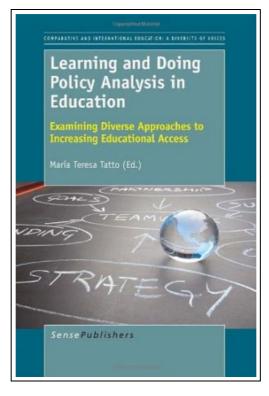
# Learning and Doing Policy Analysis in Education: Examining Diverse Approaches to Increasing Educational Access (Paperback)



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#### Reviews

A whole new eBook with a brand new point of view. It is definitely simplistic but shocks in the 50 percent of the publication. I am just pleased to explain how this is the greatest ebook i have read during my very own daily life and could be he best ebook for possibly. (Mitchell Kuhn III)

# LEARNING AND DOING POLICY ANALYSIS IN EDUCATION: EXAMINING DIVERSE APPROACHES TO INCREASING EDUCATIONAL ACCESS (PAPERBACK)



Brill - Sense, 2012. Paperback. Condition: New. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. The book is designed for faculty and doctoral students in education who are interested in understanding diverse frameworks for policy analysis, and for those in the general public who are interested in the policies we analyze here. This book originated in a policy analysis class at Michigan State University taught during 2010. Using Professor Tatto s unique approach to teaching policy analysis, the professor and students agreed to construct a class that represented a reflective and grounded experience in the policy analysis of a current and relevant issue with global ramifications; we began exploring policies that were developed at the global level and that were implemented locally. We investigated the surge of globally developed standards and regulations in an effort to improve education. Our goal was to learn cross-nationally about policies that seek to reform curriculum and instruction under efficiency and global competitiveness arguments, such as Education for All (EFA) and its USA cousin No Child Left Behind (NCLB). We knew our work would be bounded by the time available in a one-semester class, and by resource constraints. We did exploratory inquiry supported by literature reviews, reports on rigorous research studies, and in one case an exploratory case study. The policies we chose to explore, such as EFA and NCLB, offered us the opportunity to examine current reform tendencies that are intended to provide access to quality education for all children, the preparation of teachers to support diverse populations, the organization of schools to accommodate these children in response to vague policy mandates, and power issues affecting the different constituencies and stakeholders. The effects of these and other policies were difficult to track because research is scant and decisions are frequently made based...

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