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This book series aims to be a space for authors to engage in scholarly writing that pushes boundaries, takes risks, and decouples traditional thinking to address education's existential threats. The editorial team seeks projects that link educational policies, research, and practices to global shifts that continue to shape our understanding of education. Recognizing that the "idea" of education is under attack as societies are shaped by growing insularity, disregard for planetary crises, and political upheaval, we invite authors to recognize that voice matters, knowledge is transformative and visibility is vital. We are particularly interested in borderland perspectives that highlight the fluidity and complexity of different global and local educational discourses, policies, and practices. Our series seeks new ways of thinking, reshaping and reimagining structures, and encouraging non-traditional partnerships.

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## Keep Calm, Teach On Education Responding to a Pandemic

Dina Vyortkina, Florida State University; Neil Collins, University College Cork and Nazarbayev University; Timothy Reagan, University of Maine and University of the Free State

2023. Paperback 978-1-64802-806-9 \$52.99. Hardcover 978-1-64802-807-6 \$94.99. eBook 978-1-64802-808-3 \$85.

COVID-19 has had massive social, political, and economic consequences, not least in education. Schools and universities globally closed their doors and sought to provide educational services to students in other, alternative ways. This book is a collection of essays about how different institutions and systems of education around the world have attempted to meet the challenges created by COVID-19. It reports the impact of the pandemic in both developed and developing nations and at all levels of education. The collective responses and lessons learned are analyzed to explain the relative success of different coping strategies.

**CONTENTS:** Preface. Education in a Time of Crisis: An Introduction, *Dina Vyortkina, Neil Collins, and Timothy Reagan*. How the COVID-19 Pandemic Affected Education in Turkey, *Oğuzcan Çiğ and Neslihan Canpolat-Çiğ*. Lessons From a Pandemic: Professional Learning for Teacher Education From a Reflective Account of Online Learning in a New Zealand Primary School, *V. E. Sharplin and Elaine Sharplin*. The Postpandemic Evolution of Internationalization in Australian Higher Education: Situating the Current Crisis in the Historical Sociocultural Policy Context, *Michele Doray, Elaine Sharplin, and Christine Howitt*. Inclusion and Equity With Multimodality During COVID-19, *Nettie Boivin and Anna CohenMiller*. STEM Education in Higher Education in the Time of COVID-19, *Asli Sezen Barrie*. Reflections in Teacher Education in the Time of COVID-19, *Terry A. Osborn*. EdTech and COVID-19 Response: A Case Study of Kenya, *Moses Ngware and Volla Ochieng*. About the Contributors.



## Emerging International Issues in Student Affairs Research and Practice

Amber Manning-Ouellette, Oklahoma State University; Stephen P. Wanger, Oklahoma State University

2022. Paperback 978-1-64802-809-0 \$52.99. Hardcover 978-1-64802-810-6 \$94.99. eBook 978-1-64802-811-3 \$85.

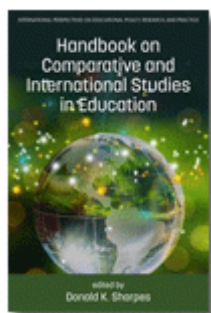
The editors of *Emerging International Issues in Student Affairs Research and Practice* situate developing issues in student affairs through research, new and emergent methodologies, pedagogies, and practices. The text aims to encourage intercultural perspectives and opportunities across student affairs 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.

**CONTENTS:** Foreword, *Debra K. Sanborn*. Introduction: Addressing Emerging Issues in International Student Affairs: A Snapshot in Time, *Amber Manning-Ouellette and Stephen P. Wanger*. Acknowledgments. **PART I: THEORETICAL, HISTORICAL, CULTURAL, AND IDEOLOGICAL CONSIDERATIONS IN INTERNATIONAL STUDENT AFFAIRS.** The Historical Developments of Student Affairs Research and Practice, *Fred Griffiths and Doug Hallenbeck*. Practicing Student Affairs Within the Tensions Between Globalism, Nationalism, and Nativism, *Stephen P. Wanger*. College Student Intercultural Development: Examining the Nexus of Student Cognition, Intellectual Development, and Developmental Readiness, *Amber Manning-Ouellette*. The Role of Values in the Globalization of Student Affairs, *Edgar ApanecatI-Ibarra*. The Construction of College Counselor Teams Since the Founding of the People's Republic of China, *Qinghong Peng and Geng Pin*. Governmental Policy and Student Affairs Development in Thailand, *Korn Sornlertlumvanich*. Lessons Learned From the COVID-19 Pandemic: Strategies for International Student Support in a Post-Pandemic World, *Justin S. Jeffery and Leigh A. Poole*. **PART II: EMERGENT INTERNATIONAL ISSUES AND PRACTICE IN STUDENT AFFAIRS.** Delayed Adulthood Influences on Student Affairs, *Stephan M. Wilson and James G. Stewart*. University Counseling Centers Supporting Role in Student Affairs and Services, *Christy Hamilton, Douglas Knutson, and Hang-Shim Lee*. Trends in Student Development Research and Practice in Thailand, *Panida Sukseemuang, Yaowalak Kunaworakul, and Amber Manning-Ouellette*. Student Diversity in Preparation for a Global Society: A Case for International Students in China, *Josephine Shikongo and Miao (Marcia) Sun*. Using Critical Race Theory to Examine the Experiences of International Students at Predominantly White Institutions, *Andrey M. Williams*. Academic Advising and Intercultural Competence, *Mark Samuel Nelson*. Preparing Students in Vietnam for Study Abroad, *Ky Le*. Implications of a Global Pandemic on International Student Affairs, *Leigh A. Poole and Justin S. Jeffery*. Conclusion: Toward International Student Affairs Research and Practice, *Amber Manning-Ouellette and Stephen P. Wanger*.



## Handbook on Comparative and International Studies in Education

Donald K. Sharpes, Arizona State University

2016. Paperback 9781681236766 \$60. Hardcover 9781681236773 \$103.5. eBook 9781681236780 \$85.

This Handbook is a comprehensive reference book for libraries, scholars, and comparative and international studies researchers. It contains 33 chapters on all major educational topics, including research using all qualitative and quantitative methodologies, with research from 23 countries and all inhabited continents. Here you as a scholar will find research from countries not usually known for published educational schooling topics. The globalization of educational research has not typically kept pace with the globalization of economies or communication technologies. This Handbook includes expanded research capabilities from both developed and less developed countries throughout the world.

**CONTENTS:** Preface. **SECTION I: TESTING AND ACCOUNTABILITY MEASURES.** International and Interstate Analyses of Student- and School-Targeted Accountability Policy Effects, *Jaekyung Lee and Laura C. Amo*. International Test Rankings and Student Academic Performance: It's the Economy Stupid, *Christopher H. Tienken and Thomas W. Tramaglino*. Comparative Indicators of Education in G20 Countries, *Maria Stephens and Yemurai Tsokodayi*. Evaluating Teachers through Student Test Scores: A Cautionary Tale, *David C. Berliner*. **SECTION II: CROSS-CULTURAL AND CROSS-NATIONAL RESEARCH** Cultural-Bound Elements of Ethical Sensitivity: Case Studies from the Netherlands, Finland, and Iran, *E. Kuusisto, K. Gholami, I. W. Schutte, M. V. C. Wolfensberger, and Kirsi Tirri*. Criteria for Cross-Cultural Survey Research, *S. A. O'Connor-Petruso and M. Martinez-Pons*. The Visual Turn in Comparative and International Education Research, *Constantin Schreiber and Gustavo E. Fischman*. Nordisk Education—A Question of Perspective? *Lotte Rahbek Schou*. Quality Education in Sub-Saharan Africa, *Sarah Lange*. Adolescent Self-Concept among Chinese, Kazakh, Americans, and Native Americans, *Donald K. Sharpes*. The Impact of International Student Teaching on Prospective U.S. Teachers: Cultural, Professional and Character Development across Five Countries, *Binbin Jiang, Robert A. DeVillar, and Lauren M. Drake*. Deconfessionalizing Religious Education in Post-Secular Western Societies: Where Is it Done and Why Is it Important? *Patrick Loobyuck*. The Psychology of Muslim Suicide Bombers, *Donald K. Sharpes*. **SECTION III: STRUCTURED EDUCATIONAL CONTEXTS: LEADERSHIP AND CURRICULUM.** A Study of Fourth Grade Mathematics Content Between the Brazilian National Education Test and the Curriculum of the State of Sao Paulo, *Ivanete M. Araldi Maciente*. Physical School Environment as a Factor of Learning, *Majda Cencic*. Does Violence Beget Violence? The Relationship Between Exposure to Electoral Violence and Aggression Among Zimbabwean Youth, *Angellar Manguvo*. Perspectives, Dilemmas, and Multicultural Leadership of Public School Principals in the Three Southern Border Provinces of Thailand, *Ekkarin Sungtong*. Quality in Higher Education: Global Convergence and the Case of China, *Ji Zhou*. Educational Community Networking in Belarus, *Iouri Zagoumenov, Nikolai Gorbachev, and Sergei Malchenko*.

Globalization as Challenge for Education and “Bildung”: Analyzing the Impetus of Global Education as International Imperative in German Schools, *Claudia Bergmüller*. Educational Leadership in Romanian High Schools: Evidence from Teachers and Principals, *Ioana Sonia Ilie*. **SECTION IV: TEACHERS, PARENTS AND STUDENTS.** The Education of Ethnic Minorities in The People’s Republic of China, *Ming Fang He and Min Yu*. Improving Educational Achievement for Marginalized Children in Rural Bangladesh via Non-formal Education, *Kevin A. Gee, Talat Mahmud, Kazi Saleh Ahmed, and Elizabeth Pearce*. Finnish Teachers and Diversity: The Case of Muslim Students, *K. Tirri, I. Rissanen, and E. Kuusisto*. Exploring Gender Differences and Developmental Changes in Japanese Adolescent and Young Adult Self-Concept, *Patrick Pieng, Yukari Okamoto, and Jonna R. La Joy*. Raising Only Children in Urban China: Do Parents Hold Gender-Differentiated Expectations? *Yandong Liang, Yukari Okamoto, and Mary E. Brenner*. Parent Involvement and Student Academic Achievement in Taiwan: Gender, Mediation, and Developmental Considerations, *Hsiu-Zu Ho, Kuang-Hui Yeh, Chih-Wen Wu, Yeana W. Lam, Yin Yu, and Hsin-Yi Kung*. Understanding International Korean, Vietnamese and Chinese Students’ Motivations to Study Overseas, *Ly Thi Tran and Nhai Thi Nguyen*. The Challenges of Promoting Cultural Responsiveness: Teachers’ Cultural Knowledge and Multicultural Competency in Hong Kong Schools, *Ming-Tak Hue*. Shifting Perspectives and Pedagogies: The Impact of Student Teaching Abroad, *Tine Falk Sloan, Hsiu-Zu Ho, Elizabeth Sciaky, and Kara Otto*. Similarities in Perceptions of Pedagogical Expertise by Turkish and American Students, *Nuray Senemoglu*.



## Lost in Transition Redefining Students and Universities in the Contemporary Kyrgyz Republic

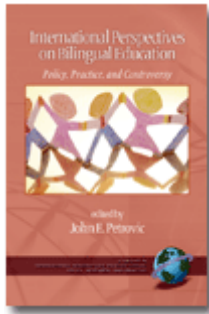
Alan J. DeYoung, University of Kentucky

2011. Paperback 978-1-61735-230-0 \$52.99. Hardcover 978-1-61735-231-7 \$94.99. eBook 9781617352324 \$85.

Being a “student” has been and remains a highly desirable status for young people and their families in Kyrgyzstan. “Giving their children education” (dat detyam obrazovaniye) – meaning “higher education” – has become an imperative for many parents, even in a time of serious economic and social decline. The numbers of universities and university enrollments have increased dramatically – in fact quadrupled – since Kyrgyz independence from the former USSR in 1991. All this is happening just as the overall system of secondary education has basically collapsed. School quality and outcomes of learning for most Kyrgyz youth have become increasingly marginal – even as those who run universities widely proclaim quality improvements and desires/intentions to join international higher education space. The book thus seeks to explain the manifest versus the latent functions of higher education in Kyrgyzstan. Relying on explanations of lived experience, the research attempts to explain how the seeming contradiction of a declining resource and intellectual base of universities yet appeals to parents and students as the system continues to expand with easily compromised accountability measures. The study approaches these topics by seeking to define what it now means to be a university student in Kyrgyzstan, as well as what many state universities have turned into” in contrast to how they were remembered by those who attended and taught within them two decades ago. The work also considers a number of private and inter-governmental universities which are allowed to operate in Kyrgyzstan and award both state and international diplomas. I portray the different organizational and ideological pursuits of these universities as they contrast with those of the state universities.

Lost in Transition is an empirical look at higher education reform in Kyrgyzstan, employing several methodological strategies. These include a student survey given to over 200 students at five different universities; surveys and interviews with senior instructors and administrators at these same institutions; and a two-year case study of a student and faculty cultures and subcultures at one particular national university particular university faculty in one of the larger state universities. The case study utilized participant observation, ethnographic interviews, document analysis, and social media.

**CONTENTS:** Introduction. 1. Education and Socialization: Deconstructing the Soviet Imperative. 2. Students Making Decisions about the University. 3. On Being a Student at Bishkek New University: Social Scenes and Situations. 4. On Being a Student at Bishkek New University: Students, Student Groups, and Classes. 5. University Use and University Quality: Then and Now. 6. Faculty of Foreign Languages: Academic Culture Compromised. 7. Concluding Remarks and International Perspectives on the Kyrgyz Higher Education Scene. 8. Appendix. References.



## International Perspectives on Bilingual Education Policy, Practice, and Controversy

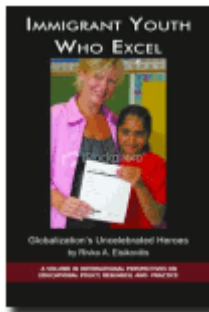
John E. Petrovic, The University of Alabama

2010. Paperback 978-1-60752-329-1 \$52.99. Hardcover 978-1-60752-330-7 \$94.99. eBook 9781607523314 \$85.

This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy.

This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

**CONTENTS:** Foreword, *Terrence Wiley, Arizona State University*. Introduction. **SECTION 1: POLICY** 1. Language Minority Education in the United States: Power and Policy, *John E. Petrovic*. 2. Language Minority Rights and Educational Policy in Canada, *Thomas Ricento and Andreea Cervatiuc*. 3. Education Policy and Language Shift in Guatemala, *Ivonne Heinze Balcazar*. **SECTION 2: PRACTICE** 4. Transitions to Bilinguality: Creating Positive Academic Trajectories for Emerging Bilinguals in the United States, *Kathy Escamilla and Susan Hopewell*. 5. Bilingualism and Bilinguality in India: Implications for Education, *Prema K. S. Rao, Jayashree C. Shanbal, Sarika Khurana*. 6. Making Choices for Sustainable Social Plurilingualism: Some Reflections from the Catalan Language Area, *F. Xavier Vila i Moreno*. **SECTION 3: CONTROVERSY** 7. Reorienting Language-as-Resource, *Richard Ruiz*. 8. The Role of Language in Theories of Academic Failure for Linguistic Minorities, *Jeff MacSwan and Kellie Rolstad*. 9. A Postliberal Critique of Language Rights: Toward a Politics of Language for a Linguistics of Contact, *Christopher Stroud*.



## Immigrant Youth Who Excel Globalization's Uncelebrated Heroes

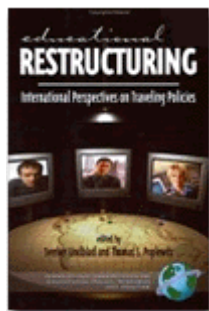
Rivka A. Eisikovits, University of Haifa

2008. Paperback 978-1-59311-971-3 \$52.99. Hardcover 978-1-59311-972-0 \$94.99. eBook 9781607528838 \$85.

The book has two parts. Through a series of four interconnected studies, the first focuses on the youths' perceptions. We, meaning the reader and I, accompany them on their way into the new school, in chapter 1, and listen to evaluations of their academic and social experiences. In chapter 2, we learn about their informal social adaptation in various life settings, emphasizing gender differences in coping mechanisms. From here, we proceed to public opinion formation in the course of preparation for first-time voting in a new political culture (chapter 3). Perceptions of the military, in chapter 4, as the last stage of compulsory postsecondary civic engagement for Israeli youngsters, close this section. The second part places in the limelight the reactions of the educational system to catering to the needs of these immigrants who excel. Chapter 5 dwells on teachers' perspectives on the challenge they present, exploring differences in these perspectives according to their years of experience and subject matter area. Chapter 6 examines the organizational modus operandi of several schools, eliciting field-based models for handling immigrant students. Evolving from the latter, chapter 7 offers an anthropological approach for training teachers to work optimally with immigrant and culturally diverse students. The programmatic epilogue offers an operational model for materializing the potential to enhance global participation for immigrants as well as locals, ensuing from the inter-cultural encounter. Research procedures that are common to a number of studies are explained upon first mention. To aid in the visualization of adaptive patterns emerging from this large body of data—on both immigrant youth and educators in the receiving society—tables summarizing findings are provided for all but chapter 7. In addition to the comparative component, each chapter also includes an assessment of globalization proneness in light of its specific topic.

**CONTENTS:** Introduction. PART I: YOUTHS SPEAK. "My expectations from school?... Here's a list!" The High School

Compared and Assessed. "It is obvious that girls have an easier time:" Gender and Adaption Style. "Democracy is more fun:" Voting in a New Political Culture. "There (in the service) you will have to become a part of things:" Acculturation in and Through the Military. PART II: WE LISTEN. "They do excel, the trouble is they come in as Russian and leave as Russians four years later:" Teaching High-Achieving Transnationalists. "The Questions is where to place the Ulpan class:" Diverging Approaches to the Education of Immigrants. An Anthropological Answer: The Teacher-as-Ethnographer Model. A Programmatic Epilogue. References. About the Author.



## Educational Restructuring International Perspectives on Traveling Policies

Tom Popkewitz, University of Wisconsin Madison; Sverker Lindblad, Uppsala University

2006. Paperback 1-59311-180-0 978-1-59311-180-9 \$52.99. Hardcover 1-59311-181-9 978-1-59311-181-6 \$94.99. eBook 9781607527602 \$85.

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## Surviving the Transition? Case Studies of Schools and Schooling in the Kyrgyz Republic

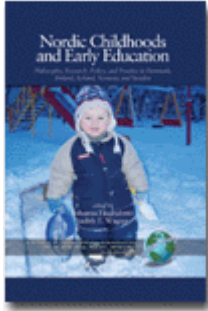
Galina K. Valyayeva, University of Kentucky; Madeleine Reeves, University of Cambridge; Alan J. De Young, University of Kentucky

2006. Paperback 1-59311-511-3 978-1-59311-511-1 \$52.99. Hardcover 1-59311-512-1 978-1-59311-512-8 \$94.99. eBook 9781607525332 \$85.

This is a book about four rural secondary schools of the Republic of Kyrgyzstan, a newly independent Central Asian state of the former USSR. Utilizing case study methods, we describe and discuss how teachers, administrators and students are attempting to survive the proclaimed "transition" to democracy and a market economy within their particular schools and communities. We view this work primarily as a cultural study of schools and school life, not a work about the national education system. There is in fact a growing volume of other writings on issues and problems in education in Central Asia, some of which we have ourselves contributed to (see DeYoung, 2004; Reeves, 2004). The focus in this study, however, involves school, individual, and group lives and dynamics in and around the four village schools we studied during 2004 and 2005.

Two of the four schools are in Chui Oblast; one in Naryn Oblast, and one in Batken Oblast. One Chui school lies within an economically and demographically stable community by Kyrgyz standards; the other school faces more serious economic and migratory issues. Our Naryn school is located in an isolated livestock-breeding region of Kyrgyzstan high in the Tien Shan mountains near China. Finally, we describe community and school situations in an agricultural community in the south that is characterized by considerable poverty-driven labor migration. Our work involved schools in the small town of Shopokov, and the villages of Tash Dobo, At-Bashy and Ak-Tatyr. These are all actual places on the map of Kyrgyzstan - if your map is detailed enough. In several cases, nearby smaller schools are also discussed as they relate to our primary institutions.

**CONTENTS:** Introduction. 1. Where, How, When, and Why 2. Shopokov School Gynasium #1 3. The Schools at Tash Dobo 4. At-Bashy: The School Named in Honor of Kazybek 5. Schooling in Ak-Tatyr: A Shifting Moral Economy 6. Some Summary



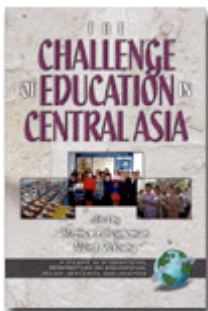
## Nordic Childhoods and Early Education Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway, and Sweden

John A. Wagner, Michigan State University; Johanna Einarsdottir, Iceland University of Education

2006. Paperback 1-59311-350-1 978-1-59311-350-6 \$52.99. Hardcover 1-59311-351-X  
978-1-59311-351-3 \$94.99. eBook 9781607524779 \$85.

In this book, noted Nordic researchers and teacher educators provide insights into early childhood discourses and practices in Denmark, Finland, Iceland, Norway and Sweden. In addition to these insiders' perspectives, an American scholars explore Nordic themes, trends, and practices as they emerge in the book's chapters on such varied topics as Nordic childhoods, children's perspectives, preschool teacher education reforms and developments, transition from preschool to primary school, learning through play, caregiving and instruction.

**CONTENTS:** Preface, *Bernard Spodek*. Nordic Ideals as Reflected in Nordic Childhoods and Early Education, *Johanna Einarsdottir and Judith T. Wagner*. The Making of Nordic Childhoods, *Baldur Kristjánsson*. Will There Be Any Preschool Teachers in the Future? A Comment on Recent Teacher Education Reforms in Sweden, *Jan Erik Johansson*. The Social Game of Early Childhood Education: The Case of Norway, *Torill Strand*. Teaching and Learning in Preschool and the First Years of Elementary School in Sweden, *Ingrid Pramling Samuelson*. Finnish Daycare: Caring, Education and Instruction, *Anneli Niikko*. Between Two Traditions—Between Two Continents: Early Childhood Education in Iceland, *Johanna Einarsdottir*. Learning and Development through Play, *Pentti Hakkarainen*. Children's Perspectives on their Childhood Experiences, *Stig Broström*. Reconceptualizing Early Childhood Education: Challenging Taken-for-Granted Ideas, *Hillevi Lenz Taguchi*. An Outsider's Perspective: Childhoods and Early Education in the Nordic Countries, *Judith T. Wagner*.



## The Challenges of Education in Central Asia

Alan J. De Young, University of Kentucky; Stephen P. Heyneman, Vanderbilt University

2006. Paperback 1-931576-48-3 978-1-931576-48-2 \$72.99. Hardcover 1-931576-49-1  
978-1-931576-49-9 \$104.99. eBook 9781607529750 \$85.

**CONTENTS: Part I: Overview.** One Step Back, Two Steps Forward: The First Stage of the Transition for Education in Central Asia. *Stephen P. Heyneman*. **Part II: Social and Political Background.** Introduction to Central Asia: Ancient Societies and the New Millennium. *Gregory Gleason*. The Legacy of Russian and Soviet Education and the Shaping of Ethnic, Religious, and National Identities in Central Asia. *Mark S. Johnson*. The Effects of the Collapse of the USSR on Teachers' Lives and Work in Tajikistan. *Sarfaroz Niyozov*. Central Asian Educational Issues and Problems: Internet Coverage and Sources. *Alan J. DeYoung and Charlene Santos*. Turkish Higher Education Initiatives Towards Central Asia. *Ahmet Aypay*. Challenges of Education in Central Asia: Education and Linguistic Division in Kyrgyzstan. *Britta Korth*. Academic Exchange Programs in Central Asia: The First Eight Years. *David Mikosz*. **Part III: Economic Background.** Education In Central Asia During the Transition to a Market Economy. *Kathryn H. Anderson, Richard Pomfret, and Natalya S. Usseinova*. Education in Asia, with Particular Reference to the Kyrgyz Republic. *Michael Mertaugh*. Access to Education in Five Newly Independent States of Central Asia and Mongolia: A Regional Agenda. *John C. Weidman, David W. Chapman, Marc Cohen, and Marcrina Lelei*. **Part IV: Elementary and Secondary Education.** On the Demise of the "Action Plan" for Kyrgyz Education Reform: A Case Study. *Alan J. DeYoung*. Perspectives and Problems in Education Reform in Kyrgyzstan: The Case of National Scholarship Testing. *Todd Drummond and Alan J. DeYoung*. Secondary Education Reform in Kazakhstan: The Case of School Maksat. *Svetlana Zhanabayeva and Lyubov Isatayeva*. **Part V: Higher Education.** University Ranking in Central Asia: The Experience of Kazakhstan. *Vladimir Briller and Shnara Iskakova*. Straddling Market and State: Higher Education Governance and Finance Reform in Kazakhstan. *Michael K. McLendon*. Diversification of Financial Resources in Kazakh Higher Education. *Timothy C. Caboni*. Strategic Planning at East Kazakhstan University: How a University Can Survive in a Rapidly Shifting Policy Environment. *Serik M. Abilov*. Trials in the Humanities. *Rafique Keshavjce*. The Reform of Kazakhstan's Educational System: The Problems of State Monopoly on Educational Quality. *Zhomart K. Medeuov*. Cultivating "Citizens of a New Type": The Politics and Practice of Educational Reform at the

American University in Kyrgyzstan. *Madeleine Reeves.*





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