

**Social Cartography: Mapping
Ways of Seeing Social and
Educational Change
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Paulston, Rolland G.

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Social Cartography Mapping Ways Of Seeing Social And Educational Change

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Social Cartography Mapping Ways Of Seeing Social And Educational Change:

Social Cartography Rolland G. Paulston, 2000 **Beyond the Comparative** John C. Weidman, W. James

Jacob, 2012-01-01 We are pleased to introduce this inaugural volume in the PSCIE Series Beyond the Comparative Advancing Theory and Its Application to Practice which expands on the life work of University of Pittsburgh Professor Rolland G Paulston 1929 2006 Recognized as a stalwart in the field of comparative and international education Paulston's most widely recognized contribution is in social cartography He demonstrated that mapping comparative international and development education CIDE is no easy task and depending on the perspective of the mapper there may be multiple cartographies to chart The 35 contributors to this volume representing a range of senior and junior scholars from various CIDE backgrounds and perspectives celebrate the life and work of Paulston by addressing issues perspectives and approaches related to charting the future course of the field The volume reports on new research in several genres as well as conceptual analysis As the title suggests authors were encouraged to go beyond established canons of CIDE The cover art The CIDE Theoretical Compass was conceptualized by the editors and depicts that theory selection and theory generation are an ongoing and important process in comparative international and development education CIDE The image was designed by artist Natalie Jacob which positions the CIDE Theoretical Compass over Rolland G Paulston's 1993 concentric circle map **North American**

Scholars of Comparative Education Erwin H. Epstein, 2019-07-01 This book brings together fifteen comprehensive studies of significant North American scholars of comparative education from the 20th century Providing relevant biographical detail chapters analyse each scholar's approach to comparative education and their on going influences on the field Comparative studies in education have long benefited from the work of significant individuals who have collectively advanced the field making it a vibrant and intellectually fruitful area of educational research Offering a unique systematic exploration of the work of the founders of comparative educational research North American Scholars of Comparative Education emphasizes the importance of understanding the accomplishments of key historical figures in the field and considers the legacies such individuals have created Chapters move beyond descriptions of comparativists work to illustrate the pivotal role played by each scholar in driving a progression through humanistic and scientific approaches to new epistemological traditions within the field of comparative education This in turn reveals critical historical epistemological transitions which have had lasting impacts on the field Including contributions written by leading scholars in the field this volume will be of great interest to researchers academics and scholars in comparative and international education **Re-Imagining Comparative**

Education Peter Ninnes, Sonia Mehta, 2004-06-09 This book provides clear and concise discussions of key elements of contemporary social theories and their application to the field of comparative education **Cartographic Strategies of Postmodernity** Peta Mitchell, 2013-01-11 The last fifty years have witnessed the growing pervasiveness of the figure of the map in critical theoretical and fictional discourse References to mapping and cartography are endemic in poststructuralist

theory and similarly geographically and culturally diverse authors of twentieth century fiction seem fixated upon mapping. While the map metaphor has been employed for centuries to highlight issues of textual representation and epistemology, the map metaphor itself has undergone a transformation in the postmodern era. This metamorphosis draws together poststructuralist conceptualizations of epistemology, textuality, cartography, and metaphor, and signals a shift away from modernist preoccupations with temporality and objectivity to a postmodern pragmatics of spatiality and subjectivity. Cartographic Strategies of Postmodernity charts this metamorphosis of cartographic metaphor and argues that the ongoing reworking of the map metaphor renders it a formative and performative metaphor of postmodernity. *Resources in Education*, 1998

Limitations and Possibilities of Dialogue Among Researchers, Policymakers, and Practitioners Mark B. Ginsburg, Jorge Gorostiaga, 2003-12-16 The chapters in this edited volume raise important issues of the relation between research and its various external publics.

Comparative Science Nikolay Popov, Alexander W. Wiseman, 2015-05-07 Examining various social science phenomena and comparative studies fields allows for a holistic approach to understanding rather than trying to achieve understanding as a conglomeration of isolated phenomena.

The Bloomsbury Handbook of Theory in Comparative and International Education Tavis D. Jules, Robin Shields, Matthew A. M. Thomas, 2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education. CIE The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories, assumptions, and recent developments of these theories. The chapters also situate the theories within CIE. The chapters include specific case studies of theoretical application and outline suggestions for further reading. Written by leading scholars from around the world, this is a must-have reference work for anyone teaching, researching, studying, or working in CIE. The handbook includes chapters on a diverse collection of theories, including but not limited to: Structural functionalism, Colonialism, Imperialism, Marxism, Human Capital Theory, Dependency, World Systems Theory, Post Colonialism, Post Socialism, Post Foundationalism, Neo liberalism, Neo Institutionalism, Neo Marxism, Policy Borrowing and Lending, Peace Theories, Human Rights, Constructivism, Racism, Gender, Queer Theory, Social Network Theory, Capabilities Theory, and Cultural Political Economy.

Topophrenia Robert T. Tally, 2018-11-09 What is our place in the world and how do we inhabit, understand, and represent this place to others? Topophrenia gathers essays by Robert Tally that explore the relationship between space, place, and mapping on the one hand, and literary criticism, history, and theory on the other. The book provides an introduction to spatial literary studies, exploring in detail the theory and practice of geocriticism, literary cartography, and the spatial humanities more generally. The spatial anxiety of disorientation and the need to know one's location, even if only subconsciously, is a deeply felt and shared human experience. Building on Yi Fu Tuan's topophilia or love of place, Tally instead considers the notion of topophrenia as a simultaneous sense of place consciousness coupled with a feeling of disorder, anxiety, and dis-ease. He argues that no effective geography could be complete without also incorporating an awareness of the

lonely loathsome or frightening spaces that condition our understanding of that space Tally considers the tension between the objective ordering of a space and the subjective ways in which narrative worlds are constructed Narrative maps present a way of understanding that seems realistic but is completely figurative So how can these maps be used to not only understand the real world but also to put up an alternative vision of what that world might otherwise be From Tolkien to Cervantes Borges to More Topophilia provides a clear and compelling explanation of how geocriticism the spatial humanities and literary cartography help us to narrate represent and understand our place in a constantly changing world

Geography of Education Colin Brock, 2016-09-22 Geography of Education sets out the scope of this emergent interdisciplinary field It illustrates the essential affinity of geographical and educational studies by emphasising the geographical factors influencing formal education systems and other forms of knowledge transfer Colin Brock begins by arguing the theoretical synergy that exists between the nature of both geography and educational studies as disciplines This is then exemplified by an analysis of the emergence of systems of schooling under the influence of religious political and economic forces The author also considers informal and non formal modes of education and argues that the huge diversity of such provision creates a rich resource for research into geographies of education In the final chapters the author turns his attention to the role of cyberspace which has its own geography in learning and considers education as a form of humanitarian response to issues of environmental sustainability By bringing together a wide range of themes and topics relating to both education and geography Colin Brock argues that the geographical approach should inform the evolution of all types of educational provision around the world

Reading and Mapping Fiction Sally Bushell, 2020-07-02 This book explores the power of the map in fiction and its centrality to meaning from Treasure Island to Winnie the Pooh

The Qualitative Dissertation Maria Piantanida, Noreen B. Garman, 2009-03-25 Focused on making reflection an integral part of the journey this updated resource guides readers through the process of researching writing and defending a qualitative dissertation

Pedagogical Resilience, from Class to Digital Room Sidney Pereira Da Silva, 2024-06-27 With the rise of digital technology educators must adapt quickly especially in higher education Pedagogical Resilience from Class to Digital Room examines how Brazilian educators addressed technology adoption during the pandemic It sheds light on their experiences challenges and innovative strategies for integrating technology into higher education during COVID 19 The book provides insights into local and international educational landscapes by placing Brazil in the global discussion The research reveals how educators preferences subject matter and institutional policies influence technology adoption These aspects help us understand how pedagogy and technology intersect in different contexts and open for discussion about how decision makers may impact students development This research also led to the development of the Inverted Mirror instrument This tool helps visualize comparisons and uncover hidden aspects in qualitative and comparative studies Initiated at Stockholm University as part of a master's degree in International and Comparative Education the research received support from professors who confirmed

the instrument's relevance. A dedicated section in the book explains the Inverted Mirror instrument's functionalities and components. This book invites readers to learn from Brazilian educators' experiences and explore how technology is changing teaching methods.

Discourse Formation in Comparative Education Jürgen Schriewer, 2009. New theories and theory-based methodological approaches have found their way into Comparative Education just as into Comparative Social Science more generally in increasing number in the recent past. The essays of this volume express and critically discuss quite a range of these positions such as inter alia the theory of self-organizing social systems and the morphogenetic approach, the theory of long waves in economic development and world systems analysis, historical sociology and the sociology of knowledge as well as critical hermeneutics and post-modernist theorizing. With reference to such theories and approaches, the chapters written by scholars from Europe, the USA and Australia outline alternative research agendas for the comparative study of the social and educational fabric of the modern world. In so doing, they also expound frames of reference for re-considering the intellectual shaping or Discourse Formation of Comparative Education as a field of study.

Gendered Voices H.B. Holmarsdóttir, V. Nomlomo, A.I. Farag, Z. Desai, 2013-02-11. Internationally, there is growing awareness that the target of Education for All by 2015 will not be met unless more strident efforts are made to improve access for marginalized hard-to-reach children, most often girls. For almost four decades, gender equality in education has been one of the key global concerns, and as a result, various organizations at national and international levels, along with governments, have initiated programs focusing on achieving gender equality, women's empowerment, and improving girls' access to education. By focusing on access alone, i.e. gender parity, we may not understand how education can be used to achieve empowerment and influence cultural practices that are gender-insensitive. In this volume, we attempt to call into question the content of gender equality as simple parity, and in doing so, we reflect upon the following questions: Do the global macro discourses on gender equality in education lead to a focus on numbers only, or to more profound sustainable changes at the national, meso, and the school micro level? To what extent have national policies been adjusted to reflect the global discourses on gender equality? Are schools/classrooms micro-expected to adjust to these global discourses, and if so, in what ways has this happened? What are the challenges of providing access to good quality education for girls in both countries? Is there a dichotomy between the schools/classrooms on the one hand and the community on the other in terms of gender equality/equity? To what extent is gender equality/equity imposed upon schools and communities, and does it take into account the cultural practices in traditional communities?

Key words: Gender equality, education, Global vs. local concerns.

3 selling points: The volume highlights that although research has shown how global educational policies homogenize national educational policies and are therefore playing what can be termed a neo-colonial role in identifying pivotal themes and topics in education across the world, such as gender equality, literacy, and quality education in local contexts, they are often steeped in a Western logic which is not always culturally relevant or conducive. Making global recommendations for education across cultures and places is thus not always

unproblematic The volume highlights that a push for girls schooling must navigate wisely in sensitive terrain where complex contextual aspects must be understood and taken into account Girls attendance and retention in school are important first steps in the struggle for epistemic access but must be followed by serious deliberations about what kind of school and what kind of knowledge in the schools is appropriate and about equality and equity The volume attempts to understand how the global gender goals in education affect both local policies and local practice and in doing so it attempts to question the simple focus on access only *Spatial Theories of Education* Kalervo N. Gulson, Colin Symes, 2007-11-21 This collection of original work within the sociology of education draws on the spatial turn in contemporary social theory The premise of this book is that drawing on theories of space allows for a more sophisticated understanding of the competing rationalities underlying educational policy change social inequality and cultural practices The contributors work a spatial dimension into the consideration of educational phenomena and illustrate its explanatory potential in a range of domains urban renewal globalisation race markets and school choice suburbanisation regional and rural settings and youth and student culture

Comparative Education Reader Edward R. Beauchamp, 2003 First Published in 2003 Routledge is an imprint of Taylor Francis an informa company **Comparative and International Research In Education** Michael Crossley, Keith Watson, 2003-09-02 From the foreword This book is a major contribution to the field of comparative and international education It has been co authored by two distinguished figures who write with authority and clarity and who present conceptual insights which add creative and intellectual vitality to the field at a time of major change and development Changing geopolitical relations the acceleration of globalisation and major advances in information and communication technology have all transformed and revitalised international and comparative research in education This multidisciplinary book critically examines the implications of this change for those engaged in such work worldwide Groundbreaking and insightful it draws on the latest research and developments in the field to give a comprehensive overview and analysis of the contemporary condition of this valuable form of research Drawing upon the authors extensive international experience the text Re assesses the diverse and multidisciplinary origins of this field of study Documents the increased orientation towards research Explores the changing nature of the problems and issues faced by both new and experienced researchers Puts forward a coherent and well informed case for a thorough reconceptualisation of the field as a whole The book argues eloquently for increased cultural and contextual sensitivity in educational research and development in order that the field might make a more effective contribution to educational theory policy and practice This multidisciplinary work will be welcomed by a wide range of theorists and researchers in education and the social sciences as well as teachers policymakers and anyone concerned with improving dialogue and understanding across cultures and nations Inequality in Education Donald B. Holsinger, W. James Jacob, 2009-05-29 Inequality in Education Comparative and International Perspectives is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education

inequalities The book provides up to date scholarly research on global trends in the distribution of formal schooling in national populations It also offers a strategic comparative and international education policy statement on recent shifts in education inequality and new approaches to explore develop and improve comparative education and policy research globally Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services In addition to case perspectives from 18 countries across six geographic regions the volume includes six conceptual chapters on topics that influence education inequality such as gender disability language and economics and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education The book offers 1 a better and more holistic understanding of ways to measure education inequalities and 2 strategies for facing the challenge of inequality in education in the processes of policy formation planning and implementation at the local regional national and global levels

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