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Education as a Global Concern [Bloomsbury Publishing](#) This is an engaging discussion about the functions of education, drawing on a range of educational situations. "Education as a Global Concern" introduces the issues covered by this exciting new series, "Education as a Humanitarian Response". Colin Brock challenges the existing functions of education as widely and conventionally perceived, and promotes the notion of education as a humanitarian response as the prime function. He will examine the educational situations of a range of human groups that are marginalized or excluded from mainstream provision and will also consider the idea that 'humane' means 'appropriate'. This series presents an authoritative, coherent and focused collection of texts to introduce and promote the notion of education as a humanitarian response as a prime function of educational activity. The series takes a holistic interpretation of education, dealing not only with formal schooling and other systemic provisions in the mainstream, but rather with educational reality - teaching and learning in whatever form it comes at any age. **Alternative Education Global Perspectives Relevant to the Asia-Pacific Region** [Springer Science & Business Media](#) This book examines issues in alternative and mainstream education systems. It presents not only alternative forms of education facing actual issues in societies but also legal and administrative features of education. The book, dealing with issues of minority in education system, addresses school development in the 21st century as well as what kind of educational community should be created in the age of globalization. **Global Issues in Education Pedagogy, Policy, Practice, and the Minority Experience** [R&L Education](#) This book bridges the discourse on globalization and education with international studies on race, class, gender, ethnicity, culture, and multiculturalism, synthesizing macrosociology with educational research, which provides readers with the background, core knowledge, and global focus that is needed to understand international issues, as well as deal with diversity in the classroom. **The State of the Global Education Crisis a Pathway to Recovery** [UNESCO Publishing](#) **International Student Mobility and Opportunities for Growth in the Global Marketplace** [IGI Global](#) Today, millions of students cross geographic, cultural, and educational borders for their higher education. Trends of international student mobility are significant to universities, educators, business leaders, and governments to increase revenue and campus diversity in the global marketplace. As such, it is vital to examine recent trends in global student mobility around the world. **International Student Mobility and Opportunities for Growth in the Global Marketplace** is a critical scholarly resource that examines recent trends in global student mobility in Australia, Asia, North America, Latin America, Middle East, and Europe where the emerging trends and practices are prominent. Featuring coverage on a broad range of topics such as internationalization, cultural identity, and student mobility, this book is geared towards educators, education administrators, education professionals, academicians, researchers, and students. **The Imperative of Development** [The Wolfensohn Center at Brookings](#) [Brookings Institution Press](#) The achievements and legacy of the Wolfensohn Center for Development at Brookings The Imperative of Development highlights the research and policy analysis produced by the Wolfensohn Center for Development at Brookings. The Center, which operated from 2006 to 2011, was the first home at Brookings for research on international development. It sought to help identify effective solutions to key development challenges in order to create a more prosperous and stable world. Founded by James and Elaine Wolfensohn, the Center's mission was to "to create knowledge that leads to action with real, scaled-up, and lasting development impact." This volume reviews the Center's achievements and lasting legacy, combining highlights of its most important research with new essays that examine the context and impact of that research. Six primary research streams of the Wolfensohn Center's work are highlighted in **The Imperative of Development: the shifting structure of the world economy in the twenty-first century; the challenge of scaling up the impact of development interventions; the effectiveness of development assistance; how to promote economic and social inclusion for Middle Eastern youth; the case for investing in early child development; and the need for global governance reform.** In each chapter, a scholar associated with the particular research topic provides an overview of the issue and its broader context, then describes the Center's work on the topic and the subsequent influence and impact of these efforts. **The Imperative of Development** chronicles the growth and expansion of the first center for development research in Brookings's 100-year history and traces how the seeds of this initiative continue to bear fruit. **Emerging International Issues in Student Affairs Research and Practice** [IAP](#) The editors of **Emerging International Issues in Student Affairs Research and Practice** situate developing issues in student affairs through research, new and emergent methodologies, pedagogies, and practices. The text aims to encourage intercultural perspectives and opportunities across student affairs research and practice, while calling upon international student affairs practitioners, faculty, and staff to engage in international evidence-based research that provides a foundation toward a collective consensus of the field. To accomplish these goals, the editors invited predominant practitioners in student affairs practice and student affairs scholars from across the globe to engage in discourse, share their insights, and offer implications to the student affairs profession at the international level. The editors do this by dividing the text into two parts: Part I: Theoretical, Historical, Cultural, and Ideological Considerations in **International Student Affairs** and Part II: Emergent International Issues and Practice in **Student Affairs**. In Part I, the text addresses larger contexts, theories, and frameworks for understanding some of the most recent concerns and issues that have surfaced among international higher education leaders, student affairs professionals, and scholars. The section highlights discourse on directions and praxis that relate to the internationalization of student affairs and the resulting implications. Part II amplifies the larger international issues that have recently surfaced through the context of student affairs practice. International scholars and practitioners share timely concerns and matters that influence the profession on a global scale. This section highlights specific ways that practitioners can think about their work moving forward and implications that can shape research and the profession in the future. Collectively, these chapters represent a snapshot in time. Written early in the third decade of the 21st century, they emerge from one of the most distinctive—and some would say, one of the most unrelenting and tragic—recent periods of human history. The confluence of the pandemic and other global issues is exerting extensive pressure on higher education in general and the practice of student affairs in specific. Consequently, sustained, significant change seems inevitable. As a text within the series, **International Perspectives on Educational Policy, Research and Practice**—a series that aids to be a leading forum for global discussion on educational issues, urgent problems, successful experiences, and reflections from educational researchers and practitioners around the world—the editors believe the text is both timely and consequential. **Understanding Global Higher Education Insights from Key Global Publications** [Springer](#) This volume brings together selected articles published in **University World News (UWN)** and **International Higher Education (IHE)** between 2011 and 2016. Researchers, policy makers, and practitioners alike further the development of higher education as a field of study through public and ongoing conversations. It is news, analysis, and commentary publications like UWN and IHE that facilitate this dialogue and keep pace with the most up-to-date developments in the field. Together, the articles included in this volume—alongside the section introductions—offer a rich and relevant picture of the dynamic state of higher education globally. While both publications are freely available online, this book provides a thematically coherent selection of articles, offering an accessible and analytic perspective on the pressing concerns of contemporary higher education. **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. **Teaching for Global Competence in a Rapidly Changing World** [OECD Publishing](#) This new publication sets forward the PISA framework for global competence developed by the OECD, which aligns closely with the definition developed by the Center for Global Education at Asia Society. **What Works in Girls' Education Evidence for the World's Best Investment** [Brookings Institution Press](#) Hard-headed evidence on why the returns from investing in girls are so high that no nation or family can afford not to educate their girls. Gene Sperling, author of the seminal 2004 report published by the Council on Foreign Relations, and Rebecca Winthrop, director of the Center for Universal Education, have written this definitive book on the importance of girls' education. As Malala Yousafzai expresses in her foreword, the idea that any child could be denied an education due to poverty, custom, the law, or terrorist threats is just wrong and unimaginable. More than 1,000 studies have provided evidence that high-quality girls' education around the world leads to wide-ranging returns: Better outcomes in economic areas of growth and incomes Reduced rates of infant and maternal mortality Reduced rates of child marriage Reduced rates of the incidence of HIV/AIDS and malaria Increased agricultural productivity Increased resilience to natural disasters Women's empowerment **What Works in Girls' Education** is a compelling work for both concerned global citizens, and any academic, expert, nongovernmental organization (NGO) staff member, policymaker, or journalist seeking to dive into the evidence and policies on girls' education. **Learning to be The world of education today and tomorrow** [UNESCO](#) **Education for Sustainable Development A Roadmap** [UNESCO Publishing](#) **Global Issues and Adult Education Perspectives from Latin America, Southern Africa and the United States** [Jossey-Bass](#) **Global Issues and Adult Education** brings together seven years of cutting-edge research and analysis from the Cyril O. Houle Scholars in Adult and Continuing Education. These emerging leaders in the field investigate the importance of adult education in responding to the challenges of global issues. The book is divided into five sections, each of which examines one overarching topic—globalization and the market economy, marginalized populations, environment and health, community empowerment, and lifelong learning and educational systems. Each section begins with an introduction that provides a framework for understanding the overarching issues and summarizes the chapters in the section. **Identification Revolution Can Digital ID be Harnessed for Development?** [Brookings Institution](#)

Press Some 600 million children worldwide do not legally exist. Without verifiable identification, they—and unregistered adults—could face serious difficulties in proving their identity, whether to open a bank account, purchase a SIM card, or cast a vote. Lack of identification is a barrier to full economic and social inclusion. Recent advances in the reach and technological sophistication of identification systems have been nothing less than revolutionary. Since 2000, over 60 developing countries have established national ID programs. Digital technology, particularly biometrics such as fingerprints and iris scans, has dramatically expanded the capabilities of these programs. Individuals can now be uniquely identified and reliably authenticated against their claimed identities. By enabling governments to work more effectively and transparently, identification is becoming a tool for accelerating development progress. Not only is provision of legal identity for all a target under the Sustainable Development Goals, but this book shows how it is also central to achieving numerous other SDG targets. Yet, challenges remain. Identification systems can fail to include the poor, leaving them still unable to exercise their rights, access essential services, or fully participate in political and economic life. The possible erosion of privacy and the misuse of personal data, especially in countries that lack data privacy laws or the capacity to enforce them, is another challenge. Yet another is ensuring that investments in identification systems deliver a development payoff. There are all too many examples where large expenditures—sometimes supported by donor governments or agencies—appear to have had little impact. Identification Revolution: Can Digital ID be Harnessed for Development? offers a balanced perspective on this new area, covering both the benefits and the risks of the identification revolution, as well as pinpointing opportunities to mitigate those risks. Teaching Global Citizenship A Canadian Perspective [Canadian Scholars' Press](#) Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator's experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across Canada. FEATURES: - Grounded in narrative inquiry, experiential learning, and teacher-based research - Includes study questions at the end of each chapter - Written by teachers for teachers with the accessibility of the material, diverse voices, and a broad spectrum of classroom settings in mind Issues and trends in education for sustainable development [UNESCO Publishing](#) Directory of Resources for Cultural and Educational Exchanges and International Communication The Education Deficit Failures to Protect and Fulfill the Right to Education in Global Development Agendas Learn for our planet A global review of how environmental issues are integrated in education [UNESCO Publishing](#) International Education and Schools Moving Beyond the First 40 Years [A&C Black](#) Over the last forty years, the estimated number of international schools worldwide has increased from fewer than 300 to 6400 in 2012. This explosion is a response to the needs of a world in which borders are being traversed with ever greater ease and children increasingly need to be prepared for the global opportunities that await them. In this book, international school specialists reflect on where the movement has come from, how it stands and where developments are heading, offering insightful observations on these unique institutions. This is a comprehensive resource for students, researchers and professionals with an interest in the future of education in a globalized world. Leading Educational Change Global Issues, Challenges, and Lessons on Whole-System Reform [Teachers College Press](#) "You won't find a better book on whole-system change that covers so much ground in such an accessible form than Leading Educational Change!" —From the Foreword by Michael Fullan, Professor Emeritus, OISE, University of Toronto "This book tackles critical issues and conundrums about how to create productive educational systems by a group of exceptionally knowledgeable thought leaders from the U.S. and around the world. Both policymakers and practitioners will benefit from these valuable insights." —Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University, author of The Flat World and Education "A well-edited and fascinating anthology with a wide variety of prescriptions, from the powerful to the improbable." —Sir Michael Barber, Chief Education Advisor, Pearson "This book provides exactly what we need at this moment in the education enterprise: clear-eyed and far-reaching analyses from our brightest minds on the problems and potential solutions to delivering better educators and education amid a vastly changing, globally competitive, and interconnected 21st century." —Gregory A. Patterson, Managing Editor, Phi Delta Kappan Magazine This collection features original essays from international superstars in the field of educational change. Each "think piece" draws on the latest knowledge from research, policy, and practice to provide important insights for creating systemic, meaningful reform. The authors directly address contemporary challenges, misconceptions, and failed strategies, while also offering solutions, ideas, and guiding questions for examination. Unique in its breadth of ideas and diversity of voices, Leading Educational Change is must-reading for education decision makers on all levels, frontline practitioners, and everyone involved with children and adolescent learning. Together with the online companion Instructor's Guide, this is also a perfect text for educational leadership and policy courses. Contributors: Mel Ainscow, Stephen E. Anderson, Rukmini Banerji, Gabriel Cámara, Maria Helena Guimarães de Castro, Madhav Chavan, Amanda Datnow, Sherry L. Deckman, Lorna Earl, Patrick Griffin, Silvina Gvirtz, Andy Hargreaves, Alma Harris, Jonathan D. Jansen, Elena Lenskaya, Ann Lieberman, Helen Janc Malone, Barry McGaw, Pak Tee Ng, Pasi Sahlberg, Andreas Schleicher, Dennis Shirley, James P. Spillane, Louise Stoll, Esteban Torre, Yong Zhao Helen Janc Malone, Ed.D., is an educational researcher dedicated to connecting research, policy, and practice in support of student learning and positive development. Her work centers on educational change, whole-system reform, expanded learning, and K-16 pathways. World Development Report 2018 Learning to Realize Education's Promise [World Bank Publications](#) Every year, the World Bank's World Development Report (WDR) features a topic of central importance to global development. The 2018 WDR—LEARNING to Realize Education's Promise—is the first ever devoted entirely to education. And the time is right: education has long been critical to human welfare, but it is even more so in a time of rapid economic and social change. The best way to equip children and youth for the future is to make their learning the center of all efforts to promote education. The 2018 WDR explores four main themes: First, education's promise: education is a powerful instrument for eradicating poverty and promoting shared prosperity, but fulfilling its potential requires better policies—both within and outside the education system. Second, the need to shine a light on learning: despite gains in access to education, recent learning assessments reveal that many young people around the world, especially those who are poor or marginalized, are leaving school unequipped with even the foundational skills they need for life. At the same time, internationally comparable learning assessments show that skills in many middle-income countries lag far behind what those countries aspire to. And too often these shortcomings are hidden—so as a first step to tackling this learning crisis, it is essential to shine a light on it by assessing student learning better. Third, how to make schools work for all learners: research on areas such as brain science, pedagogical innovations, and school management has identified interventions that promote learning by ensuring that learners are prepared, teachers are both skilled and motivated, and other inputs support the teacher-learner relationship. Fourth, how to make systems work for learning: achieving learning throughout an education system requires more than just scaling up effective interventions. Countries must also overcome technical and political barriers by deploying salient metrics for mobilizing actors and tracking progress, building coalitions for learning, and taking an adaptive approach to reform. Educating for Global Competence: Preparing Our Youth to Engage the World Contemporary societies are marked by new global trends-economic, cultural, technological, and environmental shifts that are part of a rapid and uneven wave of globalization. The growing global interdependence that characterizes our time calls for a generation of individuals who can engage in effective global problem solving and participate simultaneously in local, national, and global civic life. Put simply, preparing our students to participate fully in today's and tomorrow's world demands that we nurture their global competence. This document introduces a definition of global competence developed by the Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning (see page (iv) for task force participants). The definition builds on seminal work within the states and a broad range of organizations working to advance global knowledge and critical thinking skills. A process of careful articulation and vetting yielded the definition of global competence here proposed: Global competence is the capacity and disposition to understand and act on issues of global significance. Globally competent individuals are aware, curious, and interested in learning about the world and how it works. They can use the big ideas, tools, methods, and languages that are central to any discipline (mathematics, literature, history, science, and the arts) to engage the pressing issues of our time. They deploy and develop this expertise as they investigate such issues, recognizing multiple perspectives, communicating their views effectively, and taking action to improve conditions. This publication of CCSSO and the Asia Society Partnership for Global Learning puts forward a new definition for global competence and explores how to infuse the capacities of global competence into the classroom and into policy. Educating Hearts and Minds A Comprehensive Character Education Framework [Corwin](#) In this revised edition of their bestselling book, the authors provide a comprehensive character education framework designed to help primary school administrators, educators, and concerned citizens organize, implement, and assess character education programmes in their schools. The authors propose many new ideas, suggestions, and promising practices that may be personalized to fit the needs and interests of a school, community, and children and youth. These include tips for leaders on how to involve all stakeholders and how to reach consensus, steps for developing a values curriculum, and strategies for instruction and staff development. How People Learn Brain, Mind, Experience, and School: Expanded Edition [National Academies Press](#) First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do—with curricula, classroom settings, and teaching methods—to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education. Global Health Informatics Education [IOS Press](#) Throughout the world, healthcare professionals often lack knowledge of the possibilities and limitations of systematically processing data, information and knowledge and of the resulting impact on quality decision-making. They are often asked to use information technologies of which they have limited appreciation, in order to enhance their practices through better use of information resources. However, for systematically processing data, information and knowledge in medicine and in healthcare, healthcare professionals who are well-trained in medical informatics or health informatics are needed. It will only be through improved education of healthcare professionals and through an increase in the number of well-trained workers in health and medical informatics that this lack of knowledge and associated skills can begin to be reversed. Although we can recognize further progress in

educating health and a considerable number of educational programs for health informatics / medical informatics specialists have been set up, there is still a need to enhance these educational activities world wide, considering global developments as well as new curricular concepts and technological opportunities. IMIA and in particular its working group on health and medical informatics education is the leading international society stimulating such educational activities in various ways. This book is especially helpful for educators in the field of health / medical informatics. Resources in education Health Professions Education A Bridge to Quality [National Academies Press](#) The Institute of Medicine study Crossing the Quality Chasm (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. Health Professions Education: A Bridge to Quality is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. This book recommends a mix of approaches to health education improvement, including those related to oversight processes, the training environment, research, public reporting, and leadership. Educators, administrators, and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system. End-User Considerations in Educational Technology Design [IGI Global](#) Emerging technologies have enhanced the learning capabilities and opportunities in modern school systems. To continue the effective development of such innovations, the intended users must be taken into account. End-User Considerations in Educational Technology Design is a pivotal reference source for the latest scholarly material on usability testing techniques and user-centered design methodologies in the development of technological tools for learning environments. Highlighting a range of pertinent topics such as multimedia learning, human-computer interaction, and online learning, this book is ideally designed for academics, researchers, school administrators, professionals, and practitioners interested in the design of optimized educational technologies. Gendered Lives Global Issues [State University of New York Press](#) A gender studies textbook that takes an anthropological approach. Gendered Lives takes a regional approach to examine gender issues from an anthropological perspective with a focus on globalization and intersectionality. Chapters present contributors' ethnographic research, contextualizing their findings within four geographic regions: Latin America, the Caribbean, South Asia, and the Global North. Each regional section begins with an overview of the broader historical, social, and gendered contexts, which situate the regions within larger global linkages. These introductions also feature short project/people profiles that highlight the work of community leaders or non-governmental organizations active in gender-related issues. Each research-based chapter begins with a chapter overview and learning objectives and closes with discussion questions and resources for further exploration. This modular, regional approach allows instructors to select the regions and cases they want to use in their courses. While they can be used separately, the chapters are connected through the book's central themes of globalization and intersectionality. Nadine T. Fernandez is Professor of Anthropology at the State University of New York Empire State College. She is the coeditor (with Christian Groes) of Intimate Mobilities: Sexual Economies, Marriage and Migration in a Disparate World. Katie Nelson is Instructor of Anthropology at Inver Hills Community College. She is the coeditor (with Beth Shook, Kelsie Aguilera, and Lara Braff) of Explorations: An Open Invitation to Biological Anthropology. Handbook of Distance Education Second Edition [Routledge](#) The second edition of this award-winning book continues the mission of its predecessor, to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education over the past quarter century. While the book deals with education that uses technology, the focus is on teaching and learning and how its management can be facilitated through technology. This volume will be of interest to anyone engaged in distance education at either the K-12 or college level. It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments. The Fourth Industrial Revolution [Currency](#) Between the 18th and 19th centuries, Britain experienced massive leaps in technological, scientific, and economical advancement Nation-Building and History Education in a Global Culture [Springer](#) This book examines the nexus between nation-building and history education globally and the implication for cultural diversity and social justice. It studies some of the major education reforms and policy issues in history education in a global culture, and regards them in the light of recent shifts in history education and policy research. In doing so, the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation, history education and policy-driven reforms. It makes clear that the impact of globalisation on education policy and reforms is a strategically significant issue for us all. The book focuses on the importance of nation-building and patriotism in history education, and presents up-to-date research on global trends in history education reforms and policy research. It provides an easily accessible, practical yet scholarly source of information about the international concerns in the field of globalisation, history education and policy research. Ebook: Environmental Science: A Global Concern [McGraw Hill](#) Environmental Science: A Global Concern is a comprehensive presentation of environmental science for non-science majors which emphasizes critical thinking, environmental responsibility, and global awareness. This book is intended for use in a one or two-semester course in environmental science, human ecology, or environmental studies at the college or advanced placement high school level. As practicing scientists and educators, the Cunningham author team brings decades of experience in the classroom, in the practice of science, and in civic engagement. This experience helps give students a clear sense of what environmental science is and why it matters in this exciting, new 13th edition. Environmental Science: A Global Concern provides readers with an up-to-date, introductory global view of essential themes in environmental science. The authors balance evidence of serious environmental challenges with ideas about what we can do to overcome them. An entire chapter focuses on ecological restoration; one of the most important aspects of ecology today. Case studies in most chapters show examples of real progress, and "What Can You Do?" lists give students ideas for contributing to solutions Global Perspectives on Adult Education and Learning Policy [Palgrave Macmillan](#) Most observers regard both adult and higher education as key for citizenship and democracy yet the worldwide contexts, appearance and expression of adult education and lifelong learning have changed significantly during the past 20 years. Focusing on ten countries (Scotland, Czech Republic, USA, Brazil, Mexico, Botswana, Ghana, Palestine, South Korea and India) and five international organisations, this book explores recent changes in their overall contexts and policies about adult education, how such policies intersect with developments in higher education and how they may contribute to debates on citizenship and democracy. It highlights several significant shifts: increased awareness of the role of adult education/lifelong learning in enhancing economic growth and social cohesion and mobility, challenging economic and social exclusion and inequality, and developing human and social capital; increased involvement of transnational bodies; pressure for increased global and national co-operation and competition between educational sectors and institutions; and demand for more integrated, accessible, relevant and accountable educational systems and processes. American Communication in a Global Society [Praeger](#) This popular text takes a hard look at the effect of U.S. communications worldwide and points to the trends and new factors that will be crucial to effective U.S. policy in future international interaction. From popular culture to the news media to public diplomacy, this book examines the growing problems the U.S. must face at the international level. The book addresses the much less-noted public communication content and the trends in the international environment that affect the impact and consequences of the communication substance that passes international boundaries. It articulates as issues agenda for people in both public and private institutions concerned with policies and programs in public diplomacy, news and information flow, educational exchange, or the role of images and perceptions in world affairs. Learning as Development Rethinking International Education in a Changing World [Routledge](#) Learning is the foundation of the human experience. It begins at birth and never stops, a continuous and malleable link across life stages of human development. Disparities in learning access and outcomes around the world have deep consequences for income, social mobility, health, and well-being. For international development practitioners faced with today's unprecedented environmental and geopolitical pressures, learning should be viewed as a touchstone and target for those seeking to truly effect global change. This book traces the path of international development work—from its pre-colonial origins to the emergence of economics as the dominant discipline in the field—and lays out a new agenda for policymakers, researchers, and practitioners, from early education through adulthood. Learning as Development is an attempt to rethink international education in a changing world. Creativity and the Global Knowledge Economy [Peter Lang](#) This is a major work by three international scholars at the cutting edge of new research that investigates the emerging set of complex relationships between creativity, design, research, higher education and knowledge capitalism. It highlights the role of the creative and expressive arts, of performance, of aesthetics in general, and the significant role of design as an underlying infrastructure for the creative economy. This book tracks the most recent mutation of these serial shifts - from postindustrial economy to the information economy to the digital economy to the knowledge economy to the 'creative economy' - to summarize the underlying and essential trends in knowledge capitalism and to investigate post-market notions of open source public space. The book hypothesizes that creative economy might constitute an enlargement of its predecessors that not only democratizes creativity and relativizes intellectual property law, but also emphasizes the social conditions of creative work. It documents how these profound shifts have brought to the forefront forms of knowledge production based on the commons and driven by ideas, not profitability per se; and have given rise to the notion of not just 'knowledge management' but the design of 'creative institutions' embodying new patterns of work. Educational content up close examining the learning dimensions of Education for Sustainable Development and Global Citizenship Education [UNESCO Publishing](#)