

EDUCATION FOR CITIZENSHIP

**Ideas and
Innovations in
Political Learning**

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Education For Citizenship Ideas And Innovations In Political Learning

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Education For Citizenship Ideas And Innovations In Political Learning:

Education for Citizenship Joseph Cammarano, Grant Reeher, 1997-08-29 This book addresses the challenge of education for citizenship at a specific concrete level It offers examples of efforts to create among our students a new set of what Tocqueville called mores or culturally defining habits of the heart which will enhance citizenship foster a sense of connectedness to a community stretching beyond the university and ultimately support the practices basic values and institutions necessary for the democratic process *Public Journalism and Political Knowledge* Anthony J.

Eksterowicz, Robert North Roberts, 2000 In this text journalists communications scholars and political scientists assess the contemporary public journalism looking at its origins the arguments for and against public journalism and the state of political knowledge **Educating for Democracy** Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh

Corngold, 2010-01-06 Educating for Democracy reports the results of the Political Engagement Project a study of educational practices at the college level that prepare students for responsible democratic participation In this book coauthors Anne Colby Elizabeth Beaumont Thomas Ehrlich and Josh Corngold show that education for political development can increase students political understanding skill motivation and involvement while contributing to many aspects of general academic learning Key Debates in Education Ian Davies, Ian Gregory, Nicholas McGuinn, 2002-02-01 Our society invests hugely in

education but not always very thoughtfully Key Debates in Education outlines all of the main issues involved in arriving at an intelligent understanding of education In particular it provides in depth discussion of the purpose of education the nature of teaching learning and assessment education policy the contribution of education to society Above all the authors convey the liveliness and excitement of educational debate not least through the way that they take issue with each other In the process they show how and why people who care about education radically disagree with each other This text includes questions tasks and further reading sections **Issues in History Teaching** James Arthur, UNIVERSITY OF WALES SWANSEA

ROBERT PHILLIPS, 2012-10-02 Written by a range of history professionals including HMIs this book provides excellent ideas on the teaching learning and organization of history in primary and secondary schools Democracy and Teacher Education Silvia Edling, Geraldine Mooney Simmie, 2020-04-06 This book connects the dilemmas educators experience in daily practice with key theories research and policy about democracy ethics and equity in education Illustrated through vignettes from practising teachers as well as suggested questions and supplementary readings for each chapter the authors recognise and explore the complex nature of the insoluble problems that face practising teachers in their everyday lives and how they can be understood in order to address them in a more elaborate manner Divided into eight concise chapters this book provides a much needed comprehensive exploration of issues within the education discourse as seen from a global perspective such as Teachers understanding of their profession Political demands and the complexities of practice Schools democratic values Performance and accountability Minority needs and majority rule Countering radicalisation terrorism and misinformation

Democracy and Teacher Education is a fantastic resource for students in teacher education programmes as well as teacher educators who are looking to develop a critical understanding of the choices made within the education field in a more thoughtful and sensitive manner **ibss: Political Science: 1997** British Library of Political and Economic Science,1999-01-14 Provides an unrivalled overview of intellectual development in political science **Educating Citizens** Anne Colby,Thomas Ehrlich,Elizabeth Beaumont,Jason Stephens,2003-06-03 Educating Citizens reports on how some American colleges and universities are preparing thoughtful committed and socially responsible graduates Many institutions assert these ambitions but too few act on them The authors demonstrate the fundamental importance of moral and civic education describe how the historical and contemporary landscapes of higher education have shaped it and explain the educational and developmental goals and processes involved in educating citizens They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges

Learning to Serve Maureen E. Kenny,Lou Anna K. Simon,Karen Kiley-Brabeck,Richard M. Lerner,2012-12-06 Service learning as defined by the editors is the generation of knowledge that is of benefit to the community as a whole This seventh volume in the Outreach Scholarship book series contributes a unique discussion of how service learning functions as a critical cornerstone of outreach scholarship The sections and chapters of this book marshal evidence in support of the idea that undergraduate service learning infused throughout the curriculum and coupled with outreach scholarship is an integral means through which higher education can engage people and institutions of the communities of this nation in a manner that perpetuate civil society The editors through this series of models of service learning make a powerful argument for the necessity of engaged institutions **Civic Engagement Across the Curriculum** Richard M. Battistoni,2017-01-27 Civic Education Across the Curriculum offers faculty in all disciplines rationales and resources for connecting their service learning efforts to the broader goals of civic engagement Campuses promoting engagement are beginning to tie service learning practices to their civic mission of preparing students for participation in a diverse democratic society There are however few resources for faculty especially those in fields not traditionally linked with civic education to think about how civic engagement might be incorporated into their own disciplinary perspectives and course goals This volume distills a wide range of disciplinary perspectives on citizenship into usable conceptual frameworks It provides concrete examples of course materials exercises and assignments that can be used in service learning courses to develop students civic capacities regardless of disciplinary area This volume will assist faculty in their own curricular work as well as enable them to combine their individual initiatives with others across their campus *Research on Service Learning* Robert G. Bringle,Julie A. Hatcher,Patti H. Clayton,2023-07-03 The purpose of this set is to improve service learning research and practice through strengthening its theoretical base Contributing authors include both well known and emerging service learning and community engagement scholars as well as scholars from other fields The authors bring theoretical perspectives from a wide

variety of disciplines to bear as they critically review past research describe assessment methods and instruments develop future research agendas and consider implications of theory based research for enhanced practice This set constitutes a rich resource that suggests new approaches to conceptualizing understanding implementing assessing and studying service learning Each chapter offers recommendations for future research Research on Service Learning Conceptual Frameworks and Assessment will be of interest to both new and veteran service learning instructors seeking to enhance their practice by integrating what has been learned in terms of teaching assessment and research Staff and faculty who are responsible for promoting and supporting service learning at higher education institutions evaluating community service programs and working with faculty to develop research on service learning will also find this volume helpful For scholars and graduate students reviewing and conducting research related to service learning this book is a comprehensive resource and a knowledge base about the processes and outcomes of innovative pedagogies such as service learning that will enable them to locate their own work in an expanding and deepening arena of inquiry Both volumes open with chapters focused on defining the criteria for quality research Volume 2A then begins with research related to students comprising chapters that focus on cognitive processes academic learning civic learning personal development and intercultural competence The concluding faculty section presents chapters on faculty development faculty motivation and faculty learning Volume 2B addresses community development and the role of nonprofit organizations in service learning It then focusses on institutions examining the institutionalization of service learning engaged departments and institutional leadership The final section on partnerships in service learning includes chapters on conceptualizing and measuring the quality of partnerships inter organizational partnerships and student partnerships Both volumes are also available separately **Civic Responsibility and Higher**

Education Thomas Ehrlich, 2000-01-25 More than a century ago John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus Today the challenge remains In his landmark book editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education Imparting both philosophy and working example Ehrlich provides the inspiration for innovative new programs in this essential area of learning *Conflict Zone, Comfort Zone* Agnieszka Paczyńska, Susan F. Hirsch, 2019-01-07 By taking students out of their comfort zone field based courses which are increasingly popular in secondary and postsecondary education have the potential to be deep transformative learning experiences But what happens when the field in question is a site of active or recent conflict In *Conflict Zone Comfort Zone* editors Agnieszka Paczyńska and Susan F Hirsch highlight new approaches to field based learning in conflict zones worldwide As the contributors demonstrate instructors must leave the comfort zone of traditional pedagogy to meet the challenges of field based education Drawing on case studies in the United States and abroad the contributors address the ethical considerations of learning in conflict zones evaluate the effectiveness of various approaches to teaching these courses and provide guidelines for effecting change They also explore how the

challenges of field based classes are magnified in conflict and postconflict settings and outline the dilemmas faced by those seeking to resolve those challenges Finally filling a crucial gap in existing literature the contributors identify best practices that will assist aspiring instructors in developing successful field based courses in conflict zones Contributors Daniel R Brunstetter Alison Castel Gina M Cerasani Alexander Cromwell Maryam Z Deloffre Sandi DiMola Leslie Dwyer Eric Hartman Pushpa Iyer Allyson M Lowe Patricia A Maulden jr nickels Anthony C Ogden Jennifer M Ramos Lisa E Shaw Daniel Wehrenfennig **Learning Citizenship** Juliet Merrifield,2002 **Michigan Journal of Community Service Learning** ,2003 **Resources in Education** ,1999-10 **Working Paper** ,2002 *The Political Economy of Global Citizenship Education* Vanessa De Oliveira Andreotti,2016-03-16 This edited collection offers analyses of global citizenship education within and across different national contexts This book illustrates the contingency of definitions the complexities of juxtaposing demands and priorities in different educational contexts and the difficulties and tensions of asking a question that is arguably one of the most pressing of our time how should we live together in interdependent ecologies in a finite planet In the discipline of education where market imperatives and the dictatorship of effective replicable results have laid siege to independent debates this book aims to emphasize the importance of raising our intellectual game as educators to interrupt new and old problematic patterns of engagements representations uncomplicated solutions and conceptual straightjackets Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms ethnocentrisms and relativisms deficit theorizations and romanticizations of difference fantasies of supremacy and paralyses in guilt the global and the local The chapters take different approaches to map the origins meanings workings ethics politics and implications of initiatives approaches and conceptual frameworks related to the ideas of globalization citizenship and education in different sites of knowledge production This book was originally published as a special issue of Globalisation Societies and Education **Rhetoric & Democracy** Todd F. McDorman,David M. Timmerman,2008 A contemporary re examination of the role of rhetoric in a democracy Assessing Character Outcomes in College Jon C. Dalton,Terrance R. Russell,Sally Kline,2004-10-06 The authors examine several perspectives on the role of colleges and universities in developing student character and illustrate different approaches to defining and assessing character outcomes in the higher education setting This is the 122nd volume in the Jossey Bass higher education report New Directions for Institutional Research

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