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Changing pedagogy: A comparative analysis of reform efforts in Uganda and Turkey

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CHANGING PEDAGOGY

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Hülya Koşar Altınyelken is a lecturer at the Department of Human Geography, Planning and International Development Studies, and researcher at the Department of Child Development and Education at the University of Amsterdam. Her work engages with issues such as gender, migration, education reforms and teachers.



In the past two decades, there has been a renewed interest in school pedagogy. It has been increasingly linked with economic growth, international competitiveness, and political democratisation. Particularly after the 1990s, the global political discourse on pedagogy has been progressively shaped by approaches that are based on constructivism. Such approaches have become part of a discursive repertoire of international rights and quality education, and have largely influenced educational reforms in several low-income countries. The diffusion of 'progressive' pedagogies has revived the debate on globalisation and curriculum, as scholars enquired whether convergence around discourses and national education policies has resulted in the convergence of educational practices around the world. In other words, has the convergence at the level of global policy talk on pedagogy resulted in convergence at the classroom level? And, to what extent has the global and the official national discourse on pedagogy reshaped teaching and learning practices in classrooms? This book aims to reflect on such questions and seeks to provide an empirical examination of the practice of global education policy, by focusing on the implementation of pedagogical reforms in two countries – Uganda and Turkey. The book analyzes how context and local actors mediate education policies that are imported from the West. It particularly explores the agency of local actors by focusing on the teachers' views and experiences with the borrowed policy.

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