

EDUCATION FOR CIVIC ENGAGEMENT IN DEMOCRACY

Service Learning
and
Other Promising
Practices

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and
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Education For Civic Engagement In Democracy Service Learning And Other Promising Practices

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Dijkstra**



Education For Civic Engagement In Democracy Service Learning And Other Promising Practices:

Education for Civic Engagement in Democracy ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.,2000 This collection of essays and references addresses the problem of the disengagement in public affairs and politics by U S youth and young adults The collection brings together evidence of youth disengagement and reports on promising practices for civic education Several chapters are devoted to research findings on the impact of service and service learning and to programs that connect service to politics and public life Other chapters explore methods to counter cynicism and lack of information or misinformation about political processes and public officials Essays in the collection are 1 Introduction to Education for Civic Engagement in Democracy John J Patrick 2 Political Apathy and Avoidance of News Media among Generations X and Y America s Continuing Problem Stephen Earl Bennett 3 Service Learning and Civic Education Richard M Battistoni 4 Service Learning and Civic Education in the Schools What Does Recent Research Tell Us Mary A Hepburn 5 Civic Education as a Craft Not a Program Harry C Boyte 6 Effects of Public Deliberation on High School Students Bridging the Disconnection between Young People and Public Life Iara Peng 7 Education for Citizenship Promising Effects of the Kids Voting USA Curriculum Steven Chaffee 8 We the People Project Citizen Herbert M Atherton 9 Improving Civic Education The Dirksen Congressional Center Frank H Mackaman Andrea Schade 10 The Public Service Academy John G Stone III 11 Why Should the Young Desire a Career in Government or Consider Running for Office Susan A MacManus and 12 Building Trust in Representative Democracy Jan Goehring Karl Kurtz Alan Rosenthal Appendixes contain resource guides the American Political Science Association s articulation statement and a declaration of the National Alliance for Civic Education BT

EDUCATION FOR CIVIC ENGAGEMENT IN DEMOCRACY: SERVICE LEARNING AND OTHER PROMISING PRACTICES... ED447065... U.S. DEPARTMENT OF EDUCATION. United States. Office of Educational Research and Improvement,2001* **Resources in Education** ,2001-04 *Research Handbook on Education and Democracy* Jan Germen Janmaat,Anne Bert Dijkstra,2025-05-14 This timely Research Handbook examines how the many facets of education can foster democratic competences It reviews state of the art research and identifies a number of under explored issues in the field highlighting the potential of educational reforms in improving democratic engagement across a wealth of demographics This title contains one or more Open Access chapters **A Practical Guide for Integrating Civic Responsibility Into the Curriculum** Karla Gottlieb,Gail Robinson,2006-06-30 From Preface This curriculum guide evolved from a national service learning project of the AACC Recognizing that an intentional civic responsibility component was missing from many service learning initiatives AACC selected six colleges from around the country to participate in a pilot project whose purpose was to identify service learning strategies to boost civic engagement and foster civic responsibility among community college students Handbook of Research in Social Studies Education Linda S. Levstik,Cynthia A. Tyson,2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic

challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field

Improving Service-Learning Practice Susan Root, Jane Callahan, Shelley H. Billig, 2005-11-01 This fifth book in the Advances in Service Learning Research series continues to expand the discussion of service learning research and practice The chapters were selected through a refereed blind review process from papers presented at the 4th Annual International K H Service Learning Research Conference held October 2004 in Greenville South Carolina The chapters focus on topics that address a variety of issues in higher education and teacher education and are organized into four sections

Coming of Political Age Rebecca M. Callahan, Chandra Muller, 2013-03-07 As one of the fastest growing segments of the American population the children of immigrants are poised to reshape the country's political future The massive rallies for immigration rights in 2006 and the recent push for the DREAM Act both heavily supported by immigrant youth signal the growing political potential of this crucial group While many studies have explored the political participation of immigrant adults we know comparatively little about what influences civic participation among the children of immigrants Coming of Political Age persuasively argues that schools play a central role in integrating immigrant youth into the political system The volume shows that the choices we make now in our educational system will have major consequences for the country's civic health as the children of immigrants grow and mature as citizens Coming of Political Age draws from an impressive range of data including two large surveys of adolescents in high schools and interviews with teachers and students to provide an insightful analysis of trends in youth participation in politics Although the children of both immigrant and native born parents register and vote at similar rates the factors associated with this likelihood are very different While parental educational levels largely explain voting behavior among children of native born parents this volume demonstrates that immigrant children's own education in particular their exposure to social studies strongly predicts their future political participation Learning more about civic society and putting effort into these classes may encourage an interest in politics suggesting that the high school civics curriculum remains highly relevant in an increasingly disconnected society

Interestingly although their schooling predicts whether children of immigrants will vote how they identify politically depends more on family and community influences As budget cuts force school administrators to realign academic priorities this volume argues that any cutback to social science programs may effectively curtail the political and civic engagement of the next generation of voters While much of the literature on immigrant assimilation focuses on family and community Coming of Political Age argues that schools and social science courses in particular may be central to preparing the leaders of tomorrow The insights and conclusions presented in this volume are essential to understand how we can encourage more participation in civic action and improve the functioning of our political system *The Public Schools* Susan Fuhrman, Marvin

Lazerson, 2005-05-26 From curriculum standards and testing to school choice and civic learning issues in American education are some of the most debated in the United States The Institutions of American Democracy a collection of essays by the nation's leading education scholars and professionals is designed to inform the debate and stimulate change In association with the Annenberg Foundation Trust at Sunnylands and the Annenberg Public Policy Center at the University of Pennsylvania The Institutions of American Democracy is the first in a series of books commissioned to enhance public understanding of the nature and function of democratic institutions A national advisory board including among others Nancy Kassebaum Baker David Boren John Brademas Ellen Condliffe Lagemann David Gergen and Lee Hamilton will guide the vision of the project which includes future volumes on the press and the three branches of government Each essay in The Institutions of American Democracy addresses essential questions for policymakers educators and anyone committed to public education What role should public education play in a democracy How has that role changed through American history Have the schools lost sight of their responsibility to teach civics and citizenship How are current debates about education shaping the future of this democratic institution Among the contributors are William Galston Director of the Institute for Philosophy and Public Policy at the University of Maryland Clarence Stone Professor in the Department of Government and Politics at the University of Maryland College Park and editor of Changing Urban Education and Regime Politics Governing Atlanta 1946 1988 University Press of Kansas 1998 Susan Moore Johnson Pforzheimer Professor of Education in Learning and Teaching Harvard University Michael Johanek Executive Director of K 12 Professional Development College Board Kathy Simon co executive director of the Coalition for Essential Schools and author of Moral Questions in the Classroom Yale University Press 2001 and Jennifer Hochschild Professor of Government and Professor of Afro American Studies at Harvard University and author of Facing Up to the American Dream Race Class and the Soul of the Nation Princeton University Press 1995 [The Conception of Citizen Knowledge in Democratic Theory](#) L. Rapeli, 2013-11-28 What according to democratic theorists should the ordinary citizen know about politics What does several decades of empirical research about citizens political knowledge tell us And why should we care This book offers a comprehensive outline of the vast literature on political knowledge and by providing an analytical framework for its studying **News Consumption in Libya** Mokhtar

Elareshi,2014-09-18 This book aims to understand the relationship between Libyan students consumption of satellite TV news services and their perceptions of news issues This involves examining students news consumption habits and their motives for the choices they make In the face of competition from well resourced broadcasters such as Al Jazeera TV what can Libyan news services do to retain audience interest and loyalty Do they need to do anything different Is there room for local and international news in Libya The book also explores whether Al Jazeera and Al Arabiya have affected students use of local TV news services Have local channels been displaced by newer channels and is the use of different channels driven by the same or different news consumption motives The book reveals that there are distinct variations in news consumption defined in part by news platform TV versus radio versus newspaper and in part by type of news providers local versus international TV Students seek out news sources they believe to be credible and that local TV news provision does not reach the students standards of credibility In content there may be room in the evolving news landscape for local TV services to occupy a niche market that still has value for the Libyan public To retain this market however quality of delivery will also be crucial [IJER](#)

[Vol 14-N1](#) International Journal of Educational Reform,2005-07-07 The mission of the International Journal of Educational Reform IJER is to keep readers up to date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities As the only peer reviewed scholarly publication that combines authors voices without regard for the political affiliations perspectives or research methodologies IJER provides readers with a balanced view of all sides of the political and educational mainstream To this end IJER includes but is not limited to inquiry based and opinion pieces on developments in such areas as policy administration curriculum instruction law and research IJER should thus be of interest to professional educators with decision making roles and policymakers at all levels turn since it provides a broad based conversation between and among policymakers practitioners and academicians about reform goals objectives and methods for success throughout the world Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes Finally it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U S and the world *A Spark in the Smokestacks* Jean Yen-chun

Lin,2023-08-29 Winner 2024 Robert E Park Book Award Section on Community and Urban Sociology American Sociological Association Environmental organizing in Beijing emerged in an unlikely place in the 2000s new gated residential communities After rapid population growth and housing construction led to a ballooning trash problem and overflowing landfills many first time homeowners found their new neighborhoods facing an unappetizing prospect waste incinerator projects slated for their backyards Delving into the online and offline conversations of communities affected by the proposed incinerators *A Spark in the Smokestacks* demonstrates how a rising middle class acquires the capacity for organizing in an

authoritarian context Jean Yen chun Lin examines how urban residents create civic life through everyday associational activities learning to defend property rights fostering participation and mobilizing to address housing related grievances She shows that homeowners cultivated petitioning skills informational networks and community leadership which they would later deploy against incinerator projects To interact with government agencies they developed citizen science based tactics a middle class alternative to disruptive protests Homeowners drew on their professional connections expertise and fundraising capabilities to produce reports that boosted their legitimacy in city level dialogue Although only one of the three incinerator projects Lin follows was ultimately canceled some communities established durable organizations that went on to tackle other environmental problems Drawing on interviews participant observation and ethnography *A Spark in the Smokestacks* casts urban Chinese communities as schools of democracy in which residents learn civic skills and build capacity for collective organizing Through compelling case studies of local activism this book sheds new light on the formation of civil society and social movements more broadly

Key Behavioral Effects of the Mass Media Roger Haney, 2024-05-09 This text provides empirical research on some of the most controversial media issues of our times The first chapter investigates such issues as the effects of viewing erotica How are users affected Are rapists users and are they affected Are there therapeutic effects of viewing erotica The second chapter covers how violent depictions affect violence in society What are the findings of various government commissions and other research on depictions of media violence The third chapter presents theories on causes and prevention of violence Are viewers desensitized to violence in society Does long term viewing affect more aggressive behavior Are there ways to mitigate the effects of viewing violence The final chapter covers how political content affects voters How are receivers socialized politically What is the hereditary vote What knowledge is gained from political content What are the effects of political debates What is the nature and effect of bias in the media What role does Internet content play

ERIC Annual Report Educational Resources Information Center (U.S.), **Annual Report 2001** ,2001

To Assure Pride and Confidence in the Electoral Process Jimmy Carter, Gerald R. Ford, Lloyd N. Cutler, 2004-05-26 In 2000 the American electoral system was tested by a political ordeal unlike any in living memory Not since 1876 77 has the outcome of a national election remained so unsettled for so long The past election s recount conundrum shook the nation s faith in the mechanisms that support the democratic process Led by former Presidents Ford and Carter the National Commission on Federal Election Reform undertook a study of the American electoral system The resulting report describes where and what went wrong during the 2000 election and makes clear and specific recommendations for reform directed at state government Congress news organizations and others This volume also includes the full text of the Task Force Reports from the Commission

Teacher Education, Diversity, and Community Engagement in Liberal Arts Colleges Lucy W. Mule, 2010-06-23 *Teacher Education Diversity and Community Engagement in Liberal Arts Colleges* examines the promise of and issues related to preparing teachers for cultural diversity through

community engagement in the liberal arts colleges This book emphasizes the transformational power of community engagement to both teacher education and the small liberal arts college Through a careful examination of literature and reflections on practice Lucy W Mule underscores the community engaged approach to teacher education emphasizing deep relationships with culturally diverse communities community based pedagogy and a consideration of institutional contexts Building on recent conversations in the areas of teacher education diversity and community engagement in liberal arts colleges she cogently examines a range of issues from how teacher education s vision curriculum and pedagogy can be modified to be more consistent with the goal of educating for cultural diversity through community engagement to some of the program institutional and external challenges to community engagement in teacher education The field of teacher education and small liberal arts colleges will find in *Teacher Education Diversity and Community Engagement in Liberal Arts Colleges* an excellent reason to enact purposeful change and transformation

Handbook of Research on Solutions for Equity and Social Justice in Education Etim, James, Alice, 2023-03-02 Education s role should further social justice prepare students to compete for higher social positions train workers and engage students so that they become active participants in a democratic society However as with many global systems education has long ago fallen victim to the institutional ailments of systematic oppression and discrimination In order to promote equity and social justice in education it is paramount that educators and administrators acknowledge systematic challenges in education and the solutions The *Handbook of Research on Solutions for Equity and Social Justice in Education* discusses how teachers and school administrators practice equity and inclusion in their schools It provides examples of social justice and how it affects society as well as specific case studies that aim at engendering equity and inclusion for minorities It further discusses these issues in a global context Covering topics such as agentic empowerment social justice in dialogue and teacher social justice advocacy this major reference work is a critical resource for faculty and administrators of both K 12 and higher education preservice teachers teacher educators school social workers and counselors librarians government officials researchers and academicians

Identity, Civic Engagement and Multiculturalism: Portuguese-Canadian Immigrant Descendants in Canada and Portugal Robert A. Kenedy, Fernando Nunes, Ana Paula Beja Horta, 2013-03-15 This special issue of the *Portuguese Studies Review* focuses on understanding the Portuguese Canadian immigrant experience in Canada and Portugal in terms of identity formation and civic engagement within a broader framework of current debates on multiculturalism and transnationalism This special volume resulted from the contributions presented at the Symposium *Identity Civic Engagement and Multiculturalism Portuguese Canadian Immigrant Descendants in Canada* which was held at York University Toronto on 11 and 12 October 2011 The issue presents studies by Robert A Kenedy Fernando Nunes Ana Paula Beja Horta Gilberta Pav o Nunes Rocha Derrick Mendes Christina Kwicza a Benjamin Kutsyuruba Filomena Silvano Marta Rosales and S nia Ferreira

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