 A. The Study of Tale Tradition: Folklore as ArtB. The Study of Epic Tradition (Bylina): Folklore as History; C. New Interests and the ""Sociology of Folklore""; D. The Identification of Social Class in Tale Material; Chapter V: Folkloristics in the Years of the First Five-Year Plan (1928-1932): Intradisciplinary Differences and Challenges from Literary Circles; Introduction; A. Research Organizations and Activities in Leningrad and Moscow; B. Splitting the Discipline and Linking Theory to New Practice: The Meetings on Folklore in Leningrad and Moscow, 1931
 C. Personal Experience Accounts: A Challenge to the Definition of Folklore as Traditional Collective ArtChapter VI: Folklore as Literature: The Years of the Second Five-Year Plan (1933-1937); Introduction; A. Leningrad: Links of Folklore Studies with Ethnography in the 1930s; B. Moscow: Links of Folklore Studies to Literary Work; C. The Implications of the Links with Literature: Redefining Folklore as Ideology; Chapter VII: Folkloristics as Ideology: The Rejection of the ""Sociology of Folklore"" and the Reclaiming of ""Popular"" Culture; Introduction
 A. The First All-Union Folklore Conference, 1936: The Criticism of Fascist Folkloristics in Europe and Its Influences upon Soviet WorkB. Public Criticism of Bylina Scholarship and the Rejection of the ""Theory of Aristocratic Origin""; C. Reclaiming ""Popular"" Culture: Soviet Folklore and National Traditions; Conclusion; Appendix A. Reference Guide to Institutions; Appendix B. Reference Guide to Journals; Selected Bibliography; Index

Sommario/riassunto

Crucial to the world history of folkloristics is this key study, first published in 1992, of the development of folklore study in the Soviet Union. Nowhere else has political ideology been so heavily involved with folklore scholarship. Professor Howell has examined in depth the institutional development of folkloristics in the Soviet Union in the first half of the twentieth century, concentrating especially upon the transition from pre-revolutionary Russian to Soviet Marxist folkloristics. The study of folklore moved from narrator studies to the description of the relationship of lore to large