

# EDUCATING CITIZENS

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# Educating Citizens

**James Arthur, Ian Davies, Carole Hahn**



## **Educating Citizens:**

*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

**Educating Citizens for Global Awareness** Nel Noddings, 2005-01-01 Educating students about their roles as global citizens is a challenge that has taken on increasing importance in recent years In this volume prominent educators join Nel Noddings to address the issue of global citizenship what this means and how it should shape curriculum and teaching in K 12 classrooms Features frameworks for educating global citizens including building community and mutual respect creating social responsibility instilling an appreciation for diversity promoting emotional literacy and managing and resolving conflict practical suggestions to help teachers enrich their classrooms with global content advice for teaching better global attitudes throughout the curriculum including social studies science literature and math classes and diverse perspectives by leading educators and scholars on global citizenship and its value to education and community

Educating Citizens Patrick J. Wolf, Stephen Macedo, 2004-09-30 The United States is in the midst of historic experiments with publicly funded choice in K 12 education experiments that recently received a green light from the Supreme Court Other nations have long experience with the funding and regulation of nonpublic schools including religious schools This book asks what U S policymakers public officials and citizens can learn from these experiences In particular how do other countries regulate or structure publicly funded educational choice with an eye toward civic values looking not only for improvements in test scores but also in tolerance civic cohesion and democratic values such as integration across the lines of class religion and race The experience of Europe and Canada with school choice is both extensive and varied In England and Wales public school choice is widespread as parents play a significant role in selecting the school their children will attend In the Netherlands and much of Belgium a majority of students attend religious schools at government expense In Canada France and Germany state financed school choice is limited to circumstances that serve particular social and governmental needs In Italy school choice has just recently arrived on the policy agenda In spite of the diversity of national experiences in all of these countries choice is regulated by the government in significant and varied ways to promote civic values In several of these countries school choice policy itself appears to have played an important role in promoting social cohesion and integration This book presents a wealth of experience designed to aid policymakers and citizens as they consider historic changes in American public education policy

*Educating Citizens* Kenneth Osborne, Ken Osborne, 1988 The Canadian left

has over the years paid remarkably little attention to the actual content of education. Apart from occasional bursts of concern about militarism, sexism, racism, or anti-labor bias, the school curriculum has gone largely unquestioned. Socialist values such as cooperation, participation, personal autonomy, and a sense of community do not appear out of thin air. They have to be acquired. Conservatives and liberals have long realized this and have shaped the schools accordingly so that the capitalist ethic of competitive individualism is now strongly entrenched and is learned early in life. If the vision of cooperative commonwealth is to become a reality, then education will have an important role to play. This book is an attempt to outline what this role might be. *Educating Citizens* outlines a working class curriculum designed to prepare students for participation in a socialist democracy. *An Our Schools Our Selves* book. *Educating Citizens* Charles Venegoni, 2004-09-20. The United States is in the midst of historic experiments with publicly funded choice in K-12 education, experiments that recently received a green light from the Supreme Court. Other nations have long experience with the funding and regulation of nonpublic schools, including religious schools. This book asks what U.S. policymakers, public officials, and citizens can learn from these experiences. In particular, how do other countries regulate or structure publicly funded educational choice with an eye toward civic values, looking not only for improvements in test scores but also in tolerance, civic cohesion, and democratic values such as integration across the lines of class, religion, and race. The experience of Europe and Canada with school choice is both extensive and varied. In England and Wales, public school choice is widespread as parents play a significant role in selecting the school their children will attend. In the Netherlands and much of Belgium, a majority of students attend religious schools at government expense. In Canada, France, and Germany, state-financed school choice is limited to circumstances that serve particular social and governmental needs. In Italy, school choice has just recently arrived on the policy agenda. In spite of the diversity of national experiences, in all of these countries, choice is regulated by the government in significant and varied ways to promote civic values. In several of these countries, school choice policy itself appears to have played an important role in promoting social cohesion and integration. This book presents a wealth of experience designed to aid policymakers and citizens as they consider historic changes in American public education policy.

**Quick Hits for Educating Citizens** James L. Perry, Steven Jones, 2006-06-06. This volume makes the statement that democracy matters, that engagement in the community is essential to maintain our democratic values, and that civic engagement plays a significant role in educating our citizens. Sharon Hamilton and Robert Orr, Directors, Indiana University Faculty Colloquium on Excellence in Teaching, FACET. *Quick Hits for Educating Citizens* presents university faculty and administrators with ideas and strategies for integrating civic education into university curricula. Fifty-eight succinct essays from across the disciplines offer successful models of curriculum-based civic education activities and strategies for engaging students outside the classroom. Reflecting best practices as well as individual approaches to educating students for citizenship, this is an outstanding resource for university faculty in every discipline as well as administrators and students in schools of education.

**Brokering Britain, Educating Citizens** Melanie Cooke, Rob Peutrell, 2019-09-16 This book addresses the politically charged issue of citizenship and English language learning among adult migrants in the UK. Whilst citizenship learning is inherent in English for Speakers of Other Languages (ESOL), the book argues that top-down approaches and externally designed curricula are not a productive or useful approach. Meaningful citizenship education in adult ESOL is possible, however, if it brings social and political content centre stage alongside pedagogy which develops the capabilities for active grassroots participatory citizenship. The chapters deliver a detailed examination of citizenship and ESOL in the UK. They address a range of community and college-based settings and the needs and circumstances of different groups of ESOL students, including refugees, migrant mothers, job seekers, and students with mental health needs. The book draws attention to the crucial role of ESOL teachers as brokers of citizenship, mediating between national policy and the experiences and needs of adult migrant students. The book links together language pedagogy and citizenship theory with the practical concerns of ESOL teachers and students.

**Mindfulness and Educating Citizens for Everyday Life** Malgorzata Powietrzynska, Kenneth Tobin, 2016-07-23 Mindfulness and Educating Citizens for Everyday Life invites readers to explore the role mindfulness can play in mediating how we enact social life in today's increasingly challenging and challenged world. The educators and researchers who have contributed to this book use mindfulness as a lens to address and untangle what is becoming a profoundly complicated way of being within the reality of global capitalism. Education is framed broadly; the research transcends the walls of classrooms and includes museums, nursing homes, hospitals, AA meetings, and homes. Hence, the chapters feature participants occupying varied social positions and spaces that may be situated in different parts of the globe. The authors address two overarching and dialectically related themes of mindfulness and wellness, and collectively the chapters expand possibilities for readers to act mindfully in a world in which wellness and wellbeing are pervasive concerns as a fragile Earth adapts to a dynamic flux of human-led changes that threaten the future of lifeworlds that support humanity and myriad species that face extinction. The authors do not offer oversimplified solutions to dramatically switch direction and preserve life as we have known it. Instead, the ideas that emerge from the research presented in this volume expand possibilities for informed conduct, self-help, and educating citizens with a goal of individuals and collectives transforming lifeworlds by embracing mindfulness-saturated ontologies.

**Teachers, Human Rights and Diversity** Audrey Osler, 2005 How should we educate citizens in multicultural societies? This question is receiving increasing attention in countries across the world. In this volume, authors from England, Northern Ireland, the Republic of Ireland, and the United States report on recent research in this field and consider the implications for teachers, teacher education, and student teachers. Case studies illustrate how young citizens can learn to apply the principles of human rights and equality in resolving complex and controversial issues. The contributors include Hilary Claire, Colm O Cuanachain, Carole Hahn, Anne Hudson, Ulrike Neins, and Jackie Reilly, Jill Rutter, Chris Wilkins. This book will be of particular interest to student teachers and their tutors.

**Civic**

**Virtues and Public Schooling** Patricia White,1996 Drawing on classical and contemporary philosophical literature this approach to citizenship education explores the democratic forms of these virtues using a wide range of literary and real life examples that are presented in all their complexity including their downsides In this way it illuminates the ways in which these virtues might be fostered in a democratic society by whole school policies and by individual teachers In this book these virtues receive detailed treatment in contemporary work in the philosophy of education *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 *Educating Citizens* Patrick J. Wolf,Stephen Macedo,2004 Those opposed to school choice in the United States worry that it will help erode shared civic values to which proponents often rejoin that many of the advanced liberal democracies of Europe extensively subsidize parental choice without such concerns Wolf public policy Georgetown U and Macedo politics Princeton U present country studies f *Postcolonial Perspectives on Global Citizenship Education* Vanessa de Oliveira Andreotti,Lynn Mario T. M. de Souza,2012-02-06 This volume bridges the gap between contemporary theoretical debates and educational policies and practices It applies postcolonial theory as a framework of analysis that attempts to engage with and go beyond essentialism ethno and euro centrism through a critical examination of contemporary case studies and conceptual issues From a transdisciplinary and post colonial perspective this book offers critiques of notions of development progress humanism culture representation identity and education It also examines the implications of these critiques in terms of pedagogical approaches social relations and possible future interventions **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 specifisms ethnocentrisms and relativisms deficit theorizations and romanticizations of difference fantasies of supremacy and paralyse 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*

**Educating the Global Environmental Citizen** Greg William Misiaszek, 2017-12-15 Misiaszek examines the disconnection between critical global citizenship education models and ecopedagogy which is grounded in Paulo Freire's pedagogy Exploring how concepts of citizenship are affected by globalization this book argues that environmental pedagogues must teach critical environmental literacies in order for students to understand global environmental issues through the world's diverse perspectives Misiaszek analyses the ways environmental pedagogies can use aspects of critical global citizenship education to better understand how environmental issues are contextually experienced and understood by societies locally and globally through issues of globalization colonialism socio economics gender race ethnicities nationalities indigenous issues and spiritualities

**SAGE Handbook of Education for Citizenship and Democracy** James Arthur, Ian Davies, Carole Hahn, 2008-07-01 This handbook brings together new work by some of the leading authorities on citizenship education and is divided into five sections The first section deals with key ideas about citizenship education including democracy rights globalization and equity Section two contains a wide range of national case studies of citizenship education including African Asian Australian European and North and South American examples The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development anti racism gender Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools peace and conflict education global education human rights education etc The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum teaching learning and assessment

**Research in Global Citizenship Education** Jason Harshman, Tami Augustine, Merry M. Merryfield, 2015-06-01 Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place

within national borders If our neighborhoods and nations are affecting and being affected by the world then our political consciousness must be worldminded The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world This volume focuses on research that examines how K 12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens

*Citizenship and Higher Education* James Arthur, Karen Bohlin, 2005-03-16 This comparative text considers models of higher education in the UK and the US and individuals perceptions about the role of university in society

Teachers' Beliefs about Civic and Citizenship Education in Italian High Schools Alessandra Santoianni, 2024-11-18 Various social and political actors are responsible to educate citizens to sustain democracy Civic and Citizenship Education CCE addresses this issue and has gained prominence Italy made the subject compulsory in schools with the law n 92 2019 Different conceptualisations of CCE have the notion of citizenship at the centre which can differentiate between traditional and critical approaches Despite this little is known about what teachers believe in terms of citizenship and what the subject should involve in terms of goals content and methods This work aims to understand Italian teachers views on CCE and its implementation and contribute to its systematisation as a scientific discipline The author interviewed Italian high school teachers and analysed the results The results show that teachers beliefs about the goals of CCE relate to broad social and political issues and students learning These beliefs also show civic republican values Three macro areas of content from the 92 2019 law serve as a framework for teachers to select topics they believe are relevant and Lawfulness Education is the key to the content goals and teaching strategies Teachers are unclear whether CCE should be a separate transversal or integrated subject Ultimately they implement what they believe in despite the policy changes introduced by the 92 2019 law

*The Palgrave International Handbook of Education for Citizenship and Social Justice* Andrew Peterson, Robert Hattam, Michalinos Zembylas, James Arthur, 2016-10-20 This state of the art comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale Various educational policies and practices are predicated on notions of social justice yet each of these are explicitly or implicitly shaped by and in turn themselves shape particular notions of citizenship education for citizenship Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars this Handbook seeks to examine the philosophical psychological social political and cultural backgrounds factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues Split into two sections the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the



second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of Education Sociology Social Policy Citizenship Studies and Political Science

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