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Western University invites nominations and applications for the position of Dean, Don Wright Faculty of Music. Western University is located on the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

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Congratulations to the graduating Class of Fall 2020. The following students have successfully completed the Faculty of Education's Master of Arts, Doctor of Philosophy, Master of Professional Education or Doctor of Education programs:

With the intensification of globalization, there is a growing consensus that «international education has come of age». This book examines how the changing conditions of the present have given rise to an altered set of meanings and uses for international education, using the International Baccalaureate (IB) as its focal point. Currently adopted in over 2,500 private and state-run schools in 134 countries around the world, the IB has far surpassed the expectations of its founders, who struggled under considerable challenges in the 1960s to develop an internationally recognized diploma for university entrance. From its beginnings to its current prominence, the history of the IB richly illuminates the shifting meanings, uses, challenges, and progressive openings of international education in a global age. Documenting the ideals, goals, and complications faced by the IB movement, this book will be relevant to individuals interested in the IB in particular, as well as to those interested in the broader areas of global studies, progressive pedagogy, educational change, and globalization.

This book examines the ways in which China's universities have changed in the dramatic move to a mass stage which has unfolded since the late 1990s. Twelve universities in different regions of the country are portrayed through the eyes of their students, faculty and leaders. The book begins with the national level policy process around the move to mass higher education. This is followed by an analysis of the views of 2,300 students on the 12 campuses about how the changes have affected their learning experiences and civil society involvement. The 12 portraits in the next section are of three comprehensive universities, three education-related universities, three science and technology universities, and three newly emerging private universities. The final chapter sketches the contours of an emerging Chinese model of the university, and explores its connections to China's longstanding scholarly traditions

Negotiating Spaces for Literacy Learning addresses two paradoxical currents that are sweeping through the contemporary educational field. The first is the opening up of possibilities for multimodal communication as a result of developments in digital technologies and the sensitivity to multiliteracies. The second is the increasing pressure from standardised testing, accountability and performance measurement which pull curricular and pedagogical practices out of alignment with the everyday informal practices and interests of teachers and learners and narrow opportunities for diverse expressions of literacy. Bringing together an international team of scholars to examine the tensions and struggles that result from the current educational climate, the book provides a much-needed discussion of the intersection of technologies of literacies, education and self. It does so through diverse approaches, including philosophical, theoretical and methodological treatments of multimodality and governmentality, and a range of literacies - early years, primary school, workplace, digital, middle school, secondary school, indigenous, adult and place. With examples taken from all stages of education and in several countries, the book allows readers to explore a range of multimodal practices and the ways in which governmentality plays out across them.

This book draws on the perspectives of authors, supervisors, reviewers and editors to present a rich, nuanced picture of the practices and challenges involved in writing for scholarly publication. Organized into four sections, it brings together international experts and junior scholars from a variety of disciplines to examine both publishing experiences and current research in the field. In doing so, it challenges the view that Native English speakers have a relatively easy ride in this process and that it is only English as an Additional Language (EAL) scholars who experience difficulties. The volume highlights central themes of writing for publication, including mentoring and collaborative writing, the writing experience, text mediation, the review process, journal practices and editorial decision-making, and makes a strong case for taking a more inclusive approach to research in this domain. This edited collection will appeal to students and scholars of applied linguistics, English for academic purposes, academic writing, and second language writing.

Music education has historically had a tense relationship with social justice. One the one hand, educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters. On the other hand, they have often done so while promoting and privileging a particular set of musical practices, traditions, and forms of musical knowledge, which has in turn alienated and even excluded many children from music education opportunities. The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide. The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns. Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home, school, university, and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice. Consisting of 42 chapters by authors from across the globe, the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters. Music education has historically had a tense relationship with social justice. One the one hand, educators concerned with music practices have long preoccupied themselves with ideas of open participation and the potentially transformative capacity that musical interaction fosters. On the other hand, they have often done so while promoting and privileging a particular set of musical practices, traditions, and forms of musical knowledge, which has in turn alienated and even excluded many children from music education opportunities. The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of the major themes and issues relating to social justice in musical and educational practice worldwide. The first section of the handbook conceptualizes social justice while framing its pursuit within broader contexts and concerns. Authors in the succeeding sections of the handbook fill out what social justice entails for music teaching and learning in the home, school, university, and wider community as they grapple with cycles of injustice that might be perpetuated by music pedagogy. The concluding section of the handbook offers specific practical examples of social justice in action through a variety of educational and social projects and pedagogical practices that will inspire and guide those wishing to confront and attempt to ameliorate musical or other inequity and injustice. Consisting of 42 chapters by authors from across the globe, the handbook will be of interest to anyone who wishes to better understand what social justice is and why its pursuit in and through music education matters.

Exploring current approaches to addressing boys' education in schools, this book highlights the limitations of structural reform initiatives and the failure to address the impact of socioeconomic status, race, sexuality, disability and hegemonic masculinity on both boys' and girls' participation in schooling.

This volume provides a critical perspective on the Soviet legacy of superpower competition in the higher education systems of China and Russia. The book examines the tensions among multi-level forces that strive to advance progressive university policies and practices on the one hand, and on the other hand work to restore old-style hyper-centralization and indoctrination. It tracks the de-Sovietization of higher education, which aimed to integrate Chinese and Russian universities into global higher education, but resulted in inducing status anxiety in the global hierarchies of knowledge development.

Globalizing Educational Accountabilities analyzes the influence that international and national testing and accountability regimes have on educational policy reform efforts in schooling systems around the world. Tracing the evolution of those regimes, with an emphasis on the OECD's PISA, it reveals the multiple effects of policy as numbers in countries with different types of government and different education systems. From the effect of Shanghai's PISA success on nations trying to compete economically to the perverse effects of linking funding to performance targets in Australia, the analysis links testing and accountability to new modes of network governance, new spatialities, and the significance of data infrastructures. This highly illustrative text offers scholars and policy makers a critical policy sociology framework for doing education policy analysis today.

An up-close look at the education arms race of after-school learning, academic competitions, and the perceived failure of even our best schools to educate children Beyond soccer leagues, music camps, and drama lessons, today's youth are in an education arms race that begins in elementary school. In Hyper Education, Pawan Dhingra uncovers the growing world of high-achievement education and the after-school learning centers, spelling bees, and math competitions that it has spawned. It is a world where immigrant families vie with other Americans to be at the head of the class, putting in hours of studying and testing in order to gain a foothold in the supposed meritocracy of American public education. A world where enrichment centers, like Kumon, have seen 194 percent growth since 2002 and target children as young as three. Even families and teachers who avoid after-school academics are getting swept up. Drawing on over 100 in-depth interviews with teachers, tutors, principals, children, and parents, Dhingra delves into the why people participate in this phenomenon and examines how schools, families, and communities play their part. Moving past "Tiger Mom" stereotypes, he addresses why Asian American and white families practice what he calls "hyper education" and whether or not it makes sense. By taking a behind-the-scenes look at the Scripps National Spelling Bee, other national competitions, and learning centers, Dhingra shows why good schools, good grades, and good behavior are seen as not enough for high-achieving students and their parents and why the education arms race is likely to continue to expand.

Preventing Domestic Homicides: Lessons Learned from Tragedies focuses on the diverse nature of domestic homicides and what has been learned about the most effective prevention strategies from emerging research and the work of domestic violence death review committees in Canada, the US, the UK, NZ and AU. Each chapter focuses on different populations--specifically older women, youth dating relationships, indigenous women, immigrant and refugee populations, rural/remote communities, same-sex relationships, homicides with police & military, domestic homicide in the workplace, and children killed in the context of domestic violence. Topics cover current research, risk factors, and include case studies from domestic homicide review committees. Cases are summarized regarding major themes and recommendations, such as public awareness, professional training, risk assessment, intervention and collaboration amongst service systems. Written for academic and domestic violence researchers in sociology, criminology, psychology and psychiatry by global contributors with on-the-ground domestic homicide experience.

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