Chapter 1 : Education - Patterns of education in non-Western or developing countries | blog.quintoapp.com

This book analyses the debate on the structure of higher education in Germany, France, Sweden, the Netherlands, United Kingdom, the United States, Japan, and Australia during the past 3 decades. Structural patterns or models are systematized and the way in which different countries have solved their.

There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur. Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider Integrating the commonly polarized goals of education; i. Adapting teaching to different student characteristics by using diverse methods of teaching. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds. Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units. Educational Goals The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects see also Niche Selection link to be added soon. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. On the other hand, those who emphasize the importance of autonomous growth and creative self-expression, must realize that the students need academic skills such as reading, writing, calculating, etc. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge which can be acquired by convergent teaching. Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent. An important development is the growing awareness that academic achievement could improve by adapting teaching to students individual differences.

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure. Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. Teaching Strategies and Students Characteristics Among the most difficult problems faced by the education system are those associated with teaching effectiveness. The current preparation of teachers for specific age levels, specific subject matter, specific academic skills, etc. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies See also Complexity in the Classroom link to be added soon. In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Ability levels and patterns of different abilities. Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels usually based on achievement tests or psychological tests taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. The differences evident in rate of learning are only one aspect of the diverse effects of students with different abilities studying under different conditions. For instance, the type and manner of teaching has differential effects: Furthermore, the multiplicity and differentiality of mental abilities must be taken into consideration when teaching at any level of the education system. There has been a growing acknowledgement of the importance of adapting teaching to a variety of intelligences e. The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning process. Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Some educators have begun to acknowledge the importance of adapting teaching strategies to students different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have

differential effects on students learning achievements. There is some acknowledgement that attention should be paid to students personality needs and to particular aspects of students different cultural backgrounds. Nevertheless, while the effect of personality characteristics on learning is significant, very little has been done or even suggested regarding the adaptation of teaching to students different personality traits and needs. Among the reasons for that is the very large number of traits with a wide variety of tests to measure them and the problem of their lower validation than the ability tests. Also, the complexity of the interactions of personality characteristics with various other factors affecting learning seems too difficult to tackle. Many educators and educational administrators are convinced that it is very difficult to implement multi-dimensional teaching strategies in the classroom. For example, students of higher ability levels who are also self-reliant, independent, with lower anxiety tend to do better under divergent teaching and self-directed learning conditions, while students of lower ability levels who are also dependent, and anxious, tend to do better under convergent teaching with clear structure and much direction. Such interactions need to be explored further to find more about the various factors affecting the teaching learning process. The outcomes of such exploration can be very helpful in the search for enhancing teaching effectiveness and students achievements. In sum, the attempts to match teaching strategies with students characteristics may become critical steps toward dealing with some of the particularly difficult problems of the teaching and learning process. Admittedly, many difficulties are faced not only by teachers but also by administrators and policy makers in the endeavor to adapt instructional strategies to students characteristics, but the methods and concepts of the field of complex systems can provide ways of implementing such changes in the attempts to introduce reforms to the education system. Inter-Disciplinary Curriculum One of the most exciting developments in the world of science today is the growing involvement of researchers in interdisciplinary collaborations, and the increase in cross-fertilization of ideas and research endeavors of people in different fields of science.. The benefits for cross-disciplinary scientific work are invaluable and the various application possibilities are promising not only for science but for many aspects of daily living. These developments have direct implications for the education system. The tendency in our schools is to teach bits and pieces of information related to particular disciplines. In view of the cross-disciplinary trends, the curriculum can be integrated around topics that reflect the patterns, interactions, and interdependencies of the different fields. This can provide students with ways to study and attempt to comprehend the world around them through concepts and ideas that are less disparate or disconnected. The growing inter-disciplinary collaborations and cooperative sharing of information from different fields and the efforts to find pragmatic solutions to global problems have further implications for education. There are important implications for the preparation of students to function and be productive in a world with diverse populations, different economic conditions, multitudes of cultural, religious and ethnic groups, and many other different factors. Furthermore, it is highly beneficial to begin early in the educational process to organize learning around problem solving, critical thinking, and dealing with issues arising from different fields of study and different aspects of real life conditions. An integrated, inter-disciplinary curriculum links a variety of learning subjects as they are related to the topics of integrated curriculum units. The emphasis on connecting and synthesizing information around topics of interest to the students provides favorable conditions for the acquisition of knowledge from different disciplines through congruous concepts and ideas. Integrated curriculum units are chosen by the students with the teacher and involve teams of students working cooperatively toward common goals. Small groups, pairs, or individuals can work on relevant tasks and materials that can be shared with the other students and yield peer-to-peer learning. Experiencing the benefits of contributing to the goals of the unit by members of the team is empowering and gratifying and is also a beneficial way of preparing them for future functioning in the world. In terms of teaching strategies, an integrated curriculum encourages a multi-dimensional approach to the educational process and tends to combine regularly multi-convergent and divergent strategies of teaching. There are also various options in the way teachers are assigned to classroom teaching. They can also organize various teaching experiences with the assistance of volunteers, specialists, peers and others who could contribute to

the teaching process. In terms of the structure and settings adapted to different teaching and learning conditions, there can be alternative places for learning, e. The structure and organization of the student body can be in the form of small and large groups; study pairs; and individualized study arrangements. Social alternatives are possible in heterogeneous groups with a great deal of interchange within them and between them and other groups. Clearly, student groups may vary in age, cultural and socioeconomic background, special interests and special needs. There are various alternatives in the types of learning that an integrated curriculum can include: For example, different intelligences may be emphasized such as, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, and others. A major part of the program can be devoted to integrated inter-disciplinary curriculum units chosen by teachers and students together. These units enable students to acquire knowledge and skills associated with different disciplines through congruous meaningful learning revolving around a topic of interest to the students. The work on the units is undertaken by groups of students who are encouraged to take active part in the decision-making process and focus on aspects of the units in which they can best develop their capabilities, satisfy their interests, and fulfill their needs. Each student is given the opportunity to use their strengths academic or non-academic to contribute to the common goals of the group. In working on these integrated units, guided divergent teaching is used as needed. At the end of a period of work on the unit, the group can celebrate with other students, parents, administrators and others involved in the school, the conclusion and accomplishments of the work on the unit. Each student in the group is encouraged to contribute whatever they can to such celebrations by presenting their work through various performances, presentations, exhibits, videos and other contributions to the festive activities. Students can be encouraged to present their work on their project to the group in any way compatible with their tendencies. The students can present their work to their peers and teachers as an exhibit, as an oral presentation, as written material, as a play, a video, or any other means of communicating and disseminating information.

Chapter 2 : Lifelong Learning Matters

Higher education levels women change relationship blog.quintoapp.com number of couples in which the woman has a higher education level of university studies than her male partner is growing steadily and in many countries this trend surpasses the opposite situation, which historically has been the predominant.

Japan Education at the beginning of the century Between and Japan experienced two conflictsâ€"the Sino-Japanese and Russo-Japanese warsâ€"that increased nationalistic feelings. Japan also experienced accelerated modernization and industrialization. The Japanese education system took as its model the western European educational systems, especially that of Germany. In the period of ordinary elementary schooling was set at four years, and schooling was made compulsory for all children. At the same time, the cost of compulsory education was subsidized from the national treasury. In the period of compulsory education was extended from four to six years. As the educational system gradually improved and as modernization progressed and the standard of living increased, school enrollments soared. The percentage of elementary-age children in school rose from 49 in to 98 in In those days, boys and girls in primary school studied under the same roof, though in separate classrooms. All three secondary schools were for students who had completed the six- or four-year course of primary education. In a system of national textbooks was enacted, giving the Ministry of Education the authority to alter texts in accordance with political currents. To meet the demand for an expansion of education, a new system for training primary school teachers was established under the Normal School Order of and subsequently developed under the strong control of the government. All the normal schools were run by the prefectures, and none were private. These were all state-run. There were also state-run institutes for training vocational school teachers. For higher education , there were academies for the study of Confucianism, but a university of the European variety did not appear in Japan until In that same year the University of Tokyo was founded, with four facultiesâ€"law, physical sciences , literature , and medicine. In the early years, research and education were dominated by foreigners: In the University of Tokyo was renamed the Imperial University by imperial order and, as a state institution, was assigned to engage exclusively in research and instruction of such sciences and technology as were considered useful to the state. Modern Western sciences formed the core of this research and instruction, though some traditional Japanese learning was revived. Engineering and agricultural science were added to the four established faculties. Tokyo Imperial University borrowed much of the style and mode of the German universities and served as the model for the imperial universities established thereafter. Until then the private colleges had not been given a clear legal status and had been treated as rather inferior. Education to The events of World War I and its aftermath tremendously influenced Japanese society. In the postwar days, Japan experienced the panic and social confusion that was sweeping many countries of the world. It was quite natural that these social and economic changes should greatly influence education. The Special Council for Education, established in , was charged with making recommendations for school reforms that would adapt the nationalistic education system to the rapid economic growth. Their recommendations involved modifying the existing educational organizations rather than creating new ones. The reform emphasized higher education, though secondary education also grew remarkably. As for elementary education , the target of the reform was to improve the content and methods of education and to establish the financial foundation of compulsory education. After World War I the new educational movements generally called progressive in the West were introduced into Japan and came to thrive there. The method of new education was gradually introduced into the state textbooks. Preschool education was also encouraged. Elementary education thus further expanded. Between and the number of elementary teachers and pupils almost doubled. In the latter year there were , teachers and 12,, pupils. These schools increased remarkably both in numbers of institutions and in enrollments after World War I, reflecting the social demand. As a result, the secondary schools assumed more of a popular and less of an elitist character than they had evidenced in the Meiji era. In two courses were provided for the middle school system;

one was for those who advanced on to higher schools, and the other course was for those who went directly on to a vocation. Enrollments of all kinds leaped: A drastic reform of higher education was instituted in , when the University Order and the Higher School Order were issued on the recommendation of the Special Council for Education. Before that, there had been only the imperial universities, which were state-run. The order approved the founding of private universities and colleges. National colleges of commerce, manufacturing, medicine, and so on were also opened. In general, universities and colleges multiplied, numbering in as many as 46 17 state, five public, and 24 private. College-preparatory education concurrently enlarged through the establishment of public and private higher schools under the Higher School Order. The schools could not keep pace with the mounting demand for education. The ratio of applicants to the total number of seats being offered at higher schools, for example, rose from 4. Because pupils could not proceed from elementary to secondary schools and from there to colleges or universities unless they passed a competitive entrance examination at each stage, the importance and severity of the examinations grew with the number of applicants. Despite efforts by the Ministry of Education to revise and deemphasize the examination system, its importance continues to the present day. After World War I, social education, or education offered outside the formal school system, gained greater recognition in Japan. Education acquired an intensely nationalistic character. The order proclaimed the idea of a national polity or spirit peculiar to Japan; the content and the methods of education were revised to reflect this nationalism. Moreover, the period of compulsory education was officially extended to eight years, though it actually remained six years because of the worsening war situation. In the same year the normal school was upgraded to the level of the professional schools. As the war worsened, students above the secondary schools were mobilized as temporary workers in military industries and agricultural communities in order to increase production, and a great number of students were sent to the battlefields. As a result, classes were virtually closed at schools higher than the secondary level toward the end of World War II.

Chapter 3 : Social mobility - Wikipedia

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According to the census of , only 24 percent of the population above the age of nine were literate. By the rate had risen to roughly 40 percent. The large quota of illiteracy reflected the fact that by this time only about half the children between the ages of 8 and 12 attended school. The elementary schools were maintained by the zemstvo local government agencies , the Orthodox church , or the state and the secondary schools mainly by the Ministry of Education. After the Revolution of , the Duma parliament made considerable efforts to introduce compulsory elementary schooling. At the upper stages of the educational system, progress was significant, too; nevertheless, the secondary schools gimnazii, realnyye uchilishcha were only to a small degree attended by students of the lower classes, and the higher institutions even less. Preschool education as well as adult education was left to the private initiative of the educationally minded intelligentsia, who were opposed to the authoritarian character of state education in the schools. In â€"16 the minister of education, Count P. Ignatev, started serious reforms to modernize the secondary schools and to establish a system of vocational and technical education , which he regarded as most important for the industrialization of Russia. During the Provisional Government February to October , Old Style , the universities were granted autonomy , and the non-Russian nationalities received the right of instruction in their native languages. The education system envisaged by the liberal-democratic and moderate Socialist parties was a state common school for all children based on local control and the direct participation of society. Guided by the principles of Karl Marx and influenced by the contemporary movement of progressive education in the West as well as in Russia itself, the party and its educational leadersâ€" Nadezhda K. Krupskaya and Anatoly V. In the Soviet government had ordered by decree the abolition of religious instruction in favour of atheistic indoctrination, the coeducation of both sexes in all schools, the self-government of students, the abolition of marks and examinations, and the introduction of productive labour. Vladimir Ilyich Lenin addressing a crowd during the Russian Revolution of The Stalinist years, â€"53 In connection with the policy of rapid industrialization and collectivization of farmers and with the concentration of political power in the hands of Joseph Stalin , the Soviet educational policy in the s experienced remarkable changes. In addition, the ideas of progressive education were rejected, and older Russian traditions began to be cultivated. During World War II the idea of Soviet patriotism emerged fully, penetrating the theory and practice of education. The principles of the outstanding educator Anton S. Makarenko , with their emphasis on collectivism , gained ground upon the former influence of Western educational thought. The number of students in institutions providing secondary specialized education, usually called tekhnikumy, rapidly grew from one million in â€"28 to 3. The number of students in institutions of higher education vyssheye uchebnoye zavedeniye grew from , to , in the same period. The main characteristics of higher education that developed in this period remained unchanged for the next decades: In the period to , an average of , persons were annually subjected to such recruitment. The draft first affected those students who were unsuccessful academically in regular secondary schools and could not achieve even the seventh grade. For youngsters of this kind and for people who could not continue general secondary education, schools for the working youth shkoly rabochey molodyozhi and schools for rural youth shkoly selskoy molodyozhi were established in â€"44 as part-time institutions. The main features of education policy, developed in the late s, remained in force after the war: The Khrushchev reforms After the death of Stalin in , changes in official policy affected both education and science. The 20th Party Congress in paved the way for a period of reforms inaugurated by Nikita S. The Soviet reform influenced to a high degree similar reforms in the eastern European countries. The old idea of polytechnical education was revived, but mainly in the sense of preparing secondary-school students for specialized vocational work in industry or agriculture. Since the early s there had been a growing imbalance between the output of secondary-school graduates desiring higher education and the economic demands of skilled manpower at different levels. The connection of study and

productive work was to be continued during the course of higher education. Great emphasis was laid upon the further expansion of evening and correspondence education , both at the level of secondary specialized education and at the level of the universities and other higher institutes. In the academic year â€"68, The reform of also brought a transformation of the former labour-reserve schools into urban vocational-technical schools or rural schools of the same type gorodskiye i selskye professionalno-tekhnicheskiye uchilishcha. As a rule, these schools required the completion of the eight-year school, but in fact there were many pupils with lower achievements; the length of training ranged from one to three years, depending upon the type of career. Besides introducing polytechnic education and productive labour, the Khrushchev reforms emphasized the idea of collective education from early childhood. Some party circles wanted this kind of boarding education for the majority of all young people, but development lagged behind planning, and the idea of full boarding education was later abandoned. The polytechnization of the Soviet school system as it took shape during the Khrushchev period turned out, in the course of its realization, to be a failure. A revision of the school reform carried out between August and November brought about several important results: After hundreds of secondary schools for gifted pupils in mathematics , science, or foreign languages were developed in addition to the well-known special schools for music , the arts, and sports. They recruited students mainly from the urban intelligentsia and were therefore sometimes criticized by adherents of egalitarian principles in education. From Brezhnev to Gorbachev Leonid I. Brezhnev assumed leadership after Khrushchev retired in A union republic Ministry of Public Education was established to augment the already existing central agencies for higher and secondary specialized education and for vocational-technical training. The main aim of educational policy in the s was to achieve universal year education. In it was claimed that about 97 percent of the pupils who graduated from the basic eight-year school continued their education at the secondary level. An important step toward the realization of universal secondary education was the creation of secondary vocational-technical schools srednye professionalno-tekhnicheskiye uchilishcha in These schools offered a full academic program as well as vocational training. Preschool education for children under seven years of age was extended: The number of institutions for higher education also grew steadily from in to in , meeting regional demands. Day, evening, and correspondence courses were provided. The quantitative gains achieved during this period were not matched by corresponding improvements in the quality of education. Government authorities, as well as teachers and parents, expressed growing dissatisfaction with student achievement and with student attitude and behaviour. The youngsters themselves often felt alienated from the official value system in education. Furthermore, there was a growing imbalance between the careers preferred by general-school graduates and the national economic requirements for skilled manpowerâ€"an unforeseen result of the policy of universal secondary education. Therefore, in the scope of labour training in the upper grades of the general school was enhanced in order to provide youngsters with a basic practical training and to direct them into so-called mass occupations after leaving school. The age at which children entered primary school was lowered from 7 to 6 years, thus extending the complete course of general-secondary schooling from 10 to 11 years. Vocational training in the upper grades of the general school was reinforced. To meet the requirements of computer literacy , appropriate courses were introduced into the curricula of the general school, even though most schools lacked sufficient equipment. The main emphasis, however, was placed on the development of a new integrated secondary vocational-technical school that would overcome the traditional barriers between general and vocational education.

Chapter 4 : Education - Revolutionary patterns of education | blog.quintoapp.com

CHANGING PATTERNS OF GOVERNANCE IN HIGHER EDUCATION preserving a coherent higher education system CHAPTER 3 IGHER EDUCATION Education Policy Analysis).

Understanding the American Education System Updated: August 08, The American education system offers a rich field of choices for international students. There is such an array of schools, programs and locations that the choices may overwhelm students, even those from the U. Understanding the system will help you narrow your choices and develop your education plan. The Educational Structure Primary and Secondary School Prior to higher education, American students attend primary and secondary school for a combined total of 12 years. These years are referred to as the first through twelfth grades. Around age six, U. Secondary school consists of two programs: After graduating high school 12th grade , U. Academic transcripts are official copies of your academic work. Courses are commonly graded using percentages, which are converted into letter grades. The grading system and GPA in the U. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3. The university might interpret their GPAs differently because the two schools have dramatically different standards. Therefore, there are some crucial things to keep in mind: You should find out the U. Pay close attention to the admission requirements of each university and college, as well as individual degree programs, which may have different requirements than the university. Regularly meet with an educational advisor or guidance counselor to make sure you are meeting the requirements. Your educational advisor or guidance counselor will be able to advise you on whether or not you must spend an extra year or two preparing for U. If an international student entered a U. The majority of new students begin in autumn, so it is a good idea for international students to also begin their U. There is a lot of excitement at the beginning of the school year and students form many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in autumn and continuing through the year. Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms. Levels of Study First Level: Undergraduate "The American system is much more open. In Hong Kong you just learn what the teacher writes on the board. In America, you discuss the issues and focus more on ideas. Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study. Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts AA transfer degree and then transfer to a four-year university or college. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major at the beginning of your third year of school. A very unique characteristic of the American higher education system is that you can change your major multiple times if you choose. It is extremely common for American students to switch majors at some point in their undergraduate studies. Often, students discover a different field that they excel in or enjoy. The American education system is very flexible. Keep in mind though that switching majors may result in more courses, which means more time and money. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health and education. Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the USA. A graduate program is usually a division of a university or college. To gain admission, you will need to take the GRE graduate record examination. For example, the MBA master of business administration is an extremely popular degree program that takes about two years. It may take three years or more to earn a PhD degree. For

international students, it may take as long as five or six years. For the first two years of the program most doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that have not been previously published. A doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Characteristics of the U. Higher Education System Classroom Environment Classes range from large lectures with several hundred students to smaller classes and seminars discussion classes with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions and give presentations. International students find this one of the most surprising aspects of the American education system. Each week professors usually assign textbook and other readings. You will be expected to keep up-to-date with the required readings and homework so you can participate in class discussions and understand the lectures. Certain degree programs also require students to spend time in the laboratory. Professors issue grades for each student enrolled in the course. Grades are usually based upon: Each professor will have a unique set of class participation requirements, but students are expected to participate in class discussions, especially in seminar classes. A midterm examination is usually given during class time. One or more research or term papers, or laboratory reports must be submitted for evaluation. Possible short exams or quizzes are given. A final examination will be held after the final class meeting. Credits Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits. A full-time program at most schools is 12 or 15 credit hours four or five courses per term and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term. Transfers If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time. State College or University A state school is supported and run by a state or local government. Each of the 50 U. Private College or University These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded. There are many types of associate degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: University transfer degrees are generally associate of arts or associate of science. Not likely to be transferrable are the associate of applied science degrees and certificates of completion. Community college graduates most commonly transfer to four-year colleges or universities to complete their degree. Many also offer ESL or intensive English language programs, which will prepare students for university-level courses. Institute of Technology An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses. I met with Angela Khoo [Academic Adviser] about the classes that I could take, and then it became a lot easier for me.

Chapter 5 : Hall & Hord, Implementing Change: Patterns, Principles, and Potholes, 3rd Edition | Pearson

The Emergence of the Second Sector of Higher Education. Different types of higher education institutions existed ever since we talk about higher education in terms of an aggregate, i.e.,,sector" or (sub-)"system".

Definition[edit] Social mobility is defined as the movement of individuals, families, households, or other categories of people within or between layers or tiers in an open system of social stratification. Open stratification systems are those in which at least some value is given to achieved status characteristics in a society. The movement can be in a downward or upward direction. Occupation is another measure used in researching mobility, which usually involves both quantitative and qualitative analysis of data, but other studies may concentrate on social class. Intergenerational upward mobility is more common, where children or grandchildren are in economic circumstances better than those of their parents or grandparents. In the US, this type of mobility is described as one of the fundamental features of the " American Dream " even though there is less such mobility than almost all other OECD countries. Social mobility is highly dependent on the overall structure of social statuses and occupations in a given society. Such dimensions within a given society can be seen as independent variables that can explain differences in social mobility at different times and places in different stratification systems. In addition, the same variables that contribute as intervening variables to the valuation of income or wealth and that also affect social status, social class , and social inequality do affect social mobility. These include sex or gender , race or ethnicity , and age. These differences persist and widen into young adulthood and beyond. Just as the gap in K–12 test scores between high- and low-income students is growing, the difference in college graduation rates between the rich and the poor is also growing. Although the college graduation rate among the poorest households increased by about 4 percentage points between those born in the early s and those born in the early s, over this same period, the graduation rate increased by almost 20 percentage points for the wealthiest households. As the socioeconomic inequality continues to increase in the United States, being on either end of the spectrum makes a child more likely to remain there, and never become socially mobile. A child born to parents with income in the lowest quintile is more than ten times more likely to end up in the lowest quintile than the highest as an adult 43 percent versus 4 percent. And, a child born to parents in the highest quintile is five times more likely to end up in the highest quintile than the lowest 40 percent versus 8 percent. This parenting style, known as "accomplishment of natural growth" differs from the style of middle-class and upper-class parents with at least one parent having higher education , known as "cultural cultivation". Lower class children often attend lower quality schools, receive less attention from teachers, and ask for help much less than their higher class peers. Today, the gaps seen in both access to education and educational success graduating from a higher institution is even larger. Cultural capital , a term first coined by French sociologist Pierre Bourdieu is the process of distinguishing between the economic aspects of class and powerful cultural assets. Bourdieu described three types of capital that place a person in a certain social category: Economic capital includes economic resources such as cash , credit , and other material assets. Social capital includes resources one achieves based on group membership, networks of influence, relationships and support from other people. Cultural capital is any advantage a person has that gives them a higher status in society, such as education , skills, or any other form of knowledge. Usually, people with all three types of capital have a high status in society. Bourdieu found that the culture of the upper social class is oriented more toward formal reasoning and abstract thought. The lower social class is geared more towards matters of facts and the necessities of life. He also found that the environment in which person develops has a large effect on the cultural resources that a person will have. It has been shown that students raised under the concerted cultivation approach have "an emerging sense of entitlement" which leads to asking teachers more questions and being a more active student, causing teachers to favor students raised in this manner. In this approach, which is more common amongst working-class families, parents do not focus on developing the special talents of their individual children, and they speak to their children in directives. Due to

this, it is more rare for a child raised in this manner to question or challenge adults and conflict arises between childrearing practices at home and school. Children raised in this manner are less inclined to participate in the classroom setting and are less likely to go out of their way to positively interact with teachers and form relationships. More disturbing was the fact that these differentials persisted even after controlling for obvious factors such as SAT scores and family socioeconomic status". This form of capital, identified by social scientists only in recent years, has to do with the education and life preparation of children. There is no international " benchmark " of social mobility, though one can compare measures of mobility across regions or countries or within a given area over time. Such comparisons typically look at intergenerational mobility, examining the extent to which children born into different families have different life chances and outcomes. The Great Gatsby Curve. Countries with more equality of wealth also have more social mobility. This indicates that equality of wealth and equality of opportunity go hand-in-hand. In this and other studies, in fact, the USA has very low mobility at the lowest rungs of the socioeconomic ladder, with mobility increasing slightly as one goes up the ladder. At the top rung of the ladder, however, mobility again decreases. In Britain, much debate on social mobility has been generated by comparisons of the National Child Development Study NCDS and the Birth Cohort Study BCS70 , [25] which compare intergenerational mobility in earnings between the and the UK cohorts, and claim that intergenerational mobility decreased substantially in this year period. These findings have been controversial, partly due to conflicting findings on social class mobility using the same datasets, [26] and partly due to questions regarding the analytical sample and the treatment of missing data. Some researchers claim that social mobility is actually declining. The contribution of education to social mobility often gets neglected in social mobility research although it really has the potential to transform the relationship between origins and destinations. There is some debate regarding how important educational attainment is for social mobility. A substantial literature argues that there is a direct effect of social origins DESO which cannot be explained by educational attainment. Graduation rates supply a rich context to these patterns. Lack of education frequently leads to lack of success in the future for many individuals. They do not possess the degrees required to even apply for a plethora of jobs. Therefore, these individuals may get stuck in communities that are at a stand still. Ultimately, the social classes remain stagnant because nothing is changing within each social construct and education is at the forefront in terms of its contribution to the future issues. Influence of intelligence and education[edit] Social status attainment and therefore social mobility in adulthood are of interest to psychologists, sociologists, political scientists, economists, epidemiologists and many more. The reason behind the interest is because it indicates access to material goods, educational opportunities, healthy environments, and nonetheless the economic growth. Most of the Scottish children which were born in participated in the Scottish Mental Survey , which was conducted under the auspices of the Scottish Council for Research in Education SCRE [47] and obtained the data of psychometric intelligence of Scottish pupils. The number of children who took the mental ability test based on the Moray House tests was 87, They were between age 10 and The tests covered general, spatial and numerical reasoning. Researchers separated into six social classes were used. Men at midlife social class I and II the highest, more professional also had the highest IQ at age Height at midlife, years of education and childhood IQ were significantly positively related to upward social mobility, while number of siblings had no significant effect. After controlling the effect of independent variables , only IQ at age 11 was significantly inversely related to downward movement in social mobility. Structural equation model of the direct and indirect influence of childhood position and IQ upon social status attainment at mid-life. Finally, height, education and IQ at age 11 were predictors of upward social mobility and only IQ at age 11 and height were significant predictors of downward social mobility. Another research [43] looked into the pivotal role of education in association between ability and social class attainment through three generations fathers, participants and offspring using the SMS [42] Lothian Birth Cohort educational data, childhood ability and late life intellectual function data. It was proposed that social class of origin acts as a ballast [43] restraining otherwise meritocratic social class movement, and that education is the primary means through which social

class movement is both restrained and facilitated—therefore acting in a pivotal role. There was no direct link social classes across generations, but in each generation educational attainment was a predictor of social class, which is consistent with other studies. For each SD increase in education, the odds of moving upward on the social class spectrum were 2. For each SD increase in education, the odds of moving upward were 3. In conclusion, education is very important, because it is the fundamental mechanism functioning both to hold individuals in their social class of origin and to make it possible for their movement upward or downward on the social class ladder. There was a lack of social mobility in the offspring generation as a whole. However, there was definitely individual offspring movement on the social class ladder: A very important pattern has also been confirmed: There were some great contributors to social class attainment and social class mobility in the twentieth century: Both social class attainment and social mobility are influenced by pre-existing levels of mental ability, [44] which was in consistence with other studies. Furthermore, educational attainment contributes to social class attainment through the contribution of mental ability to educational attainment. Even further, mental ability can contribute to social class attainment independent of actual educational attainment, as in when the educational attainment is prevented, individuals with higher mental ability manage to make use of the mental ability to work their way up on the social ladder. This study made clear that intergenerational transmission of educational attainment is one of the key ways in which social class was maintained within family, and there was also evidence that education attainment was increasing over time. Finally, the results suggest that social mobility moving upward and downward has increased in recent years in Britain. Education policies are often critiqued based on their impact on a single generation, but it is important to look at education policies and the effects they have on social mobility. In the research, elitist schools are defined as schools that focus on providing its best students with the tools to succeed, whereas an egalitarian school is one that predicates itself on giving equal opportunity to all its students to achieve academic success. It was also discovered that the system with the most elitist policies produced the greatest amount of utilitarian welfare. Logically, social mobility decreases with more elitist education systems and utilitarian welfare decreases with less elitist public education policies. This is explained as the researchers found that education has multiple benefits. It brings more productivity and has a value, which was a new thought for education. This shows that the arguments for the regressive model should not be without qualifications. Furthermore, in the elitist system, the effect of earnings distribution on growth is negatively impacted due to the polarizing social class structure with individuals at the top with all the capital and individuals at the bottom with nothing. It is almost impossible to achieve upward mobility without education. Education is frequently seen as a strong driver of social mobility. The higher the family income the better opportunities one is given to get a good education. The inequality in education makes it harder for low-income families to achieve social mobility. Research has indicated that inequality is connected to the deficiency of social mobility. In a period of growing inequality and low social mobility, fixing the quality of and access to education has the possibility to increase equality of opportunity for all Americans. The increase in graduation rates is causing an even bigger gap between high income children and low-income children. With such bad education that urban school are offering, parents of high income are moving out of these areas to give their children a better opportunity to succeed. As urban school systems worsen, high income families move to rich suburbs because that is where they feel better education is; if they do stay in the city, they put their children to private schools. The more money and time parents invest in their child plays a huge role in determining their success in school. Research has showed that higher mobility levels are perceived for locations where there are better schools.

systems of higher education in the Western world as forming one system, serving everywhere cultural and, even more, vocational education, basic and, even more, applied research and consultancy.

Higher education levels in women change relationship patterns August 13, Higher education levels in women change relationship patterns Higher education levels women change relationship patterns. The number of couples in which the woman has a higher education level of university studies than her male partner is growing steadily and in many countries this trend surpasses the opposite situation, which historically has been the predominant. The research also sets the bases to delve deeper into the social dimensions this change in model may represent. To do this they gathered data from censuses in 56 countries, dating from to The research was published in Population Development Review, one of the most prestigious journals dedicated to population studies. The study concludes that higher education levels in women has a direct effect on union formation. Traditionally in heterosexual couples, the dominating pattern existing was the educational hypergamy of the woman, a type of relationship in which the woman marries a man with a higher educational attainment and in which there are important gender differences. In recent years however, an easier access to education for women is altering this model. The census data used in the study, individual and anonymous, is available at IPUMS Integrated Public Use Microdata Series , a project by the University of Minnesota, which is creating an enormous international population database consisting of microdata samples. Researchers analysed both married couples and partners living together, creating an index to measure the educational difference between men and women, and another index to measure the prevalence of hypergamy over hypogamy couples when related to education. With only a few exceptions, there is a steady decrease in the level of educational hypergamy in both advanced and developing countries, although there continues to be significant differences between these countries. At the start of the new century, 26 of the 51 countries registered negative educational hypergamy values. In the case of Spain, in for every hypogamy couples there were 67 hypergamy couples. This includes countries such as Japan, South Korea, or China; very traditional societies in terms of relationships and with high levels of single women among those with higher education levels. Nevertheless, researchers consider that the increase in university women will end up modifying the rules of the game, principally in China, a country in which there are few women and where it is believed that in there will be female university students for every male university students. Researchers nevertheless state that the study reveals the universality of a phenomenon previously observed in other countries, such as the United States and Brazil, and amplifies the results, demonstrating that this change is taking place all over the world and can have effects on other dimensions of social life. If the trends in education continue, prevalence in educational hypergamy will continue to decrease, researchers say. This scenario suggests that the increase in education level amongst women can have important effects on traditional relationship models and represents a step forward in reaching symmetry when forming relationships. Theories on couple models have not yet included this new situation. Historically, in opposition to traditional models in which marriage was an alliance between complementary gender roles the husband providing an income for the family and the wife caring for the home and children , there appeared models in which partners shared both roles the two-income or bi-active models with regard to the labour market. The study calls for more research â€" from a wider perspective â€" on the consequences these changes may have in the distribution of gender roles. Will this lead to more equality in relationships? What role is education to play in how people choose their partners? These are some of the questions researchers seek to answer in the future.

Chapter 7 : Higher education levels in women change relationship patterns - Mafekeche

"Changing Patterns of the Higher Education System: The Experience of Three Decades. Ulrich Teichler," Comparative Education Review 36, no. 3 (Aug.,):

It is the support of knowledge and learning. It is the gateway to good jobs and a prosperous life for many of us. Universities and colleges have always dealt with challenges and issues particular to a time and place. The now-familiar student unrest movements of the s were largely played out on university campuses. As we head into , higher education will face a particular set of challenges and issues. Each of these issues are highly specific, yet they all impact and interact with each other. The Rising Cost One of the primary issues facing higher education is the rising cost of education balanced against the benefit of a college degree. As valuable as a college education is, the cost is often the first and most important factor people face in weighing the value of universities. Forbes reports that the rising cost is amplified by a diminishing field of well-paying job opportunities. Many recent graduates are underemployed and face massive student loan debt. Though success in the workforce usually requires a college education, the ability to pay for college has become difficult for many. During the recession years, the cost of education actually rose at a higher percentage than today, where it is just over 1. However, the net cost â€"the cost balanced against grant aid and tax benefitsâ€"are actually costing people more than during the recession years. One thing is certain: Of course, colleges are very aware of this issue and doing everything in their power to provide creative financial solutions for strapped students. The goal is find ways to give students an outstanding, cost-effective education. Less than fifty percent of students complete their degree within six years. Although many of these students transfer and complete their education at another university, a large number never finish. This includes both two-year and four-years institutions. As many as one in three students drop out entirely and never finish their degrees. Even as there is an overall rise in enrollment, completion rates have not kept pace. A college education is considered the primary mark of a well-educated workforce. The low completion rates is an indicator that the United States lags behind other countries with higher rates of completion. There have been efforts at universities to address this problem and there is some evidence of success. As a report on the declines noted: Indeed, one might easily conclude that without them the declines could have been even worse for particular types of students or institutions, given the demographic and economic forces at play. As we continue to stay out of a recession, we should expect to see completion rates go back up, but sustained policy at the local, state and federal levels are required to fully address the challenge. Growing Privatization of Public Colleges and Universities State funding for colleges and universities has steadily decreased since the beginning of the 21st Century. This trend is nation-wide and is expected to continue. As funding for higher learning institutions decrease, universities must seek funding from private sources. Some universities have even made some of their high-profit programs, like business schools and law schools, fund themselves through a combination of student tuition, businesses and other private sources. This creates a pattern of privatization of the public college and university system. The source of funding is no longer the institutions of higher learning but private business interests. These programs, and therefore a substantial part of the university system itself, are essentially privately owned at this point. The growing privatization of the public higher education system is a growing concern for scholars and administrators. The main concern is that as private interests take over a public university, their business interests may not serve the public good. Of course, as noted above, universities are working hard to make their programs more financially accessible to students, which in turn could raise admissions and lessen the funding worries that cause them to turn to private businesses. New Methods and Curricula In other matters, the changes in teaching methods and curricula brings challenges. By and large, teaching methods are moving away from the old-fashioned model of lectures aimed at passive audiences. Students are now much more interested in interactive and self-guided approaches. With so much information online and available for free, universities and colleges are restructuring curricula to stay current and equip students to work with

emerging technologies. Universities also recognize that uniform methods of learning and evaluation are becoming outmoded. More student-centered forms of criteria are being used to evaluate learning and success. Things like individual response systems in the form of clickers are being used to allow students to participate directly and immediately. For tenured, long-established professors, new curricula and methodologies can be difficult to incorporate into their long established teaching practices. In fact, these challenges are becoming so widespread and important that universities are granting leave time for faculty to explore and develop new teaching methods. The university has historically been an oasis of freedom of speech and freedom of expression for students and faculty alike. As centers of learning and research, the university has always been a place where new and potentially threatening ideas often emerge. However, recent events have challenged these ideals. The current political climate and the potentially violent threats which have emerged not only on university campuses but also in cities across the country have put university administrators in a difficult place. They must strike a balance between free speech and maintaining a secure and safe environment on university and college campuses. Free speech has always been an essential part of college life, and we should expect to see universities working hard to create safe environments for the discussion of various opinions. Additionally, universities are often on the forefront of new ideas, making them easy targets for opponents of free speech. Look for universities to take increasingly strong stands on this issue. Conclusion The shape of global culture and economic balances have shifted as we made our way into the 21st century. The strict divide between public and private has been blurred and new relationships between the private sector and public sector have unfolded in response to global changes. These shifts and changes are reflected in some of the issues and challenges facing higher education as we enter Additionally, the cultural and political climate of the country is being challenged at some fundamental levels, and with this comes disagreement and conflict. These issues, disagreements and conflicts also present challenges to higher education for the coming year. Of course, universities have always faced a variety of challenges and have always managed to find solutions. We should expect that to be the case with these challenges. Thankfully, we live in a country where learning matters. We can be confident that universities will be present to both educate us and enlarge our minds. Those who miss out on higher learning often find their opportunities limited. Make the Investment For Yourself Learn more how pursuing your education brings about life-changing benefits despite those lingering issues facing higher ed. In his free time, Jason works with young adults as the director of Build Life Ministries and enjoys golfing, skiing and spending time with his family.

Chapter 8 : Understanding the American Education System

Abstact. Much of the writing on higher education in recent years has tended to assume that the new management push in higher education is both universal and irreversible.

In the search for a more analytical typology, we note the following distinctions: As an example of the latter, the Czech system of higher education was often described as pursuing a "spectral approach". It might be justified to consider the Japanese higher education system as strongly hierarchical, because we observe substantial quality differences between institutions of higher education and many of the less prestigious institutions try to copy the approaches of the more successful ones. Individual institutions are often proud of their substantive peculiarities even if a second look shows us that they are less distinct than they like to pretend. In many European countries, less emphasis is placed on the characteristics of the individual higher education institution and programme. Rather, an institutional typology should serve to stabilize different substantive profiles group-wise such as the more or less peaceful coexistence of two major religions in Europe since the Peace of Westphalia in the midth century. The Dominant Emphasis on the Vertical Dimension It is not merely an analytical issue whether to describe the diversity of higher education institutions primarily in "vertical" or in "horizontal" terms. Rather, this is a salient political issue. In a somewhat simplified pattern, we could make the following generalisations as far as the attitudes of the various actors are on the national level: Universities tend to adhere to vertical concepts. There is a single God, and a single Nobel Prize, paradigmatic homogeneity tends to be viewed as a strength of a "mature" discipline, while paradigmatic heterogeneity raises doubts about the academic quality of a discipline. Institutions of higher education of the second sector sometimes yield to the vertical pressure, for example, by making unrealistic claims of the career success of their graduates in comparison to that of university graduates. But they tend to be more favourable to a horizontal approach than universities and praise their own curricular approach as clearly distinct from that of universities. Both, employers and governments, tend to be in favour of both horizontally and vertically different types of higher education and programmes. They see the need of different levels combined with different profiles. Moreover, they even go so far to over-stressing the curricular value of the second sector of higher education in order to counterbalance the status advantage of the universities. Given these patterns of attitudes, it might come as a surprise to note that supra-national governmental agencies tend to underscore the vertical dimension of higher education. The Council of the EC agreed in to consider three years of study at a recognized institution of higher education - i. The OECD groups the educational programmes and awards primarily according to the level. The "Sorbonne" and the "Bologna" declarations also talk about levels according to years of study or ECTS, but not of types. Two explanations are often given for addressing solely the vertical dimension. The first is more of a technical nature: The second claim is that the other types of programmes and institutions than the university sector would be most highly recognized if study is compared and possibly recognized according to the required length. But the well-intended policy might have the reverse effect: If all attention is devoted to the length of study, horizontal diversity tends to be viewed as irrelevant and the specific curricular thrusts of many other types of institutions and programmes are marginalized. Developments The second sector of higher education seems to be transitional as far as the institutions belonging to it are concerned. Institutions not viewed as higher education are upgraded towards institutions of higher education. One, two or three decades later many of them are recognized as universities. In the meantime, the second sector of higher education is filled up again by new institutions recognized as "higher education". The dynamics observed might be characterized differently: Two terms were often used to describe and explain those dynamics: The term "academic drift" is employed to underscore the inclination of "non-university" higher education institutions to raise their status by becoming more similar to universities, e. A more detailed analysis might explore whether quality differences between sectors of the higher education systems increase or decrease and a functional segmentation between the sectors is on the way, or whether

there is a trend of functional blurring. Such an analysis can also show whether the individual institutions of higher education tend to follow the main stream of a sector or whether they strive for the sharpening of an individual profile. Various theories have come afore in higher education research about these dynamics as far as the pattern of the higher education system is concerned: Types of higher education institutions are not necessarily very faithful in pursuing the goals they were expected to pursue when they were initially established. According to these theories different types of higher education institutions are eager to pursue their initial mission at most for a short period after they had been newly founded or upgraded. After some period, they begin to consider themselves as competitors to the other types of higher education institutions. They share the view that expansion of higher education calls for diversification, but in contrast to the first theory, they point at weaknesses in segmented institutional types serving clearly distinct needs. The establishment of certain types of higher education institutions seems to be an early response to changing needs. Over time, soft models and broad ranges of solutions might be superior to distinct types. Accordingly, late selection in pre-career education, permeability of educational careers, compensatory measures for the disadvantaged, soft diversified structures of higher education, and the establishment of a-life-long-educational system contribute a soft system in three respects: According to these theories, certain structural patterns and policies come and go in cycles. Problems and Opportunities of Strengthening the Profile of the Sector If higher education is presented in public by a strong voice of the university sector and by a weak voice of the other sector of higher education, because the latter sector has no common profile and because the individual institutions of this sector consider themselves as being merely in a transitory stage on the way toward becoming a university, the self-representation of the higher education sector becomes lopsided. For example, one could argue that a representation of higher education only by universities in the "Sorbonne", "Bologna" and "Prague" discussions is likely to be destructive for the diversity of the higher education system. But it is difficult for the second sector to become a major voice, because the criteria of distinction are not uniform and because many individual institutions hope to raise their status by playing down or even reducing those differences. Therefore, one cannot be surprised to note that the organisations representing this sector tend to be relatively weak if compared to the organisations representing the universities. The current moves toward an introduction of bachelor-level programmes and degrees in most European universities pose a major challenge to the second sector of higher education. Unless it succeeds in sharpening the profile, it will be weakened because its institutions and programmes will be viewed as just a minor variation of a short university programme. A search might be needed for a more convincing particular curricular thrust. I could imagine that a "pro-active professional education" could be the solution: Students do not learn theories and cope with professional tasks due to the transfer quality of their theoretical knowledge the dominant university approach , but they are confronted with the tension between academic and practical problem solving approaches from the beginning of their studies thus enjoying a process of anticipatory professional socialisation which draws both from the critical rationality of the university and from the early confrontation with practice in "applied" learning settings. There is room for an identity of the second sector of higher education between the academic and the applied approach. Literature Academic Reforms in the World: The benefits of disorder. Diversity of structures for higher education special issue Higher Education in Europe, 19, 4. Key Data on Education in the European Union Office for Official Publications of the European Communities. 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Chapter 9 : Patterns and trends in UK higher education

Patterns of education in non-Western or developing countries Japan Education at the beginning of the century. Between and Japan experienced two conflictsâ€"the Sino-Japanese and Russo-Japanese warsâ€"that increased nationalistic feelings.