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Asia Teaching About Learning From

Colin Marsh, John Chi-Kin Lee



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Asia Seymour H. Fersh, 1978 More than half the world's people live in Asia. This fact alone justifies the importance of Asian studies in today's American curriculum. Author Seymour Fersh believes that Asian studies can and should be more than a subject area; they should be a source of stimulation and enrichment that will help students of all ages become self-directing as well as better informed. Students can benefit from the opportunity of learning from as well as about Asia.

Learning to Teach Small Classes Maurice Galton, Kwok Chan Lai, Kam Wing Chan, 2014-08-13 The justification for smaller classes has traditionally been that students can receive more individual attention and be provided with a curriculum that promotes student-centred learning. However, in Asia, where student engagement is generally over 90% in primary school classrooms, the focus of smaller classes is for teachers to increase the quality of their teaching, building on the already impressive levels of student engagement. Learning to Teach Small Classes comprehensively instructs teachers on ways they can utilise the advantage of a smaller class to its fullest potential. It works through different case studies and gives examples of successful classroom practice in each of the core subject areas: Chinese, English, and Mathematics. Chapters include: Setting Objectives, Asking and Answering Questions, Sustaining Successful Group and Pair Work, The Use of Feedback and Assessment for Developing Independence in Learning, Bringing it all together, and Sustaining Effective Practice. With questions for discussion and further suggested reading, this book is an invaluable resource for anyone involved in small class teaching and East Asian teaching and education policy.

Asia's High Performing Education Systems Colin Marsh, John Chi-Kin Lee, 2014-07-17 Education officials, specialist leaders, and teachers have all been involved in different ways to bring about school reform in Hong Kong. This book is a very current and relevant analysis of this reform, highlighting the way in which agencies have cooperated in bringing about change over the last several decades. Through a process of wide-ranging decision-making, collaboration, and consensus among key bodies and agencies, some important developments have occurred. The reforms collectively have had and are continuing to have a major impact upon schooling in Hong Kong. This volume represents a range of authors and specialists involved in a number of different reforms, covering themes such as historical policy contexts, new curriculum approaches, changing pedagogies, school leadership, implementation and change, and assessment and evaluation. This is a very topical book which provides a probing analysis of how an Asian education system has been able to reach and maintain a very high performing level.

Theorizing Teaching and Learning in Asia and Europe John Chi-Kin Lee, Kerry J. Kennedy, 2017-03-27 There has been much debate in recent times between the Anglo-American tradition of curriculum studies and the Continental and North European tradition of didactics. Didaktik is as important as such debate has been; this book seeks to add new voices to the debate, representing ideas and traditions from a different part of the world. The focus is on Chinese curriculum thinking that has passed through a number of stages and currently represents a blend of some aspects of the American tradition and Chinese cultural traditions. How does Chinese

thinking about curriculum teaching and learning resonate with European didactic traditions and what are the implications for theorizing an expanded field of curriculum studies This book deliberately transcends borders and cultures to explore new territory to provide a platform for open dialogue and to open up new areas of investigation Chapters include Curriculum Reform and Research in China A Social Historical Perspective What Mathematics Did Teachers Learn Comparison of the School and the Pre Service Teacher Mathematics Curricula in Germany and Taiwan Living in Parallel Worlds A Transatlantic Dialogue between General Didactics and Instructional Design Conditions for English Language Teaching and Learning in Asia Bernard Spolsky, Kiwan Sung, 2015-01-12 In 1989 Bernard Spolsky published *Conditions for Second Language Learning* Oxford University Press At the 2012 Annual Conference of Asia TEFL a number of senior scholars were invited to comment upon the relevance of the book to the teaching of English in their region and to make suggestions on how it might be updated This volume contains revised versions of these talks and thus provides a survey of the conditions for teaching English in Asia Most contributors found the Conditions model useful but there has been a major change in emphasis in the past two decades whereas the 1989 book emphasized linguistic and psycholinguistic conditions more recent work generally emphasizes the importance of sociolinguistic and language policy conditions for teaching English in Asia today **Education about Asia**, 2008 *From Citizenship Education to National Education* King Man Eric Chong, 2017-06-14 This book makes a timely contribution to understanding perceptions on national identity and National Education with both of them have become controversial topics in Hong Kong Special Administrative Region SAR of China In a so called globalization era national identity and National Education with the latter having an aim of fostering a Chinese national identity in education have been significantly pushed ahead by the Hong Kong SAR government since the early 2000s as a response to the return of sovereignty to China in 1997 Teacher perception matters to what they select and how they teach in the schools By incorporating fieldworks of teacher interviews observation and documentary analysis this book argues for a multi layered conception of identity different aims contents and diversified methods of National Education should be recognized This book is likely to become a useful account of teacher perception on national identity and National Education in citizenship education literature and it will be relevant to policymakers teachers trainers and researchers Chapters include 1 Different meanings of national identity of teachers and aims contents and methods of National Education 2 From Citizenship Education to National Education in a Chinese society 3 Implications for understanding National Education in a globalization era mixed identification multi layered identities knowledge transmission and global identity **Language Learning with Technology** Lindsay Miller, Junjie Gavin Wu, 2021-08-31 This book is about language learning with technology offering readers theoretical insights as well as practical case studies with a focus on Asia and Asian students Although technology is rapidly advancing and most if not all students are already using technology in their everyday lives traditional teaching learning practices still exist throughout Asia This book provides examples written by representative educators from a variety of countries regions

and contexts where technology has successfully been used to enhance language learning In addition to some everyday examples of using technology Wikipedia PowerPoint Google Docs and YouTube the book also offers the readers an insight into the future possible uses of advanced technology Augmented Reality Virtual Reality Artificial Intelligence and Eye Tracking The book presents illustrations of how teachers can and perhaps should be open to integrating some form of technology into in class learning or using it to supplement out of class activities

English Language Teaching and Teacher Education in East Asia Amy Bik May Tsui,2020-11-05 The spread of English is so much an integral part of globalization that it has become an essential global literacy skill In Asia this poses immense challenges to governments and English language teaching and teacher education professions as they attempt to meet this demand from students for a high level of English proficiency This volume examines English language education policies across ten Asian jurisdictions the corresponding teacher education policies and how these policies affect teachers and teacher educators Each chapter covers a different jurisdiction and is written by a scholar engaged in the implementation of government policies on English language and teacher education providing the reader with insiders perspectives It gives a fascinating glimpse into the remarkable similarities in the challenges posed to these countries and the critical issues that have emerged from the local responses despite their markedly different socioeconomic political cultural and historical backgrounds

Resources in Education,1998 **Journal of World Education**,1977 *English Language Education Policy in Asia* Robert Kirkpatrick,2015-11-27 This volume offers comprehensive state of the art overviews of educational policies concerning the teaching of English in a large number of Asian countries Each contribution is written by a leading expert and gives a clear assessment of current policies and future trends Starting with a description of the English education policies in the respective countries the contributors then delve into the nuts and bolts of the English education policies and how they play out in practice in the education system in schools in the curriculum and in teaching Topics covered include the balance between the acquisition of English and the national language political cultural economic and technical factors that strengthen or weaken the learning of English

Teaching about Asia in a Time of Pandemic David Kenley,2020-12 Teaching About Asia in a Time of Pandemic presents many lessons learned by educators during the COVID 19 outbreak The volume consists of two sections one discussing how to teach using examples and case studies emerging from the pandemic and the other focusing on pedagogical tools and methods beyond the traditional face to face classroom

Asia's Message to Europe Keshub Chunder Sen,1883 *Foreign Language Teaching in Asia and Beyond* Wai Meng Chan,Kwee Nyet Chin,Titima Suthiwan,2011-10-27 This book comprising two parts is concerned with both the science and the art of foreign language teaching with a particular but not exclusive focus on Asia Under the theme of Theoretical foundation and research Part 1 of this book informs the readers about recent efforts in theoretical and empirical research which have had an impact on foreign language teaching or promise to yield results that will shape its future These studies not just from the domain of foreign language teaching but

also its primary feeder disciplines of linguistics and second language acquisition offer the necessary theoretical and conceptual foundation for both current and future research and practice As its theme Classroom practice and evaluation studies suggests Part 2 focuses on new and innovative developments in curricular and classroom practice all built upon insights from research in the above mentioned disciplines and poised to become standard practices These projects include qualitative and quantitative evaluation studies which have yielded insightful data for the refinement and continued development of the projects and their underlying theoretical concepts

Current and Emerging Trends of Management Education in the Asia-Pacific Region, 1992

The American Review of Reviews Albert Shaw, 1914

American Monthly Review of Reviews Albert Shaw, 1914

Professional Development of English Language Teachers in Asia Kayoko Hashimoto, Van-Trao Nguyen, 2018-05-16

Why has English language proficiency in Japan remained so low in comparison to other Asian countries Has Vietnam attempted to improve English language teaching because ASEAN has adopted English as its working language Why do English language teachers struggle with curriculum changes imposed by governments in order to make them competitive in the international community Do professional development PD programs actually meet the needs of teachers This book addresses issues surrounding these questions by examining how the Japanese and Vietnamese governments have approached and defined the PD of English language teachers and how such PD programs have been delivered It further analyses the impact of policy changes on individual teachers and explores how PD can help teachers to implement such changes effectively at the micro level PD of language teachers or language teacher education is relatively new as a field of inquiry in Applied Linguistics By including case studies of Japan and Vietnam in the one volume this book embarks on the challenging task of demonstrating that PD is an essential element of the successful implementation of language policies in Asia where World Englishes have been shaped by distinct local contexts

Bulletin of the Unesco Regional Office for Education in Asia and the Pacific, 1982

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