

FRANCIS P. HUTCHINSON



# EDUCATING BEYOND VIOLENT FUTURES



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THEORY

# Educating Beyond Violent Futures

**Ian M. Harris**



## **Educating Beyond Violent Futures:**

**Educating Beyond Violent Futures** Francis P. Hutchinson, 1996 As we enter the Twenty First Century it is easy to assume that worsening trends in violence will be a feature of our lives whether in our schools our societies or as a species *Educating Beyond Violent Futures* challenges assumptions that trends in violence are destiny and raises crucial questions about choice and engagement Drawing upon new research this book is essential reading for those who want to prepare our children for living constructively in the next century

**Educating Beyond Violent Futures** Francis Hutchinson, 2005-06-27 As we enter the Twenty First Century it is easy to assume that worsening trends in violence will be a feature of our lives whether in our schools our societies or as a species *Educating Beyond Violent Futures* challenges assumptions that trends in violence are destiny and raises crucial questions about choice and engagement Drawing upon new research this book is essential reading for those who want to prepare our children for living constructively in the next century

*Futures Beyond Dystopia* Richard Slaughter, 2004 How can dystopian futures help provide the motivation to change the ways we operate day to day This book raises and tackles a number of important questions about the future and the lessons we can learn for the present

*Peace Education in a Postmodern World* Ian M. Harris, 2013-12-16 This special issue of the *Peabody Journal of Education* provides a comprehensive overview of the latest developments in peace education reform School reforms based upon principles of peace education have in common a belief in the power of peace to create a positive learning climate in schools and to address the problems of violence in the broader culture A peace education strategy for improving school productivity rests upon three main assumptions 1 Violence contributes to the poor performance of many students 2 Adults in school settings need to address problems created by violence in order for schools to improve 3 Anxieties that make it hard for students to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides students with knowledge about alternative nonviolent ways to resolve conflicts Peace building reforms go beyond responding to immediate forms of violence that may be overwhelming students and teachers to promoting positive images of peace through the study of nonviolence Written by established experts in the field of peace education from six different countries this collection of articles not only represents a wide variety of peace education practices from different corners of the globe but it also represents varying academic perspectives Educators can play a key role in helping human societies progress toward more sustainable ways of living by implementing peacemaking peacekeeping and peace building strategies in school programs Peace education reforms point to a new way of thinking about schools as vehicles for promoting a peace culture through insights offered by nonviolent theory

*Futures Education* David Hicks, Richard Slaughter, 1998 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company

*Youth Futures* Jennifer Gidley, Sohail Inayatullah, 2002-08-30 How do young people see the future Are they optimistic or pessimistic Do their views vary from culture to culture Are young people actively engaged in creating

their desired futures or are they passively receiving the future What effect has globalization on youth culture How is the future taught in schools These and many other questions are dealt with in this volume of comparative empirical research from around the world on how youth see the future Generally youth are considered immature irresponsible toward the future cliquish impressionistic and dangerous toward self and others They are considered as a mass market two billion strong the passive recipients of globalization Most recently in OECD nations youth have become fodder for political speeches they are the problem that reflects both the failure of the welfare state dependence on the state the failure of globalization unemployment and postmodernism loss of meaning and the crisis of the spirit In the Third World youth are seen not only as the problem but equally as the force that can topple a regime as in Yugoslavia However youth can also be seen as carriers of a new worldview a new ideology These and other views concerning youth are examined in this volume of comparative empirical research Studies from around the world provide intriguing answers to questions about how youth see the future and their future roles This book will be of particular interest to scholars students researchers and policymakers involved with youth issues and future studies

**Intergenerational Education for Adolescents towards Liveable Futures** David Lloyd, Kathryn Paige, Richard Smith, 2019-06-13 This volume will provide eco socially oriented science and environmental educators with a diverse set of examples of how science and environmental learning for students and their co learner teachers can be enacted in ways which contribute to their understanding of commitment to and capabilities towards living for a more eco socially just and therefore more sustainable world Science and environmental learning is set within a challenging framework one that entails critical transdisciplinary learning and acting and values all the human and other than human beings sharing Earth's rich but finite resources The text asserts that ethical contemporary science and environmental education which practitioners might find within science technology engineering and mathematics STEM will have at centre stage not merely more factual knowledge but also the development of learners affect and behaviour towards acting for eco social justice This will demand that learners more fully appreciate not only the necessity to transition swiftly to living within planetary boundaries but also the requirements of ethical living that humans share health and well being more equally with their own and all other species Further the book proposes that eco socially responsible science and environmental education must be set within a transdisciplinary and integral framework one in which curriculum and pedagogy are embedded in everyday practice In this transition project from unsustainable inequities to eco social justice teachers and community leaders need to work with their students citizens in envisioning preferable futures and developing shared knowledge values dispositions courage and capabilities to work towards such futures and in genuine attempts at affecting them

**The Precarious Future of Education** Jan Jagodzinski, 2016-11-30 This volume examines the challenges weighing on the future of education in the face of globalization in the twenty first century Bringing together eleven authors who explore the paradox of an after to the future of education each chapter in this book targets three important areas ecology as understood in the

broader framework of globalization and pedagogy curriculum concerns which impact learning and the pervasiveness of technology in education today      **Handbook of Futures Studies** Roberto Poli,2024-07-05 This insightful Handbook emphasizes the unique contribution that Futures Studies offers when understanding and managing current situations Contributing authors argue that by learning to examine the future in the present individuals and organizations can expand their abilities to analyze assess and ultimately make better decisions This title contains one or more Open Access chapters

World Yearbook of Education 1998 David Hicks,Richard Slaughter,2012-09-10 One of the central roles of education is to prepare students for the future and yet its study is often a neglected issue This work focuses on the futures field as an educational resource using case studies from around the world and on the nature of education for sustainability

Alternative Educational Futures ,2008-01-01 We desperately need the dynamic revolution in education that this book offers us reflecting the new ways of thinking and being on this planet that will permit us to live in peace as a global family even through massive climate changes Read it and put these ideas into practice as quickly as possible in any ways you can Elisabet Sahtouris Evolutionary biologist and futurist author of EarthDance Living Systems in Evolution      *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      **Youth Literature for Peace Education** C. Carter,L. Pickett,2014-10-16 Carter and Pickett explore how educators and families can teach peace education through youth literature and literacy development Showing how to assess choose and make use of literature that can be used to teach both literacy and peace education they walk through individual methods recognizing and teaching different portrayals of conflict in youth literature analyzing characterization and examining the role of illustrations Educators who want to incorporate peace education within a broader literacy focused curriculum and peace educators looking for age appropriate materials and methodologies will find Youth Literature for Peace Education a rich and interdisciplinary resource      **Learning Futures** Keri Facer,2011-03-29 In the twenty first century educators around the world are being told that they need to transform education systems to adapt young people for the

challenges of a global digital knowledge economy Too rarely however do we ask whether this future vision is robust achievable or even desirable whether alternative futures might be in development and what other possible futures might demand of education Drawing on ten years of research into educational innovation and socio technical change working with educators researchers digital industries students and policy makers this book questions taken for granted assumptions about the future of education Arguing that we have been working with too narrow a vision of the future Keri Facer makes a case for recognizing the challenges that the next two decades may bring including the emergence of new relationships between humans and technology the opportunities and challenges of aging populations the development of new forms of knowledge and democracy the challenges of climate warming and environmental disruption the potential for radical economic and social inequalities This book describes the potential for these developments to impact critical aspects of education including adult child relationships social justice curriculum design community relationships and learning ecologies Packed with examples from around the world and utilising vital research undertaken by the author while Research Director at the UK's Futurelab the book helps to bring into focus the risks and opportunities for schools students and societies over the coming two decades It makes a powerful case for rethinking the relationship between education and social and technological change and presents a set of key strategies for creating schools better able to meet the emerging needs of their students and communities An important contribution to the debates surrounding educational futures this book is compelling reading for all of those including educators researchers policy makers and students who are asking the question how can education help us to build desirable futures for everyone in the context of social and technological change *Resources in Education* ,1997-04

**Future-oriented science education for agency and sustainable development** Antti Laherto,Olivia Levrini,Sibel Erduran,2023-03-31 *Knowing Audiences* Martin Barker,Kate Brooks,1998 Exploring the influence action films have on audiences this book considers how people relate to and are influenced by such films as Judge Dredd *Peace Research* ,2002 A monthly journal of original research on the problem of war **Canadian Journal of Environmental Education** ,2001 **Visions of the Future** David Hicks,Cathie Holden,1995 Covers preferred and predicted futures in terms of the personal and the global futures imagined by children and young people It draws on research into futures studies with children aged 7 11 14 and 18 and finds significant differences in terms of the children's age and gender

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## **Table of Contents Educating Beyond Violent Futures**

1. Understanding the eBook Educating Beyond Violent Futures
  - The Rise of Digital Reading Educating Beyond Violent Futures
  - Advantages of eBooks Over Traditional Books
2. Identifying Educating Beyond Violent Futures
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Educating Beyond Violent Futures
  - User-Friendly Interface
4. Exploring eBook Recommendations from Educating Beyond Violent Futures
  - Personalized Recommendations
  - Educating Beyond Violent Futures User Reviews and Ratings

- Educating Beyond Violent Futures and Bestseller Lists
- 5. Accessing Educating Beyond Violent Futures Free and Paid eBooks
  - Educating Beyond Violent Futures Public Domain eBooks
  - Educating Beyond Violent Futures eBook Subscription Services
  - Educating Beyond Violent Futures Budget-Friendly Options
- 6. Navigating Educating Beyond Violent Futures eBook Formats
  - ePub, PDF, MOBI, and More
  - Educating Beyond Violent Futures Compatibility with Devices
  - Educating Beyond Violent Futures Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Educating Beyond Violent Futures
  - Highlighting and Note-Taking Educating Beyond Violent Futures
  - Interactive Elements Educating Beyond Violent Futures
- 8. Staying Engaged with Educating Beyond Violent Futures
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Educating Beyond Violent Futures
- 9. Balancing eBooks and Physical Books Educating Beyond Violent Futures
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Educating Beyond Violent Futures
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Educating Beyond Violent Futures
  - Setting Reading Goals Educating Beyond Violent Futures
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Educating Beyond Violent Futures
  - Fact-Checking eBook Content of Educating Beyond Violent Futures
  - Distinguishing Credible Sources



13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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