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Theorizing Shadow Education and Academic Success in East Asia

Third International Handbook of Globalisation, Education and Policy Research

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ALVARO MARKS

Out of the Shadows Taylor & Francis

Zhang analyses the phenomenon of private supplementary tutoring from a global perspective. The expansion of such tutoring alongside schooling is among the striking global shifts since the turn of the century. In many countries over half of the relevant cohorts of children receive private tutoring, with that proportion in some locations exceeding 80%. The sector has far-reaching implications for social inequalities, (in)efficiencies in educational processes, study burdens on students, family finances, innovation, and employment. Yet greatly-needed

government regulations have typically been slow to catch up with the phenomenon. Commentary in the volume juxtaposes countries with strong regulations with counterparts having weak regulations. Conceptually, the book considers forces changing the roles of multiple stakeholders, including governments, entrepreneurs, teachers, families and students. A useful read for students and researchers interested in comparative education and governance. The Open Access version of this book, available at www.taylorfrancis.com, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

Education Fever Springer

This book draws attention to supplementary education, which is growing in many parts of the world, but often goes unrecognized

for what it is: a hidden form of privatized education. It provides 'big picture' analyses to comparatively explain the intensity, authority and policy contexts of supplementary education

Taming the Wild Horse of Shadow Education Emerald Group Publishing

This dissertation, "Regulating teacher-provided private supplementary tutoring in Azerbaijan: challenges and possible responses / y Mehpara Ahmadova" by Mehpara, Ahmadova, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: The growing scale of shadow education, particularly teacher-provided private supplementary tutoring, led to diverse implications for educational, social and economic areas during the last two decades in Azerbaijan. Nevertheless, it remained out of attention of the Azerbaijani government's policy for a long time. Using data from interviews with 16 representatives of major stakeholders (parents, teachers, principals, and policymakers) and analysis of policy documents, this study attempts to understand how the Azerbaijani government approaches the matter, what the challenges of regulation are, and how these stakeholders see the effective governmental response. The classification of basic policy scenarios suggested by M. Bray and O. Kwo is used for identification of present and preferred governmental response. The findings reveal that laissez faire is the government's present

approach, yet the stakeholders would like to see shadow education regulated and controlled. Subjects: Tutors and tutoring - Azerbaijan

Researching Private Supplementary Tutoring Brill

Featuring research from settings as diverse as rural China, Germany and the United States, as well as two cross-national comparative studies, this insightful volume demonstrates that many educational issues (including student victimization and STEM outcomes) are not limited to specific societies but are relevant worldwide.

Private Supplementary Tutoring Received by Grade 9 Students in Chongqing, China United Nations Educational, Scientific & Cultural Organization

Fuelled by forces of globalization, China has gradually shifted from a centrally planned economy to a socialist market economy. Under the market economy China has experienced a massive and protracted economic boom. It is not clear however whether recent economic changes have brought the same miracle to education in China. Spotlight on China brings together established and emerging scholars from China and internationally in a dialogue about the profound social and economic transformation that has resulted from the market economy and its concomitant impact on education in China. The book covers a wide range of topics, including: • Market economy and curriculum reform • Teaching under China's market economy • Changes in higher education • Transitions from education to work • Market economy and social inequality With its broad scope and fresh critical perspectives, this collection offers a most contemporary and comprehensive analysis of possibly the largest education

system in the world. Lessons learned from the China experiment will inform researchers and educators about social and educational reforms in other countries which are undergoing similar fundamental changes. Spotlight on China provides a state of the art picture: dynamic, partial, full of contradictions and tensions, and, as we speak, in movement and local reconfiguration." – Allan Luke, Queensland University of Technology. "The book moves social science research on China's education another step forward by refining the balance between the viability of mainstream western concepts and the analytical possibilities of creating a new scholarship based on a deeper understanding of the historically grounded realities of contemporary Chinese education." – Gerard A. Postiglione, The University of Hong Kong"

Demand for Private Supplementary Tutoring in China University of Hawaii Press

In all parts of Asia, households devote considerable expenditures to private supplementary tutoring. This tutoring may contribute to students' achievement, but it also maintains and exacerbates social inequalities, diverts resources from other uses, and can contribute to inefficiencies in education systems. Such tutoring is widely called shadow education, because it mimics school systems. As the curriculum in the school system changes, so does the shadow. This study documents the scale and nature of shadow education in different parts of the region. Shadow education has been a major phenomenon in East Asia and it has far-reaching economic and social implications.

Shadow Education in the Middle East Hong Kong University Press

This dissertation, "Shadow Education: a Comparative Study of Two Tutorial Schools in Hong Kong" by Chung-wah, Lee, 李中偉, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: This dissertation investigates the issue of shadow education in Hong Kong. It addresses the phenomenal choice for many secondary school students to attend private tutorial classes in addition to mainstream schooling with a comparative study. Two schools offering supplementary tutoring in Hong Kong - a locally-based private tutorial chain-store and an American-franchised learning centre - are selected for inquiry into students' educational needs and how the schools respond to the needs through their curriculum. The schools are compared in terms of curriculum content, teaching mode, and assessment. The study reveals a gap between what is taught in mainstream schools and what is assessed in public examinations, leading local secondary school students to turn to tutorial schools for examination skills, the right to choose their own coaches, and extra training opportunities. Both tutorial schools respond to these needs by spicing up the learning environment, providing frequent assessments, and letting students choose their own learning style and pace. The two schools, however, are found to be very different when it comes to class sizes, business orientations, and approaches to teaching. The two different models of tutorial school are compared. DOI:

10.5353/th_b5017677 Subjects: Tutors and tutoring - China - Hong Kong

Spotlight on China Emerald Group Publishing

Private tutoring—supplementary, out-of-school instruction offered at a fee to individuals or groups—represents a substantial household expenditure, even in systems that claim to have free public education. It plays out across, alongside, and even within some school systems. Emerging as a ‘shadow education’, private tutoring now operates as a system and industry crossing national, regional, and social-class boundaries. Private tutoring is provided through different modes of delivery including the internet. Policy makers, parents, teachers, trade unions, corporations, community associations, and students are implicated in the private tutoring industry. The debates over private tutoring are therefore part of the larger struggles over the ends of education in just and equitable societies. The authors in this volume address diverse national settings of private tutoring across the Mediterranean, and examine its political, economic, social, and cultural underpinnings. They draw on a range of conceptual frameworks, and deploy a variety of research methods to problematize the multifaceted relationships between tutoring, learning, and equity. The volume captures a multiplicity of voices, and focuses on some of the central challenges facing education in pluralistic societies

Shadow Education Springer

Approaches and methods in comparative education are of obvious importance, but do not always receive adequate attention. This second edition of a well-received book, containing thoroughly updated and additional material, contributes new

insights within the longstanding traditions of the field. A particular feature is the focus on different units of analysis. Individual chapters compare places, systems, times, cultures, values, policies, curricula and other units. These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field. The book includes a focus on intra-national as well as cross-national comparisons, and highlights the value of approaching themes from different angles. As already demonstrated by the first edition of the book, the work will be of great value not only to producers of comparative education research but also to users who wish to understand more thoroughly the parameters and value of the field.

Education in a hidden marketplace Springer

This volume combines an analysis of PISA with a description of the policies and practices of those education systems that are close to the top or advancing rapidly, in order to offer insights for policy in the United States.

Adverse Effects of Private Supplementary Tutoring UNESCO Publishing

This handbook presents a global overview of current research in education and education policy reforms during the last decade. It provides an accessible, practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. It first examines globalisation, education and policy research and reforms in higher education, including coverage of main trends in education and policy reforms globally, as well as specific policy issues such as gender, equity, minorities and human rights. Next, the handbook offers a

comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world, the curriculum in the global culture, as well as globalisation and education futures, with respect to social justice and human rights. The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus—offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

International Perspectives on English Private Tutoring Routledge
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.

Research in the Sociology of Education Open Dissertation Press
This volume tackles perceived myths surrounding the academic excellence of East Asian students, and moves beyond Western understanding to offer in-depth analysis of the crucial role that shadow education plays in students' academic success. Featuring a broad range of contributions from countries including Japan, China, Taiwan, and Singapore, chapters draw on rich qualitative research to place in the foreground the lived experiences of students, teachers, and parents in East Asian countries. In doing so, the text provides indigenous insights into the uses, values, and meanings of shadow education and highlights unknown cultural and regional aspects, as well as related phenomena including trans-boundary learning culture, nomadic learning, individualized learning, and the post-schooling era. Ultimately challenging the previously dominating Western perspective on shadow education, the volume offers innovative theorization to highlight shadow education as a phenomenon which cannot be overlooked in broader discussion of East Asian educational performance, systems, and policy. Offering pioneering insights into the growing phenomenon of shadow education, this text will benefit researchers, academics, and educators with an interest in international and comparative education, curriculum studies, and East Asian educational practices and policy. Those interested in the sociology of education and educational policy will also benefit from this book.

The Shadow Education System United Nations Educational,

Scientific & Cultural Organization

In a growing revisionist tradition, comparative educational scholars challenge conventional assumptions about quality education as a singular undertaking dominated by standardised assessments and globalisation influences. The contributors to this volume illustrate the complexities and global dimensions of educational quality that emerged in their research. Several chapters critique educational reforms employing assessments aligned to global standards and large scale assessments, revealing how considerations of contextual factors, internal needs and local traditions are essential for developing a quality curriculum or for overhauling a national education system. Most chapters interrogate the uses and misuses of standardised assessment results. The contributors reveal the importance of asking critical questions about quality education: how to access it and for what purposes; what contextual and cultural factors are important; what implementation issues and local-level realities must be considered for true understanding of standardized assessment results; what content, skills and values are necessary and desirable ingredients; what roles teachers and administrators play; and what benefits accrue in terms of outcomes for employment and labor market needs or for achieving autonomy and stakeholder participation. Critiques of narrow interpretations of standardised assessment data contrast with research-based evidence that participation in large scale assessments such as PISA, TIMSS and PIRLS can indeed be beneficial to identify needed reform refinements and implementation shortcomings. Specific country cases include Brazil, Canada, the United States, Spain, Portugal, Ukraine, Kyrgyzstan, and the Philippines. Other

chapters provide insights on quality education issues worldwide. The volume offers readers a panorama of views on the diversity of paths to quality education.

Shadow Education Springer

This book focuses on private tutoring (sometimes also known as “shadow education”), an important but neglected topic in applied linguistics and language education research. Private tutoring has become a popular out-of-school learning activity worldwide. While its scope and definition are expanding, private tutoring commonly refers to the “paid service students used to supplement their learning of academic subjects at school outside school hours” (Yung, 2019). Around the world, English language is one of the most popularly enrolled subjects in private tutoring, including both English as a first language and English as an additional language (EAL). Despite its popularity and implications for theories, practices, and policies, research on English private tutoring is still in its infancy. This book aims to provide an international perspective on the interface between applied linguistics and comparative education and open up an agenda for discussion in theories, practices, and policies in English language teaching (ELT). It will be of interest to students, scholars, and policy-makers in these and related areas.

Confronting the Shadow Education System UNESCO Publishing

This book examines why Japan has one of the highest enrolment rates in cram schools and private tutoring worldwide. It sheds light on the causes of this high dependence on ‘shadow education’ and its implications for social inequalities. The book provides a deep and extensive understanding of the role of this kind of education in Japan. It shows new ways to theoretically and

empirically address this issue, and offers a comprehensive perspective on the impact of shadow education on social inequality formation that is based on reliable and convincing empirical analyses. Contrary to earlier studies, the book shows that shadow education does not inevitably result in increasing or persisting inequalities, but also inherits the potential to let students overcome their status-specific disadvantages and contributes to more opportunities in education. Against the background of the continuous expansion and the convergence of shadow education systems across the globe, the findings of this book call for similar works in other national contexts, particularly Western societies without traditional large-scale shadow education markets. The book emphasizes the importance and urgency to deal with the modern excesses of educational expansion and education as an institution, in which the shadow education industry has made itself (seemingly) indispensable. Regulating Private Tutoring for Public Good OECD Publishing

Recent years have brought global expansion of private supplementary tutoring alongside regular school systems. This expansion has far-reaching implications for the nurturing of new generations, for social and economic development, and for the operation of school systems. Some dimensions are positive while other dimensions are problematic. Supplementary tutoring is especially visible in Asia. The formats of tutoring range from one-to-one provision to large classes. Some tutoring is provided by teachers and by specialist companies, while other tutoring is provided informally by university students and others. Using a comparative lens, this book examines possible government responses to the expansion of private supplementary tutoring. In

general, the book suggests, the sector should be given more attention. The work shows wide diversity in the regulations introduced by governments in the Asian region. It notes not only that these governments can learn much from each other, but also that policy makers in other parts of the world can usefully look at patterns in Asia. The book also stresses the value of partnerships between governments, tutoring providers, schools, teachers' unions, and other bodies.

Confronting the Shadow Education System Taylor & Francis

Private supplementary tutoring, widely known as shadow education because of the way that it mimics mainstream schooling, has greatly expanded worldwide. It consumes considerable family resources, provides employment for tutors, occupies the time of students, and has a backwash on regular schools. Although such tutoring has become a major industry and a daily activity for students, tutors and families, the research literature has been slow to catch up with the phenomenon. The topic is in some respects difficult to research, precisely because it is shadowy. Contours are indistinct, and the actors may hesitate to share their experiences and perspectives. Presenting methodological lessons from diverse cultures, the book contains chapters from both high-income and low-income settings in Asia, Caribbean, Europe and the Middle East. Separately and together, the chapters present valuable insights into the design and conduct of research. The book will assist both consumers and producers of research. Consumers will become better judges of the strengths, weaknesses and orientations of literature on the theme; and producers will gain insights for design of instruments, collection of data, and interpretation of findings. The editors:

Mark Bray is UNESCO Chair Professor in Comparative Education at the University of Hong Kong. Ora Kwo is an Associate Professor in the Comparative Education Research Centre at the University of Hong Kong. Boris Jokić is a Scientific Associate in the Centre for Educational Research and Development at the Institute for Social Research in Zagreb, Croatia.

Comparative Education Research Springer Nature

Using US schools as a reference point, this book provides a description of schooling as a global institution. The authors draw on a four-year investigation conducted in 47 countries that examined many aspects of K-12 schooling. They discuss how world trends and the forces behind them will work to shape the directions education may take.

English Language Education Policy in Asia Springer

The so-called shadow education system of private supplementary tutoring has become a global phenomenon but has different features in different settings. This book explores the ways in which teacher-tutors' beliefs, social norms, ideals about professionalism, and community values shape their economic

decisions in the informal shadow education marketplace. Through theoretical lenses of economic sociology and anthropology, this study uncovers strong social and moral embeddedness of the shadow education market in social relationships, cultural norms and moralities in post-Soviet Georgia. The book questions some of the basic assumptions that the predominant neoliberal discourse promotes worldwide. The book is based on Kobakhidze's PhD dissertation, which won the Comparative and International Education Society (CIES) Gail P. Kelly Outstanding Dissertation Award. "[A] theoretically innovative and substantively enlightening account of shadow schooling in Georgia... A landmark achievement." Roger Dale, University of Bristol "... an important and timely topic ... addressed with exceptional thoroughness. It constitutes a solid piece of academic work and clearly makes a significant contribution to the field of shadow education." Heidi Biseth, University College of Southeast Norway, Chair of Gail P. Kelly Award Committee in 2017 "...through robust critical analysis, Kobakhidze invites a humanistic re-visioning of economy and society." Ora Kwo, The University of Hong Kong