

# International Encyclopedia of Education

Volume 3  
(第3卷)

## 国际教育学百科全书

3rd Edition  
(第3版)



Editors-in-Chief:  
Penelope Peterson, Eva Baker and Barry McGaw

# INTERNATIONAL ENCYCLOPEDIA OF EDUCATION

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THIRD EDITION

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## THIRD EDITION

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## PREFACE

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A preface usually provides a brief introduction to a work, intended to set the stage, provide some background insight, and whet the appetite of the reader. In our case, however, this preface has to address a fundamental question, one that was in our minds at the time we were recruited as Editors-in-Chief for the *International Encyclopedia of Education*. The question was “Why do we need an Encyclopedia?” Its subtext was inspired by the ever-growing, ever-popular Internet. We believe that *this* Encyclopedia is desperately needed and will become a valued resource in education and associated social sciences and arts. The reasons are intellectual and procedural. Anyone with a modicum of knowledge knows that finding and trusting information gleaned from the Internet are two separate actions. The reliance on browsers to help discover references and comments result in resources based on popularity not quality. Pithy titles catch the eye and references rise in the ranks of browser searchers. Related to this is the “editing” in the Internet realm of populist efforts at encyclopedia, references, and other compilations. Once again, after removing offensive material, the accuracy, completeness, lack of bias, and other provenance for entries simply do not exist. Experienced researchers in education can sort through and make intelligent choices. Novices and many journeyman, or practitioners, parents, and policy makers cannot. Contrast how this Encyclopedia was built. Key domains of educational research were identified, and a tentative list of sub-domains or useful applied areas was posited. Then the Editors-in-Chief (apologies for the awkwardness of the term) identified the leading researcher in a particular domain, and with surprisingly little effort, recruited them to participate. They in turn identified the two best researchers in a sub-domain, such as formative assessment or the training of pre-school teachers. The authors of the sections of the Encyclopedia do not represent a collective group of friends and acquaintances, although friendships have been made. Rather they embody a deep and broad scholarly community. The difference from compiled Internet resources is the built-expertise and intellectual engagement of the authors. The summary of the developments and futures in their personal areas of scholarship have been filtered through their years of experience, both as scholars and communicators. Quality, then, is endemic to each piece, developed through this top-down identification of expertise, and made indelible by the bottom-up application of high standards from people leading the sub-domains – the authors, and the domains themselves, the section editors.

On a procedural level, the publishers early committed to the notion that this Encyclopedia would also be an online resource, and access would be available through print, for those with strong bookcases and the persisting love of turning real pages. The Internet version will allow multiple prisms through which the reader may access articles and provide, as it were, an emulation of the Internet in our field, albeit bounded by expertise and high quality.

What must be underscored in the assessment of this effort are the Editors-in-Chief and the publishers’ commitment to find excellence worldwide. We tried very hard to persuade notable scholars from all parts of the world to make contributions. Less than to fulfill the title of “International,” we were on the hunt for perspectives that would enrich the scope and depth of the sections. Our section editors put in enormous time attempting to find the best in the field, wherever they resided. Yet, not everyone is in the volume. Some were overcommitted. Many were not fully confident of their English, and the automated translation software has not yet met standards for technical writing. We believe that such writing and editing tools will make the outreach to an even broader International group of scholars possible in future revisions, or online updates. Furthermore, the birth of the World Educational Research Association (in 2009) will provide a better set of interlocking networks to find and evaluate scholarship from any place on the globe.

Finally, the scope of the effort must be acknowledged: 28 section editors, 926 articles were commissioned, drafted, reviewed, redrafted, edited, and put together in the space of four years. The publishers underwent some internal changes, and alterations in management. We as Editors-in-Chief, changed roles, moved, and also had to keep our own research and development enterprises afloat. Deadlines wobbled; authors dropped from view and had to be replaced.

Yet, at times frustrating as all development is, we find the final product exhilarating. We are enthusiastic not simply because it came into being at all, but because the collective light of the minds that wrote have left a bright resource for the future, one that will impact the way our colleagues understand and experience the educational knowledge, improvement, and impact in the future.

Eva Baker  
Penelope Peterson



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## HOW TO USE THE ENCYCLOPEDIA

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The *International Encyclopedia of Education* is intended for use by students, research professionals, and interested others. Articles have been chosen to reflect major disciplines in the study of education and common topics of research by academics in this domain. Each article serves as a comprehensive overview of a given area, providing both breadth of coverage for students, and depth of coverage for research professionals. We have designed the encyclopedia with the following features for maximum accessibility for all readers.

The contents of the encyclopedia are arranged alphabetically by section, and within sections, alphabetically by article. The Subject Index is located in Volume 8. Some topics are covered in a multitude of articles from differing perspectives, while other topics may have only one entry. We encourage use of the index for access to a subject area, rather than use of the Contents list alone, so that a reader has a full notion of the coverage of that topic.

The articles include cross-references to other related encyclopedia articles, suggested further readings where applicable, and many contain relevant websites for additional information. We encourage readers to use the cross-references to locate other encyclopedia articles that will provide more detailed information about a subject.

The Further Reading sections include recent secondary sources to aid the reader in locating more detailed or technical information. Review articles and research articles that are considered of primary importance to the understanding of a given subject area are also listed. These suggested further readings are not intended to provide a full reference listing of all material covered in the context of a given article, but are provided as next steps for a reader looking for additional information.

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