

Education for Democracy

Contexts, Curricula, Assessments



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Education For Democracy Contexts Curricula Abeyments

Janet S. Bixby, Judith L. Pace



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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

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

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

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

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

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

Focus on Fresh Data on the Language of Instruction Debate in Tanzania and South Africa Birgit Brock-Utne, Zubeida Desai, Martha Qorro, 2006 This is a series of books from the LOITASA Language of Instruction in Tanzania and South Africa project LOITASA is a NUFU funded Norwegian University Fund project which began in January 2002 and continued till the end of 2006 It is what in donor circles is known as a South South North cooperation project which in this case involves research cooperation between South Africa Tanzania and Norway The first book entitled Language of instruction in Tanzania and South Africa LOITASA focused on the current language in education situation in the two countries by providing a description and analysis of existing language policies and practices

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

Young People, Citizenship and Political Participation Mark Chou, Jean-Paul Gagnon, Catherine Hartung, Lesley J. Pruitt, 2017-03-17 Prominent studies and opinion polls often claim that young people are disengaged from political institutions distrustful of politicians and disillusioned about democracy Young People Citizenship and Political Participation challenges these political stereotypes by asking whether young people have been contributing to or rectifying our civic deficit In particular it examines the role of civics education in addressing the so called crisis of democracy Turning away from conventional suggestions often advocated by politicians and educators that offer civics education as the solution the book advances an alternate approach to civics one that acknowledges the

increasingly diverse ways in which young people are both engaging and disengaging politically *England's Citizenship Education Experiment* Lee Jerome, 2012-11-02 How do we prepare young people to understand the complex problems confronting our society and their place as citizens in shaping solutions Until 1997 the contribution of schools to these challenges was ad hoc and uncoordinated but with the introduction of citizenship education into the National Curriculum in England a new political project began Between 2002 and 2012 England has become a leading player in the debate about how to induct young people into democracy Jerome explores the connections between the values promoted by the government and the forms of citizenship promoted through the National Curriculum and considers What did the politicians want the policy to achieve What kinds of citizens were teachers trying to create What kind of citizens do the young people feel that they have become To answer these questions this book considers a range of evidence from large scale national and international research projects to single school case studies conducted with student co researchers The study illustrates the complexity of policy making and reveals the gap between curriculum policy and implementation *Responsibility and Responsibilisation in Education* Christine Halse, Catherine Hartung, Jan Wright, 2019-10-23 Concerns with the nature of and relationship between responsibility and responsibilisation pervade contemporary social political and moral life This book turns the analytical lens on the ways in which responsibility and responsibilisation operate in diverse educational settings and relationships and social policy and geographical contexts in the USA Europe the UK New Zealand and Australia Scholars have sought to explain the genealogy and the m range of rationalities technologies bio politics and modes of governmentality that bring responsibility and responsibilisation into being how they act on and are taken up by individuals groups and organisations and the risks and possibilities they create and delimit for individuals social collectives and their freedoms Contributors to this collection have diverse views and perspectives on responsibility and responsibilisation This disagreement is a strength It underlines the importance of unravelling both the differences and similarities across scholars and contexts It also issues a salutatory warning about assumptions that reduce the complex concepts of responsibility and responsibilisation to simplistic fixed categories or to generalising and universalising single cases or experiences to all areas of education This volume was originally published as a special issue of Discourse Studies in the Cultural Politics of Education *Holding Accountability Accountable* Kenneth A. Sirotnik, 2004 Kenneth Sirotnik asserts that however well intentioned past and current accountability practices in public education are miseducative misdirected and misanthropic In this provocative book well respected educators join Sirotnik to provide critical analyses and sophisticated perspectives on prevailing high stakes accountability practices They offer both conceptual and practical foundations for rethinking what it means to act responsibly when it comes to calling our schools school systems educators and students into account *The Oxford Handbook of Music Education, Volume 1* Gary E. McPherson, Graham F. Welch, 2012-09-13 The two volumes of *The Oxford Handbook of Music Education* offer a comprehensive overview of the many facets of musical experience behavior and development in relation to

the diverse variety of educational contexts in which they occur In these volumes an international list of contributors update and redefine the discipline through fresh and innovative principles and approaches to music learning and teaching

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

Teaching for Dissent Sarah Marie Stitzlein, 2015-11-17 Teaching for Dissent looks at the implications of new forms of dissent for educational practice The reappearance of dissent in political meetings and street protests opens new possibilities for improved democratic life and citizen participation This book argues that this possibility will not be fulfilled if schools do not cultivate the skills necessary for our citizens to engage in political dissent The authors look at how practices in schools such as the testing regime and the hidden curriculum suppress students ability to voice ideas that stand in opposition to the status quo Teaching for Dissent calls for a realignment of the curriculum and the practices of schooling with a guiding vision of democratic participation

Vygotsky's Educational Theory in Cultural Context Alex Kozulin, 2003-09-15 This 2003 book comprehensively covers all major topics of Vygotskian educational theory and its classroom applications

Teaching Humanities & Social Sciences Rob Gilbert, Libby Tudball, Peter Brett, 2019-10-17 Teaching Humanities and Social Sciences 7e prepares teachers to develop and implement programs in the humanities and social sciences learning area from F 10 It successfully blends theory with practical approaches to provide a basis for teaching that is engaging inquiry based and relevant to students lives Using Version 8.1 of the Australian Curriculum the text discusses the new structure of the humanities and social sciences learning area Chapters on history geography civics and citizenship and economics and business discuss the nature of these subjects and how to teach them to achieve the greatest benefit for students both as sub strands within the Year F 6-7 HASS subject and as distinct Year 7-10 subjects Throughout the book maintains its highly respected philosophical and practical orientation including a commitment to deep learning in a

context of critical inquiry With the aid of this valuable text teachers can assist primary middle and secondary students to become active and informed citizens who contribute to a just democratic and sustainable future

Leadership in Diverse Learning Contexts Greer Johnson, Neil Dempster, 2016-04-29 This book presents the outcomes of research and practical endeavour in some of the diverse contexts in which learning takes place classrooms schools professional development settings community projects and service sector agencies It invites the reader to engage with two related questions of contemporary concern in the leadership field What can we learn about the important influence of different contexts on leadership practice and how are people brought together as collective human agents in different patterns of distributive leadership In doing so this collection emphasises three of the critical concepts at play when leadership is viewed not as position but as activity The three concepts are purpose context and human agency When this view of leadership is understood it is always about achieving shared goals with people power no matter the circumstances in which they are gathered together

Pushing the Boundaries of Human Rights Education Benjamin Mallon, Fionnuala Waldron, Caitríona Ní Cassaithe, 2023-12-01 This book pushes the theoretical boundaries of human rights education engaging with complex questions of climate related injustices re imagining education through a decolonising lens and problematising the relationship between rights and responsibilities It presents international studies of HRE in varied contexts e g Uganda Japan Ireland to explore the views and experiences of children who identify as human rights defenders initial teachers understandings of concepts such as teacher agency in conflict affected settings and the barriers to children s political agency The book also highlights HRE in practice including participatory research with very young children as co researchers and realising rights through play pedagogies creative writing approaches and picturebooks An HRE lens is also brought to bear on emerging subjects such as relationships and sexuality education and well being Aimed at educators researchers and practitioners and engaging with a range of concepts contexts and contemporary challenges this book offers new insights into HRE particularly in the context of issues relating to children s rights education and participation

The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 1 Timothy S. Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music

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