

International Encyclopedia of Education

Volume 2
(第2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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PREFACE

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.

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HOW TO USE THE ENCYCLOPEDIA

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.

CONTENTS

Preface	v–vi
Editors	vii–viii
How to use the Encyclopedia	ix

VOLUME 1

A

Adult Education

Adult Education Overview	<i>K Rubenson</i>	1
--------------------------	-------------------	---

Adult Education – Adult Learning, Instruction and Program Planning

Adult Learning	<i>S B Merriam</i>	12
Adult Learning and Instruction: Transformative Learning Perspectives	<i>P Cranton</i>	18
Adult Learning in a Biographic Perspective	<i>L West</i>	25
Adult Learning, Instruction and Programme Planning: Insights from Freire	<i>P Mayo</i>	31
Characteristics of Adult Learning	<i>K Illeris</i>	36
Informal Learning: A Contested Concept	<i>P Hodgkinson</i>	42
Organizational Learning	<i>P-E Ellström</i>	47
Program Planning	<i>A L Wilson and R M Cervero</i>	53
Workplace Learning Frameworks	<i>S Billett</i>	58

Adult Education – as a Field of Study

Class Analysis in Adult Education	<i>T Nesbit</i>	64
Gender Analysis	<i>J Stalker</i>	70
Race and Ethnicity in the Field of Adult Education	<i>J Johnson-Bailey and D Drake-Clark</i>	77
Trends in Workplace Learning Research	<i>T Fenwick</i>	83

Adult Education – Concepts

Lifelong Learning	<i>J Field</i>	89
Rewriting the History of Adult Education: The Search for Narrative Structures	<i>B J Hake</i>	96

Adult Education – Domains and Provision

Adult Basic Education: A Challenge for Vocational Based Learning	<i>R Höghielm</i>	102
Adult Literacy Education	<i>L Tett and R St.Clair</i>	107
Citizenship and Immigrant Education	<i>D Schugurensky</i>	113
Community Based Adult Education	<i>B Connolly</i>	120
Continuing Professional Education: Multiple Stakeholders and Agendas	<i>R M Cervero and B J Daley</i>	127
Financing of Adult and Lifelong Learning	<i>Å Sohlman</i>	133
Labor Education	<i>K Forrester</i>	139
Learning Cities and Regions	<i>C Duke</i>	144
Museums as Sites of Adult Learning	<i>R S Grenier</i>	150
Overview of Lifelong Learning Policies and Systems	<i>D-B Kwon and C H O Daeyeon</i>	156
Popular Adult Education	<i>S Tøsse</i>	162
Provision of Prior Learning Assessment	<i>P Andersson</i>	169
The Age of Learning: Seniors Learning	<i>P Jarvis</i>	175
University Adult Continuing Education: The Extra-Mural Tradition Revisited	<i>M Slowey</i>	183

Adult Education – Economy and Society

Adult Education and Civil Society	<i>J Crowther and I Martin</i>	191
Adult Education and Nation-Building	<i>S Walters</i>	198
Economic Outcomes of Adult Education and Training	<i>A Ferrer and W C Riddell</i>	204
Health and Adult Learning	<i>P Bélanger and M Robitaille</i>	211
Modernization Processes and the Changing Function of Adult Learning	<i>H S Olesen</i>	217
The Political Economy of Adult Education	<i>G Rees</i>	223
Wider Benefits of Adult Education	<i>T Schuller and R Desjardins</i>	229

Adult Education – Participation

Barriers to Participation in Adult Education	<i>K Rubenson</i>	234
Participation in Adult Learning	<i>R Desjardins</i>	240

C**Comparative Education**

Comparative and International Education: English-Language Scholarly Publications	<i>D Post and M Fedri</i>	251
Comparative Education: Philosophical Issues and Concepts	<i>M Mason and C W Evers</i>	257
Comparative Education: Societies and Associations	<i>M Bray</i>	266

Curriculum Development

Curriculum and Religion	<i>C Kapitzke and P Graham</i>	272
Gender and Curriculum	<i>J Marsh</i>	277
Local Teacher-Based Curriculum Development	<i>M D Osborne and H B Barker</i>	283

Curriculum Development – Contexts

Curriculum and Human Rights	<i>C Lohrenscheit</i>	287
Curriculum and the Education of Cultural and Linguistic Minorities	<i>S May</i>	293
Curriculum in Postcolonial Contexts	<i>A Hickling-Hudson</i>	299
Curriculum, Economic and Cultural Development	<i>A Rampal</i>	307
Globalization and Curriculum	<i>R Dale</i>	312
Popular Culture	<i>K Schultz and R Throop</i>	318

Curriculum Development – Evaluation and Research

An Overview of Research in Curriculum Inquiry	<i>F M Connelly and S J Xu</i>	324
Curriculum Evaluation: Approaches and Methodologies	<i>V Klenowski</i>	335
Curriculum Studies, Discourse Analysis, and the Construction of Historical Time	<i>J Laspina</i>	342
Curriculum Use in the Classroom	<i>M Ben-Peretz and B Eilam</i>	348
The Roots and Routes of Teacher-Based Action Research and Curriculum Inquiry: An Historical Perspective	<i>L G Putney and J L Green</i>	355

Curriculum Development – Planning and Development

Curriculum and Syllabus Design	<i>A Woods, A Luke, and K Weir</i>	362
Curriculum and the Publishing Industry	<i>J Larson, A-R Allen, and D Osborn</i>	368
Curriculum and Teacher Change	<i>J G Ladwig</i>	374
Curriculum Governance and Planning	<i>B Levin</i>	379
Curriculum Planning and Systems Change	<i>Z Deng</i>	384
Curriculum, Digital Resources and Delivery	<i>Y Zhao, G Zhang, and C Lai</i>	390
Textbook Development and Selection	<i>P Shannon</i>	397

Curriculum Development – Subject Matter

Curriculum and Globalization: Higher Education	<i>K H Mok</i>	403
Curriculum Development as Subject Matter: Social Studies	<i>J Brophy and J Alleman</i>	411
Curriculum Development in the Area of Reading	<i>C L Madda and T E Raphael</i>	415
Curriculum in the Arts	<i>C M Thompson, L Bresler, and T E Costantino</i>	423
Curriculum: Foreign Language Learning	<i>Angel M Y Lin</i>	428
First Language Learning	<i>T Rogers and L Moffatt</i>	435
Learning a Second Language in First Language Environments	<i>E Bernhardt and D J Tedick</i>	441
Literature	<i>S Hynds</i>	447
Mathematics	<i>B Kaur and C P Vistro-Yu</i>	453
Physical Education and Sports	<i>D Kirk</i>	459
Primary and Elementary/Middle Grades Reading	<i>D E Alvermann and C A Mallozzi</i>	464
Science	<i>Y Kali and M Linn</i>	468

Curriculum Development – Theory

Bilingual Learning (Learning L1 and L2 in an L1 and L2 Environment)	<i>D Schwinge</i>	475
Curriculum and Complex Systems Theory	<i>W-M Roth and J Thom</i>	481

Curriculum and Constructivism	<i>B Davis and D Sumara</i>	488
Curriculum and Critical Theory	<i>L Yates</i>	494
Curriculum and Poststructuralist Theory	<i>J L Miller</i>	499
Curriculum and Structuralist Sociology: The Theory of Codes and Knowledge Structures	<i>J Muller and J Gamble</i>	505
Curriculum Reform	<i>R Gilbert</i>	510
Early Childhood Curriculum and Developmental Theory	<i>S M-Y Lim and C Genishi</i>	514

D**Demography and Social Change**

An Evaluation Framework for E-Learning Effectiveness in the Arab World	<i>W AbuSneineh and M Zairi</i>	521
Globalization and Social Justice in Higher Education	<i>E Kimura-Walsh</i>	536
Racial Inequality and the Economic Payoffs of Higher Education	<i>S A Lachtman</i>	542
School Health Education	<i>J S Yang</i>	547

Demography and Social Change – Demography

A Paradigm of Contradictions: Racism and Science Education	<i>B A Brown and J W Mutegi</i>	554
Africana Studies: Past, Present and Future	<i>B R Hare, A Young, J B Stewart, and D P Aldridge</i>	565
Beyond Black Nationalism to Black Internationalism: The Compelling Case for Examining Black Educational Challenges Globally	<i>K Freeman</i>	573
Beyond Racial, Ethnic, and Gender Bias in Education Statistics	<i>J T Lott and C Bennett</i>	581
Caste and Education in India	<i>G G Wankhede</i>	589
Demography, Community, and the Education of Asian American and Pacific Islander Students	<i>R T Teranishi</i>	595
Educational Attainment and Mortality Differentials	<i>H D Horton, L Hixson, and S M Monnat</i>	602
Educational Opportunity and Latino/Chicano College Choice: New Findings, and Theoretical Perspectives	<i>M A Ceja and P A Pérez</i>	610
Ethnic Minority Identity and Educational Outcomes in a Rising China	<i>G A Postiglione</i>	616
Ethnic Studies and Women's Studies: From the Past to the Present, Providing a Space in the Academy for Scholarship Focused on the Histories and Experiences of Marginalized People	<i>C A Brown</i>	623
Gender Equity in Higher Education: Challenges and Celebrations	<i>L Morley</i>	629
Locating Space and Place in the College Access Debate: New Tools for Mapping and Understanding Educational Inequity and Stratification	<i>B Cantwell and J F Milem</i>	636
Public Policy and Inequality in Postsecondary Opportunity: Educational Statistics and the Failure of Education Reform	<i>E P St. John, K Williams, and K Moronski</i>	649
The Education of Indigenous Students	<i>J W Tippeconnic and S C Faircloth</i>	661
The Health Advantages of Educational Attainment	<i>G Y Dinwiddie</i>	667
To Go or Not to Go: Access and Barriers to Ethnic Minority Participation in Higher Education within the United Kingdom	<i>P Brug and T L Oliver</i>	673
Universal Secondary Education and the Two-Tiered School System in the English-Speaking Caribbean	<i>P Anderson and J Devonish</i>	679
Women of Color in Science, Technology, Engineering and Mathematics (STEM): Refining the Concepts, Reframing the Issues	<i>C B Leggon</i>	686

Demography and Social Change – Social Change

Educational Diversity in U.S. Law Schools	<i>C E Daye, A T Panter, W R Allen, M E Deo, and L F Wightman</i>	691
Educational Reform	<i>F Lopez-Segrera</i>	698
Emergence of For-profit Higher Education	<i>X Li</i>	705
Engaged Education: Experiential Learning, Intensive Field Experiences, and Social Change	<i>T R Rone</i>	711
Higher Education and Social Change in Mexico	<i>A Mungaray, G Estrella, P Moctezuma, and M Ramirez-Urquidy</i>	719
The Changing Role of the State in Higher Education	<i>K Gürüz</i>	728
The Role of the State in School Reform: Responding to Increasing Ethnic Diversity in Britain	<i>P Ratcliffe</i>	737
Transforming Mindsets Through Education for Sustainable Development	<i>V M Segovia</i>	746

Demography and Social Change – Sociology

Achievement Motivation in Ethnic Minority Youth	<i>S Graham and E Bryant</i>	753
Affirmative Action and Higher Education in Brazil	<i>J T dos Santos and D M Queiroz</i>	760
Black in White: Black Students at White and Black Colleges	<i>L Evans and J R Feagin</i>	767
Bologna Process: On the Way to a Common European Higher Education Area	<i>A V Rezaev</i>	772
Critical Race Theory in Education Research	<i>R Vue and C B Newman</i>	779
Cultural Diversification and Japanese Education: Social Constructions of the New Diversity	<i>R Tsuneyoshi</i>	787
Education in War Countries: A Disempowerment of Society	<i>J L Nkata</i>	793
Educational Attainments of U.S. Black Males and Females: 1971 to 2003	<i>F B Bonner, M-C Jipguep-Akhtar, and R J Harrison</i>	799
Educational Preparation: Fostering the Self-Efficacy and Resilience of Urban Adolescent Youth	<i>M B Spencer and B Tinsley</i>	806
HIV Education for Low-Literate People: Transforming Students and Communities through Paulo Freire's Praxis and the Pedagogy of Action	<i>N Z Haniff</i>	814
How Are Discussions of Interdisciplinary Studies Linked to Diversity Discourse?	<i>C N Spence</i>	823
Identifying Patterns of Doctoral Attrition Across Academic Fields	<i>A James, K J Fosnacht, E B Stolzenberg, and D Thirumalai</i>	827
Male Underachievement in Education Across the Globe: A Shift in Paradigm for Gender Disparities Regarding Academic Achievement	<i>J F L Jackson, J L Moore III, and R A Leon</i>	838
Noncognitive Measures for Higher Education Admissions	<i>W E Sedlacek</i>	845
Peace Education	<i>J Page</i>	850
Remote Control: Africa's Development and Outflow to Developed Nations of Technical Talent	<i>F Haniff</i>	855
Scholar-Baller®: Student Athlete Socialization, Motivation and Academic Performance in American Society	<i>C K Harrison, S Bukstein, J Mottley, E Comeaux, J Boyd, C Parks, and D Heikkinen</i>	860
Service-Learning and Diversity as Mediums to Foster Civic and Community Engagement in Undergraduates	<i>L Oseguera</i>	866
Success and Failure in Education and Criminal Justice: Identifying Common Mechanisms	<i>S Ramirez and A Harris</i>	874
The History of Education: Race and Education	<i>J O Jewell</i>	881

VOLUME 2

E

Early Childhood Care and Education Theory

- Early Childhood Care and Education: The Family, the Market, and the State *S B Kamerman and M J Neuman* 1
- Gender Issues in Early Childhood Education and Care *B Pocock* 11

Early Childhood Education and Care Governance

- Early Childhood Risk, Protection and Abuse Prevention *E Khoo* 17
- Evaluating Early Childhood Education and Care Programs *M Janus and S Brinkman* 25

Early Childhood Education and Care Investment

- Investing in Early Childhood Education and Care: The Health and Wellbeing Case *T Moore and F Oberklaid* 32
- Cost-Effective Early Childhood Programs from Preschool to Third Grade *A J Reynolds, J A Temple, and B White* 38
- Early Childhood in Post-Modern Cultures: Thoughts and Some Concerns *P Gammage* 49
- Investing in Early Childhood Education and Care: Some Policy Implications *J Bennett* 55
- Investing in Early Childhood Education and Care: The Economic Case *G Cleveland and M Krashinsky* 63

Early Childhood Education and Care Programs

- Early Care and Education Programs for Infants and Toddlers *B Nyland* 69
- Literacies in Early Childhood: The Preschool Period *M Fleer and B Raban* 75
- Participation in Early Childhood Education and Care Programs: Equity, Diversity and Educational Disadvantage *M Vandenbroeck* 81
- Teaching in Early Childhood Centers Instructional Methods and Child Outcomes *I Siraj-Blatchford* 86

Early Childhood Education and Care Provision

- Early Childhood Education and Care in the People's Republic of China *Zeng Xiaodong* 93
- Home-Based and Institutional Early-Childhood Education and Care Services *R Fukkink and H Blok* 98
- Integrated Early Childhood Education and Care Services – Care, Upbringing, Education and Health *S Colley* 104
- Issues of Access and Program Quality *J T Hustedt and W S Barnett* 110
- Kindergarten Transitions and Linkages to Primary School – Readiness Re-conceptualized *A Petriwskyj* 120
- Parent Support in Early Childhood – Approaches and Outcomes *K S Howard, K A Beckmann, and J Brooks-Gunn* 126

Early Childhood Education and Care Research

- Development and Implementation of Early Learning Standards in the United States *C Scott-Little* 132
- Global Status of Early Learning and Development Standards *P R Britto and S L Kagan* 138
- Rethinking Early Childhood Education and Care: Implications for Research and Evaluation *K Thorpe, D Cloney, and C Tayler* 144