

Editorial

One part of The Big Picture in Education is that we are responsible from the education of any child raised in any part of the world. A child growing wrong somewhere in the world, without proper education may be plaguing all mankind in the future. There are examples in history.

In the past, a person would be born in a town, grow and die in it. Now is not the case because the world has shrunk even more due to the fact that flights have become common, technology has evolved, and interaction has gotten easier. Our fates are intertwined.

Another part of the Big Picture in Education came to light as an outcome of so many international conferences in the past decade and, that is “Study after study by developmental specialists, neuroscientists, physicians, economists, and social scientists show that education is one of the most effective investments countries can make in their children and their economic future”

One last part of the Big Picture in Education is that “Educating the Whole Child”. The Association for Supervision and Curriculum Development (ASCD) has developed a useful framework in 2007 for helping everyone to think about what educating the whole child involves. These are ASCD’s whole child principles: Each student enters schools *healthy* and learns about healthy lifestyle, has a *safe* environment both physically and emotionally, is actively *engaged* in learning and is connected to the school and broader community, has access to personalized learning and receives the *support* of caring and qualified adults, is academically *challenged* and prepared for success in life.

Moreover, educating the whole child means considering each student as a human being in full, and not limiting the scope of education only to a limited focus on core subject areas.

International research covering international contemporary educational issues is imperative to be able to cover “The Big Picture in Education” and issues surrounding “Educating the Whole Child”.

With these special issues, we are trying to get international scholars to tackle international contemporary educational issues with inter-disciplinary or multi-disciplinary or cross-disciplinary studies as much as we can.

This current volume covers Contemporary Issues in Education by mostly taking human factor in the center whether that human being is a student, teacher, administrator or a parent, and truly reflects upon the nature of anthropology as a cohesive discipline.

A synopsis of the volume confirms that today anthropology is not just defined as “the study of man”, but it could also be defined as the study of complex situations surrounding man and all his/her constituencies in educational settings.

We hope that the research you read in this volume would broaden your horizons and motivate many international scholars around the globe to contribute to the field of education by keeping the big picture in their mind.

The volume is consisting of thirty-eight research papers, which are divided into five parts: Curriculum and Instruction (19 articles), Early Childhood Education (5 Articles), Educational Psychology (3 Articles), Educational Administration (4 Articles), and Language Education (7 Articles).

Amongst scholars who have sent 114 full text articles from which 38 articles were selected for publication in the Special Volume of the journal of ‘The Anthropologist’.

We thank Members of the Editorial Board of the journal ‘The Anthropologist’ for their collaboration to publish this special issue.

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