Sociology Of Education In Canada Critical Perspectives

This book examines the continuing challenges of lingering colonial cultural imperialism on the James Bay Cree, through an examination of the relationship between Cree students and the current "mainstream higher education" system.

"This book provides a state-of-the-art resource, for an international audience, of the cumulative results of research and to identify the substantive developments which will take the sociological study of educaion into the next century. This encyclopedia presents the full range of paradigms, theoretical points of view, together with many research methodologies." --Cover.

This comprehensive, state-of-the-art reference work provides the first systematic review to date of how sociologists have studied the relationship between race/ethnicity and educational inequality over the last thirty years in eighteen different national contexts.

Education has become a battlefield, the classroom the arena where the contest is fought. The 1997 Ontario teachers' strike, the federal government's Millennium Scholarship, and a wave of protests across the country are among the signals that the war is heating up. Alberta stands as a Canadian model of radical education reform, propelled by economic necessity. But is all reform necessarily right or good?-and who decides? A range of commentators-teachers, scholars, parents, and others-discuss the conflict in Alberta's schools.

This comprehensive look at Chinese-heritage students' academic, sociocultural, and emotional development in the public schools examines pertinent educational theories; complex (even inconvenient) realities; learning practices in and outside of schools; and social, cultural, and linguistic complications in their academic lives across diverse settings, homes, and communities. Chinese-heritage students are by far the largest ethnic group among Asian American and Asian Canadian communities, but it is difficult to sort out their academic performance because NAEP and most state/province databases lump all Asian students' results together. To better understand why Chinese-heritage learners range from academic role models to problematic students in need of help, it is important to understand their hearts and minds beyond test scores. This book is distinctive in building this understanding by addressing the range of issues related to Chinese-heritage K-12 students' languages, cultures, identities, academic achievements, and challenges across North American schools.

This authoritative, state-of-the-art reference work builds on its first edition to provide a cutting-edge systematic review of the relationship between race/ethnicity and educational inequality. Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition, the work analyses educational policies, practices and research on minority students, immigrants and refugees. The editors and contributors explore principal research traditions from countries as diverse as Argentina, China, Norway and South Africa, examining the factors promoting social cohesion as well as considerations regarding the use of international test score data. Seamlessly integrating findings of national reviews, the editors and contributors analyse how national contexts of race/ethnic relations shape the character and content of educational inequalities, and deftly map out new directions for future research in the area. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource

for a wide range of academics, students and researchers in the fields of education, sociology, race and ethnicity studies and social policy. Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink (https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20)

Many people believe that "education" has a disproportionately negative effect on them and those close to them. With so much wealth, technological prowess, innovation, and economic development, why do we still have marginalization, social inequalities, conflict, mass incarceration and generational poverty? The connection to democracy, Education for Democracy (EfD) and social justice is, for Carr and Thésée, clear, and this volume interweaves a narrative within these themes based on a Freirian theoretical backdrop. This book presents a vision for transformative education and EfD, seeking to cultivate, stimulate and support political and media literacy, critical engagement and a re-conceptualization of what education is, and, importantly, how it can address entrenched, systemic and institutional problems that plague society. Based on over a decade of empirical research in a range of contexts and jurisdictions, the authors strive to link teaching and learning with agency, solidarity, action and transformative change within the conceptual framework of a critically-engaged EfD.

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This thorough study will be of assistance to those seeking to understand the role of education in contemporary Canada. Education policy and practice regarding language and culture are highlighted, as is the crucially important question of cultural transmission.

Sociology of EducationAn Introductory View from CanadaScarborough, Ont. : Prentice Hall Allyn and Bacon CanadaSociology of Education in CanadaCritical Perspectives on Theory, Research & PracticeHandbook of the Sociology of EducationSpringer Science & Business Media

A major aim of Comparative and Global Pedagogies: Equity, Access and Democracy in Education which is the second volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, edited by Joseph Zajda and his team, is to present a global overview of recent trends in equity and access in education globally. By examining some of the major education policy issues, particularly in the light of recent shifts in education and policy research dealing with equity and access, the editors aim to provide a comprehensive picture of the intersecting and diverse discourses of globalization, education and policy-driven reforms. The impact of globalization on education policy and reforms is a strategically important issue for us all. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalization on edu- tional systems, the state, and relevant policy changes – especially in terms of equity and access, as they affect individuals, educational bodies (such as universities), policy-makers across the globe. Current education policy research dealing with equity and social inequality reflects a rapidly changing world where citizens and consumers are experiencing a growing sense of uncertainty, exclusion and loss of flexibility. Yet globalization exposes us also to opportunities generated by a fast changing world economy.

Annals of Language and Learning is the conference proceedings of the Second International Online Language Conference which was successfully held in July 2009. This event allowed professors, Master's students, Ph.D. students, and academics from around the world to submit papers pertaining to the areas of the conference theme. The conference was organized by International Online Knowledge Service Provider (IOKSP).

A host of contributors integrate sociological perspectives on a variety of topics with a distinct Canadian focus in this newest edition of Hewitt, White and Teevanrs"sIntroduction to Sociology. Praised for its clear language and consistent tone, the ninth edition boasts updated

content on values and norms, new material on the study of First Nations in Canada, and increased coverage of Canadian immigration, racial discrimination in Canada and the Quebec separatist movement. The chapter on Deviance has been completely rewritten by new contributor Kevin Haggerty of the University of Alberta, and an all-new chapter on Education has been added. Chapters on Religion and Organizations and Work have also been heavily revised. Pedagogical content has been improved with a new visually stimulating two-colour interior, new social trends boxes, and new end-of-chapter materials including key terms references, review and critical thinking questions, annotated suggested readings, and suggested websites.

This book, first published in 1983, considers the whole problem of how social research can lead to improvement in practice in social policy and social work. In the first section, individual chapters discuss the political context within which research is commissioned and used, through consideration of the politics of comparative research and of the application of research findings to policy-making in the personal social services. The problems of putting policy into practice and using research in a systematic and predictable way for improving situation is also examined. This title will be of interest to students of the Sociology, Education and Social Policy.

This landmark book represents the first text to pay critical and sustained attention to Whiteness in Canada from an impressive line-up of leading scholars and activists. The burgeoning scholarship on Whiteness will benefit richly from this book's timely inclusion of the insights of Canadian scholars, educators, activists and others working for social justice within and through the educational system, with implications far beyond national borders.

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of leaner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

This book theorizes shadow education as a new component of curriculum, expanding the concept of curriculum to include this type of learning. Curriculum scholars and theorists have largely disregarded shadow education as a valid topic of scholarly attention despite its massive growth worldwide. But shadow education has become a global phenomenon with ever-increasing numbers of student participants; it complements school-based curricula, in many cases going beyond. Thus, Jung and Kim argue that shadow education requires rigorous analysis by curriculum studies scholars. This volume analyzes the state and importance of shadow education in countries around the world: its representative forms and industries (private tutoring institutes, home-visit private tutoring, Internet-based private tutoring, subscribed learning programs, after-school programs), its characteristic forms in terms of curriculum, and its roles in student learning. It also explores various features of shadow education based on an eight-year ethnographic study in South Korea.

Understanding School Choice in Canada provides a nuanced and theoretical overview of the formation and rise of school choice policies in Canada. Drawing on twenty years of work, Lynn Bosetti and Dianne Gereluk analyze the philosophical, historical, political, and social principles that underpin the formation and implementation of school choice policies in the provinces and territories. Bosetti and Gereluk offer theoretical frameworks for considering the parameters of school choice policies that are aligned and attentive to Canadian educational contexts. This robust overview successfully shifts the debate away from ideology in order to facilitate an understanding that the spectrum of school choice policy in Canada is a response to the varying political challenges in society at large. This book is essential reading for those who desire a deeper understanding of school choice policies in Canada.

Thousands of international medical graduates come to the United States to start their career as physicians. Many of them, however, are not aware of the challenges and problems that they may encounter along the way. These difficulties can range from the language and cultural barriers to a lack of confidence and self-esteem. Many students are also unaware of the other career options besides getting into a clinical residency program. As a result of these issues, a great number of foreign medical students remain unmatched into the National Resident Matching Program. Not matching can be devastating for these graduates, both financially and medically. Students often suffer from psychological effects like major depression and generalized anxiety disorder. This book outlines the potential problems faced by these graduates and their possible solutions. Each chapter collects research evidence, interviews and surveys to gather information to work on each possible problem one by one and describes a solution in great detail. Comprised of thirty chapters, each chapter is broken down into smaller sub-sections to investigate the main theme in depth. Issues addressed include the different types of international medical graduates and their lives in the United States, differences in the education system and

healthcare system, the triangle of residency, language and cultural barriers, lack of professional contacts, confidence, self-image and self-esteem issues, and restriction to specific fields and career paths. Written by experts in the field, International Medical Graduates in the United States is a first of its kind text that addresses the biggest issues faced by foreign medical graduates in today's world.

This wide-ranging handbook provides a comprehensive overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. A major reference work for social scientists who want an overview of the field, graduate students, and educators.

Community colleges evolved in Canada during the "golden years" of educational innovation between 1960 and 1975. A diversity of factors - historical, socio-economic, political and educational - contributed to the development of college systems with distinctive goals and structures. This book is the first up-to-date and comprehensive study of a potent national educational and social phenomenon, largely unknown and largely unappreciated. The authors describe provincial and territorial college systems as they have evolved to 1985, discussing problems particular to each system and evaluating the extent to which often idealistic early goals have been realized. They identify key issues which are critical to the future of these systems and which, if ignored, will undermine community college education across Canada. These include accessibility, identity, relations with governments, management and leadership, and evaluation and accountability. In each case the authors draw upon their own expertise and experience to describe directions for resolution of these issues. The book contains a comprehensive and topical bibliography of both published and unpublished material related to many aspects of Canadian community college development. It also includes a French language bibliography. Unique in many aspects, this book is designed to interest both graduate and undergraduate students in adult and higher education and administration as well as those directly involved in community colleges, government education ministries and a broad lay public.

The present state of the university is a difficult issue to comprehend for anyone outside of the education system. If we are to believe common government reports that changes in policy are somehow making life easier for university graduates, we cannot help but believe that things are going right and are getting better in our universities. Ivory Tower Blues gives a decidedly different picture, examining this optimistic attitude as it impacts upon professors, students, and administrators in charge of the education system. Ivory Tower Blues is a frank account of the contemporary university, drawing on the authors? own research and personal experiences, as well as on input from students, colleagues, and administrators. James E. Côté and Anton L. Allahar offer an insider?s account of the university system, an accurate, alternative view to that overwhelmingly presented to the general public. Throughout, the authors argue that fewer and fewer students are experiencing their university education in ways expected by their parents and the public. The majority of students are hampered by insufficient preparation at the secondary school level, lack of personal motivation, and disillusionment. Contrary to popular

opinion, there is no administrative or governmental procedure in place to maintain standards of education. Ivory Tower Blues is an in-depth look at the crisis facing Canadian and American universities, the factors that are precipitating the situation, and the long-term impact this crisis will have on the quality of higher education.

The goal of the ARCIE volume is to examine current perspectives and future directions for the field using several essays as a context for discussion and analysis.

Confederation may have established Canada's nationhood in 1867, but the relationships framing Canada's modern existence go back much further. Employing a unique socio-historical perspective, Canadian Society in the Twenty-First Century examines three formative relationships that have shaped the country: Canada and Quebec, Canada and the United States, and Canada and Indigenous nations. Now in its fourth edition, this engaging text offers students an overview of Canadian society through a series of connections rather than a collection of statistics. Trevor W. Harrison and John W. Friesen weave together complex aspects of the nation's economic, political, and socio-cultural development. They guide readers to use this interdisciplinary framework to consider some of the tough questions that Canada is likely to face in adjusting to demands and challenges in the next few decades. Reflecting the most current scholarship in the field, this revised edition features new discussions on issues such as the current crisis of neo-liberal globalization, Canada's petroleum industry, global warming, the Wet'suwet'en dispute in 2020, and the COVID-19 pandemic. Exploring the unique character of Canada today, this text is a vibrant resource for sociology courses on Canadian society as well as courses in Canadian studies and Canadian history.

With clear instructions for developing a research design and complementary research tools, this book is not about describing or theorizing qualitative methods, but how researchers actually create and execute these methods. Helping students conquer the practical issues many novice researchers face, the book provides them with the tools they need to answer critical questions such as: what are some ways to sample potential participants? how do I construct an interview schedule? should I be thinking of a single case study or a comparative study? what and how should I record in the field? what other sources of data should I consider?

This book tells us how various global regions are dealing with three major concerns within the field of multicultural education: *the conceptualization and realization of "difference" and "diversity"; *the inclusion and exclusion of social groups within a definition of multicultural education; and *the effects of power on relations between and among groups identified under the multicultural education umbrella. All of the chapter authors pay attention to these themes, but, at the same time, they bring their particular interests and perspectives to the book, addressing issues, such as linguistic, racial, ethnic, and religious diversity; class; educational inequalities; teacher education; conceptualizations of citizenship; and questions of identity construction. In addition, the authors offer both historical and social contexts for their analytical discussion of the ideals and practices of multicultural education in a particular region. This is not a book that tells us about multicultural education with an international "twist"; it provides readers with different ways to think, talk, and do research about issues of "diversity," "difference," and the effects of power as they relate to education.

The New Practical Guide to Canadian Political Economy is a handy reference to the vast range of research and writing that political economists in Canada have completed to the date of publication. The book is divided into twenty-five subject bibliographies, each one compiled and introduced by an expert in the field. The overall range of subjects includes economic development in Canada, Canada's external economic relations, regional disparities and regional development, social and economic classes, women, Native peoples, politics and the Canadian state, nationalism, culture and political thought. The book is indexed by author, and

includes a helpful shortlist of the staples in Canadian political economy. Published in 1985, The New Practical Guide to Canadian Political Economy remains a useful reference to some of the classic literature of the discipline.

A psychological profile of George W. Bush describes how his privileged childhood became an obstacle to his political ambitions, his efforts to transform himself, and his passion to change America and the world by promoting the nation's best attributes. Reprint.

Now in its second edition, Canadian Society in the 21st Century: A Historical Sociological Approach opens up an engaging and much-needed overview of our society, at a level appropriate for a wide range of courses in Canadian Studies, Sociology, and History. This original work examines the growth and development of Canadian society within a socio-historical framework. The authors investigate historical, economic, political, cultural, and ideological perspectives through three key relationships: Quebec and Canada, Canada and the United States, and Canada and the Aboriginal Nations. Examines society as a set of relationships that emerge gradually over time as fostered, encouraged, and mediated by a set of institutions, in particular, the state and markets. Explores society as the product of an historical narrative - a movie, rather than a snapshot - which enlists many literary devices, including myths, metaphors, symbols, heroes, villains, and tragic figures. Identifies the complex relationship between individuals and society. Students are asked to consider to what extent individuals create society, and conversely, to what extent society creates individuals.

Educational Outcomes for the Canadian Workplace explores how educational programs are changing, which skills matter in the economy, and how policy has responded to the educational and economic pressures of the 1990s.

This selection of essays focuses on schools - their tasks, processes and context by examining the aims of schooling as a primary educational institution, the means, particularly teaching-learning processes in the classrooms, and the environment, classroom, school and societal affecting schooling.

Social Differentiation examines the economic, political, and normatively defined relations that underlie the construction of social categories. Social differentiation, embedded in inequalities of power, status, wealth, and prestige, affects life chances of individuals as well as the allocation of resources and opportunities. Starting with a theoretical framework that challenges many traditional analyses, the contributors focus on four specific strands of social differentiation: gender, age, race/ethnicity, and locality. They explore the historically specific social practices, policies, and ideologies that produce distinct forms of inequality, in turn revealing and explaining such issues as the formation and maintenance of a gendered order; the privileging of prime-age workers; the penalties incurred by visible minorities in the labour market; the highly disadvantaged position of Aboriginals; and the economic decline of agriculture, resource, and fishing dependent regions. By paying special attention to political processes, norms, and representations, and by indicating how social policies shape economic functioning and relate to normative definitions, this book will interest policy-oriented researchers and decision-makers.

Music has long served as an emblem of national identity in educational systems throughout the world. Patriotic songs are commonly considered healthy and essential ingredients of the school curriculum, nurturing the respect, loyalty and 'good citizenship' of students. But to what extent have music educators critically examined the potential benefits and costs of nationalism? Globalization in the contemporary world has revolutionized the nature of international relationships, such that patriotism may merit rethinking as an objective for music education. The fields of 'peace studies' and 'education for international understanding' may better reflect current values shared by the profession, values that often conflict with the nationalistic impulse. This is the first book to introduce an international dialogue on this important theme; nations covered include Germany, the USA, South Africa, Australia, Finland, Taiwan, Singapore and

Canada.