

# Health Education In Rural Schools

**Rural Education Across the World Cultivating Rural Education** *Gifted Education in Rural Schools* Rural Education *The Condition of Education in Rural Schools* *Rural Teacher Education* Why Rural Schools Matter *The "States" in Villages* **Rural Education for the Twenty-first Century** *Innovative Approaches in Rural Education* Rural Education in China's Social Transition **Home Economics in Rural Schools** *Understanding Social Justice in Rural Education* *Rural School Turnaround and Reform* Corporal Punishment in Rural Schools Developing Rural School Leaders **Educational Opportunity in Rural Contexts** **Educational Research and Schooling in Rural Europe** Facilities for Education in Rural Areas Access of Girls and Women to Education in Rural Areas African American Rural Education **Education in Rural and City School Systems** **The Demoralization of Teachers** **Educational Research and Schooling in Rural Europe** **Rural Education Research in the United States** **A School in Ren Village** **Education in Rural and City School Systems** **Geographies of Schooling** **Handbook of Research on Leadership and Advocacy for Children and Families in Rural Poverty** Journal of Research in Rural Education **Self-studies in Rural Teacher Education** **Digital Transformation and Innovation in Chinese Education** **Handbook of Research on Educational Design and Cloud Computing in Modern Classroom Settings** **Health Education in Rural Schools** **Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators** **Cases on Technology Enhanced Learning through Collaborative Opportunities No Longer Forgotten** Employing Recent Technologies for Improved Digital Governance The Value of School Supervision *Rurality, Social Justice and Education in Sub-Saharan Africa* *Volume I*

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Why Rural Schools Matter Jun 20 2022 Why Rural Schools Matter Journal of Research in Rural Education Jun 27 2020 Rural Education in China's Social Transition Feb 16 2022 In the first decade of the twenty-first century, the People's Republic of China experienced dramatic growth and expansion that altered the educational

environment of children. Rapid economic development increased prosperity and educational opportunities for children expanded in a wealthier society. Yet, a by-product of rising wealth was rising inequality. While the children of the emerging urban middle and elite classes enjoyed new prosperity, the children of the persistently poor in rural communities continued to experience challenges such as food insecurity,

illness, hardships of family separation, and migrant life on the margins of the cities. This time period saw a large resource gap emerge between the home conditions of poor rural children compared with those of their wealthier urban counterparts. This book highlights the complexities China has experienced in seeking to extend full educational access to rural children— including rural- to- urban migrant and ethnic minority children—during a momentous period in China. Chapters delve into the experiences, perceptions, strategies, and difficulties of rural- origin children and their families in the school system, and lay bare the challenges of policy initiatives designed to support rural education. We hope the experiences detailed here will be of interest to students and scholars of rural educational policy and practice in China and worldwide.

**Cultivating Rural Education** Nov 25 2022 Rural life is more complex than it is perhaps credited. This edited volume explores several themes that highlight such complexities, particularly in terms of what they imply for rural teaching and learning. These themes include the geographic, demographic, and socioeconomic diversity within and across rural communities; the notion that rurality is not a deficit but rather a context; and the array of novel and interesting ways to build upon rural assets and overcome challenges so that rural students are not afforded fewer educational opportunities simply by virtue of their zip code. More practically, this book offers counsel for readers who may be interested in learning more about rural circumstances so that they can make informed and responsive decisions about policies and programs targeting rural students, educators, and schools. Praise for *Cultivating Rural Education*: "Making appropriate decisions about policy and practice in rural education settings demands an understanding of rural communities and the nuances of rural lifeways that are not standard fare in most decision-makers' professional backgrounds and preparation. This book clearly and insightfully helps guide readers to those understandings, offering a valuable resource both for individuals with nonrural backgrounds (as a thorough introduction to the salient contexts of rural education) and for those with rural backgrounds (as a guide for framing/reframing and clarifying their existing understandings)." Jerry D. Johnson, Professor

and Lydia E. Skeen, Endowed Chair in Education Kansas State University "Howley and Redding have co-edited a book that brings to life the complexity of rural people and places and helps readers understand what this complexity means for rural education. The range of voices and research in *Cultivating Rural Education* demonstrates how varied rural places are, how real the educational challenges rural schools and districts face are, and how much strength and ingenuity rural people bring to the table to address those challenges." Robert Mahaffey, Executive Director Rural School and Community Trust The book *Cultivating Rural Education* gives an actionable planning process to understand, define, and cultivate our rural schools and communities. The community and school are so closely tied together, it is time for our stakeholders and community members to highlight what is right and adjust the areas that need adjusting to help save and establish a true path(s) to sustainability for Rural America." Allen Pratt, Executive Director National Rural Education Association

**No Longer Forgotten** Nov 20 2019 This volume looks at both the macro-factors affecting rural schools as well as the specific steps rural schools have taken and can take to improve.

**Rural Education Research in the United States** Dec 02 2020 This volume represents current and futuristic thinking of seminal rural education researchers, with the goal of providing perspectives and directions to inform the work of rural education research, practice, and policy. With an emphasis on leveraging collaboration among key rural education stakeholders, this title both outlines our current research knowledge base and maps a future research agenda for maximizing the educational experiences and achievement of rural K-12 students and their families and educators in the United States. In examining the interrelated impacts of teacher practices, family engagement, school/community environment and contextual factors, the book offers the evidence-based insights of seminal researchers on issues ranging from professional development and family-school partnership approaches to methodological considerations. It also explores the needs, opportunities and realities associated with translating research to the

arenas of practice and policy - while considering how the latter can inform future scholarship.

**Educational Research and Schooling in Rural Europe** Jan 03 2021

"This book provides authentic accounts of the effects of the revolutionary political reform experienced in the past half century on education in Europe's considerable rural hinterland. These reforms include the liberation of the Baltic and Eastern European states from Soviet communist domination, the 'eurozone' economic crises, and the current and future migration of people fleeing war and poverty from the Middle East and Africa. Overshadowing these events are so-called global forces which champion economies of scale and pressurize academic performance as keys to economic success. Trapped in this distal whirlwind of change are 1000s of small and/or rural elementary schools and the life chances of more 1000s of young children. The research presented here unveils the unseen and under-reported consequences of top-down, urban-oriented educational policies on children's and communities' experience of place and space. Exposure of these conditions in rural Europe is long overdue, but obscured for decades by political extremes of left and right. Yet, the lived reality of peremptory and swathing school closure programmes, and poverty inflicted on rural populations in parts of Eastern Europe is relatively unreported in the western educational literature - a situation exacerbated by the virtual invisibility of rural educational research generally. The chapters in this book reveal the insights of social science scholars from 11 European countries including those from low GDP, formerly soviet bloc countries, recently enabled to present their research at western European conferences such as the European Educational Research Association. Their research will inform and alert education academics, researchers and professionals to these rural European educational contexts. The research methodologies reported are diverse and innovative. The national context chapters are complemented by overview chapters which survey and synthesise (i) definitions and conceptualisations of rural, (ii) pan-European appraisal of educational, structural and geospatial statistics on small and rural schools, and (iii) identify key messages for

better understanding of the rural situation in European research, policy and practice. Crucially, despite the gloom, the authors report positive strategies for rural school survival at governmental and/or school and community levels, that include community involvement, rural educational tourism, and deliberative inter-community school network planning"--

**Health Education in Rural Schools** Feb 22 2020

*Gifted Education in Rural Schools* Oct 24 2022 This text draws on data from a five-year longitudinal study focusing on gifted education programs in high poverty rural areas in the US. It provides a framework for the use of place-based interventions to effectively serve gifted students, reduce opportunity gaps, and address stereotype threat. Recognizing that gifted learners are often underrepresented in rural contexts, the text adopts a social justice lens to outline the unique challenges of fostering advanced education in rural school districts. Using opportunities to learn and best practices in gifted education to inform interventions and practice, the text offers in-depth explanation of how place-based approaches can be used to identify gifted students and ensure that curricula are designed to respect the setting, students, and teachers. The text is structured into three parts, providing the reader with a logical and comprehensive progression through theoretical foundations, the practicalities of implementation, and the process and outcomes of measuring and validating outcomes. Given its unique approach to gifted education programs, this book will prove to be an indispensable and timely resource for scholars working to develop gifted education and educational interventions with and for rural schools.

**The Demoralization of Teachers** Feb 04 2021 The educational system in China is marked by its dramatic inequality between rural and urban schools. The challenges facing rural schools are usually understood as disadvantages in funding, facilities, and staffing, which consequently result in undesirable student performance in general. This book, however, penetrates these phenomena on the surface and brings forth a much deeper moral crisis in rural education, a crisis that is entrenched in the complicated interlocking of formal and informal institutions within and beyond the school. The Demoralization of Teachers describes the

work and workplace in a rural school from the perspective of teachers who were working there. It faithfully depicts the lamentable state of teachers' work morale in the school and, little by little as if a detective story, reveals the reasons for the teachers' demoralization by vivid narratives. The book demonstrates the profound impact on the meanings of teaching exerted by the state curriculum reform, the formal and informal norms and regulations in the school, and the erosion of moral integrity in the state bureaucracy and the society at large. The crisis in the rural school stops to be a "rural" or educational problem in nature, but mirrors the societal-wide transformation in political economy as well as in ideology in the current reform China. The sheer complexity of the moral crisis in this ethnography calls for renewed efforts to identify and investigate the educational problems in rural China from fresh theoretical perspectives that situate rural education in broader historical and social contexts and processes.

[Corporal Punishment in Rural Schools](#) Oct 12 2021 This book presents an analysis of corporal punishment practices in rural schools. It examines trends in corporal punishment at rural schools for school years from 1999-2000, 2003-2004, 2005-2006 and 2007-2008, multiple stakeholders' perspectives on corporal punishment (e.g., school staff, student and parents), and various school-specific factors including alternative discipline practices, school safety efforts, problematic student behaviours, and academic outcomes. In addition to drawing attention to the issue of corporal punishment in rural schools, it equips readers with an in-depth understanding of these practices.

**Education in Rural and City School Systems** Sep 30 2020

[Rural Education](#) Sep 23 2022 The close-knit, personal nature of small rural communities results in school and community operating as a single integrated social structure. Useful rural school improvement strategies must, therefore, address needs that are recognized by both the local school and the community and must operate in a style congruent with the local setting. Although outside ideas and resources may contribute greatly to successful plans to improve rural schools, a high level of local involvement is essential in determining the specifics of those plans. This

is clearly demonstrated by the thirteen case studies presented in this book, in which the strategies that have been effective over time in resolving rural school problems are distinguished by a high degree of local participation. The cases—chosen to provide good examples of particular strategies and also to represent the diversity that characterizes rural America—cover centrally designed, heavily funded programs as well as small-scale, locally initiated efforts in such areas as teacher training, the introduction of new curricula, and community participation in education decision making and political action. The final chapters analyze the case studies in practical terms and recommend policy and practice for future rural school improvement.

[The "States" in Villages](#) May 19 2022 This book presents a study in educational sociology, exploring the function of rural schools, which are a symbol of the state in rural society, in a time characterized by local cultural transition. The book begins with an investigation of the status quo, background and history of a representative rural school, Fengning Hope Elementary School, and gives a definition of "the 'states' in villages." Subsequently, on the basis of research on the teachers, an analysis of the courses taught, and comparison to other rural elementary schools of the same type, it reveals the dual status of rural schools and their relation with social development in rural areas. Based on thorough fieldwork and empirical research, the book provides a new vision of the interactive relation between the state and rural society, particularly focusing on the role of rural education in that relation. In addition, it explores the reshaping of Chinese culture and the part that intellectuals play in the process of today's cultural transition. For English-language readers and Western professionals, this translated version will offer an essential window into Chinese studies from a local point of view.

*Innovative Approaches in Rural Education* Mar 17 2022

**Rural Education for the Twenty-first Century** Apr 18 2022 "A collection of essays examining the various social, cultural, and economic intersections of rural place and global space, as viewed through the lens of education. Explores practices that offer both problems and possibilities for the future of rural schools and communities, in the

United States and abroad"--Provided by publisher.

The Value of School Supervision Sep 18 2019

**Handbook of Research on Leadership and Advocacy for Children and Families in Rural Poverty** Jul 29 2020

"This book advocates for children and families in rural poverty and explores interdisciplinary approaches to support the cognitive, social, and emotional needs of children and families in poverty"--Provided by publisher"--

**Educational Research and Schooling in Rural Europe** Jul 09 2021

This book provides authentic accounts of the effects of the revolutionary political reform experienced in the past half century on education in Europe's considerable rural hinterland. These reforms include the liberation of the Baltic and Eastern European states from Soviet communist domination, the 'eurozone' economic crises, and the current and future migration of people fleeing war and poverty from the Middle East and Africa. Overshadowing these events are so-called global forces which champion economies of scale and pressurize academic performance as keys to economic success. Trapped in this distal whirlwind of change are 1000s of small and/or rural elementary schools and the life chances of more 1000s of young children. The research presented here unveils the unseen and under-reported consequences of top-down, urban-oriented educational policies on children's and communities' experience of place and space. Exposure of these conditions in rural Europe is long overdue, but obscured for decades by political extremes of left and right. Yet, the lived reality of peremptory and swathing school closure programmes, and poverty inflicted on rural populations in parts of Eastern Europe is relatively unreported in the western educational literature - a situation exacerbated by the virtual invisibility of rural educational research generally. The chapters in this book reveal the insights of social science scholars from 11 European countries including those from low GDP, formerly soviet bloc countries, recently enabled to present their research at western European conferences such as the European Educational Research Association. Their research will inform and alert education academics, researchers and professionals to these rural European educational contexts. The

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**A School in Ren Village** Nov 01 2020 By adopting oral history and fieldwork methods and exploring historical data, this book chronologically depicts the development of the schools and education in a village in North China over a century. The book reveals how education and school life in the rural village are being impacted not only by its own history and traditions, but also by external powers; more specifically, the development of rural schools is influenced by the tensions between Chinese and Western culture, between history and reality, between countryside and cities, and between national and local powers. In essence, villagers' educational experience is actually a battlefield for school education and local tradition - the children's lives are dominated by school education, leaving local traditions few opportunities to exert an influence. The study also discusses how school education and local traditions have influenced villagers' social mobility, a topic that has rarely been studied in previous literature. In summary, rural schools have been developing within an interactive network composed of various actors. With the fading of national power since the 1980s, local rural actors have enjoyed a much more liberal social and political space and thus now play a more active role in rural education. Presenting a microcosm that reflects the historical development of rural education in China, the book is a valuable resource for researchers in the field of in rural education, educational history, and educational anthropology, as well as for readers interested in rural education in China.

**Cases on Technology Enhanced Learning through Collaborative**



**Opportunities** Dec 22 2019 "The collection of cases in the book analyzes and evaluates how organizations and institutions of learning in the developing and developed world are adapting to technology enhanced learning environments and exploring transnational collaborative opportunities"--Provided by publisher.

*Rural School Turnaround and Reform* Nov 13 2021 "We have entitled the fourth book in the series *Rural School Turnaround and Reform: It's Hard Work!* Overall, the body of scholarly work and research that examines school turnaround and reform in rural areas is slim; as such, this volume can add to the body of work and contribute to new knowledge in a much-needed area. In this volume, we seek chapter contributions that will speak to the challenges, successes, and opportunities to improve low-performing rural schools. Chapters range from conceptual arguments to policy analyses or research findings, as well as some combination of these or other ways to consider the work"--

**Handbook of Research on Educational Design and Cloud**

**Computing in Modern Classroom Settings** Mar 25 2020 In the digital age, the integration of technology has become a ubiquitous aspect of modern society. These advancements have significantly enhanced the field of education, allowing students to receive a better learning experience. The *Handbook of Research on Educational Design and Cloud Computing in Modern Classroom Settings* is a pivotal reference source for the latest research findings on the strategic role of cloud computing in education, teaching, and the learning process. Featuring extensive coverage on relevant areas such as personal learning environment, cloud-based learning, and educational models, this publication is an ideal resource for educators, professionals, school administrators, researchers, and practitioners in the field of education.

**Educational Opportunity in Rural Contexts** Aug 10 2021 The impetus behind this volume stems from reflections on commemorations of the historic *Brown v. Board of Education* decision. *Brown* turned 60 in May of 2014, and many special issues of peer-reviewed journals were dedicated to that anniversary. Unlike most special issues and volumes, we sought to highlight a smaller part of *Brown*, though no less

significant. More specifically, we thought to develop a volume that focused on rural education in the aftermath of the decision. Most of the education policy and education reform literature caters to urban and suburban contexts, and very few academic books and journal articles—with the exception of research conducted by Craig, Amy, and Caitlin Howley and the *Journal for Research on Rural Education*—focus on rural education in the US. Thus, we wanted this volume to focus on the politics of educational opportunity in rural contexts. There is a paucity of rigorous research that examines how education policy affects the conditions of rural education. More specifically, research is scarce in examining the ways in which students in rural schools and districts have access to educational opportunities, although approximately one-third of all public schools are located in rural areas (Ayers, 2011). Educational opportunity in rural districts has been plagued by geographic isolation, loss of economic bases, and lack of capital (both financial and political) to voice the need for resources. To be clear, this volume does not present chapters that detail educational opportunity in rural districts and schools from a deficit perspective. Instead, chapters in this volume offer insight into both micro- and macro-level policies and practices that shape educational opportunities for students in rural schools and districts. As such, chapters in this volume investigate the “now” of educational opportunity for rural students and makes recommendations and suggestions for “later”. Given that, we are reminded of James Coleman’s (1975) thesis, “Education is a means to an end, and equal opportunity refers to later in life rather than the educational process itself” (p.28). This book will be organized into two distinct sections. The first section, comprised of chapters that examine educational opportunity in rural districts from a micro-level perspective, is devoted to chapters that broadly examine the implications of state and federal policy on educational opportunity in rural schools and districts. The second section, which includes case studies of rural districts in the American South, Appalachia, and the Northeast, takes a macro-level approach to examining educational opportunity in rural districts. Combined, chapters throughout the book provide readers with both an overview and a

specific snapshot of educational opportunity in rural schools. Given the breadth and scope of chapters included in this volume, we believe the book adds tremendously to the education policy literature, as this vantage point has rarely been included in larger education policy discussions.

**Developing Rural School Leaders** Sep 11 2021 Developing Rural School Leaders combines a focus on rural education and school leadership development to illustrate how the teaching and learning conditions in rural schools can be enhanced through transformative leadership coaching. By unpacking literature related to rural school leadership development and using case studies to authentically illustrate the complexities involved in rural school leadership development, this book explores how leaders can develop their abilities to increase data-informed instructional decision making, create a culture that supports teaching and learning, and develop other leaders. Ultimately, this important book concludes with an exploration of the opportunities and challenges of developing rural school leaders.

**The Condition of Education in Rural Schools** Aug 22 2022 This report focuses on the status of rural education and is intended to provide information to education researchers, policymakers at the federal and state levels, as well as others concerned about issues in rural education. Specifically, the goal is to increase federal policymakers' attention to rural education problems, promote improvements in rural schools, and stimulate further research on rural education. This report documents how rural conditions are sufficiently different from urban ones to warrant being examined independently, and it endorses the hypothesis that a single set of public policies may not adequately address educational issues in rural versus urban settings. National data, mainly from surveys by the National Center for Education Statistics, are synthesized covering the following topics: (1) economic and demographic context of rural education; (2) location and characteristics of rural schools and school districts; (3) relationship between the rural school and its community; (4) policies and programs benefiting rural education; (5) profiles of educators in rural schools; (6) effects of education reform

in rural schools; (7) public school finance policies and practices affecting rural schools; (8) assessment of student performance in rural schools; (9) education and work experiences of rural youth; and (10) the future of rural education. The report contains numerous data tables and a section describing statistical data sources and methodology. (LP)

**Digital Transformation and Innovation in Chinese Education** Apr 25 2020 Technology use has become increasingly popular in education. Due to cultural influences and access issues, advances in digital teaching and learning in Chinese education have been slow; however, certain regions have been able to successfully integrate technology into their curriculum and instruction techniques. Digital Transformation and Innovation in Chinese Education is an essential reference source featuring the latest scholarly research on utilizing technology in Chinese learning and instruction, and it provides insights to classroom transformations within the context of Chinese culture. Including coverage on a broad range of topics and perspectives such as MOOCs, blended learning, and e-learning, this publication is ideally designed for academicians, researchers, and students seeking current research on technological innovation in Chinese education.

**Geographies of Schooling** Aug 30 2020 This open access book explores the complex relationship between schooling as a set of practices embedded in educational institutions and their specific spatial dimensions from different disciplinary perspectives. It presents innovative empirical and conceptual research by international scholars from the fields of social geography, pedagogy, educational and social sciences in Germany, the United Kingdom, France, Czechia, Hungary, Austria, Switzerland, Norway and Canada. The book covers a broad range of topics, all examined from a spatial perspective: the governance of schooling, the transition processes of and within national school systems, the question of small schools in peripheral areas as well as the embeddedness of schooling in broader processes of social change. Transcending disciplinary boundaries, the book offers deep insights into current theoretical debates and empirical case studies within the broad research field encompassing the complex relationship between education

and space.

**Home Economics in Rural Schools** Jan 15 2022

*Understanding Social Justice in Rural Education* Dec 14 2021 This book explores what social justice looks like for rural schools in Australia. The author challenges the consensus that sees the distribution of resources as the panacea for the myriad challenges faced by rural schools and argues that the solution to inequality and injustice in rural settings has to take into account other important dimensions of social justice such as recognition and association. These include teachers' concerns for issues of power, respect, and participation in their work that extend to policy-making processes and implementation; students' post-school aspirations and, finally, parents' hopes and fears for their children's futures and the sustainability of their community. The book brings together political and social theory with education and youth studies, provides new insights about the complex nature of schooling in rural places, and makes a strong connection between schooling and the people and communities it serves.

[Facilities for Education in Rural Areas](#) Jun 08 2021

[Access of Girls and Women to Education in Rural Areas](#) May 07 2021

**Education in Rural and City School Systems** Mar 05 2021

*Rural Teacher Education* Jul 21 2022 This book examines challenges associated with the education of teachers in and for rural places. It offers a new perspective with respect to how Canadian educators are shifting the conversation toward a hopeful discourse concerning how educators can foster meaningful rural learning environments, which will contribute to building stronger rural communities and regions. A central focus of the book is emerging reconceptualization of education, place and indigeneity in Canadian education in the wake of the Truth and Reconciliation Commission. Though the challenge of addressing rural teaching and learning lies partly in the nuances and complexities of unique places, there are also common threads that affect virtually all communities in rural, regional and remote educational, cultural, economic, and social geographies. Chapters in this collection provide current research in Canadian rural education including examples and

stories from the field - contributed by teachers, administrators, and superintendents - on the challenges and creative opportunities that they have discovered in their own rural context, giving hope and inspiration for what is possible. The book will appeal to all readers interested in rural education and teacher education, as well as to those concerned with educational inequality and indigenous education.

**Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators** Jan 23 2020 Educators all over the world are being challenged to provide effective instruction for culturally and linguistically diverse learners and immigrant communities while valuing and celebrating students' cultural backgrounds. This task requires training, professional development, cultural sensitivity, and responsibility to promote positive outcomes. *Beyond Language Learning Instruction: Transformative Supports for Emergent Bilinguals and Educators* is a critical research publication that bridges linguistics theory and practice and comprehensively addresses all fundamentals of linguistics through the English language learning lens. Featuring topics such as curriculum design, immigrant students, and professional development, this book is essential for educators, academicians, administrators, curriculum designers, instructional designers, researchers, policymakers, and students.

**Self-studies in Rural Teacher Education** May 27 2020 The purpose of this book is to highlight the work of teacher educators in the field of rural education. In this book, education faculty who work in teacher education study the ways in which one's identity impacts one's teaching and the partnerships with rural schools. Although the field of research on teacher preparation has an abundance of studies on preparing students for the challenges of urban settings, there is much less emphasis on rural education, despite the prevalence of rural schools. This book problematises notions of rural or rurality which is often considered via a deficit or a generalised model where a stereotype of one kind of rural is outlined. Developing more multi-faceted understandings of rurality is a key to attracting and retaining teachers who understand the complexities and opportunities of living and working in rural spaces.



African American Rural Education Apr 06 2021 Despite comprising the largest minority in rural settings, the literature to date largely subsumes African American rural students into a broader set of students, with a primarily urban focus. This volume focuses on the higher education pathways of rural African American students and highlights their experiences in US colleges and universities.

*Rurality, Social Justice and Education in Sub-Saharan Africa Volume I* Aug 18 2019 This book explores rurality and education in sub-Saharan Africa through a lens of social justice. The first in a two-volume project, this book explores the possibilities and constraints of rural social justice in diverse educational contexts: how should rurality be defined? How does education shape and reshape what it means to be rural? Drawing chapters from a diverse range of contributors in sub-Saharan Africa, the two volumes are underpinned by a robust social justice approach to rural schooling and its intersections with access, gender, colonialism, social mobility and dis/ability. Ultimately, these volumes reflect the need to shift conceptions of rurality from colonial and conservative stereotypes to an appreciation of rurality as locations in space and time, with their own unique attributes and opportunities. Harnessing indigenous African concepts of justice to open up conversations into teaching and knowledge production in higher education, this book will be of interest to scholars of rurality and education, as well as wider discussions on decolonising the academy.

**Rural Education Across the World** Dec 26 2022 This book brings together authors from United States, South Africa, United Kingdom, China, Canada and Australia to provide insights and case studies from across a range of contexts to explore the interplay between the notions of rurality, innovation and education. The book reveals a hopeful and resilient approach to innovative rural education and scholarship

collectively and provides important evidence to speak against an often deficit view of rural education. Three patterns are revealed, namely: the importance of place-attentive strategies, the importance of joined up alliances to maximise resources and networks and finally, the need to utilize alternative methodologies and frameworks that have a starting point of difference rather than deficit for any rural initiative or approach. By drawing from international examples and responding in innovative ways to rural education challenges, this book provides an opportunity to share international insights into innovations, interventions and partnerships that promote and support rural education in its broadest sense.

Employing Recent Technologies for Improved Digital Governance Oct 20 2019 The digital divide, caused by several factors such as poverty and slow communication technologies, has offset the progression of many developing countries. However, with rapid changes in technology, a better collaboration among communities and governance based on the latest research in ICT and technology has begun to emerge. *Employing Recent Technologies for Improved Digital Governance* is an essential reference source that provides research on recent advances in the development, application, and impact of technologies for the initiative of digital governance. The book has a dual objective with the first objective being to encourage more research in deploying recent trends in the internet for deploying a collaborative digital governance. The second objective is to explore new possibilities using internet of things (IoT) and cloud/fog-based solutions for creating a collaboration between the governance and IT infrastructure. Featuring research on topics such as intelligent systems, social engineering, and cybersecurity, this book is ideally designed for policymakers, government officials, ICT specialists, researchers, academicians, industry professionals, and students.