

# Educational Citizenship and Independent Learning

Rhys Griffith



Children in Charge 6



# Educational Citizenship And Independent Learning

**Ian Davies, Ian Gregory, Shirley Riley**



## **Educational Citizenship And Independent Learning:**

Educational Citizenship and Independent Learning Rhys Griffith, 1998 Defining the characteristics of the ideal global citizen critically reflective ethically concerned with social justice and capable of exercising personal control Rhys Griffith examines how citizenship is promoted ignored or even suppressed in schools His study is based on five years research in 97 educational establishments He offers an analysis of existing methods of cultivating citizenship and describes independent learning projects designed to develop the attributes of global citizenship From this research Dr Griffith concludes that the current emphasis of the curriculum is on the perception of the child as a passive vessel for accumulating knowledge This encourages conformity rather than the enquiring and active mental state which Griffith considers essential to the global citizen of the next century He proposes in detail how the present system can be adapted to promote greater participation among pupils and through this increased independence and flexibility

**Educational Citizenship and Independent Learning** Rhys David Griffith, 1996 *National Curriculum: National Disaster?* Dr Rhys Griffith, Rhys Griffith, 2012-11-12 National Curriculum National Disaster looks beyond the classroom and discusses the way in which the infrastructure of school codes of conduct the physical environment of school sites and the hierarchy of human resources within schools impact on the aims and reality of the National Curriculum An alternative skills based educational programme is also outlined which may be more likely to fulfil the expectations that many parents now hold for the education of their children

**Good Citizenship and Educational Provision** Ian Davies, Ian Gregory, Shirley Riley, 2002-11-01 Citizenship has been taught in school around the world for many years now and is due to be introduced to the UK curriculum over the next few years Teachers Headteachers administrators and policy makers have the opportunity to develop citizenship education programs for all their students This book takes a pragmatic approach to the issue and answers many of the crucial questions that will be emerging what definitions of citizenship are to be followed and how is citizenship taught What approaches will be taken by teachers and what is the likely shape of best practice for citizenship education How will the issue impact on schools and teacher training and how should they rise to the challenge What are the key factors influencing or threatening the development of good citizens Based on the analysis of data collected from over 700 teachers the book provides real solutions to questions raised by citizenship education and makes recommendations for practice in schools and in the training and development of teachers

**Education, Conflict and Development** Julia Paulson, 2011-05-16 Under various names education and conflict education and fragility education and insecurity etc the understanding of linkages between education and violent conflict has emerged as an important and pressing area of inquiry Work and research by practitioners and scholars has clearly pointed to the negative potential of education to contribute to and entrench violent conflict This work has highlighted the struggle for education during and following periods of instability and demonstrated the degree to which communities affected by conflict prioritize educational opportunities It has also offered powerful normative arguments for

the importance of quality education for peacebuilding reconciliation postconflict reconstruction and development In many instances however these important insights are derived less from rigorous research and scholarship in the social sciences than from the delivery and evaluation of educational programming in situations affected by conflict This volume therefore seeks to broaden enquiry into education and conflict by exploring through conceptual and empirical work its linkages to broader theories and practices of development and peacebuilding The volume begins with a conceptual and theoretical section followed by a series of international case studies before closing with three chapters focused on the case of Northern Uganda Contributors present a diverse set of studies that together deepen understandings of the ways the education functions in various situations affected by conflict and the ways in which it might best be mobilized to contribute towards peacebuilding and development

*The Academic Profession in Europe: New Tasks and New Challenges* Barbara M. Kehm, Ulrich Teichler, 2012-08-21 This book is the first of several with the results of a collaborative European project supported by the European Science Foundation on changes in the academic profession in Europe EUROAC It provides a short description of the ESF EUROHESC programme and the particular forms of international collaborative research projects which are funded under the umbrella of this programme It then outlines the EUROAC project This project has chosen three foci governance professionalisation academic careers to analyse changes in the work of the academic profession The first results in the form of in depth literature reviews constitute the content of the book These eight literature reviews about the state of the art of existing research feature the various dimensions of the overall theme A particular emphasis is put on factors leading to changes in the work tasks of the academic profession in Europe and how the academic profession is coping with these new challenges Thus the book provides a state of the art account of existing research about the following themes main results of previous studies on the academic profession the academic profession and their interaction with new higher education professionals professional identities in higher education extending work tasks civic mission and sustainable development academic careers in academic markets the changing role of academics in the face of rising managerialism the influence of quality assurance governance and relevance on the satisfaction of the academic profession

*Educating the Gendered Citizen* Madeleine Arnot, 2009 Globalisation and global human rights are the two major forces in the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative

gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women s rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education *PISA 2018 Results (Volume VI) Are Students Ready to Thrive in an Interconnected World?*

OECD,2020-10-22 The OECD Programme for International Student Assessment PISA examines what students know in reading mathematics and science and what they can do with what they know Volume VI Are Students Ready to Thrive in an Interconnected World explores students ability to examine issues of local global and cultural significance understand and appreciate the perspectives and worldviews of others engage in open appropriate and effective interactions across cultures and take action for collective well being and sustainable development **Encyclopedia of Peace Education** Monisha Bajaj,2008-05-01 The rise of peace education both in scholarship and in practice has yielded numerous documents websites and publications with often divergent perspectives on what the field is does and means The Encyclopedia of Peace Education provides a comprehensive overview of the scholarly developments in the field to date so as to provide a common denominator for the various actors involved in advancing peace education internationally Thus this edited volume serves as an essential reference guide that traces the history and emergence of the field highlights foundational concepts contextualizes peace education practice across international and disciplinary borders and suggests new directions for peace educators From core conceptual perspectives to the moral and spiritual foundations of the field to the role of the United Nations the Encyclopedia grounds peace education in a solid theoretical and practical framework through the writings of the field s most renowned scholars This volume will target undergraduate and graduate students as well as scholars and practitioners working in international and non governmental organizations in the field of peace education [The School I'd Like](#) Catherine Burke,Ian Grosvenor,2003-12-08 In 2001 The Guardian launched a competition called The School I d Like in which young people were asked to imagine their ideal school This vibrant groundbreaking book presents material drawn from that competition offering a unique snapshot of perceptions of today s schools by those who matter most the pupils The book is wonderfully illuminated by children s essays stories poems pictures and plans Placing their views in the centre of the debate it provides an evaluation of the democratic processes involved in teaching and learning by identifying consistencies in children s expressions of how they wish to learn highlighting particular sites of disease in the education system today illustrating how the built environment is experienced by today s children posing questions about the reconstruction of teaching and learning for the twenty first century This book offers a powerful new perspective on school reform and is essential reading for all those

involved in education and childhood studies including teachers advisors policy makers academics and anyone who believes that children s voices should not be ignored      *Education Policy and Power-Sharing in Post-Conflict Societies* Giuditta Fontana,2016-08-24 This book explores the nexus between education and politics in Lebanon Northern Ireland and Macedonia drawing from an extensive body of original evidence and literature on power sharing and post conflict education in these post conflict societies as well as the repercussions that emerged from the end of civil war This book demonstrates that education policy affects the resilience of political settlements by helping reproduce and reinforce the mutually exclusive religious ethnic and national communities that participated in conflict and now share political power Using curricula for subjects such as history citizenship education and languages and structures like the existence of state funded separate or common schools Fontana shows that power sharing constrains the scope for specific education reforms and offers some suggestions for effective ones to aid political stability and reconciliation after civil wars      **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 leadingexperts 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

**Resources in Education ,1999-10      Handbook of Research on Citizenship and Heritage Education**  
Delgado-Algarra, Emilio José,Cuenca-López, José María,2020-01-31 Cultural competence in education promotes civic engagement among students Providing students with educational opportunities to understand various cultural and political perspectives allows for higher cultural competence and a greater understanding of civic engagement for those students The Handbook of Research on Citizenship and Heritage Education is a critical scholarly book that provides relevant and current research on citizenship and heritage education aimed at promoting active participation and the transformation of society Readers will come to understand the role of heritage as a symbolic identity source that facilitates the understanding of the present and the past highlighting the value of teaching Additionally it offers a source for the design of didactic proposals that

promote active participation and the critical conservation of heritage Featuring a range of topics such as educational policy curriculum design and political science this book is ideal for educators academicians administrators political scientists policymakers researchers and students      **Enhancing Personal, Social and Health Education** Martin Buck,Sally Inman,Miles Tandy,2003-12-08 This book argues that a properly constructed personal social and health education curriculum is needed to enhance pupils personal and social development both at primary and secondary levels      **Nation-Building and History Education in a Global Culture** Joseph Zajda,2015-03-24 This book examines the nexus between nation building and history education globally and the implication for cultural diversity and social justice It studies some of the major education reforms and policy issues in history education in a global culture and regards them in the light of recent shifts in history education and policy research In doing so the volume provides a comprehensive picture of the intersecting and diverse discourses of globalisation history education and policy driven reforms It makes clear that the impact of globalisation on education policy and reforms is a strategically significant issue for us all The book focuses on the importance of nation building and patriotism in history education and presents up to date research on global trends in history education reforms and policy research It provides an easily accessible practical yet scholarly source of information about the international concerns in the field of globalisation history education and policy research      **Traveller Children** Cathy Kiddle,1999-03-01 This book looks at education in the context of several distinct travelling groups including Circus Fairground and New Travellers Cathy Kiddle argues that education is important for Traveller children in that it enables them to develop into independent learners and through this independent people able to speak for themselves      *Democratization of Africa and Its Impact on the Global Economy* Tshishonga, Ndwakhulu,Tshabangu, Icarbord,2024-01-16 Democratization of Africa and Its Impact on the Global Economy delves into the intricate relationship between democracy governance and development in Africa shedding light on the continent s progress and its implications for the global economy From its historical context rooted in colonialism and apartheid regimes to the present day challenges of weak governance and underdevelopment this book critically examines the factors that have shaped Africa s political and socioeconomic landscape This book offers a comprehensive exploration of democracy governance and development in Africa It delves into various topics such as models of democracy electoral systems political leadership state building democratic deficits political violence corruption and the challenges of democratic consolidation Additionally it examines the significance of democratic governance good governance principles civil society engagement and political accountability in shaping Africa s political landscape Through a multi disciplinary lens encompassing political science development studies anthropology sociology international relations and public administration the book offers a platform for scholars practitioners policymakers and researchers to engage in critical dialogue and propose innovative strategies for Africa s renewal      **Student engagement in Europe: society, higher education and student governance** Manja Klemenčič,Sjur Bergan,Rok Primožič,2015-05-27 Democratic institutions and

laws are essential but they cannot bring about democracy on their own They will only function if they build on a culture of democracy and our societies will not be able to develop and sustain such a culture unless education plays an essential role Student engagement is crucial democracy cannot be taught unless it is practised within institutions among students and in relations between higher education and society in general This 20th volume of the Council of Europe Higher Education Series demonstrates the importance of student engagement for the development and maintenance of the democratic culture that enables democratic institutions and laws to function in practice This volume covers three aspects of student engagement that are seldom explored its role in society through political participation and civic involvement its place in higher education policy processes and policy making structures and how student unions represent the most institutionalised form of student engagement The authors are accomplished scholars policy makers students and student leaders

**Student engagement in Europe: society, higher education and student governance (Council of Europe Higher Education Series No. 20)**

Manja Klemenčič, Sjur Bergan, Rok Primožič, Council of Europe, 2015-06-01 Democratic institutions and laws are essential but they cannot bring about democracy on their own They will only function if they build on a culture of democracy and our societies will not be able to develop and sustain such a culture unless education plays an essential role Student engagement is crucial democracy cannot be taught unless it is practised within institutions among students and in relations between higher education and society in general This 20th volume of the Council of Europe Higher Education Series demonstrates the importance of student engagement for the development and maintenance of the democratic culture that enables democratic institutions and laws to function in practice This volume covers three aspects of student engagement that are seldom explored its role in society through political participation and civic involvement its place in higher education policy processes and policy making structures and how student unions represent the most institutionalised form of student engagement The authors are accomplished scholars policy makers students and student leaders



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