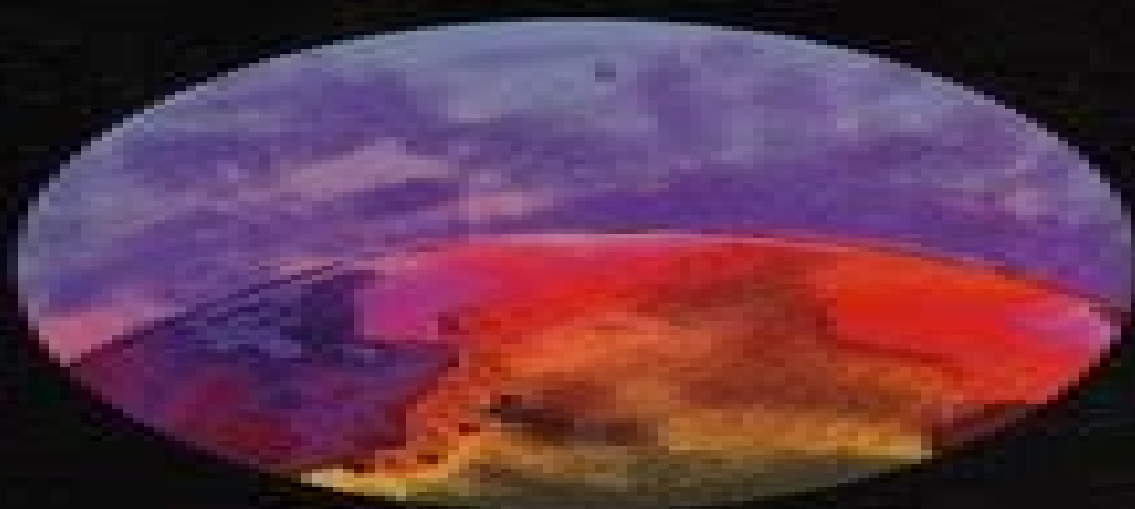


CONDUCTING EDUCATIONAL RESEARCH  
series editor: Harry Torrance

# Cross-Cultural Perspectives on Educational Research



Anna P. Robinson-Pant

# Cross Cultural Perspectives In Educational Research

**K. A. Heller, F. J. Mönks, R.  
Subotnik, Robert J. Sternberg**



## **Cross Cultural Perspectives In Educational Research:**

*Cross Cultural Perspectives On Educational Research* Robinson-Pant, Anna, 2005-11-01 Winner of the BMW Group LIFE Award for Contribution to Intercultural Learning 2007 The research student population of higher educational institutions continues to expand to include people from an ever widening range of cultural and educational backgrounds However many research methods courses are still directed at the traditional student population This book examines aspects of postgraduate research from a cross cultural perspective analysing the dilemmas faced by international students when defining a research question choosing research methods collecting data deciding which language to use and writing their theses Through an exploration of how international students re examine their beliefs and research practices during their study in the UK this book challenges the assumptions of all those engaged in educational research addressing key questions such as How do our teaching and learning experiences shape our approach to educational research How do we judge good educational research What does it mean to be critical The book uses the real life experiences of international students to illuminate the kinds of challenges they may face It supports both students and their supervisors showing students how to approach cultural differences and supervisors how to deal sensitively with the problems encountered by overseas students in their research

Cross-cultural Perspectives on Learning Richard W. Brislin, Stephen Bochner, Walter J. Lonner, 1975      Advancing Cross-Cultural Perspectives on Educational Psychology Gregory Arief D. Liem, Allan B. I. Bernardo, 2013-08-01 Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching student and teacher motivation engagement learning and teaching strategies and by implication student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures As such there is a compelling and timely need for educational psychology researchers to harness advanced cross cultural research designs and look at the different key facets of student and teacher academic careers from a cross cultural perspective Dennis McInerney is one of the key pioneering figures in cross cultural educational psychology and has also edited a book series on Research on Sociocultural Influences on Motivation and Learning Information Age Publishing His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning This volume is a celebration of McInerney s numerous and extensive contributions as a scholar as well as an appreciation of his personal qualities that make him such an inspiring person In this festschrift the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re examine their research expertise from a cross cultural perspective The volume aims to stimulate researchers scholars and graduate students in their endeavor to re look their research from a cross cultural lens      **Culture and Online Learning** Insung Jung, Charlotte Nirmalani

Gunawardena, 2023-07-03 Culture plays an overarching role that impacts investment planning design development delivery and the learning outcomes of online education This groundbreaking book remedies a dearth of empirical research on how digital cultures and teaching and learning cultures intersect and offers grounded theory and practical guidance on how to integrate cultural needs and sensibilities with the innovative opportunities offered by online learning This book provides a unique analysis of culture in online education from a global perspective and offers An overview of the influences that culture has on teaching online learning and technology Culture sensitive instructional design strategies and teaching guidelines for online instructors and trainers Facilitation and support strategies for online learners from different cultures An overview on issues of design development communication and support from a cross cultural perspective An overview of how online education is perceived planned implemented and evaluated differently in various cultural contexts Written by international experts in the field of online learning this text constitutes with a comprehensive comparative introduction to the role of culture in online education It offers essential guidance for practitioners researchers instructors and anyone working with online students from around the world This text is also appropriate for graduate level Educational Technology and Comparative and International Learning programs **Poverty, Power, and Authority in Education** Edgar B.

Gumbert, 1981 This book contains three essays presented as lectures at Georgia State University in April and May 1981 The authors are educators in Canada and Great Britain The introduction written by Edgar B Gumbert of Georgia State University provides an overview of educational trends and developments on which the topics of the three essays are based In the first paper Education against Poverty Interpreting British and American Policies in the 1960s and the 1970s by Harold Silver the social consciousness raising period of the 1960s is examined in relation to an historical analysis of educational policy making in the United States and Great Britain Connections between national educational systems and their historical and social contexts are described The second paper Ideology and Educational Research by Michael F D Young addresses educational research as a social institution and concludes with suggested alternatives for conducting and analyzing educational research The relationships among knowledge power and social class are discussed In the third paper Deference to Authority Education in Canada and the United States Edgar Z Friedenberg presents several definitions of authority and assesses the role of schools in shaping children s thought processes Levels and patterns of authority and understanding of youth are identified FG

*Education and Disability in Cross-Cultural Perspective* Susan Jeanne Peters, 2013-11-26 A radical departure from previous chronicles of education for people with disabilities this book views special education from a broader perspective Its central thesis is that cultural values and expectations play a dominant role in understanding the structure and function of special education While theories of the social construction of disability have been written about in a growing body of research since the 1960s no attempt has been made to create a cross cultural framework This work offers such a framework Eight chapters written by educators in each country s educational system cover the following nations China Great Britain

Hungary Japan Iran Pakistan United States and Zimbabwe Historical discussions in each chapter provide a context for current practice An index and illustrations are also included **A Meere Scholler** Lucy Townsend,V. Lee Sterling,Laura L. Bunte,1996 Cross-cultural Perspectives on Learning Richard W. Brislin,Stephen Bochner,Walter J. Lonner,1992

Education, Research and Perspectives ,2005 **Cross-Cultural Perspectives on Technology-Enhanced Language Learning** Tafazoli, Dara,Gomez Parra, M. Elena,Huertas-Abril, Cristina A.,2018-06-08 The ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset Learning a second language proves useful as students navigate the culturally diverse world however studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language Also changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology enhanced language learning TELL Cross Cultural Perspectives on Technology Enhanced Language Learning provides information on educational technologies that enable language learners to have access to authentic and useful language resources Readers will explore themes such as language pedagogy how specific and universal cultural contexts influence audio visual media used in technology enhanced language learning TELL and the use of English video games to promote foreign language learning This book is a valuable resource for academicians education practitioners advanced level students and school administrators seeking to improve language learning through technology based resources

*International Handbook of Giftedness and Talent* K. A. Heller,F. J. Mönks,R. Subotnik,Robert J. Sternberg,2000-12-18 The first edition of this popular reference work was published in 1993 and received critical acclaim for its achievement in bringing together international perspectives on research and development in giftedness and talent Scholars welcomed it as the first comprehensive volume in the field and it has proved to be an indispensable resource to researchers Since the first edition the scholarly field of giftedness and talent studies has expanded and developed welcoming contributions from researchers in related disciplines Several theoretical frameworks outlined in the first edition have now been empirically tested and a number of new trends have emerged The Second Edition of the International Handbook of Giftedness and Talent provides an invaluable research tool to academics researchers and students interested in the field of giftedness and talent The contributors are renowned in the field and the broad range of topics on giftedness that have been studied in the past century right up to the late 1990s are represented in this volume It is truly international in scope bringing together leading scholars and teachers from all around the world This new edition has been fully updated and rewritten and includes 22 completely new chapters It provides a comprehensive review and critical synthesis of significant theory a unique cross national perspective with contributions from over 100 distinguished authors covering 24 nations significant contributions from scholars working in related fields an increased focus on empirically supported scholarship and is arranged for quick and easy reference with comprehensive subject and author indexes **American Educational Research Association Annual**

**Meeting Program** American Educational Research Association, 2006      *Policy, Experience and Change: Cross-Cultural Reflections on Inclusive Education* Len Barton, Felicity Armstrong, 2008-07-22 This book represents an original and innovative series of insights ideas and questions concerning inclusive education and cross cultural understandings Drawing on historical and cultural material policy developments legislation and research findings the book provides a critical exploration of key factors including inclusive education human rights change diversity and special educational needs The contributors focus closely on how these factors are defined and experienced within particular societies      *Effective Early Childhood Education* Lotty Eldering, Paul P.M. Leseman, 2002-12-24 This work examines international strategies of early education and literacy for disadvantaged children from a cross cultural perspective It brings together theoretical insights the results of empirical research and experiences with early educational intervention programmes      **Colorado Journal of Educational Research**, 1980      *Quality Teaching in Primary Science Education* Mark W. Hackling, Jörg Ramseger, Hsiao-Lan Sharon Chen, 2016-10-24 This edited volume explores how primary school teachers create rich opportunities for science learning higher order thinking and reasoning and how the teaching of science in Australia Germany and Taiwan is culturally framed It draws from the international and cross cultural science education study EQUALPRIME Exploring quality primary education in different cultures A cross national study of teaching and learning in primary science classrooms Video cases of Year 4 science teaching were gathered by research teams based at Edith Cowan University Deakin University the Freie Universität Berlin the National Taiwan Normal University and the National Taipei University of Education Meetings of these research teams over a five year period at which data were shared analysed and interpreted have revealed significant new insights into the social and cultural framing of primary science teaching the complexities of conducting cross cultural video based research studies and the strategies and semiotic resources employed by teachers to engage students in reasoning and meaning making The book's purpose is to disseminate the new insights into quality science teaching and how it is framed in different cultures methodological advancements in the field of video based classroom research in cross cultural settings and implications for practice teacher education and research The chapters of this book address issues of contemporary relevance and theoretical significance embodiment discursive moves the social unit of learning and instruction inquiry and reasoning through representations Through all of these the EQUALPRIME team manages to connect the multiple cultural perspectives that characterise this research study The meta reflection chapters offer a different form of connection linking cultural and theoretical perspectives on reasoning quality teaching and video based research methodologies The final two chapters offer connective links to implications for practice in teacher education and in cross cultural comparative research into teaching and learning These multiple and extensive connections constitute one of the book's most significant accomplishments The EQUALPRIME project as reported in this book provides an important empirical base that must be considered by any system seeking to promote sophisticated science learning and instructional practices in primary school classrooms By exploring the

classroom realisation of aspirational science pedagogies the EQUALPRIME project also speaks to those involved in teacher education and to teachers I commend this book to the reader It offers important insights together with a model of effective collegial collaborative inter cultural research It will help us to move forward in important ways Professor David Clarke Melbourne University      *Perspectives on Literacy Research and Practice* Kathleen A. Hinchman, Donald J. Leu, Charles K. Kinzer, 1995      **Art in Education** Robert W. Ott, Al Hurwitz, 1984 Profiles of art education in nineteen countries around the world by citizens or longtime residents of those countries comprise the core of this book Guidelines for the cross cultural study of art education are presented by the editors in a general introduction and three part introductions and also by contributing specialists The nineteen national profiles with accompanying examples of children s artwork make up the largest section of the book Part II The three chapters in Part I review research that has identified on one hand certain universal characteristics of children s artwork attributable to common human stages of development and on the other hand certain differing and unique cultural influences The need for further research on this distinction is emphasized Contributors to Part I are Elliot W Eisner William Ives and Howard Gardner and Marjorie and Brent Wilson The three chapters in Part III discuss three major problems in art education the use of museum visits the worldwide attempt to establish valid tests of teacher and pupil proficiency in art and the design of sound and useful cross cultural research Resources for such research are described Contributors to Part III are Robert Ott and Lois Swan Jones William Bradley and Frances E Anderson Professionals and students in art education can broaden their perspective through *Art in Education* while their counterparts in child development and psychology can gain insights into the creative process Profiles Western Europe England Finland Germany Netherlands Eastern Europe Hungary Poland Soviet Union Middle East and South Asia Afghanistan Egypt India Israel East Asia and the Pacific Australia China Japan Africa Ghana Nigeria South Africa The Americas Brazil United States **Papua New Guinea Journal of Education** ,1988      **Kindergarten, Sloyd and Classroom Teacher Trainees' Self-directed Learning, Metacognitive Regulation and Web-based Support** Kalle Virta, 2005 Tiivistelmä Lastentarhan koulun ja luokanopettajaopiskelijoiden itseohjautuva oppiminen oppimisen metakognitiivinen tuki ja niiden web pohjainen tukeminen

## Unveiling the Magic of Words: A Report on "**Cross Cultural Perspectives In Educational Research**"

In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Cross Cultural Perspectives In Educational Research**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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