

# Education for Peace: Issues, Principles and Practice in the Classroom

Hicks, David W.

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# Education For Peace Issues Principles And Practice In The Classroom

**LL Leslie**



## **Education For Peace Issues Principles And Practice In The Classroom:**

**Education for Peace** David Hicks,1988-01-01

**Peace Education from the Grassroots** Ian Harris,2013-09-01

Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education

**The School Textbook** William E. Marsden,2013-01-11 A study of the school textbook grounded in historical and comparative perspectives The approach is broadly chronological revealing changes in the theory and practice of textbook production and use The book focuses largely on three associated subjects geography history and social studies

**Addressing Ethnic Conflict through Peace Education** Z. Bekerman,C. McGlynn,2007-04-02 This collection on peace education includes contributions from an international group of scholars representing a wide variety of geographical conflict areas and exemplifying the multiple venues of peace educational labour A strong emphasis is given to integrative and sustained long term peace education efforts

**The Bloomsbury Handbook of Theory in Comparative and International Education** Tavis D. Jules,Robin Shields,Matthew A. M. Thomas,2021-01-28 This book offers a practical and approachable overview of central theories in comparative and international education CIE The chapters focus in depth on specific theoretical perspectives and seek to elucidate the histories assumptions and recent developments of these theories The chapters also situate the theories within CIE include specific case studies of theoretical application and outline suggestions for further reading Written by leading scholars from around the world this is must have reference work for anyone teaching researching studying or working in CIE The handbook includes chapters on a diverse collection of theories including but not limited to Structural functionalism Colonialism Imperialism Marxism Human Capital Theory Dependency World Systems Theory Post Colonialism Post Socialism Post Foundationalism Neo liberalism Neo Institutionalism Neo Marxism Policy Borrowing and Lending Peace Theories Human Rights Constructivism Racism Gender Queer Theory Social Network Theory Capabilities Theory and Cultural Political Economy

*The SAGE Handbook of Youth Work Practice* Pam Alldred,Fin Cullen,Kathy Edwards,Dana Fusco,2018-07-02 The SAGE Handbook of Youth Work Practice showcases the value of professional work with young people as it is practiced in

diverse forms in locations around the world The editors have brought together an international team of contributors who reflect the wide range of approaches that identify as youth work and the even wider range of approaches that identify variously as community work or community development work with young people youth programmes and work with young people within care development and informal education frameworks The Handbook is structured to explore histories current practice and future directions Part One Youth Work and Approaches to Professional Work with Young People Part Two Professional Work With Young People Projects and Practices to Inspire Part Three Values and Ethics in Work with Young People Part Four Current Challenges and Hopes for the Future **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 **Politics, Education and Citizenship** Mal Leicester,Soan Modgil,2005-08-10 Volume VI is concerned with

political education and citizenship Papers from several countries lend an international perspective to currently significant concerns and developments including democracy and democratic education human rights national identity and education for citizenship *Fostering Change in Institutions, Environments, and People* David C. Berliner,Haggai Kupermintz,2014-04-08 This volume is comprised of contributions from leading scholars in education and psychology In part one of the book the authors provide insight into the psychology of change examining What factors work as catalysts for change in environments institutions and people What factors hinder change When change is deemed beneficial In the second part of this volume the authors turn their attention to the issue of peace education They examine the types of problems that societies and scholars should identify and try to solve in hopes of building more peaceful environments The final chapter is a biography honoring Professor Gavriel Gabi Salomon a significant contributor to the vast literature on change This book is appropriate reading for professors students and academics who are dedicated to fostering change to benefit institutions environments and people

*Interreligious Curriculum for Peace Education in Nigeria* Isaiah Ekundayo Dada,2019-04-18 Nigeria a country under a military regime for several years transitioned to a civilian regime in May 1999 Since this change violent conflicts between Christians and Muslims have continued to erupt They constitute one of the gravest dangers facing Nigeria a country with a population of 189 million people What have Nigerian religious leaders done about this situation especially in educational circles Have they received formal educational training to understand the causes of this violence and especially how to provide alternatives for more peaceful relations within Nigeria Does the current educational system in Nigeria provide the main ingredients for the promotion of a culture of peace The absence and neglect of interreligious peace education as part of a peace education core program and the lack of an interreligious curriculum for peace education in the training of religious

leaders are the two problems contributing towards the lack of effectiveness of religious leaders in promoting less violent and more peaceful living The solution to the problem is proposed in this book entitled *Interreligious Curriculum for Peace Education in Nigeria* The book develops a one year curriculum building on Yoruba Islamic Christian conceptions of peace and teaches how to create safe caring spiritual peaceful and successful interfaith relationships between all Nigerian religious communities In the long term the book helps to educate religious leaders to contribute in themselves and with the help of their respective religious communities to reducing the growing religious violence in Nigeria      **EBOOK: TEACHING AND LEARNING SCIENCE** Derek Hodson,1998-12-16 This book extends and unifies recent debate and research about science education in several disparate fields including philosophy of science cognitive psychology and motivation theory Through an approach based on the personalization of learning and the politicization of the curriculum and classroom it shows how the complex goal of critical scientific literacy can be achieved by all students including those who traditionally underachieve in science or opt out of science education at the earliest opportunity Current thinking in situated cognition and learning through apprenticeship are employed to build a sociocultural learning model based on a vigorous learning community in which the teacher acts as facilitator co learner and anthropologist Later chapters describe how these theoretical arguments can be translated into effective classroom practice through a coherent inquiry oriented pedagogy involving a much more critical and wide ranging use of hands on and language based learning than is usual in science education      *Humanities in the Primary School* R. J. Campbell,Vivienne Little,1989 This work examines the principles on which a curriculum in primary school humanities might be based The political and cultural context of curriculum development in the humanities is not avoided and many of the contributions to this book deal with children s encounters with controversial issues      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 Unequalled 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

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*Encyclopedia of Violence, Peace, and Conflict*, 2008-09-05 The 2nd edition of Encyclopedia of Violence Peace and Conflict provides timely and useful information about antagonism and reconciliation in all contexts of public and personal life Building on the highly regarded 1st edition 1999 and publishing at a time of seemingly inexorably increasing conflict and violent behaviour the world over the Encyclopedia is an essential reference for students and scholars working in the field of peace and conflict resolution studies and for those seeking to explore alternatives to violence and share visions and strategies for social justice and social change Covering topics as diverse as Arms Control Peace Movements Child Abuse Folklore Terrorism and Political Assassinations the Encyclopedia comprehensively addresses an extensive information area in 225 multi disciplinary cross referenced and authoritatively authored articles In his Preface to the 1st edition Editor in Chief Lester Kurtz wrote The problem of violence poses such a monumental challenge at the end of the 20th century that it is surprising we have addressed it so inadequately We have not made much progress in learning how to cooperate with one another more effectively or how to conduct our conflicts more peacefully Instead we have increased the lethality of our combat through revolutions in weapons technology and military training The Encyclopedia of Violence Peace and Conflict is designed to help us to take stock of our knowledge concerning these crucial phenomena Ten years on the need for an authoritative and cross disciplinary approach to the great issues of violence and peace seems greater than ever More than 200 authoritative multidisciplinary articles in a 3 volume set Many brand new articles alongside revised and updated content from the First Edition Article outline and glossary of key terms at the beginning of each article Entries arranged alphabetically for easy access Articles written by more than 200 eminent contributors from around the world

**Myths and Mythical Spaces** Claudia Lichnofsky, Enriketa Pandejmoni, Darko Stojanov, 2017-12-04 This volume addresses textbooks written in the Albanian language and in use in Albania Kosovo Macedonia and Serbia Political myths and mythical spaces play a key role in shaping processes of identity building concepts of self and other and ideas pertaining to the location of the self and nation within a post conflict context The Albanian case is particularly interesting because the majority of Albanians live outside the borders of Albania despite the existence of the nation state which gives rise to fascinating complexities regarding the shaping of national identities and myths surrounding concepts of self and other What textbooks teach is always of political interest as they represent society's intentions for its next generation This renders identity building processes via textbooks in this context a particularly fascinating topic for research here examined through the lens of myths and mythical spaces

*Thinking Skills and Early Childhood Education* Patrick J. M. Costello, 2013-11-26 This text offers a rationale for the popular idea among teachers and

researchers that young children should be taught critical thinking and argument in the early years of their education

Geography in British Schools, 1850-2000 Rex Walford, 2001 No book has yet been published that has attempted to cover the history of geography as a school subject Yet the story of the growth of this subject a major player in the league table of student preferences and examination entries is woven deep into the social history of the nation as well as being studded with colourful personalities

Curriculum and Environmental Education Alan Reid, 2019-11-14 This collection traces the development and findings of curriculum studies of environmental education since the mid 1970s Based on a virtual special issue of the Journal of Curriculum Studies the volume identifies a series of curriculum challenges for and from environmental education These include key questions in curriculum politics planning and implementation including which educative experiences should a curriculum foster and why what the scope of a worthwhile curriculum should be and how it should be decided organised and reworked why distinctive curricula are provided to different groups of students and how curriculum should best be enacted and evaluated The editor and contributors call for renewed attention to the possibilities for future directions in research in light of previously published work and innovations in scholarship They also offer critical commentary on curriculum critique and crisis in environmental education through new material and previous studies from the journal by addressing three key themes perspectives on curriculum and environment education accounting for curriculum in environmental education and changes in curriculum for environmental education

Australian Journal of Environmental Education , 1990

**Looking to the Future** Derek Hodson, 2011-10-25 In advocating an action oriented and issues based curriculum this book takes the position that a major but shamefully neglected goal of science and technology education is to equip students with the knowledge skills attitudes and values to confront the complex and often ill defined socioscientific issues they encounter in daily life as citizens in an increasingly technology dominated world carefully critically confidently and responsibly In outlining proposals for addressing socioscientific issues through a curriculum organized in terms of four increasingly sophisticated levels of consideration the author adopts a highly critical and politicized stance towards the norms and values that underpin both scientific and technological development and contemporary scientific engineering and medical practice criticizes mainstream STS and STSE education for adopting a superficial politically naive and hence educationally ineffective approach to consideration of socioscientific issues takes the view that environmental problems are social problems occasioned by the values that underpin the ways in which we choose to live and urges teachers to encourage students to reach their own views through debate and argument about where they stand on major socioscientific issues including the moral ethical issues they often raise More controversially the author argues that if students are to become responsible and politically active citizens the curriculum needs to provide opportunities for them to experience and learn from sociopolitical action The relative merits of direct and indirect action are addressed notions of learning about action learning through action and learning from action are developed and a case is made for compiling a user

friendly database reflecting on both successful and less successful action oriented curriculum initiatives Finally the book considers some of the important teacher education issues raised by this radically new approach to teaching and learning science and technology The book is intended primarily for teachers and student teachers of science technology and environmental education graduate students and researchers in education teacher educators curriculum developers and those responsible for educational policy The author is Emeritus Professor of Science Education at the Ontario Institute for Studies in Education University of Toronto Adjunct Professor of Science Education at the University of Auckland and Visiting Professor of Science Education at the University of Hong Kong His research interests include considerations in the history philosophy and sociology of science and their implications for science and technology education STSE education and the politicization of both students and teachers science curriculum history multicultural and antiracist education and teacher education via action research



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