

Education for Democracy

Contexts, Curricula, Assessments



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Education For Democracy Contexts Curricula Abements

Ronghuai Huang, Kinshuk, Jon K. Price



Education For Democracy Contexts Curricula Abebments:

Education for Democracy Walter C. Parker, 2002-07-01 Part of the Research in Social Education series this text is divided into three parts contexts curricula and assessments It covers such topics as the irony of exclusion teaching tolerance and multicultural citizenship education *New Perspectives on Education for Democracy* Stewart Riddle, Amanda

Heffernan, David Bright, 2021-11-29 *New Perspectives on Education for Democracy* brings together diverse communities of education research in an innovative way to develop a nuanced understanding of the relationship between education and democracy This book synthesises a range of theoretical conceptual and empirical approaches to address the complex challenges faced by young people and societies in the 21st century Each chapter provides accounts of local democratic encounters in education while engaging with global debates and issues such as de democratisation and growing social economic and educational inequality This book presents new ways of thinking about democracy local global enactments of democracy through teaching and learning and future thinking for a new era of democracy This book will be relevant for educators researchers and policymakers who are interested in educational sociology critical pedagogy and democratic education Creating Multicultural Citizens Dr Raihani, 2013-11-12

Despite the largest scale decentralisation of education since 1999 which broadly led to the marketisation of education it is not clear how school education responds to the multicultural realities of Indonesian society and ethno religious conflicts *Creating Multicultural Citizens* presents a comprehensive evaluation of contemporary education in the largest democratic Muslim country in the world focusing on the ways in which education prepares citizens for a multicultural society It thoroughly examines the state religion community roles in the field of education in developing the Indonesian people Using a qualitative ethnographic methodology the author presents six case studies of different schools including religious non religious state and private schools in two different provinces in Indonesia It particularly explores Evolving but contested theories of multiculturalism and multicultural education Education changes and reforms in post Suharto Indonesia Government policies for multicultural education and school curriculum School leadership for education for diversity Roles of religious education in schools in nurturing multicultural beliefs values and attitudes Extra curricular activities and tolerance Students perspectives of multiculturalism and the ideal society The promising development of a pesantren Islamic boarding school in establishing multicultural education It is the first book to explore how education in Indonesia helps contribute to the creation of tolerant and multicultural citizens and is essential reading for anyone involved in Indonesian education and international higher education

International Encyclopedia of Education , 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage *International Encyclopedia of Education* Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this

vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

SAGE Handbook of Education for Citizenship and Democracy James Arthur, Ian Davies, Carole Hahn, 2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections The first section deals with key ideas about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning and assessment [Educating Democratic Citizens in Troubled Times](#) Janet S. Bixby, Judith L.

Pace, 2014-03-14 This book offers a groundbreaking examination of citizenship education programs that serve contemporary youth in schools and communities across the United States These programs include social studies classes and curricula school governance and community based education efforts The book takes an interdisciplinary approach to exploring the experiences and perspectives of educators and youth involved in these civic education efforts The contributors offer rich analyses of how mainstream and alternative programs are envisioned and enacted and the most important factors that shape them A variety of theoretical lenses and qualitative methodologies are used including ethnography focus group interviews and content analyses of textbooks *The Global Education Movement* Toni Fuss Kirkwood-Tucker, 2018-01-01 The pages of this book paint a portrait of thirteen scholars and their lifelong professional accomplishments in and contributions to teaching service and research in global international education around the world Their extraordinary work contributed

extensively to the development direction and growth of the global education movement in the United States initiated by James M Becker as Director of School Services for the Foreign Policy Association New York City in the 1960s These scholars were honored with the Distinguished Global Scholar Award presented by the International Assembly of the National Council for the Social Studies the largest professional organization for social studies educators in the United States Their narratives comprise an intriguing mosaic of backgrounds scholarship and contexts from which their extraordinary work blossomed in building bridges not walls among peoples and nations The publication is intended to honor the professional achievements in global international education of these scholars who have devoted their professional lives to creating a better world through their work More importantly this book exposes globally minded individuals educators scholars administrators and policymakers around the world to empowering role models from Africa Europe and the United States and opportunity to learn about the multitude of professional activities teachings partnerships exchange programs and research in which they might engage to promote a deeper understanding about the cultural geographic economic social and technological interconnectedness of the world and its people the very purpose of global education

Proceedings of the 4th Annual Civic Education Conference (ACEC 2022) Dede Iswandi,Dwi Iman Muthaqin,Baeihaqi,Pitria Sopianingsih,Nida Mujahidah Fatimah,Sri Maesaroh,Akhmad Fauzi,Sarah Fadilah Zein,Diexy Inkha Pradana,2023-08-26 This is an open access book The development of the industrial revolution era 4 0 and society 5 0 changed the ways of thinking and pedagogical practices in Civic Education toward a critical digital pedagogy In this context pedagogical practices focuses on both community and collaboration It remains open to the development of diverse information ways of communication and collaboration across cultural and political boundaries various perspectives in formulating definitions and solving problems It further requires instructional practices to use some applications beyond traditional educational institutions and contemporary digital technology in learning Therefore it is necessary to reprogram civic education in Indonesia within the framework of Critical Digital Pedagogy practice to shape students becoming good citizens in the digital era The Fourth Annual Civic Education Conference is an interdisciplinary and multidisciplinary platform that aims to bring leading experts educators policymakers researchers lecturers teachers and students to examine and take strategic roles in developing Critical Digital Pedagogy and its implications for civic education Welcome to the 4th International Annual Civic Education Conference ACEC 2022

ICT in Education in Global Context Ronghuai Huang,Kinshuk,Jon K. Price,2014-07-30 This book presents the current advances and emerging trends in digital technologies for learning and education through a number of invited chapters on key research areas It addresses information and communications technology ICT in a global context reporting on emerging trends and issues in four areas basic education technical and vocational education distance and continuing education and higher education as these four areas represent the primary contexts in which ICT is used to support learning and instruction This book provides a brief overview of the potential benefits of ICT used in education and some of the best approaches in which

different ICTs have been used in education thus far in a global context It also presents the expertise and the most current research and practices of recognized international educators and researchers in the field of ICT in education Third this volume is both informative and transformative in its coverage of the conceptual and practical impact of technology on current educational practices making it a valuable resource for policymakers educators and educational researchers around the globe

Media Education Assessment Handbook William G. Christ, 2020-07-24 Assessing media education is a formidable task because both assessment and media education are complex and controversial concepts Assessment which can take place at the individual student class sequence program department or unit and university levels is questioned in terms of reliability validity relevance and cost Media education which has been challenged at a number of schools finds faculty and administrators in the midst of soul searching about how to clearly articulate its missions and purposes to a broader audience Departments are under increasing national state and institutional pressure to get assessment procedures carried out quickly but there is an obvious danger in rushing to implement assessment strategies before establishing what is essential in media education In communication education in general the what of assessment is often discussed in terms of skills attitudes affect values and knowledge People assess students to determine what they know think feel value and can do Here it is suggested that one of the places to start defining what students should learn from their media education is by identifying outcomes Outcomes can be assessed in a variety of ways but first they need to be developed and clearly articulated

Top Vol 29-N3 Teacher Education and Practice, 2016-09-20 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education Practice is published by Rowman Littlefield

IEA International Civic and Citizenship Education Study 2016 Assessment Framework Wolfram Schulz, John Ainley, Julian Fraillon, Bruno Losito, Gabriella Agrusti, 2016-07-29 The International Civic and Citizenship Education Study ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century ICCS 2016 is a continuation of a study initiated in 2009 This document outlines the framework and assessment design for the ICCS 2016 ICCS 2016 will report on student knowledge and understanding of key aspects of civics and citizenship as well as student attitudes to and engagement with civic life This survey is intended to respond to enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change New developments include the

increase in the use of social media as a tool for civic engagement growing concerns about global threats and sustainable development as well as recognition of the role of schools in fostering peaceful ways of interaction between young people iccs 2016 is sponsored by the international association for evaluation of educational achievement iea over past 50 years iea has conducted comparative research studies in a range domains focusing on policies practices and outcomes many countries around world prior to iccs 2016 three civic citizenship education with first survey implemented 1971 second one 1999 third 2009 p **Handbook of Research on Education for Participative Citizenship and Global Prosperity** Pineda-Alfonso,

José A.,De Alba-Fernández, Nicolás,Navarro-Medina, Elisa,2018-11-23 Active participation in processes of change are an essential aspect of community participation and proper recognition of opportunities for participation facilitate community engagement nationally and internationally Education and its relation to citizenship in recent years has become one of the most important fields of research From different areas and contexts it has been revealed that there is a prevailing need for education for citizens to take part actively in the processes of change and improvement that the current global situation requires The Handbook of Research on Education for Participative Citizenship and Global Prosperity is a pivotal reference source focusing on the productions and fields of study that are carried out all over the world on education for citizenship namely the devices that provide young people with the consciousness and highlight the aspects of an active democratic life While highlighting topics such as citizenship identity educational policy and social justice this publication explores participation instruction as well as the methods of community involvement This book is ideally designed for educational administrators policymakers researchers professionals and educators seeking current research on instructional methods for teaching active community and political involvement **The International Science and Evidence Based Education**

(ISEE) Assessment UNESCO MGIEP,2022-03-22 The International Science and Evidence Based Education ISEE Assessment is an initiative of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development MGIEP and is its contribution to the Futures of Education process launched by UNESCO Paris in September 2019 In order to contribute to re envisioning the future of education with a science and evidence based report UNESCO MGIEP embarked on the first ever large scale assessment of knowledge of education **Influences of the IEA Civic and Citizenship**

Education Studies Barbara Malak-Minkiewicz,Judith Torney-Purta,2021-05-26 This open access book identifies the multiple ways that IEA s studies of civic and citizenship education have contributed to national and international educational discourse research policymaking and practice The IEA International Civic and Citizenship Education Study ICCS first conducted in 2009 was followed by a second cycle in 2016 The project was linked to the earlier IEA Civic Education Study CIVED 1999 2000 IEA s ICCS remains the only large scale international study dedicated to formal and informal civic and citizenship education in school It continues to make substantial contributions to understanding the nature of the acquired civic knowledge attitudes and participatory skills It also discusses in depth how a wide range of countries prepare their

young people for citizenship in changing political social and economic circumstances The next cycle of ICCS is planned for 2022 In this book more than 20 national representatives and international scholars from Europe Latin America Asia and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999 2000 have been used to improve nations understanding of their students civic knowledge beliefs attitudes current civic related behaviors and intentions for future participation in a comparative context There are also chapters summarizing the secondary analysis of those studies results indicating their usefulness for educational improvement and reflecting on policy issues The analyses and reflections in this book provide timely insight into international educational discourse policy practice and research in an area of education that is becoming increasingly important for many societies

The Nordic Education Model in Context

Daniel Tröhler, Bernadette Hörmann, Sverre Tveit, Inga Bostad, 2022-08-15 Tracing historical and cultural factors which gave rise to the Nordic Education Model this volume explores why Northern European education policy has become an international benchmark for schooling The text explains the historical connection between a Nordic ideal of democracy and schooling and indicates how values of equality welfare justice and individualism might be successfully integrated in national school systems and curricula around the world The volume also highlights recent debates around the longevity of the Nordic model and explores the risks and challenges posed by international policy and assessment agendas Exploring how Nordic education policies successfully merge social equity with academic excellence the book combines cultural historical sociological and philosophical analysis with a deep exploration of curriculum and teaching This book will be of great interest to researchers scholars and postgraduates working across the fields of curriculum comparative education cultural studies and history and philosophy of education and education policy The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Exploring childhood in a comparative context Mabel Ann Brown, Jon White, 2013-09-05 Exploring Childhood in a Comparative Context meets an increasing need for students focusing on early childhood to be familiar with alternative practices in other countries Providing a ready made source of information about a wide range of countries including Finland the Netherlands the United States New Zealand Japan South Africa and many more the book clearly describes the way each country understands and conceptualises childhood Each chapter includes contextual information about the country an introduction to the theory that has shaped practice and describes the curriculum for pre school and primary education Including vignettes from practitioners working in each country to illustrate practice the chapters explore key themes such as Child development Parental involvement Teaching and learning Professionalism Assessment Pupil experience Accessibly written and including opportunities for reflection this timely new book will give students a valuable insight into alternative education systems that is essential if they are to become practitioners with a current and global approach

Qualities of Education in a Globalised World

Diane Brook Napier, 2014-09-11 In a growing revisionist

tradition comparative educational scholars challenge conventional assumptions about quality education as a singular undertaking dominated by standardised assessments and globalisation influences The contributors to this volume illustrate the complexities and global dimensions of educational quality that emerged in their research Several chapters critique educational reforms employing assessments aligned to global standards and large scale assessments revealing how considerations of contextual factors internal needs and local traditions are essential for developing a quality curriculum or for overhauling a national education system Most chapters interrogate the uses and misuses of standardised assessment results The contributors reveal the importance of asking critical questions about quality education how to access it and for what purposes what contextual and cultural factors are important what implementation issues and local level realities must be considered for true understanding of standardized assessment results what content skills and values are necessary and desirable ingredients what roles teachers and administrators play and what benefits accrue in terms of outcomes for employment and labor market needs or for achieving autonomy and stakeholder participation Critiques of narrow interpretations of standardised assessment data contrast with research based evidence that participation in large scale assessments such as PISA TIMSS and PIRLS can indeed be beneficial to identify needed reform refinements and implementation shortcomings Specific country cases include Brazil Canada the United States Spain Portugal Ukraine Kyrgyzstan and the Philippines Other chapters provide insights on quality education issues worldwide The volume offers readers a panorama of views on the diversity of paths to quality education

Pedagogies of Educational Transitions Nadine Ballam,Bob Perry,Anders Garpelin,2016-10-04 This book presents the latest research on educational transitions from a variety of research traditions and practical contexts set in Australia New Zealand and several European countries It examines critically questions and reshapes ideas and notions about children s transitions to school The book is divided into five parts the first two of which emphasise diversity and inclusion with Part II focusing solely on the transition to school for children from Indigenous cultures Part III explores the notion of continuity which has been widely debated in terms of its role in the transition to school Part IV explores the transition to school through the notion of crossing borders The final section of this book Part V includes ideas about future directions for work in the area of educational transitions and presents the notion of transitions as a tool for change to policy research and practice The book concludes with a critical synthesis of the research outlined throughout including recommendations regarding future research related to educational transitions

School Decentralization in the Context of Globalizing Governance Holger Daun,2006-11-23 Since the beginning of the 1980s decentralization has become a globalized policy and catchword in education a large number of countries around the world have formulated such a policy and many have also implemented it The policies and the changes at the national level have been researched but what has taken place and is taking place at the grassroots level has not received attention until recently This book presents grassroots cases from different countries against the background of the overall changes in governance

philosophy and applications It uses case studies from countries in Africa Asia Europe and Latin America and describes what is occurring at this level The book gives an account of different types of decentralization and their impact The first two chapters describe principally structural and organizational educational changes in the broader context of globalized models and the pressure to create a competitive education system and changing governance Decentralization is one of the strategic aspects of this new mode of governance

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