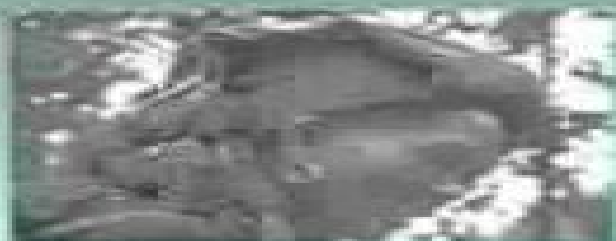


# EDUCATING CITIZENS FOR GLOBAL AWARENESS



**NEL NODDINGS**  
EDITOR

# Educating Citizens For Global Awareness

**LL Leslie**



## **Educating Citizens For Global Awareness:**

**Educating Citizens for Global Awareness** Nel Noddings, 2005 A collection of essays in which educators address the issue of global citizenship what it means and how it should shape curriculum and teaching in K 12 classrooms **Educating Citizens for Global Awareness** Nel Noddings, 2005-01-01 Educating students about their roles as global citizens is a challenge that has taken on increasing importance in recent years In this volume prominent educators join Nel Noddings to address the issue of global citizenship what this means and how it should shape curriculum and teaching in K 12 classrooms Features frameworks for educating global citizens including building community and mutual respect creating social responsibility instilling an appreciation for diversity promoting emotional literacy and managing and resolving conflict practical suggestions to help teachers enrich their classrooms with global content advice for teaching better global attitudes throughout the curriculum including social studies science literature and math classes and diverse perspectives by leading educators and scholars on global citizenship and its value to education and community **Educating About Social Issues in the 20th and 21st Centuries Vol. 3** Samuel Totten, Jon Pedersen, 2014-01-01 EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries A Critical Annotated Bibliography Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling ranging over roughly a one hundred year period between 1915 and 2013 Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum Experts in various areas each contribute a chapter in the book Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter *The Talent Development Planning Handbook* Donald J. Treffinger, 2008-03-27 Makes a distinct contribution to program planning for gifted education Provides great charts that illustrate the key basics for identifying change Tara McGuigan Resource Teacher San Diego Unified School District CA The major strength of the book is its step by step process There are plenty of charts and checklists that make the book user friendly Great planning guide Cheryl Brockman Gifted Education Teacher Jonathan Alder Local School District Plain City OH Gain tools to custom build programs that nurture students strengths and talents Gifted programs should be as innovative unique and ever evolving as the exceptional students they serve This comprehensive handbook provides the expert guidance and tools necessary for shaping a contemporary inclusive talent development program tailored to students individual needs and strengths Rather than imposing a one size fits all model this guide offers a flexible six stage framework for planning implementing evaluating and enhancing gifted programs The authors draw on current theory research and more than 20 years of professional experience with schools districts and state education agencies to provide proven approaches for designing new programs and reinvigorating existing ones Practical tips and ready to use resources include A CD ROM with reproducibles presentations and templates aligned with each chapter Needs assessment and climate inventory exercises and resources Methods for constructing and

implementing action plans Strategies for tackling logistics including how to form planning committees and effectively lead the planning process Program goal setting and evaluation tools Ideal for gifted education coordinators administrators and special education directors The Talent Development Planning Handbook covers best practices from leading experts to inspire innovation improvement growth and change for talent development that contributes to the total school program The SAGE Handbook of Research in International Education Mary Hayden, Jeff Thompson, Jack Levy, 2007-01-03 The editors of the SAGE Handbook of Research in International Education have brought together an impressive array of scholars whose cutting edge research addresses the growing field of international education from the experiences of K 12 schools around the world to the field of teacher education This book raises important questions and should be read by a broad audience Kenneth Cushner Executive Director of International Affairs and Professor of Education Kent State University The editors of this admirable handbook have set out to produce a report on international education Their consummate success in doing so gives those of us working in the field a new and invaluable resource The editors may be academics but this is a book largely written by about and for those whose job it is to teach internationally No one working in international education will fail to be provoked challenged or inspired by the compelling arguments advanced within this authoritative volume Peter MacKenzie Principal Hiroshima International School The book is well organized in carefully integrated sections and chapters and the references alone are a valuable bibliographical tool An indispensable work highly recommended for education reference collections and the libraries of individual researchers J B Thomas Emeritus Professor of Educational Studies Loughborough University Interest in the field of international education has never been more intense than at present There are a rapidly increasing number of schools worldwide set up specifically to meet the demands of those parents who through their own professional activities wish to have their sons and daughters educated in schools that offer programmes based on international values Such schools have embraced the promotion of international education as one of their major goals and consequently an increasing number of organisations currently offer curricula that claim to be international in nature Such global movements have created a parallel increase in the incorporation of forms of international education within national school systems throughout the world This has resulted in wider forms of collaboration between schools in the public and private sectors nationally and internationally generating a much more substantial base of professional experience in the implementation of schemes for international education than had previously existed This book analyses the origins contributions and interpretations of international education The authors identify approaches to research that will progress our knowledge and understanding of the field and extend and even redraw it on the basis of the research evidence presented Content includes A historical overview of the ways in which the term international education has been interpreted The theoretical interpretation of international education in its current context International education in practice exploration of the issues in terms of students curricula pedagogies and organising formal institutions Conceptual challenges for

international education in the future This handbook is an essential resource for those who are involved in the practice and academic study of international education It will be of particular interest to researchers and teachers in universities governmental and private curriculum development agencies examination authorities administrators and teachers in schools This volume is another valuable SAGE contribution to the expanding literature on international education Not all handbooks are described as essential reading but this one will be and will become an indispensable work of reference highly recommended for education libraries both academic and governmental and for the bookshelves of individual researchers and all involved in international education the three editors and their fellow authors can take a collective pride in having given us an excellent volume which very successfully completes a chronological and theoretical journey through the issues practices and future questions presented by international research and practice in international education Journal of Research in International Education

**Using WebQuests in the Social Studies Classroom** Margaret M. Thombs, Maureen M. Gillis, Alan S. Canestrari, 2008-06-12 This unique guide offers practical strategies for using WebQuests to optimize learning in social studies foster student inquiry and higher level thinking and promote greater intercultural understanding **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

The State of Global Education Brad Maguth, Jeremy Hilburn, 2015-04-10 A battle is being waged in classrooms and capitals around the world over the goals and objectives of the future of global education While there is growing research in the area of global education much remains to be uncovered challenged and learned through sound empirical research and conceptual explorations What type of global citizens will schools promote What types of policies programs and instructional practices best promote effective global citizenship Will global education curricula advance an unwavering loyalty to neoliberal ideologies and interests over the strengthening of human rights and the environmental health of our planet This volume presents a series of research studies and innovative instructional practices centered on advancing global learning opportunities and literacies The authors in this volume initiate a much needed conversation on ways students in multiple contexts can and should learn with the world and its people Part I addresses global education in theory with a particular focus on development intercultural competence and global citizenship

Part II addresses educational programs and practices that foster global learning and action to help build a better future for all citizens of our planet including experiential education university initiatives and conceptual approaches to teaching and learning This scholarship spans four continents in a multitude of educational contexts primary secondary and tertiary each with a focus on a different dimension of the possibilities and pitfalls in teaching about and with the world and its people

*Contesting and Constructing International Perspectives in Global Education* R. Reynolds,D. Bradbery,J. Brown,K. Carroll,D. Donnelly,K. Ferguson-Patrick,S. Macqueen,2015-02-27 This volume addresses the need for an international perspective on global education and provides alternate voices to the theme of global education The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion Following the lead of the internationally acknowledged authors from North America Europe Africa Australia and Asia perspectives were provided on a wide variety of contexts including tertiary education and teacher education various pedagogies for global education including digital pedagogies and curriculum development at school tertiary and community levels *Contesting and Constructing International Perspectives in Global Education* explores the tensions inherent in discussions of global education from a number of facets including spatial pedagogical temporal social and cultural and provides critical descriptive and values laden interpretations The book is divided into five sections Temporal and Spatial Views of Global Education Telling National Stories of Global Education Empowering Citizens for Global Education Deconstructing Global Education and Transforming Curricula for Global Education It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo liberal and less internationally confident time [The Routledge International Handbook of Life and Values Education in Asia](#) John Chi-Kin Lee,Kerry J Kennedy,2024-06-28 This Handbook provides a comprehensive look at the educational scope of life and values that characterize 21st century Asia as well as those values shared across cultures Some values are deeply resonant with the region s past while others reflect modernity and the new contexts in which Asian societies find themselves Exploring these values of different types and the way they are constructed in Eastern and Western contexts the contributors delve into the diversity of religious moral and social education to promote greater understanding across cultures While a range of values is identified here there is no single set of values that can be applied to all people in all contexts The time has long gone even for single societies when values can be imposed Yet this Handbook emphasizes both the extent and importance of values to individuals and their societies how they respond to these values may provide the key to better and more caring societies and to better lives for all Academics and teachers will find this Handbook resourceful because it raises important theoretical issues related to social values and their formation in distinctive contexts and provides novel insights into the diverse educational landscape in Asia Policymakers and educators will also find this text helpful in learning to think about new ways to improve the quality of people s lives **Globalization**

**and English Education in Taiwan** I-Chung Ke, 2021-11-29 Ke's book examines and reflects on English education in Taiwan from a global English perspective starting with a discussion on globalization and global Englishes. English education in Taiwan has gone through various major transformations since the intensification of globalization after the 1990s. On one hand, children start to learn English ever earlier while on the other hand the curriculum and materials in the vocational schools and at the tertiary level become diversified to meet various specific needs of English use. Internationalization of education has brought increasing numbers of international students and the roles of English in Taiwan are changing constantly with the dynamic environment from a foreign language to a lingua franca, medium of instruction and an international language. In his book the author documents the historical development of education and the roles of English in Taiwan before reviewing curriculum reforms and changes in the past half century. He then presents teachers' and students' perceptions on global Englishes. He proposes global Englishes pedagogies and his views on what changes can be made to textbooks, learning materials, entrance exams, translation and the linguistic environment. Practical suggestions to English education in Taiwan in the globalizing context serve as a tentative conclusion for the book. Offering insights into English education and its relationship with globalization, Ke's book will be useful to researchers and students in the fields of global Englishes and English education as well as offering practical pedagogical suggestions for English educators around the world. **Taking Teaching Seriously** Christopher Bjork, D. Kay Johnston, Heidi A. Ross, 2015-12-03 Taking Teaching Seriously expands and enriches discussions about teacher preparation in the United States. Its authors describe the unique contexts for teacher preparation offered by liberal arts institutions and analyze the effects of these programs on their graduates and on K12 schools. They emphasize that the goals and conditions for teacher preparation differ from larger public institutions in several key respects including supervisor-student relationships, philosophical foundations and approaches to clinical fieldwork. Taken together, the essays provide compelling evidence that educational studies programs in liberal arts colleges and universities constitute a vital component of the teacher education system in the United States. **The World is My Classroom** Joanne Benham Rennick, Michel Desjardins, 2013-12-06 International education and learn abroad programs have received heightened interest in the knowledge economy and universities are keen to create successful programs for students. The World Is My Classroom presents diverse perspectives on these experiential learning programs and ways of globalizing Canadian classrooms. Examining themes such as global education, global citizenship and service learning, it sheds light on current debates that are of concern for faculty members, administrators, international partners and students alike. The World Is My Classroom is the first book to examine pedagogical questions about the internationalization and globalization of higher education from an explicitly Canadian perspective. It features original reflections from students on their experiences in learn abroad programs as well as a foreword by Craig and Marc Kielburger, founders of Free the Children and Me to We, on the benefits of international learning experiences. Universities considering developing, enhancing and refining their learning

abroad programs as well as students considering these programs and experiences will find this an insightful and useful book

**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 Introduction to International and Global Studies, Second Edition Shawn C. Smallman, Kimberley Brown, 2015-01-05

This innovative introduction to international and global studies updated and revised in a new edition offers instructors in the social sciences and humanities a core textbook for teaching undergraduates in this rapidly growing field Encompassing the latest scholarship in what is a markedly interdisciplinary endeavor Shawn Smallman and Kimberley Brown introduce key concepts themes and issues and then examine each in lively chapters on essential topics that include the history of globalization economic political and cultural globalization security energy and development health agriculture and food and the environment Within these topics the authors explore such timely and pressing subjects as commodity chains labor including present day slavery human rights multinational corporations and the connections among them New to this edition The latest research on debates over privacy rights and surveillance since Edward Snowden s disclosures Updates on significant political and economic developments throughout the world including a new case study of European Union Icelandic and Greek responses to the 2008 fiscal crisis The newest information about the rise of fracking the Fukushima nuclear disaster the decline of the Peak Oil movement and climate change including the latter s effects on the Arctic and Antarctica A dedicated website with authors blog and a teaching tab with syllabi class activities and well designed classroom tested resources An updated teacher s manual available online including sample examination questions additional resources for each chapter and special assistance for teaching ESL students Updated career advice for international studies majors

**Postcolonial Perspectives on Global Citizenship Education** Vanessa de Oliveira Andreotti, Lynn Mario T. M. de Souza, 2012-02-06 This volume bridges the gap between contemporary theoretical debates and educational policies and



practices It applies postcolonial theory as a framework of analysis that attempts to engage with and go beyond essentialism ethno and euro centrisms through a critical examination of contemporary case studies and conceptual issues From a transdisciplinary and post colonial perspective this book offers critiques of notions of development progress humanism culture representation identity and education It also examines the implications of these critiques in terms of pedagogical approaches social relations and possible future interventions

**Teaching and Learning of English in the 21st Century: Perspectives and Practices from South East Asia** Muhammad Kamarul Kabilan, Raja Mazuin Raja Abdul Aziz, Jo-Ann Netto-Shek, 2021-10-08 Teaching and learning in the 21st century have new implications for English language education since the core focus of learning in the 21st century involves collaboration creativity critical thinking and communication Re orientation of current curriculum syllabus and content in English language education may be required and this could be attained by creating fundamental understanding of the concepts in relation to the main skills reading writing listening and speaking as well as other elements such as professional development of teachers assessment and technology integration This book aims to provide and facilitate such understanding to researchers teachers students and parents in deliberating examining and resolving the main issues that beleaguer and challenge everyone and anyone involved in the teaching and learning in the 21st century This volume draws together various researches theoretical understandings ideas and practices that reflect the above

**Gender and Education in Politics, Policy and Practice** Marie Carlson, Brynja E. Halldórsdóttir, Branislava Baranović, Ann-Sofie Holm, Sirpa Lappalainen, Andrea Spehar, 2021-11-15 This book presents ideas on education gender and intersectionality through a transdisciplinary frame by crossing disciplinary and methodological borders Exploring the diversity of educational settings ranging from early childhood to adult education it brings together scholars from various disciplines to discuss deconstruct and problematize gender and education in relation to several themes in a comparative intersectional local national regional and international perspective Each chapter approaches the topic in an intersectional and or transnational manner and creates powerful gendered educational knowledge Questions addressed in the book include What are the challenges or barriers to gender equal education How can we understand the gaps between formal policies and educational practices The chapters in the book illustrate how gender and education are relevant and needed concepts within the field of transdisciplinary research The authors hail from a range of countries such as Croatia Indonesia Turkey UK as well as the Nordic region and they critically examine gender and education at all levels and in diverse sectors and with varied lenses such as neoliberalism in education and the inclusion of newcomers and refugees The work also critically investigates programs and pedagogical approaches culture and values knowledge and identity in teacher education The book further addresses criticisms of Western and Anglophone bias around white feminism and the norm of white male and heterosexual privilege

**Internationalizing Higher Education** Rhiannon D. Williams, Amy Lee, 2015-04-23 Higher education is facing unprecedented change as today s graduates need particular skills awareness and

knowledge to successfully navigate a complex and interconnected world Higher education institutions and practitioners are under pressure to be attentive to internationalization initiatives that support increasingly diverse student populations and foster the development of global citizenship competencies which include problem defining and solving perspectives that cross disciplinary and cultural boundaries Hudzik 2004 p 1 as cited in Leask Bridge 2013 Internationalizing Higher Education Critical Collaborations across the Curriculum is for current and future faculty student affairs staff and administrators from diverse disciplinary institutional and geographic contexts This edited volume invites readers to investigate better understand and inform intercultural pedagogy that supports the development of mindful global citizenship This edited volume features reflective practitioners exploring the dynamic and evolving nature of intercultural learning as well as the tensions and complexities Contributors include institutional researchers directors and key implementers of EU Bologna process in Poland one of the newest members and one that is facing unprecedented change in the diversity of its students international partners in learning abroad programs and scholars and instructors across a range of humanities STEM and social sciences

**The Theory and Practice of Development Education** Douglas Bourn, 2014-10-03 Development education is much more than learning about development it is a pedagogy for the globalised societies of the twenty first century that incorporates discourses from critical pedagogy and postcolonialism and a mechanism for ensuring that differing perspectives are reflected within education particularly those from developing countries Learning about development and global issues is now part of the school curriculum in a number of countries and terms such as global citizenship sustainable development and cultural understanding are commonplace in many educational contexts Development education has been recognised as one of the educational discourses that has influenced the acceptance of these terms for both policy makers and practitioners This ground breaking volume addresses the history theoretical influences practices and impact of development education in Europe North America Australia and Japan Chapters include how development education evolved the influence of theorists such as Paulo Freire the practices of aid and development agencies and the impact of governments seeking evidence of public understanding of and engagement with development The Theory and Practice of Development Education provides essential reading for anyone engaged in re thinking and reflecting upon the educational needs of a globalised society and seeking approaches towards learning that place social justice at the heart of that practice It will be of particular interest to academics and postgraduate students in the fields of development education international education and globalisation

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