

Joseph Zajda

# Globalisation and Education Reforms

Creating Effective Learning Environments

 Springer

# Contents

<b>1</b>	<b>Creating Effective Learning Environments in Schools Globally . . . .</b>	<b>1</b>
	Major Factors Defining and Influencing Effective Learning Environments Globally . . . . .	1
	Defining Characteristics of Self-Concept . . . . .	3
	Carl Rogers's Theory of the Self . . . . .	3
	George Kelly and the Self . . . . .	4
	The Self-Concept and Classroom Implications . . . . .	4
	Cultural Identity . . . . .	4
	Cultural Identity . . . . .	4
	Global Cultural Identities . . . . .	7
	Knowledge and Cultural and Social Capital . . . . .	8
	Effective Learning Environments: Factors Influencing Schooling and Academic Achievement . . . . .	9
	Motivation in the Classroom: Creating Effective Learning Environments . . . . .	13
	Quality in Education . . . . .	14
	Conclusion . . . . .	15
<b>2</b>	<b>Motivation in the Classroom: Creating Effective Learning Environments . . . . .</b>	<b>17</b>
	Motivation in the Classroom: Creating Effective Learning Environments: Introduction . . . . .	17
	Definition of Motivation . . . . .	19
	Contemporary Views of Motivation in the Classroom . . . . .	20
	Behavioural Theories of Motivation . . . . .	21
	Cognitive Theories of Motivation . . . . .	23
	Socio-Cultural Theory of Motivation . . . . .	26
	Humanistic Theories of Motivation . . . . .	28
	Application of Motivational Approaches in the Classroom . . . . .	29
	Behavioural Approaches to Motivation . . . . .	30
	Cognitive Approaches to Motivation . . . . .	30

	Social Learning Approaches to Motivation . . . . .	30
	Humanist Approaches to Motivation . . . . .	31
	Discussion . . . . .	31
	The Spiral Model of Motivational Theories . . . . .	33
	Conclusion . . . . .	33
<b>3</b>	<b>Constructivist Learning Theory and Creating Effective Learning Environments</b> . . . . .	<b>35</b>
	Constructivism in Learning . . . . .	35
	The History of Constructivism . . . . .	36
	Constructivist Theory . . . . .	37
	Constructivist Approaches: Two Major Strands of the Constructivist Perspective . . . . .	40
	Social-Cultural Constructivism . . . . .	40
	Constructivist Learning in the Classroom . . . . .	43
	Individual Differences and Learning Styles . . . . .	43
	Effective Teachers and Teachers' Knowledge . . . . .	44
	Effective and Engaging Teachers . . . . .	45
	Cultural Influences . . . . .	46
	Improving Constructivist Pedagogy: Learning and Teaching . . . . .	47
	Suggestions for Constructivist Pedagogy . . . . .	48
	Evaluation . . . . .	49
	Conclusion . . . . .	50
<b>4</b>	<b>Discrimination and Self-Fulfilling Prophecy in Schools Globally</b> . . . . .	<b>51</b>
	Global Discrimination and Discriminatory Practices: Introduction . . . . .	51
	What Is Discrimination? . . . . .	51
	Legal and Ethical Implications of Discriminatory Practices in Schools . . . . .	52
	Discrimination in Schools . . . . .	53
	The Ideology of Meritocracy . . . . .	55
	Learning Discrimination in the Classroom . . . . .	56
	Learning Styles . . . . .	57
	Learning Modality Discrimination . . . . .	58
	Intelligence Discrimination . . . . .	58
	Race and Ethnicity Discrimination . . . . .	60
	Self-Fulfilling Prophecy and Key Principles . . . . .	64
	The Pygmalion Effects . . . . .	65
	Example of a Positive Self-Fulfilling Prophecy . . . . .	66
	Self-Fulfilling Prophecy in Life . . . . .	67
	How Teachers Communicate Expectations . . . . .	67
	Conclusion . . . . .	69
<b>5</b>	<b>Current Research of Theories and Models of Intelligence Globally</b> . . . . .	<b>71</b>
	Introduction to the Research on Intelligence Theories and Models . . . . .	71
	Background into g-Centric Theories of Intelligence . . . . .	72

Genome Research . . . . .	73
Major Models of Intelligence . . . . .	73
Intelligence Defined and Constructed . . . . .	75
Traditional Models of Intelligence . . . . .	76
Psychometric Theories of Intelligence . . . . .	77
Critique of Psychometric Theories of Intelligence . . . . .	78
Cognitive-Contextual Theories of Intelligence . . . . .	79
Critique of Cognitive-Contextual Theories of Intelligence . . . . .	80
Piaget Theory of Cognitive Development . . . . .	81
Guilford's Cube . . . . .	82
Sternberg's Triarchic Intelligence Model . . . . .	82
Gardner's MI Model . . . . .	82
Research Findings on Intelligence, Genetics and Environment . . . . .	83
Intelligence Testing . . . . .	84
Aptitude and Intelligence . . . . .	84
Stanford-Binet Intelligence Quotient . . . . .	85
Wechsler Intelligence Scale for Children (WISC) . . . . .	85
Woodcock Johnson Test of Cognitive Ability . . . . .	86
Aptitude and Achievement Tests . . . . .	86
Evaluation . . . . .	87
Conclusion . . . . .	88
<b>6 Values Education and Creating Effective Learning</b>	
<b>Environments: A Global Perspective . . . . .</b>	<b>91</b>
Globalisation as a Multi-faceted Phenomenon: Implications	
for Values Education . . . . .	91
Defining Values . . . . .	91
Values Education . . . . .	93
Cultural Origins of Values . . . . .	94
Global Models for Values Education . . . . .	95
Local and National Values . . . . .	96
Urie Bronfenbrenner's Model . . . . .	96
James Banks and His Model for Multicultural Education . . . . .	97
Values Education in Schools . . . . .	97
The Nature of Values in Schools . . . . .	98
The Politics of Values Education . . . . .	99
Moral Dilemmas . . . . .	100
Incorporating Values into the History/HUMANITIES Curriculum . . . . .	101
Values Education in Humanities and Social Sciences . . . . .	101
Objectives of Values Education in the Classroom . . . . .	102
Classroom Strategies for Teaching Values . . . . .	103
Values Education and Academic Achievement . . . . .	104
Evaluation . . . . .	106
Conclusion . . . . .	107

<b>7</b>	<b>Education Quality in Schools: Researching Dominant Paradigms</b> .....	109
	Quality Debate in Education: Introduction .....	109
	Global Standards of Academic Achievement .....	109
	Defining Education Quality .....	110
	Education Quality Global Definition .....	111
	Education Quality: Input and Output Policy Perspective .....	111
	Education Quality: Students' Academic Performance .....	112
	Education Quality: Contesting Metaphors .....	113
	The Quality of Education Debate in Education .....	114
	Re-conceptualising of the Quality Debate .....	116
	Quality for All .....	117
	Conclusion .....	118
	<b>References</b> .....	119
	<b>Index</b> .....	139