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KEY=DEVELOPMENT - MADELYNN KINGSTON

Transforming Professional Development into Student Results ASCD **How can we create and sustain professional learning programs that actually lead to improved student achievement? In this thoughtful and informative guide for teachers, administrators, and policymakers, Douglas B. Reeves provides answers. First he casts a critical eye on professional learning that is inconsistent, unfocused, and ultimately ineffective, and explains why elaborate planning documents and "brand-name" programs are not enough to achieve desired outcomes. Then he outlines how educators at all levels can improve this situation by * Taking specific steps to move from vision to implementation; * Focusing on four essentials: teaching, curriculum, assessment, and leadership; * Making action research work; * Moving beyond the "train the trainer" model; and * Using performance assessment systems for teachers and administrators. If you're tired of professional development that takes up too much time and delivers too little, read Transforming Professional Development into Student Results and discover how to move toward a system that gives educators the learning experiences they need to make a measurable difference for their schools and their students. Teacher Education: Concepts, Methodologies, Tools, and Applications Concepts, Methodologies, Tools, and Applications** IGI Global **Educators play a significant role in the intellectual and social development of children and young adults. Next-generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process, uncover best practices in the field of education, and employ leadership abilities that will inspire students of all ages. Teacher Education: Concepts, Methodologies, Tools, and Applications explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments, this multi-volume work compiles research essential to higher education professionals and administrators, educational software developers, and researchers studying pre-service and in-service teacher training. Professional Development Schools and Transformative Partnerships** IGI Global **School-university partnerships have the potential to greatly benefit teaching and learning in PK-12 environments, as well as educator preparation programs. This collaboration is advantageous to teachers, counselors, and administrators. Professional Development Schools and Transformative Partnerships provides a comprehensive look at the design, implementation, and impact of educational initiatives between schools and universities. Including cases and research on existing collaborations, this publication addresses barriers and trends in order to provide direction for successful partnerships in the future. This book is an essential reference source for educational leaders in colleges, schools, and departments of education, as well as leaders of PK-12 schools. Facilitating Youth-Led Book Clubs as Transformative and Inclusive Spaces** Teachers College Press **Learn how to integrate book clubs into secondary school communities for transformation and inclusion so as to enhance and nurture students' literacies along with their social and emotional development. Using her extensive experiences with culturally, neurologically, and linguistically diverse students, the author provides a rich resource that demonstrates how book clubs serve as critical places where adolescents can develop as readers while simultaneously working to build authentic relationships with their peers. Polleck offers research and theories grounded in culturally sustaining pedagogies and healing-centered engagements along with practical strategies for book club facilitators—from developing specific student-centered pedagogical approaches to embodying critical and humanizing dispositions. Book Features: Guidance based on the author's 25 years of experience as a facilitator and researcher of book clubs.A focus on encouraging meaningful participation, identity and community building, and social justice. An approach that prioritizes collaboration among teachers, social workers, counselors, administrators, parents, and other school personnel. Practical strategies that include facilitation suggestions, sample lesson plans, and reflective questioning techniques. Engaging narratives that center the voices of students who have participated in book clubs. An accompanying website with suggested reading lists, teaching materials, classroom activities, and more. Impact on Higher Education Transformation and Leadership Development Overseas Leadership Development Programmes for Chinese University Leaders** Springer Nature **This book studies impact of "Overseas Leadership Development Programmes for Chinese University Leaders in the Central and Western Regions of China," a research project funded by National Office for Education Sciences Planning (No. CIA170270), China. It is intended to enhance university leaders' professionalism and to achieve impact on both the individual and institutional levels. The empirical data was collected**

using a mixed-methods approach including policy documents, learning diaries, a quantitative survey, and individual interviews. From the standpoint of transnational education, the book scrutinizes the context of the Chinese higher education governance system, the provision of overseas leadership development programmes, the needs of Chinese university leaders, the leadership development impact on the university leaders' personal views regarding leadership, and its impact on institutional development and change. The book also addresses the challenges faced by these leaders when implementing the changes after their leadership development sections, explaining how these leadership development sections met or failed to meet the national goals of promoting innovation and social justice in university leaders' work. The findings presented here will greatly enrich readers' knowledge concerning Chinese university leaders' professionalism and professional development. Further, the respective chapters provide evidence-based recommendations for educational practitioners, policymakers, overseas trainers, and researchers who are interested in developing university leaders' professionalism through targeted leadership development, making the book a valuable resource for leadership development, policymaking, and further educational research. Transforming Schooling for Second Language Learners Theoretical Insights, Policies, Pedagogies, and Practices IAP The purpose of Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices is to bring together educational researchers and practitioners who have implemented, documented, or examined policies, pedagogies, and practices in and out of classrooms and in real and virtual contexts that are in some way transforming what we know about the extent to which emergent bilinguals (EBs) learn and achieve in educational settings. In the following chapters, scholars and researchers identify both (1) the current state of schooling for EBs, from their perspective, and (2) the particular ways that policies, pedagogies, and/or practices transform schooling as it currently exists for EBs in discernible ways based on their scholarship and research. Drawing on current and seminal research in fields including second language acquisition, applied linguistics, sociolinguistics, and educational linguistics, contributing authors draw on complementary theoretical, methodological, and philosophical frameworks that attend to the social, cultural, political, and ideological dimensions of being and becoming bi/multilingual and bi/multiliterate in schools and in the United States. In sum, we are deeply committed to asserting hope, possibility, and potential to discussions and discourses about bi/multilingual students. We value the urgency around improving the conditions, experiences, and circumstances in which they are learning languages and academic content. Our aim is to highlight perspectives, conceptualizations, orientations, and ideologies that disrupt and contest legacies of deficit thinking, linguistic purism, language standardization, and racism and the racialization of ethnolinguistic minorities. Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-Learning Policies Advancing E-Learning Policies IGI Global Provides cost effective and sustainable learning procedures vital to ensuring long term success for both teacher and student; covers the latest research and findings in relation to best practice examples and case studies. Multicultural Curriculum Transformation in Social Studies and Civic Education Rowman & Littlefield This book focuses on multicultural curriculum transformation in social students and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation work. Readers are exposed to "things to think about," but also given curricular examples to work with or from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multiculturally adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice. Culture in School Learning Revealing the Deep Meaning Routledge In this text Etta Hollins presents a powerful process for developing a teaching perspective that embraces the centrality of culture in school learning. The six-part process covers objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory or a conceptual framework linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Two basic procedures are employed in this process: constructing an operational definition of culture that reveals its deep meaning in cognition and learning, and applying the reflective-interpretive-inquiry (RIQ) approach to making linkages between students' cultural and experiential backgrounds and classroom instruction. Discussion within chapters is not intended to provide complete and final answers to the questions posed, but rather to generate discussion, critical thinking, and further investigation. Pedagogical Features Focus Questions at the beginning of each chapter assist the reader in identifying complex issues to be examined. Chapter Summaries provide a quick review of the main topics presented. Suggested Learning Experiences have been selected for their value in expanding preservice teachers' understanding of specific questions and issues raised in the chapter. Critical Readings lists extend the text to treat important issues in greater depth. New in the Second Edition New emphasis is placed on the power of social ideology in framing teachers' thinking and school practices. The relationship of core values and other important social values common in the United States to school practices is explicitly discussed. Discussion of racism includes an explanation of the relationship between institutionalized racism and personal beliefs and actions. Approaches to understanding and evaluating curriculum have been expanded to include different genres and dimensions of multicultural education. A framework for understanding cultural diversity in the classroom is presented. New emphasis is placed on participating in a community of practice. This book is primarily designed for preservice teachers in courses on multicultural education, social foundations of education, principles of education, and introduction to teaching. Inservice teachers and graduate students will find it equally useful. Learning Transformed 8 Keys to Designing Tomorrow's Schools, Today ASCD With all that we know about how students learn, the nature of the world they will face after graduation, and the educational inequities that

have existed for centuries, maintaining a traditional, one-size-fits-all approach to teaching and learning is tantamount to instructional malpractice. International security, the success of global economies, and sustainability as a global society all depend on the success of our education system in the years to come. It's our obligation to prepare our students for their future—not our past. Authors Eric C. Sheninger and Thomas C. Murray outline eight keys—each a piece of a puzzle for transforming the K–12 education system of teaching and learning—to intentionally design tomorrow's schools so today's learners are prepared for success . . . and stand ready to create new industries, find new cures, and solve world problems. The traditional model of schooling ultimately prepares students for the industrial model of the past. If we want our students to become successful citizens in a global society, we must dramatically shift to a more personal approach. Failure is not an option. We can no longer wait. Let Learning Transformed show you how you can be a part of the solution. The authors encourage you to use the hashtag #LT8Keys to continue the discussion online. Student Voice and Teacher Professional Development Knowledge Exchange and Transformational Learning 'The ultimate goal of educators' professional learning is to enhance their positive impact on students. Notably absent in these efforts has been the perspectives of students on how best to accomplish that. In thoughtful and practical ways, David's book provides long-needed guidance on how to gain and use the essential voice of students in planning effective professional learning experiences for educators. All levels of educators will find his insights helpful.' --Thomas R. Guskey, Professor Emeritus, University of Kentucky, USA and Senior Research Scholar, University of Louisville, USA 'David Morris makes concrete the possibilities for authentic student engagement in teacher professional development. He presents a dialectical engagement between theory and practice through a rich case study, to critique the potential for democracy in schools through students-as-producers of their own educational experiences. Inside a humanist tradition in which empowering relationships emerge, this returns to the idea that the educator must be educated: and who better to do so than the students themselves?' --Richard Hall, Professor of Education and Technology, De Montfort University, UK This book explores the role of students' involvement in teacher professional development. Building upon a research study whereby pupils instruct their teachers in the use of Information and Communication Technology (ICT), the author argues that using student voice in this way can result in transformational learning for all those involved. The author presents the processes and experiences of pupils taking on the role of educators as well as the experiences of the teachers receiving such professional development from their students. In doing so, he promotes the innovative use of a student voice initiative to support teaching and learning, with the overarching purpose of improving and transforming teacher-pupil relationships. This book will be of interest and value to students and scholars of pupil voice, teacher professional development and transformational learning. David Morris has over twenty years' experience in teaching and higher education. He is currently a freelance researcher and educational consultant. Research Methods for Librarians and Educators: Practical Applications in Formal and Informal Learning Environments ABC-CLIO Using an innovative, real-world approach that makes the research problem and method relevant and valuable to the reader, this book provides a broad overview of research methods used in library and information studies and associated fields. • Explains the complex topic of research methodology and statistics in simple, straightforward language • Provides examples that help clarify key concepts and points and answer potential questions • Supplies guidance with practical applications, allowing readers to see how research methods may be applied to specific situations Developing Skills for Economic Transformation and Social Harmony in China A Study of Yunnan Province World Bank Publications This study asseses the technical and vocational education and training (TVET) system of Yunnan Province in China, including a skills-demand analysis and a review of work-based and non-formal training systems. It promotes policies for a demand-driven, high-quality, and equitable education and training system conducive to lifelong learning. Developing Generic Support for Doctoral Students Practice and pedagogy Routledge This multidisciplinary, multi-voiced book looks at the practice and pedagogy of generic, across-campus support for doctoral students. With a global imperative for increased doctoral completions, universities around the world are providing more generic support. This book represents collegial cross-fertilisation focussed on generic pedagogy, provided by contributors who are practitioners working and researching at the pan-disciplinary level which complements supervision. In the UK, funding for two weeks annual training in transferable skills for each doctoral scholarship recipient has caused an explosion of such teaching, which is now flourishing elsewhere too; for example, endorsed by the Carnegie Initiative on the Doctorate in the USA and developed extensively in Australia. Generic doctoral support is expanding, yet is a relatively new kind of teaching, practised extensively only in the last decade and with its own ethical, practical and pedagogical complexities. These raise a number of questions: How is generic support funded and situated within institutions? Should some sessions be compulsory for doctoral students? Where do the boundaries lie between what can be taught generically or left to supervisors as discipline-specific? To what extent is generic work pastoral? What are its main benefits? Its challenges? Its objectives? Over the last two decades supervision has been investigated and theorised as a teaching practice, a discussion this book extends to generic doctoral support. This edited book has contributions from a wide range of authors and includes short inset narratives from academic authorities, accumulatively enabling discussion of practice and the establishment of a benchmark for this growing topic. Learning Through Community Engagement Vision and Practice in Higher Education Springer This book charts the development of a whole-institution approach to university-community engagement at a modern Australian university, highlighting the pivotal role that curriculum renewal can play in organizational transformation. It describes how Macquarie University's PACE (Professional and Community Engagement) program developed and fostered a culture of learning that has been at the center of academic renewal, differentiation, and institutional change. It details the development of the PACE pedagogical model, the establishment of the network of stakeholder relationships which underpin it, and the embedding of the model across the whole institution. Authored by those directly involved in the change project, this book tells the story of PACE, its achievements, challenges, success factors and future directions. A series of dovetailing contributions by leading international scholars of university-community engagement set the PACE story in

its global context. This book adds to the scholarship of learning through community engagement, provides international perspectives on trends and issues in university-community engagement, contributes to a broader understanding of the practice and pedagogy of community engagement, and discusses the challenges and opportunities of implementing and sustaining change in the higher education sector. Transformative Approaches to Sustainable Development at Universities Working Across Disciplines Springer This book documents and disseminates experiences from a wide range of universities, across the five continents, which showcase how the principles of sustainable development may be incorporated as part of university programmes, and present transformatory projects and programmes, showing how sustainability can be implemented across disciplines. Sustainability in a higher education context is a fast growing field. Thousands of universities across the world have signed declarations or have committed themselves to integrate the principles of sustainable development in their activities: teaching, research and extension, and many more will follow. Optimizing Regional Development Through Transformative Urbanization IGI Global Assisted by globalization and the rapid application of advanced technologies, the transformative power of urbanization is being felt around the world. The scale and the speed of existing and projected urbanization poses several challenges to researchers in multiple disciplines, such as computer science, engineering, and the social sciences. Optimizing Regional Development Through Transformative Urbanization provides emerging research exploring the theoretical and practical aspects of applications within urban growth interventions. It also explores the strategies for new urban development tools such as the rise of new platforms for digital activities, concepts of sharing economy, collaborative economy, crowdsourcing, and crowdfunding. Featuring coverage on a broad range of topics such as cryptocurrencies, public-private partnership, and urban governance, this book is a vital reference for city development planners, decision makers, policymakers, academicians, researchers, and professionals seeking current research on the delivery of transformative urbanization changes. Transforming Learning A&C Black This study promotes a model of education which is collaborative and non-hierarchical. While traditional approaches to learning and teaching stress cognitive aspects of development and learning, this text advocates an approach which synthesizes the cognitive, affective and social dimensions of learning. Revealing personal and social learning as being involved with the whole school experience, the authors support the nature of learning within this radical model, and highlight key social values such as equality, respect and justice. Socio-humanitarian development of Ukrainian society in the epoch of modernity and current postmodern transformations International Science Group The collective monograph is devoted to the study of current problems of socioeconomic development of modern Ukrainian society. The study uses an interdisciplinary approach that allows you to analyze different aspects of society, which increases its importance. Historical research begins with the study of socio-economic transformations in the second half of the nineteenth century. In particular, an analysis of the socioeconomic development of Ukrainian lands after the agrarian reform of 1861, considered the social situation of the peasantry after the abolition of serfdom, analyzed the development of the railway industry and its impact on economic reforms. Resistance to Russian aggression and the issue of post-war reconstruction are relevant for Ukraine today. The study of the historical experience of Ukraine's participation in World War II requires further work of researchers. It is with Ukraine, and even more broadly, that the decisive events on the entire Soviet-German front are connected with the entire southern direction as its geographical extension. The fate of the whole war was decided on the Ukrainian and in general the southern part of the Soviet-German front. The phenomenon of the volunteer movement, which today allows us to solve a number of pressing problems of Ukrainian society, originated in Soviet times under the influence of Gorbachev's policy of "perestroika". The monograph pays considerable attention to such a large-scale social phenomenon as the emergence and development of amateur informal organizations outside the state influence in 1987-1989. Researchers conclude that the democratization of Ukrainian society marked the beginning of the struggle for Ukraine's independence. Studies of socio-humanitarian problems remain relevant for the modern socioeconomic development of Ukraine. Today, in conditions of fierce competition, which requires constant updating of technologies, accelerated development of innovations, rapid adaptation to the demands and requirements of consumers of socio-cultural services, the question of increasing the competitiveness of managers is acute. Training of future managers of marketing communications consists in development of effective models of management, approbation of new projects of activity of the organization. Therefore, the most effective method of learning is a business game. In almost any business game, a real professional situation is simulated, which requires a managerial decision. In addition, business games have such components that fundamentally distinguish them from all other technologies, primarily in that they have an operational scenario or block structure, which is embedded algorithm "correct" and "incorrect" decision, ie the participant in the game sees the result of his decisions on future events. The text of the collective monograph focuses on such a topical phenomenon as the philosophical view of nature in retrospect of the current environmental crisis. The current international level of measures to harmonize economic expansion into nature and the principles of ecological balance reveals the need for an appropriate worldview scale of rethinking the relationship between man and nature, beginning with the recognition of their mutual influence and ending with reformulation of fundamental definitions. From this point of view, they appear to be relatively long-lasting and reproducible connections over a certain historical period, in which objective reality is a prerequisite for the existence and spiritual development of mankind not only as an external environment but also as a potential for internal possibilities. Today in most countries of the world the issue of observance and protection of human and civil rights is very acute. The institute of human rights protection began to develop especially actively at the beginning of the XXI century, when most countries set a course for democratization and development of civil society. In this regard, there are many regulations at the international level that enshrine human rights and the protection of human rights. Of particular importance in the context of the protection of human rights is the constitutional right to protection. The realization of a person's right to protection can be carried out through various political and legal mechanisms. The content of the monograph corresponds to the direction of research work of the Department of History of Ukraine and

Philosophy of Vinnytsia National Agrarian University "Study of trends in socio-economic development and consolidation of Ukrainian society in modern history of Ukraine." The methods of historical research, statistical analysis, sociological and pedagogical approaches were used in the work. Systematic Reviews of Research in Basic Education in South Africa African Sun Media Maringe ought to be commended for putting together an invaluable contribution to our understanding of research into a complex education system in South Africa. This volume provides a useful foundation to the current state of education quality in South Africa including the impact of interventions. It also brings to the fore challenges still facing education transformation. The evidence presented which, taken together, lays out a coherent view of how improvements could be made. Albert Chanee Head of Planning, Gauteng Department of Education For too long the weight of educational scholarship produced in South Africa has been limited to that simple and standard form called the literature review. Now, for the first time, education researchers are provided with an African-based text on the concepts and methods of conducting systematic reviews. In this exceptional work of editorship, Felix Maringe brings together some of the leading researchers on South African education to model and demonstrate how to review a significant body of research on a chosen topic which is adjudicated strictly on the basis of the quality and efficacy of the evidence in hand. I have no doubt that this remarkable book will become a standard reference for educational researchers in and beyond the African continent. It will also lift the quality of educational inquiry by equipping a new generation of scholars with the capacity for doing evidence-based research that compels the attention of policymakers, planners and practitioners alike. Prof Jonathan Jansen Stellenbosch University Transforming the Workforce for Children Birth Through Age 8 A Unifying Foundation National Academies Press Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children. The Centrality of a Teacher's Professional Transformation in the Development of Mathematical Power A Case Study of One High School Mathematics Teacher The Future of Nursing Leading Change, Advancing Health National Academies Press The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing. Impact of Digital Transformation on the Development of New Business Models and Consumer Experience IGI Global In a highly competitive market, digital transformation with internet of things, artificial intelligence, and other innovative technological trends are elements of differentiations and are important milestones in business development and consumer interaction, particularly in services. As a result, there are several new business models anchored in these digital and technological environments and new experiences provided to services consumers and firms that need to be examined. Impact of Digital Transformation on the Development of New Business Models and Consumer Experience provides relevant theoretical and empirical research findings and innovative and multifaceted perspectives on how digital transformation and other innovative technologies can drive new business models and create valued experiences for consumers and firms. Covering topics such as business models, consumer behavior, and gamification, this publication is ideal for industry professionals, managers, business owners, practitioners, researchers, professors, academicians, and students. Transformational Tourism Tourist Perspectives CABI This book deals with the issue of how travel and tourism, if developed in a proper form, can contribute to human transformation, growth and development, and change human behaviour and our relationship with the world. The volume investigates the experiences offered by

travel and tourism that can change travellers as human beings and their relationships and interactions with natural, socio-cultural, economic, political and technological environments. The book has been published in two volumes. This first volume focuses on the tourist perspective and the tourist self. It consists of 16 chapters covering different types of tourism, including: wellness, retreat, religious and spiritual tourism; extreme sports, backpacking and cultural tourism; WWOOFing and ecotourism; and volunteer and educational tourism. This book is primarily intended for tourism students and tourism programmes in business and non-business schools. However, it could also appeal to students, academics and professionals from disciplines that deal with human development and behavioural changes. The Internet and Workplace Transformation M.E. Sharpe The technologies of the Internet have exerted an enormous influence on the way we live and work. This book presents research on the transformation of the workplace by the use of these information technologies. It focuses on the deleterious transformations, emergence of virtual teams, and the ways the troubling transformations can be redeemed. Social Justice, Transformation and Knowledge Policy, Workplace Learning and Skills Routledge Social Justice, Transformation and Knowledge: Policy, Workplace Learning and Skills examines the policy contexts in which lifelong learning, vocational education and training and skill development is set. It provides a critique of neo-liberalism and its impact on vocational education and training and lifelong learning. It interrogates potentially progressive policy interventions that take for granted capitalist relations as these can become a form of 'comfort radicalism' that whilst calling for structural change remain lodged within capitalism. Such analyses are limited, particularly in austere conditions of worklessness with increasing numbers of workers surplus to the requirements of capital. Offering detailed discussions within UK, European and global contexts, this book proves an insightful and critical text which illustrates Professor Avis' extensive experience and knowledge of the field. Adopting a substantive focus on debates and analysis with significance that extends beyond the particular policy context of England, the book offers: an exploration of arguments that suggest workplace learning carries with it progressive possibilities an examination of models of class implicit within education policy and documents consideration of forms of governance and professionalism and their articulation to the pursuit of social justice an insight into discussions concerned with social justice, knowledge as well as the current conditions of austerity in which education and social policy are emphasised Social Justice, Transformation and Knowledge is a significant addition to the field. It is an insightful and thought-provoking book from which students, lecturers and researchers with an interest in education studies, education policy, and social justice will greatly benefit from reading. OECD Reviews of Digital Transformation Going Digital in Brazil OECD Publishing Going Digital in Brazil analyses recent developments in Brazil's digital economy, reviews policies related to digitalisation and makes recommendations to increase policy coherence in this area. Addressing Issues of Systemic Racism During Turbulent Times IGI Global During times of crises, such as pandemics, natural disasters, global poverty, nationwide economic issues, and social justice upheavals, African Americans often encounter issues of systemic racism. Turbulent times for African Americans often lead to disparities in the areas of finances, housing, education, nutrition, health, employment, and the criminal justice system. Addressing Issues of Systemic Racism During Turbulent Times raises awareness of the obstacles of institutional racism encountered by African Americans during crucial times with the hopes of providing the needed support for individuals to navigate the systemic barriers. The publication also provides research-based information to create an awareness of issues of systemic racism encountered by African Americans during a time of crisis. Additionally, it focuses on how to create, cultivate, and maintain diversity, equity, and inclusion for marginalized populations. Covering key topics such as healthcare disparities and racial microaggressions, this book is crucial for community and civic organizations, government officials, policymakers, managers, sociologists, activists, academicians, researchers, and students. How to Innovate The Essential Guide for Fearless School Leaders Teachers College Press As the authors state, "Without rethinking how, what, when, where, and why we are teaching, technology will merely be an expensive way of making the existing system faster and flashier." In How to Innovate, Mary Moss Brown and Alisa Berger—founding co-principals of the NYC iSchool—applytheir extensive on-the-ground experience to demonstrate a radically different approach to school transformation. They introduce a scalable model of how schools can and should redefine themselves to better meet the needs of 21st-century students. Using a framework built around four critical levers for school change—curriculum, culture, time, and human capital—the NYC iSchool model merges the teaching of big ideas and valuable skills with the realities of accountability, academic preparation, and adolescent development.The bookincludes more than 20 activities that will help educators begin the process of school transformation, whether they want to focus on a single program, one area of change, or engage in a full-scale whole school improvement effort. This accessible, practical, and inspiring resource is designed to be used over and over again, in any context, despite the constantly changing climates in which schools operate. "Reimagining school and creating more schools like the iSchool must be our highest national priority. All students need to graduate from high school and college 'innovation-ready,' as well as prepared for the complex challenges of continuous learning and citizenship in the 21st century. Time is running short. I urge you to read this book with urgency." —From the Foreword by Tony Wagner, expert in residence at the Harvard University Innovation Lab, founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education "Public education mistakenly relies on a 19-century model to teach kids in the 21st century. Moss Brown and Berger decided to change this by opening the iSchool in New York City and creating a whole new approach to how schools work. They succeeded wildly, and having walked the walk, they now talk the talk so others can follow on the trail they blazed." —Joel Klein, former Chancellor of the New York City Department of Education (2002–2011) "Those who strive to create or transform a school will learn much from the shining example of these two fearless principals. As learning contexts change with the rising tides of technology, Moss and Berger focus above all on human and intellectual growth in schools. Their NYC iSchool offers hope for increasing imagination, equity, and depth in the face of the gathering storm of standardization." —Kathleen Cushman, co-founder of What Kids Can Do and author ofThe Motivation Equation "Moss Brown and Berger launched one of the first schools to blend

personalized instruction and community-connected engaging projects. Anyone interested in a picture of next-generation learning and the inside story of creating a great school should read this book." —Tom Van der Ark, CEO of Getting Smart Mary Moss Brown and Alisa Berger are the founding co-principals of the NYC iSchool and are currently working as the founding partners in Novare Schools, a consulting group that focuses on school leader coaching, school design, innovation, and transformation. Africa's Development Dynamics 2021 Digital Transformation for Quality Jobs Digital Transformation for Quality Jobs OECD Publishing Africa's Development Dynamics uses lessons learned in the continent's five regions – Central, East, North, Southern and West Africa – to develop policy recommendations and share good practices. Drawing on the most recent statistics, this analysis of development dynamics attempts to help African leaders reach the targets of the African Union's Agenda 2063 at all levels: continental, regional, national and local. Organisational Transformation in the Russian Oil Industry Edward Elgar Publishing The author of this volume provides an insider view of the story due to her involvement with the [Russian oil] industry over a long period and her access to information from key players of the industry. . . the book is a welcome addition, especially for its sound story line. Anyone interested in the transformation of the Russian oil industry will find it a valuable work. It will also inspire researchers to analyse organisational transformation of other types of industries, especially electricity and gas in many countries around the world that have undergone radical changes in the past. Subhes C. Bhattacharyya, International Journal of Energy Sector Management Sarah Dixon has produced a fascinating look at the internal workings of four major Russian oil companies during the decade following their privatisation in the mid-1990s. Dixon has utilised her in-depth knowledge of Russia and her business experience in its thriving oil industry to gain access to Russia s powerful business titans. Her insights and careful observations have resulted in a masterful analysis of organisational transformation during Russia s radical institutional upheaval. The book is a valuable contribution to resource-based theory by explaining linkages between organisational learning, dynamic capabilities, and implementation of organisational transformation. Practitioners will also benefit from the rich case studies offering insight into constraints and enablers of organisational transformation. Sheila M. Puffer, Northeastern University, Boston, US Here the example of the Russian oil industry in the context of transition from a planned to a market economy is used to develop a three-stage framework for organisational transformation. Four longitudinal case studies of Russian oil companies are drawn upon to explain the process of organisational transformation. The book highlights how and why this process differs between companies within the same industry, explores the complexity of the change process and discusses the importance of the top management team. The links between organisational learning, dynamic capabilities and the implementation of change are analysed. An interesting insight into the constraints and enablers of organisational change is also provided. The framework developed from this study can be successfully applied to other organisations wishing to bring about organisational change. Integrating several perspectives, including a resource-based view, organisational learning, dynamic capabilities and top management team theory, this book will be of great interest to scholars and researchers of business and management, international business and organisational behaviour. Critical Practice in P-12 Education: Transformative Teaching and Learning Transformative Teaching and Learning IGI Global "This book presents a framework for teaching that empowers students, fosters literacy development, and explains the underlying factors that influence pedagogy, highlighting practices from around the globe"-- Adolescent Development and School Achievement in Urban Communities Resilience in the Neighborhood Routledge This timely volume explores essential themes, issues, and challenges related to adolescents' lives and learning in underserviced urban areas. Distinguished scholars provide theoretically grounded, multidisciplinary perspectives on contexts and forces that influence adolescent development and achievement. The emphasis is on what is positive and effective, what can make a real difference in the lives and life chances for urban youths, rather than deficits and negative dysfunction. Going beyond solely traditional psychological theories, a strong conceptual framework addressing four domains for understanding adolescent development undergirds the volume: developmental continuities from childhood primary changes (biological, cognitive, social) contexts of development adolescent outcomes. A major federal government initiative is the development of programs to support underserviced urban areas. Directly relevant to this initiative, this volume contributes significantly to gaining a realistic understanding of the contexts and institutions within which urban youths live and learn. Transforming Digital Learning and Assessment A Guide to Available and Emerging Practices and Building Institutional Consensus Stylus Publishing, LLC Responding to both the trend towards increasing online enrollments as the demand for face-to-face education declines, and to the immediate surge in remote learning owing to the COVID-19 pandemic, this book provides vital guidance to higher education institutions on how to develop faculty capacity to teach online and to leverage the affordances of an ever-increasing array of new and emerging learning technologies. This book provides higher education leaders with the context they need to position their institutions in the changing online environment, and with guidance to build support in a period of transition. It is intended for campus leaders and administrators who work with campus teams charged with identifying learning technologies to meet an agreed upon program- or institution-level educational needs; for those coordinating across campus to build consensus on implementing online strategies; and for instructional designers, faculty developers and assessment directors who assist departments and faculty effectively integrate learning technologies into their courses and programs. It will also appeal to faculty who take an active interest in improving online teaching. The contributors to this volume describe the potential of artificial intelligence algorithms, such as those that fuel learning analytics software that mines LMS data to enable faculty to quickly and efficiently assess individual students' progress in real time, prompting either individual attention or the need to more generally clarify concepts for the class as whole. They describe and provide access to a hybrid professional development MOOC and an associated WIKI that curate information about a wide range of learning software solutions currently available; and present case studies that offer guidance on building the buy-in and consensus needed to successfully integrate learning technologies into course, program- and institution-level contexts. In sum, this book provides readers with a

comprehensive understanding of the technological capabilities available to them and identifies collaborative processes related to engaging and building institutional support for the changes needed to provide the rapidly growing demand for effective and evidence-based online learning. Self-Study in Physical Education Teacher Education Exploring the interplay of practice and scholarship Springer In this in-depth examination of self-study as a research methodology, an international selection of physical education scholars share their ideas and experiences and consider the value of self-study as a vector for highlighting the emerging conflicts, dilemmas, and debates currently developing in teaching and teacher education pedagogies. A vital new addition to Springer's series Self-Study of Teacher Education Practices, the volume is divided into three sections assessing the significance of the approach itself, offering detailed subject-relevant case studies, and exploring the nuances and controversies attending the evolution of the methodology. The contributors show how self-study enables reflexivity in pedagogical practice, a notable lacuna in current critical research, and at the same time they make the technique accessible to scholars of physical education wanting a practicable introduction to the subject. The analysis also explores the implications of applying self-study to pedagogy itself, to the curriculum, and to human movement and educational practice more generally. By embracing more organic, emergent notions of research practice and learning, the book achieves a broader and more inclusive survey of pedagogical work in physical education teacher education that fully acknowledges the complexities of the field. The Handbook of Transformative Learning Theory, Research, and Practice John Wiley & Sons The Handbook of Transformative Learning The leading resource for the field, this handbook provides a comprehensive and critical review of more than three decades of theory development, research, and practice in transformative learning. The starting place for understanding and fostering transformative learning, as well as diving deeper, the volume distinguishes transformative learning from other forms of learning, explores future perspectives, and is designed for scholars, students, and practitioners. PRAISE FOR THE HANDBOOK OF TRANSFORMATIVE LEARNING "This book will be of inestimable value to students and scholars of learning irrespective of whether or not their emphasis is on transformative learning. It should find its way to the reference bookshelves of every academic library focusing on education, teaching, learning, or the care professions." —PETER JARVIS, professor of continuing education, University of Surrey "Can there be a coherent theory of transformative learning? Perhaps. This handbook goes a long way to answering this question by offering a kaleidoscope of perspectives, including non-Western, that consider the meaning and practice of transformative learning." —SHAUNA BUTTERWICK, associate professor, University of British Columbia "This handbook will be valuable and accessible to both scholars and practitioners who are new to the study of adult education and transformative learning and to more seasoned scholars who seek a sophisticated analysis of the state of transformative learning thirty years after Mezirow first shared his version of a then-fledgling theory of adult learning." —JOVITA ROSS-GORDON, professor and program coordinator, MA in Adult Education, Texas State University Multicultural Course Transformation in Higher Education A Broader Truth Pearson P T R Responding to increasing enrollments of students of color, students with disabilities, students whose first language is not English, and students entering college in their mid-twenties or later, many colleges and universities are including multicultural issues in their course and curriculum preparation. Faculty members and administrators involved in multicultural initiatives will find here a suggested framework for making course and curriculum changes, along with specific examples and scenarios from a variety of disciplines. At the heart of the book is a two-dimensional model for infusing multicultural elements into a course or curriculum. The model identifies three levels of change (exclusive, inclusive, transformed) and four course components in which change can be applied (content, instructional strategies, assessment of student knowledge, and classroom dynamics). The authors suggest that instructors approach course change by focusing on one or more of these components and identifying a target level, depending on the instructor's multicultural goals and the nature of the discipline. The book draws upon the skills of experienced college and university educators to show how the model may be applied in specific disciplines and courses. This book is an indispensable, thoroughly documented resource. It will appeal to all post-secondary educators and administrators interested in creating an academic environment that reflects the needs of today's students and the reality of today's diverse society. ICMLG 2018 6th International Conference on Management Leadership and Governance Academic Conferences and publishing limited These proceedings represent the work of researchers participating in the 6th International Conference on Management, Leadership and Governance (ICMLG 2018) which is being hosted this year by the Institute for Knowledge and Innovation Southeast Asia (IKI-SEA), a Centre of Excellence of at Bangkok University, Thailand on 24-25 May 2018. Resources in Education