



**EDUCATIONAL CONTROVERSIES
TOWARD A DISCOURSE OF RECONCILIATION**
PAMELA LEPAGE AND HUGH SOCKETT

Educational Controversies Towards A Discourse Of Reconciliation

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Educational Controversies Towards A Discourse Of Reconciliation:

Educational Controversies Towards a Discourse of Reconciliation Pamela Lapage, Hugh Sockett, 2004-01-14 For the last 100 years people have argued vigorously about a vast number of educational issues At the heart of the arguments lies the question What is the purpose of education This conflict of educational purpose has seen rifts between academics educators politicians and parents The authors of this book don t believe the conflicts need to be so hysterical nor that the oppositions are incompatible Rather that it is in the manner in which debate is conducted that is so damaging In this book the authors contend that there are political social moral and civic needs for a new stance to debate the way forward Examining a number of key controversies in educational discourse the book suggests ways in which controversies may be reconciled by looking for interrelations mutual dependencies and links of importance It develops current debate and provides suggestions for developing nurturing and supportive learning communities and so lead to educational change

Educational Controversies Pamela LePage, Hugh Sockett, 2002-01 For the last 100 years people have argued vigorously about a vast number of educational issues At the heart of the arguments lies the question What is the purpose of education This conflict of educational purpose has seen rifts between academics educators politicians and parents The authors of this book don t believe the conflicts need to be so hysterical nor that the oppositions are incompatible Rather that it is in the manner in which debate is conducted that is so damaging In this book the authors contend that there are political social moral and civic needs for a new stance to debate the way forward Examining a number of key controversies in educational discourse the book suggests ways in which controversies may be reconciled by looking for interrelations mutual dependencies and links of importance It develops current debate and provides suggestions for developing nurturing and supportive learning communities and so lead to educational change

Transforming Teacher Education Hugh T. Sockett, Elizabeth K. DeMulder, Pamela C. LePage, Diane R. Wood, 2001-09-30 Teacher professional development requires a dynamic vision of education The authors argue that teaching and teacher education are moral rather than technical or instrumental endeavors and describe a highly innovative master s program for practicing teachers founded in 1992 By describing important aspects of the program the authors demonstrate that a moral vision can be enacted in practice despite many constraints and challenges They also show that any serious attempt to change practice will of course be unwieldy contentious and subject to sudden shocks and reversals as well as successes The work also provides a compelling and detailed account of the institutional and political conditions in higher education that militate against innovations in teacher education and professional development Authors of the chapters include the former director of the innovation the faculty who were involved in teaching and administering the program and teachers who studied with them Each chapter examines the practices pedagogically ideologically morally and professionally through the perspectives of people intimately involved with the program

Handbook of Research on Teacher Education Marilyn Cochran-Smith, Sharon Feiman-Nemser, D. John

McIntyre, Kelly E. Demers, 2008-02-19 Co Published by Routledge Taylor Francis Group and the Association of Teacher Educators The Handbook of Research on Teacher Education was initiated to ferment change in education based on solid evidence The publication of the First Edition was a signal event in 1990 While the preparation of educators was then and continues to be the topic of substantial discussion there did not exist a codification of the best that was known at the time about teacher education Reflecting the needs of educators today the Third Edition takes a new approach to achieving the same purpose Beyond simply conceptualizing the broad landscape of teacher education and providing comprehensive reviews of the latest research for major domains of practice this edition stimulates a broad conversation about foundational issues brings multiple perspectives to bear provides new specificity to topics that have been undifferentiated in the past includes diverse voices in the conversation The Editors with an Advisory Board identified nine foundational issues and translated them into a set of focal questions What s the Point The Purposes of Teacher Education What Should Teachers Know Teacher Capacities Knowledge Beliefs Skills and Commitments Where Should Teachers Be Taught Settings and Roles in Teacher Education Who Teaches Who Should Teach Teacher Recruitment Selection and Retention Does Difference Make a Difference Diversity and Teacher Education How Do People Learn to Teach Who s in Charge Authority in Teacher Education How Do We Know What We Know Research and Teacher Education What Good is Teacher Education The Place of Teacher Education in Teachers Education The Association of Teacher Educators ATE is an individual membership organization devoted solely to the improvement of teacher education both for school based and post secondary teacher educators For more information on our organization and publications please visit www.ate1.org **The British National Bibliography** Arthur James Wells, 2002 Controversial History Education in Asian Contexts Mark Baildon, Kah Seng Loh, Ivy Maria Lim, Gül İnanç, Junaidah Jaffar, 2013-08-22 This book examines both history textbook controversies AND teaching historical controversy in Asian contexts The different perspectives provided by the book s authors offer numerous insights examples and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India It also offers a range of approaches for teaching historical controversy in classrooms These include Structured Academic Controversy the use of Japanese manga teaching controversy through case studies student facilitated discussion processes and discipline based approaches that can be used in history classrooms The book s chapters will help educational researchers and curricularists consider new approaches for curriculum design curriculum study and classroom research **Education as Humanisation** Scherto Gill, Ulrike Niens, 2017-10-02 Over the past decades there has been a consistent and poignant ambiguity with regard to the role of education in the context of post conflict and divided societies working towards building peace Most recently global

developments including the after effects of the Arab Spring the devastating wars in Syria and the refugee crisis in Europe have directed our attention once more to the part that education can play in building peace at many levels In this context it is timely to create a space for a focused inquiry and scholarly debate about peace oriented pedagogies and how they might affect the post conflict reconstruction in divergent settings Thus both the subject and the content of this book are important in the light of the current needs in many societies emerging from conflicted community relations In particular they propose a refreshing and transformative view of peace based on a humanising conception of education and dialogic pedagogy as a key avenue for peacebuilding Through both conceptual inquiries and empirical case studies the book will appeal to educational thinkers researchers practitioners policy makers NGO workers and the public in re examining some of the key concepts identifying pivotal underlying issues in the field Furthermore by offering a principled persuasive conceptual framework and by problematising implementations and interventions in practice this book can serve to provoke more appraisals evaluations and constructive critiques of humanisation and dialogic pedagogy in peacebuilding education This book was originally published as a special issue of *Compare A Journal of Comparative and International Education* **Boletin Internacional de Bibliografia Sobre Educacion** ,2003 **University Education, Controversy and Democratic Citizenship** Nuraan Davids,Yusef Waghid,2020-11-16 This book explores the role of the university in upholding democratic values for societal change The chapters advocate for the moral virtue of democratic patriotism the editors and contributors argue that universities as institutions of higher learning can encourage the creation of critical and patriotic citizens The book suggests that non violence tolerance and peaceful co existence ought to manifest through pedagogical university actions on the basis of educators desire to cultivate reflectiveness criticality and deliberative inquiry in and through their academic programmes In a way universities can respond more positively to the violence on our campuses and in society if public and controversial issues were to be addressed through an education for democratic citizenship and human rights **Education, Dominance and Identity** Diane B. Napier,Suzanne Majhanovich,2013-02-11 This volume is a collection of research cases illustrating the interrelationships among education dominance and identity in historical and contemporary contexts The cases reflect particular ways in which local group and indigenous identities have been affected by a dominant discourse how education can support or undermine identity and how languages including dominant and sub dominant languages and the language of instruction in schools are at the centre of challenges to hegemony and domination in many situations Examining the issues in their research the contributors reveal how members of minority disadvantaged or dominated groups and the teachers and parents of children in their schools struggle for recognition for education in their own language for acceptance within larger society or for recognition of the validity of their responses to reform initiatives and policies that address a wider agenda but that fail to take into account key factors such as perceptions and subaltern status Collectively the chapters document research employing a variety of methodological approaches and theoretical perspectives illustrating an array of universal and

global issues in the field of comparative and international education However each of the cases its own unique character as research findings and as personal reflections based on the authors experiential knowledge in particular social cultural and political contexts The contexts and regional settings include Chile Canada the United States Hungary and elsewhere in East Central Europe France Germany Spain Malaysia Tanzania South Africa Cyprus Tunisia Egypt Iran and elsewhere in the Middle East *Knowledge to Support the Teaching of Reading* Catherine Snow,Peg Griffin,M. Susan Burns,2005-10-28 Yet

another report about teacher education Students change what are teachers to learn about reading development Students vary how can teachers address all their needs Students encounter difficulties when teachers need specialized knowledge

Learning to use reading assessments wisely A model of professional growth in reading education **Critical Human Rights Education** Michalinos Zembylas,André Keet,2019-08-30 This book engages with human rights and human rights education HRE in ways that offer opportunities for criticality and renewal It takes up various ideas from critical and decolonial theories to philosophers and intellectuals to theorize the renewal of HRE as Critical Human Rights Education The point of departure is that the acceptable truths of human rights are seldom critically examined and productive interpretations for understanding and acting in a world that is soaked in the violations these rights try to address cannot emerge The book cultivates a critical view of human rights in education and beyond and revisits receivable categories of human rights to advance social justice oriented educational praxes It focuses on the ways that issues of human rights philosophy and education come together and how a critical project of their entanglements creates openings for rethinking human rights education HRE both theoretically and in praxis Given the persistence of issues of human rights worldwide this book will be useful to researchers and educators across disciplines and in numerous parts of the world **Problems in Philosophy of Education** James Scott Johnston,2019-02-07 Problems in Philosophy of Education canvasses several of the leading issues in philosophy of education These include the disconnect between the disciplines of philosophy and philosophy of education the strained relationship between educational practice and philosophy of education the role of educational research in philosophy of education and the lack of an independent scholarship for philosophy of education James Scott Johnson argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns Supporting this is a model of how philosophy of education should originate basic questions together with a set of philosophic presuppositions regarding the model s logic ethics politics and relationship to science and social science **Multiculturalism, Chinese Identity, and Education** Jason Cong Lin,2022-11-02 In Chinese societies Chinese identity is an important yet controversial topic This book examines official understandings of Chinese identity in Mainland China and Hong Kong exploring how the latest governments of Mainland China and Hong Kong conceptualize Chinese identity how government endorsed textbooks frame it in different subjects and how a multicultural approach can enhance understanding of identity in both societies Using content analysis to

support his theoretical arguments Lin offers an in depth updated and detailed picture of how the governments of Mainland China and Hong Kong and their endorsed textbooks encourage people in these societies to respond to the question of who are we He also elaborates on how the current approach to understanding Chinese identity can be harmful and examines how a multicultural approach could better fit these Chinese contexts and enhance understanding of who are we Given that the question of identity causes trouble everywhere and many countries are debating approaches to understanding diverse identities in their own societies this book provides valuable insights into the Chinese perspective to allow readers to more fully understand global frameworks of identity This book will interest researchers and students in the fields of multiculturalism multicultural education national identity identity politics and China and Hong Kong studies *Teaching controversial issues in Secondary Education* Delfín Ortega-Sánchez, Esther Sanz De La Cal, Jaime Ibáñez Quintana, Eduardo Encabo-Fernández, 2025-04-01 Despite the difficulties in defining the concept of controversial issue it can be stated that it has general characteristics based on the integration of conflicting values and interests on the presence of individual or social sensitivities and on the potential generation of emotions Its approach leads to multiple solutions open to discussion such as climate change terrorism or war From the theoretical principles of education for global citizenship the development and acquisition of social competences aimed at providing solutions to contemporary controversial issues is expected The didactic treatment of these contents favors the contrast of argued perspectives elective rationality in decision making in controversial or problematic contexts and social commitment as an inherent part of the democratic process *Visions for Intercultural Music Teacher Education* Heidi Westerlund, Sidsel Karlsen, Heidi Partti, 2019-10-08 This open access book highlights the importance of visions of alternative futures in music teacher education in a time of increasing societal complexity due to increased diversity There are policies at every level to counter prejudice increase opportunities reduce inequalities stimulate change in educational systems and prevent and counter polarization Foregrounding the intimate connections between music society and education this book suggests ways that music teacher education might be an arena for the reflexive contestation of traditions hierarchies practices and structures The visions for intercultural music teacher education offered in this book arise from a variety of practical projects intercultural collaborations and cross national work conducted in music teacher education The chapters open up new horizons for understanding the tension fields and possible discomfort that music teacher educators face when becoming change agents They highlight the importance of collaborations resilience and perseverance when enacting visions on the program level of higher education institutions and the need for change in reimagining music teacher education programs **Moral Education** M. W. Berkowitz, F. Oser, 2013-10-28 First published in 1985 Kohlberg and his colleagues claimed that all one need do in moral education is change the stage or structure of an individual's moral reasoning and changes in moral behavior ego and personality style would occur As moral education entered the 1980s many important problems remained The question of the legitimacy of the highest stage is still being

considered The problem of the relationship between judgment and action is receiving much attention and reformulation as well The role of affect in moral functioning has been sorely overlooked until very recently A further issue is the implication of the particular realm of one's life family school peer group workplace church for the form and effectiveness of moral education Finally how can self acknowledged moral transgressions in typical individuals be incorporated into the theory This volume reflects these problems

Sivumut — Towards the Future Together Fiona Walton,Darlene O'Leary,2015-03-15 This unique collection features auto ethnographical essays by nine Inuit women educators who were part of the inaugural cohort of the University of Prince Edward Island's Nunavut Master of Education program which offered Nunavut's first graduate level degree for Inuit educators These essays provide important first hand perspectives on Inuit education reflecting upon the dramatic changes that have taken place in the Eastern Arctic over the past fifty years The chapters offer insight into both the effects of colonialism and the efforts to build a new educational system grounded in Inuit culture values and traditions Inuit voices have yet to be heard within education scholarship in Canada making this volume a significant contribution to the literature This anthology will also be of interest to students of Indigenous and Arctic studies sociology and anthropology

The Routledge Handbook of Critical Discourse Studies John Flowerdew,John E. Richardson,John E Richardson,2017-07-06 The Routledge Handbook of Critical Discourse Studies provides a state of the art overview of the important and rapidly developing field of Critical Discourse Studies CDS Forty one chapters from leading international scholars cover the central theories concepts contexts and applications of CDS and how they have developed encompassing approaches analytical methods interdisciplinarity social divisions and power domains and media Including methodologies to assist those undertaking their own critical research of discourse this Handbook is key reading for all those engaged in the study and research of Critical Discourse Analysis within English Language and Linguistics Communication Media Studies and related areas

Paradigm Shift in Education Yin Cheong Cheng,2019-02-18 As social contexts and demands change in the 21st century pedagogies and policies must adapt to keep up Increasing emphasis on global preparedness competitiveness and holistic education alongside a fast paced ever changing environment may make policy implementation difficult However Cheng asserts that it is only by understanding the current trends visions and issues in education policy implementation and research that we can reflect adapt and improve future initiatives To that end Cheng elucidates the different paradigm shifts in classrooms and pedagogy all over the world In his exploration of third wave paradigm shifts in education he charts the rationales concerns and effects in topics such as contextualized multiple intelligences integrated learning national education in globalization teacher effectiveness and development school based management and systemic education reform This book is a promising referential resource for any policy maker academic and educator who knows that the only way to progress is to look at and learn from the current issues and future trends globally

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