

# EDUCM0050: International Development, Comparative Research and Education

View Online



- 
- Auld, E. (2014). Comparative Education, the 'New Paradigm' and Policy Borrowing: Constructing Knowledge for Educational Reform. *Comparative Education*, 50(2).  
<https://bris.on.worldcat.org/search?databaseList=638&queryString=Comparative education, the 'new paradigm' and policy borrowing: Constructing new knowledge for educational reform#/oclc/5680032978>
- Barrett, A. M. (2007). Beyond the polarization of pedagogy: models of classroom practice in Tanzanian primary schools. *Comparative Education*, 43(2), 273–294.  
<https://doi.org/10.1080/03050060701362623>
- Barron Pastor, J. C. (2015). Post-development theory: What is education for? In *Education and international development: an introduction*. Bloomsbury Academic.
- Benavot, A. (2017). Response to Steven Klees's Review of the 2016 GEM Report. *Comparative Education Review*, 61(3), 634–639. <https://doi.org/10.1086/692651>
- Breidlid, A. (2013). *Education, indigenous knowledges, and development in the global south: contesting knowledges for a sustainable future* (Vol. 82). Routledge.
- Capturing Transformative Change in Education: The Challenge of Tracking Progress towards SDG Target. (2016). *Policy and Practice: A Development Education Review*, 23. <https://bris.on.worldcat.org/search?databaseList=638&queryString=Capturing transformative change in education: The challenge of tracking progress towards SDG target#/oclc/7854885172>
- Crossley, M. (2014). Global League Tables, Big Data and the International Transfer of Educational Research Modalities. *Comparative Education*, 50(1).  
<https://bris.on.worldcat.org/search?databaseList=638&queryString=Global league tables, big data and the international transfer of educational research modalities#/oclc/5680036332>
- Crossley, M., & Watson, K. (2003). *Comparative and international research in education: globalisation, context and difference*. RoutledgeFalmer.
- Equity in Education | UNESCO UIS. (n.d.). <http://uis.unesco.org/en/topic/equity-education>
- Escobar, A. (n.d.). *Encountering development: the making and unmaking of the third world* (New ed). Princeton University Press.
- Forestier, K. (2015). *International Education Policy Transfer--Borrowing Both Ways: The*

Hong Kong and England Experience. *Compare: A Journal of Comparative and International Education*, 45(5).

[https://bris.on.worldcat.org/search?databaseList=638&queryString=International education policy transfer – borrowing both ways: the Hong Kong and England experience#/oclc/6001094344](https://bris.on.worldcat.org/search?databaseList=638&queryString=International+education+policy+transfer+-+borrowing+both+ways:+the+Hong+Kong+and+England+experience#/oclc/6001094344)

Guthrie, G. S. (2011). *The progressive education fallacy in developing countries: in favour of formalism*. Springer.

<https://ebookcentral.proquest.com/lib/bristol/detail.action?docID=763653>

King, K. (2017). Lost in Translation? The Challenge of Translating the Global Education Goal and Targets into Global Indicators. *Compare: A Journal of Comparative and International Education*, 47(6).

[https://bris.on.worldcat.org/search?databaseList=638&queryString=Lost in translation? The challenge of translating the global education goal and targets into global indicators#/oclc/7585344976](https://bris.on.worldcat.org/search?databaseList=638&queryString=Lost+in+translation?+The+challenge+of+translating+the+global+education+goal+and+targets+into+global+indicators#/oclc/7585344976)

Klees, S. J. (2017). Will We Achieve Education for All and the Education Sustainable Development Goal? by UNESCO. *The Global Education Monitoring Report*. Paris: UNESCO, 2016.

<https://en.unesco.org/gem-report/report/2016/education-people-and-planet-creating-sustainable-futures-all/page#sthash.SDYhmB9I.dpbs>

by The International Commission on Financing Global Education Opportunity. *Comparative Education Review*, 61(2), 425–440. <https://doi.org/10.1086/691193>

Leys, C. (n.d.). *The rise & fall of development theory*. Indiana University Press.

McCowan, T. (2015). *Theories of Development*. In *Education and international development: an introduction*. Bloomsbury Academic.

Mitchell, R. (2019). Radical student participation: lessons from an urban government primary school in Tigray, Ethiopia. *Compare: A Journal of Comparative and International Education*, 49(1), 98–114. <https://doi.org/10.1080/03057925.2017.1385390>

Mokibelo, E. B. (2016). Communication strategies in primary schools in Botswana: interventions using cooks, teacher aides and learners. *Current Issues in Language Planning*, 17(2), 179–190. <https://doi.org/10.1080/14664208.2016.1089626>

Mundy, K. (20060301). Education for All and the New Development Compact. *International Review of Education / Internationale Zeitschrift*

Fu

*Erziehungswissenschaft / Revue Internationale de l'Education*, 52(1–2).

[https://bris.on.worldcat.org/search?databaseList=638&queryString=Education For All and the new development compact#/oclc/5544572732](https://bris.on.worldcat.org/search?databaseList=638&queryString=Education+For+All+and+the+new+development+compact#/oclc/5544572732)

Ngware, M. W., Oketch, M., & Mutisya, M. (2014). Does teaching style explain differences in learner achievement in low and high performing schools in Kenya? *International Journal of Educational Development*, 36, 3–12. <https://doi.org/10.1016/j.ijedudev.2014.01.004>

Re-learning Hope: A Story of Unitierra on Vimeo. (n.d.). <https://vimeo.com/172681670>

Schweisfurth, M. (2011). Learner-centred education in developing country contexts: From solution to problem? *International Journal of Educational Development*, 31(5), 425–432. <https://doi.org/10.1016/j.ijedudev.2011.03.005>

Schweisfurth, M. (2015). Learner-centred pedagogy: Towards a post-2015 agenda for teaching and learning. *International Journal of Educational Development*, 40, 259–266. <https://doi.org/10.1016/j.ijedudev.2014.10.011>

Shields, R. (2013). *Globalization and international education*. Bloomsbury Academic.

Steer, L., & van Fleet, J. W. (2017). The Education Commission's Response to Steven Klees's Review of the. *Comparative Education Review*, 61(3), 640–643. <https://doi.org/10.1086/692784>

Steiner-Khamsi, G. (2015). Teachers and teacher education policies. In *Education and international development: an introduction* (pp. 149–168). Bloomsbury Academic.

TABULAWA, R. (2003). International Aid Agencies, Learner-centred Pedagogy and Political Democratisation: A critique. *Comparative Education*, 39(1), 7–26. <https://doi.org/10.1080/03050060302559>

TABULAWA, R. T. (2004). Geography students as constructors of classroom knowledge and practice: a case study from Botswana. *Journal of Curriculum Studies*, 36(1), 53–73. <https://doi.org/10.1080/0022027032000129532>

Takayama, K., Sriprakash, A., & Connell, R. (2017). Toward a Postcolonial Comparative and International Education. *Comparative Education Review*, 61(S1), S1–S24. <https://doi.org/10.1086/690455>

Tikly, L. (19991101). Postcolonialism and Comparative Education. *International Review of Education / Internationale Zeitschrift  
Fu*

*r Erziehungswissenschaft / Revue Internationale de l'Education*, 45(5–6). [https://bris.on.worldcat.org/search?databaseList=638&queryString=Postcolonialism and comparative education#/oclc/5544621344](https://bris.on.worldcat.org/search?databaseList=638&queryString=Postcolonialism+and+comparative+education#/oclc/5544621344)

Unterhalter, E. (2015). *Education and international development: A history of the field*. In *Education and international development: an introduction*. Bloomsbury Academic.

Vavrus, F. (2009). The cultural politics of constructivist pedagogies: Teacher education reform in the United Republic of Tanzania. *International Journal of Educational Development*, 29(3), 303–311. <https://doi.org/10.1016/j.ijedudev.2008.05.002>