

EDUCATION FOR CITIZENSHIP

**Ideas and
Innovations in
Political Learning**

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Education For Citizenship Ideas And Innovations In Political Learning

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Education For Citizenship Ideas And Innovations In Political Learning:

Education for Citizenship Joseph Cammarano, Grant Reeher, 1997-08-29 This book addresses the challenge of education for citizenship at a specific concrete level It offers examples of efforts to create among our students a new set of what Tocqueville called mores or culturally defining habits of the heart which will enhance citizenship foster a sense of connectedness to a community stretching beyond the university and ultimately support the practices basic values and institutions necessary for the democratic process

Public Journalism and Political Knowledge Anthony J. Eksterowicz, Robert North Roberts, 2000 In this text journalists communications scholars and political scientists assess the contemporary public journalism looking at its origins the arguments for and against public journalism and the state of political knowledge

Educating for Democracy Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold, 2010-01-06 Educating for Democracy reports the results of the Political Engagement Project a study of educational practices at the college level that prepare students for responsible democratic participation In this book coauthors Anne Colby Elizabeth Beaumont Thomas Ehrlich and Josh Corngold show that education for political development can increase students political understanding skill motivation and involvement while contributing to many aspects of general academic learning

Issues in History Teaching James Arthur, UNIVERSITY OF WALES SWANSEA ROBERT PHILLIPS, 2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools

Democracy and Teacher Education Silvia Edling, Geraldine Mooney Simmie, 2020-04-06 This book connects the dilemmas educators experience in daily practice with key theories research and policy about democracy ethics and equity in education Illustrated through vignettes from practising teachers as well as suggested questions and supplementary readings for each chapter the authors recognise and explore the complex nature of the insoluble problems that face practising teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner Divided into eight concise chapters this book provides a much needed comprehensive exploration of issues within the education discourse as seen from a global perspective such as Teachers understanding of their profession Political demands and the complexities of practice Schools democratic values Performance and accountability Minority needs and majority rule Countering radicalisation terrorism and misinformation Democracy and Teacher Education is a fantastic resource for students in teacher education programmes as well as teacher educators who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner

Ibss: Political Science: 1997 British Library of Political and Economic Science, 1999-01-14 Provides an unrivalled overview of intellectual development in political science

Educating Citizens Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, Jason Stephens, 2003-06-03 Educating Citizens reports on how some American colleges and universities are preparing thoughtful committed and socially responsible graduates Many institutions assert these ambitions

but too few act on them The authors demonstrate the fundamental importance of moral and civic education describe how the historical and contemporary landscapes of higher education have shaped it and explain the educational and developmental goals and processes involved in educating citizens They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges

Learning to Serve Maureen E. Kenny, Lou Anna K. Simon, Karen Kiley-Brabeck, Richard M. Lerner, 2012-12-06 Service learning as defined by the editors is the generation of knowledge that is of benefit to the community as a whole This seventh volume in the Outreach Scholarship book series contributes a unique discussion of how service learning functions as a critical cornerstone of outreach scholarship The sections and chapters of this book marshal evidence in support of the idea that undergraduate service learning infused throughout the curriculum and coupled with outreach scholarship is an integral means through which higher education can engage people and institutions of the communities of this nation in a manner that perpetuate civil society The editors through this series of models of service learning make a powerful argument for the necessity of engaged institutions

Civic Engagement Across the Curriculum Richard M. Battistoni, 2017-01-27 Civic Education Across the Curriculum offers faculty in all disciplines rationales and resources for connecting their service learning efforts to the broader goals of civic engagement Campuses promoting engagement are beginning to tie service learning practices to their civic mission of preparing students for participation in a diverse democratic society There are however few resources for faculty especially those in fields not traditionally linked with civic education to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks It provides concrete examples of course materials exercises and assignments that can be used in service learning courses to develop students civic capacities regardless of disciplinary area This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus

Civic Responsibility and Higher Education Thomas Ehrlich, 2000-01-25 More than a century ago John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus Today the challenge remains In his landmark book editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education Imparting both philosophy and working example Ehrlich provides the inspiration for innovative new programs in this essential area of learning

Research on Service Learning Robert G. Bringle, Julie A. Hatcher, Patti H. Clayton, 2023-07-03 The purpose of this set is to improve service learning research and practice through strengthening its theoretical base Contributing authors include both well known and emerging service learning and community engagement scholars as well as scholars from other fields The authors bring theoretical perspectives from a wide variety of disciplines to bear as they critically review past research describe assessment methods and instruments develop future research agendas and consider implications of theory based research for enhanced

practice This set constitutes a rich resource that suggests new approaches to conceptualizing understanding implementing assessing and studying service learning Each chapter offers recommendations for future research Research on Service Learning Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching assessment and research Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions evaluating community service programs and working with faculty to develop research on service learning will also find this volume helpful For scholars and graduate students reviewing and conducting research related to service learning this book is a comprehensive resource and a knowledge base about the processes and outcomes of innovative pedagogies such as service learning that will enable them to locate their own work in an expanding and deepening arena of inquiry Both volumes open with chapters focused on defining the criteria for quality research Volume 2A then begins with research related to students comprising chapters that focus on cognitive processes academic learning civic learning personal development and intercultural competence The concluding faculty section presents chapters on faculty development faculty motivation and faculty learning Volume 2B addresses community development and the role of nonprofit organizations in service learning It then focusses on institutions examining the institutionalization of service learning engaged departments and institutional leadership The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships inter organizational partnerships and student partnerships Both volumes are also available separately

Conflict Zone, Comfort Zone Agnieszka Paczyńska, Susan F. Hirsch, 2019-01-07 By taking students out of their comfort zone field based courses which are increasingly popular in secondary and postsecondary education have the potential to be deep transformative learning experiences But what happens when the field in question is a site of active or recent conflict In *Conflict Zone Comfort Zone* editors Agnieszka Paczyńska and Susan F Hirsch highlight new approaches to field based learning in conflict zones worldwide As the contributors demonstrate instructors must leave the comfort zone of traditional pedagogy to meet the challenges of field based education Drawing on case studies in the United States and abroad the contributors address the ethical considerations of learning in conflict zones evaluate the effectiveness of various approaches to teaching these courses and provide guidelines for effecting change They also explore how the challenges of field based classes are magnified in conflict and postconflict settings and outline the dilemmas faced by those seeking to resolve those challenges Finally filling a crucial gap in existing literature the contributors identify best practices that will assist aspiring instructors in developing successful field based courses in conflict zones Contributors Daniel R Brunstetter Alison Castel Gina M Cerasani Alexander Cromwell Maryam Z Deloffre Sandi DiMola Leslie Dwyer Eric Hartman Pushpa Iyer Allyson M Lowe Patricia A Maulden rj nickels Anthony C Ogden Jennifer M Ramos Lisa E Shaw Daniel Wehrenfennig *The Ethics of Teaching* Michael A. Boylan, 2017-05-15 Education is at a crossroads While bureaucrats and teachers fight over the best way

to structure and deliver education to students much of the friction generated relates to the different conceptions of what education is about in the first place The crisis in education is therefore of key importance and demands careful attention in order to formulate the best possible response But before policies can be formulated there needs to be a clear agreement on what education should be about To this end this collection of previously published essays facilitates just such discussion The anthology is designed to give a snapshot of the seminal work in the philosophy of education and the input of ethical issues upon that work It provides an authoritative tour of the profession and pivotal issues that confront it written from a variety of international and critical perspectives

First Person Political Grant Reeher, 2006-01-30 In *First Person Political* Grant Reeher combats the public's alienation from and distrust of politicians by putting a personal face on everyday political life Through moving personal interviews Reeher allows legislators to tell their own stories about how and why they came to politics the experience of serving in their state legislature their decisions to stay or leave and the many trials they face in the name of public service Reeher contends that these politicians do have the public good in mind and often suffer great personal losses for their chance to represent the people and fight for what they think is right His research also shows that those who choose to run for office often come from a background of deep community involvement Reeher argues against public cynicism about our elected officials and his profiles stir not only our praise and respect for these legislators but also a greater belief in the democratic process itself The excerpts from his interviews provide a rarely afforded intimate look at these politicians What emerges from these stories is a humane and believable portrait of public servants acting on behalf of the public good a portrait that should provide some comfort perhaps even inspiration for citizens concerned about the state of American democracy

Learning Citizenship Juliet Merrifield, 2002 *Michigan Journal of Community Service Learning*, 2003

Resources in Education, 1999-10 *Working Paper*, 2002

Assessing Character Outcomes in College Jon C. Dalton, Terrance R. Russell, Sally Kline, 2004-10-06 The authors examine several perspectives on the role of colleges and universities in developing student character and illustrate different approaches to defining and assessing character outcomes in the higher education setting This is the 122nd volume in the Jossey Bass higher education report *New Directions for Institutional Research*

Rhetoric & Democracy Todd F. McDorman, David M. Timmerman, 2008 A contemporary re-examination of the role of rhetoric in a democracy

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Table of Contents Education For Citizenship Ideas And Innovations In Political Learning

1. Understanding the eBook Education For Citizenship Ideas And Innovations In Political Learning
 - The Rise of Digital Reading Education For Citizenship Ideas And Innovations In Political Learning
 - Advantages of eBooks Over Traditional Books
2. Identifying Education For Citizenship Ideas And Innovations In Political Learning
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Education For Citizenship Ideas And Innovations In Political Learning
 - User-Friendly Interface
4. Exploring eBook Recommendations from Education For Citizenship Ideas And Innovations In Political Learning
 - Personalized Recommendations
 - Education For Citizenship Ideas And Innovations In Political Learning User Reviews and Ratings
 - Education For Citizenship Ideas And Innovations In Political Learning and Bestseller Lists
5. Accessing Education For Citizenship Ideas And Innovations In Political Learning Free and Paid eBooks
 - Education For Citizenship Ideas And Innovations In Political Learning Public Domain eBooks
 - Education For Citizenship Ideas And Innovations In Political Learning eBook Subscription Services

- Education For Citizenship Ideas And Innovations In Political Learning Budget-Friendly Options
- 6. Navigating Education For Citizenship Ideas And Innovations In Political Learning eBook Formats
 - ePub, PDF, MOBI, and More
 - Education For Citizenship Ideas And Innovations In Political Learning Compatibility with Devices
 - Education For Citizenship Ideas And Innovations In Political Learning Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Education For Citizenship Ideas And Innovations In Political Learning
 - Highlighting and Note-Taking Education For Citizenship Ideas And Innovations In Political Learning
 - Interactive Elements Education For Citizenship Ideas And Innovations In Political Learning
- 8. Staying Engaged with Education For Citizenship Ideas And Innovations In Political Learning
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Education For Citizenship Ideas And Innovations In Political Learning
- 9. Balancing eBooks and Physical Books Education For Citizenship Ideas And Innovations In Political Learning
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Education For Citizenship Ideas And Innovations In Political Learning
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Education For Citizenship Ideas And Innovations In Political Learning
 - Setting Reading Goals Education For Citizenship Ideas And Innovations In Political Learning
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Education For Citizenship Ideas And Innovations In Political Learning
 - Fact-Checking eBook Content of Education For Citizenship Ideas And Innovations In Political Learning
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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