

# LITERATURE SURVEY

## **Federalism in schooling since the Karmel Report (1973), schools in Australia : from modernist hope to postmodernist preformativity.**

Authors:

[B. Lingard](#)

This article takes provides an Australian perspective of the proliferation of performative discourses in education, recounting the role of government over the past 30 years. It critiques the shifting relationships and commitments between successive state and federal governments in the battle for responsibility. It analyses how, following the 1972 Labour Government's push for an increased role in the administration and delivery of 'quality education' for all Australians', successive Coalition and Labour governments have been provided with powerful political and economic levers that they have been able to operate differently to achieve different ends. Underpinned by market rhetorics, the author describes how the provision of education has become economic and outcomes driven.

## **Education policy, welfare and the language of the market.**

Authors:

YEAR :

[M. Peters](#)

1988

The argument of this paper is that since the introduction of changes to compulsory education in New Zealand in 1988 initiated under the Picot Report and Tomorrow's Schools, the system has become increasingly consumer-driven, seriously eroding the notion of education as a welfare right. The author argues that the end point of a pure neo-liberal approach to education policy is a fully consumer-driven model, where social

or state welfare functions disappear completely (despite education being the most important escape from welfare dependency).

## **Education policy in the United Kingdom : the dialectic of globalisation and identity.**

Authors:

year :

[J. Ozga](#)

1990

This article responds to the three preceding papers that deal with the changing formations of education policy in New Zealand, The United Kingdom and Australia in the 1990s. The author draws together some of the key elements of each discussion in order to identify some core themes and issues which require empirical and theoretical development, focussing on policy changes in the United Kingdom.

## **Literacy and technology studies : past, present, future.**

Authors:

year :

[I. Snyder](#)

1970

This article gives an account of the current state of knowledge about the complex connections between literacy, technology and learning. It begins with an overview of the research in this area since the 1970s then presents an overview of the digital rhetorics project, an example of research informed by the recognition of literacy as social practice. It then considers future directions for research and practice in literacy and technology studies.

## **Determining Faculty Effectiveness. Assessing Teaching, Research, and Service for Personnel Decisions and Improvement.**

Centra, John A.

An authoritative, research-based guide to determining faculty effectiveness is offered. Assessment of classroom teaching, scholarship and research, public service, and student advising are faculty tasks examined for personnel decisions and general improvement. Emphasis on educational accountability in academe, due to declining enrollments and financial cut-backs, is noted. Developed to aid administrators and faculty leaders in upgrading their institutions' faculty evaluation programs, the book focuses on the traditional evaluation methods (including peer evaluations and measures of student achievement) and innovative ones (such as videotape playback sessions and individualized professional growth contracts). Chapters discuss: goals and procedures of faculty evaluations; uses of student ratings; benefits of self-assessment and self-analysis; evaluations by colleagues; measures of student learning; assessment of research, advising, and public service; legal considerations and personnel decisions; and assembling data to make decisions. Facts about available student rating instruments are examined in the appendix. A list of exhibits offers statistical and general information ranging from the Student Instructional Report (SIR) to analysis of instruction: lectures, discussions, and questioning. References and an index are included. (LC

## **2020 IEEE Student Conference on Research and Development (SCOReD)**

With plenty of opportunities for new social interactions, events, and other perspectives, it may be a challenge for students to balance both time and money simultaneously. Even though there is a variety of planning and budgeting application in the market to help students in terms of education and personal life, students ought to download multiple applications that only have a particular function. With this multifunctional application-

StuLogger, it aims to improve student knowledge and promotes self-reflection, which may encourage students' perception of their time spent and allow them to track their financial activity efficiently. It allows users to set up income and expense from various options such as food, transportation, bms, and others. Besides that, the app comes with a calendar, notes and reminder to allow users to organize their daily activities. The study employed a mixed-method approach in which both survey and interview were conducted online by students from private university.

# A Macprudential Approach to Financial Regulation

- Samuel G. Hanson
- Anil K. Kashyap
- Jeremy C. Stenin

Many observers have argued that the regulatory framework in place prior to the global financial crisis was deficient because it was largely "microprudential" in nature. A microprudential approach is one in which regulation is partial equilibrium in its conception and aimed at preventing the costly failure of individual financial institutions. By contrast, a "macroprudential" approach recognizes the importance of general equilibrium effects, and seeks to safeguard the financial system as a whole. In the aftermath of the crisis, there seems to be agreement among both academics and policymakers that financial regulation needs to move in a macroprudential direction. In this paper, we offer a detailed vision for how a macroprudential regime might be designed. Our prescriptions follow from a specific theory of how modern financial crises unfold and why both an unregulated financial system, as well as one based on capital rules that only apply to traditional banks, is likely to be fragile. We begin by identifying the key market failures at work: why individual financial firms, acting in their own interests, deviate from what a social planner would have them do. Next, we discuss a number of concrete steps to remedy these market failures. We conclude the paper by comparing our proposals to

recent regulatory reforms in the United States and to proposed global banking reforms.