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The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities. Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as atheoretically sophisticated and practically teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet recent developments in the sociology of been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across Michael Young traces the changes in his own a number of countries in the region and provides a closer look at these complexities. Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series importance of questions about knowledge by have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space. As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region The findings in this book have been drawn from original and current research which is anticipated knowledge makes explicit links between as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as key field within educational studies. This a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Spectator Pearson South Africa

'This book tackles some of the most important educational questions of the day... It is rare to find a book on education which is

relevant: this book is.' From the Foreword by Hugh Lauder What is it in the twenty-first century that we want young people, and adults returning to study, to know? What is it about the kind of knowledge that people can acquire at school, college or university that distinguishes it from the knowledge that people acquire in their everyday lives everyday lives, at work, and in their families? Bringing Knowledge Back In draws on knowledge to propose answers to these key, but social researchers in South Africa interested often overlooked, educational questions. thinking about the question of knowledge in education since his earlier books Knowledge and Control and The Curriculum of the Future. He argues for the continuing relevance of the writings of Durkheim and Vygotsky and the unique importance of Basil Bernstein's often under-appreciated work. He illustrates the investigating the dilemmas faced by researchers and policy makers in a range of fields. He also considers the broader issue of South Africa the role of sociologists in relation to educational policy in the context of increasingly interventionist governments. In so doing, the book: provides conceptual tools for people to think and debate about knowledge and education in new ways provides clear expositions of difficult ideas at the interface of epistemology and the sociology of theoretical issues and practical /policy questions offers a clear focus for the future Africa development of the sociology of education as a compelling and provocative book will be essential reading for anyone involved in research and debates about the curriculum as well as those with a specific interest in the sociology of education. A Classified Cumulation : Volumes 1-10, March Pearson South Africa

1964--February 1974 Pearson South Africa The book provides a thorough overview of Institutional Research (IR) ? i.e. applied higher education research undertaken within universities ? in South Africa. It is a collection of essays focusing on the character and institutional setting of IR; how IR is embedded into the mechanisms of steering, shaping and reforming higher education; and what the major results were of IR in select thematic areas. The book is a valuable resource for higher education researchers and in higher education. It ÿalso deserves to be read by practitioners and policymakers in the field of higher education in South Africa. It serves as an interesting case study for higher education researchers all over the world. FCS Welding L3 Pearson South Africa

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