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an international and multidisciplinary group of scholars, Knowledge-building offers the first primer in this fast-growing approach. Through case studies of major research projects, Part I provides practical insights into how LCT can be used to build knowledge by: - enabling dialogue between theory and data in qualitative research bringing together quantitative and qualitative methodologies in mixed-methods research praxis - conducting interdisciplinary studies with systemic functional linguistics

Part II offers a series of studies of pressing issues facing knowledge-building in education and beyond, encompassing: - diverse subject areas, including physics, English, cultural studies, music, and design - educational sites: schooling, vocational education, and higher education - practices of research, curriculum, pedagogy and assessment - both education and informal learning contexts, such as museums and masonic lodges Carefully sequenced and interrelated, these chapters form a coherent collection that gives a unique insight into one

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meaningful interaction among learners in the classroom, on the mural activities as well as instilling a human rights culture. It means constructing curricula, texts and pedagogies that are informed by a democratic ethos and it requires teachers, school managers and communities that are equipped to promote a democratic school environment. In short, it international is about inclusivity and

social cohesion. And the issue of integration is as pertinent playground and in extra-internationally as it is in South Africa - questions of race, racism, citizenship and diversity are central to school systems throughout the world. This book contains the proceedings of a colloquium held in October 2003, attended by leading South African and researchers, to take

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stock of the status quo in school integration and identify new directions research should be taking to support the process of change.

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education quality in the vast majority of countries worldwide. The embedded nature and normative power of highstakes standardized testing across national contexts can be understood as a global testing culture. The global testing culture permeates all aspects of education, from financing, to parental involvement, to teacher and student beliefs and practices. The reinforcing nature of the global testing culture

leads to an environment where testing becomes synonymous with accountability, which becomes synonymous with education quality. Underlying the global testing culture is a set of values identified from the increasing literature on world culture. These include: education as a human right, academic intelligence, faith in science, decentralization, and neoliberalism. Each of reshaping the testing these values highlights different aspects of the dialogue in support of

high-stakes standardized testing. The wide approval of these values and their ability to legitimate various aspects when standardized, of high-stakes testing reinforces the taken-forgranted notion that such tests are effective and appropriate education practices. However, a large body of literature emphasizes the negative unintended consequences teaching to the test, pool, the inequitable

attention, and reconstructing the role of the student, teacher, and parent - commonly found census-based tests are combined with highstakes outcomes for educators or students. This book problematizes this culture by providing critical perspectives that challenge the assumptions of the culture and describe how the culture manifests in national contexts. The volume makes it clear that testing, per se, is not the

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