

International Perspectives on Education and Society
Volume 5

NEW PARADIGMS AND RECURRING PARADOXES IN EDUCATION FOR CITIZENSHIP: AN INTERNATIONAL COMPARISON



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New Paradigms And Recurring Paradoxes In Education For Citizenship

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New Paradigms And Recurring Paradoxes In Education For Citizenship:

New Paradigms and Recurring Paradoxes in Education for Citizenship G. Steiner-Khamsi, J. Torney-Purta, J. Schulle, 2002-08-14 Scholars in international comparative education are calling for a new paradigm a multi level qualitative analysis of cross national data In response this volume demonstrates the application of a multi level analysis to qualitative data based on case studies on civic education in 24 countries *Charting the Future: social and political education in senior cycle of post primary schools* , *Learning to Teach Citizenship in the Secondary School* Liam Gearon, 2003-12-08 Citizenship is a wide ranging subject that can be taught in its own right or through other curriculum subjects and activities This book is intended for students training to teach Citizenship as a first or second subject and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject Written in a clear and practical way yet underpinned by a sound theoretical background the book covers key themes in Citizenship education including Citizenship in the National Curriculum Citizenship and pastoral care special educational needs developing schemes of work ways of teaching and learning assessment monitoring and recording resources and useful contacts professional development With key objectives and tasks for each chapter this book will help teachers to improve their understanding of Citizenship education and to help their pupils understand their roles as citizens It may be read in conjunction with the companion core textbook *Learning to Teach in the Secondary School* 3rd edition **Israeli Institutions at the Crossroads** Raphael Cohen-Almagor, 2005 This is a fascinating collection of essays about Israeli society and its institutions It is written by practitioners who have experience and understanding who are equipped with the insight and knowledge and who bore responsibility while serving the public in the various institutions Among the authors are former State President Yitzhak Navon former cabinet minister Gad Yaakobi former Deputy Speaker of the Knesset Naomi Chazan former Attorney General Elyakim Rubinstein Former Supreme Court President Meir Shamgar the State Comptroller Eliezer Goldberg and former member of the Press Council Raphael Cohen Almagor The decision makers provide fresh practical observations and personal valuable accounts of their respective roles The book aims to tackle timely concerns analyzing the relationships between democracy and bureaucracy the military political complex the issue of separation of powers in democracy and more specifically the role of the Supreme Court and the need for a written solid constitution It also discusses citizenship education The book will be useful to researchers on Israeli democracy students teachers historians sociologists political scientists and legal scholars who wish to better understand this fascinating society and its institutions *Young People's Rights in the Citizenship Education Classroom* Helen Hanna, 2019-06-29 This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel Against the backdrop of a long history of protracted conflict and division the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools Drawing upon extensive qualitative data as well as policy and

curriculum documents the author reveals that understandings of education rights can be oriented around three themes minority group representation in the curriculum dealing with difference through pedagogy and preparing young people for life in a divided society This can be mapped onto the 42 A rights framework where education should be acceptable and adaptable However the variety of interpretations held by participants raises questions regarding the universality of international frameworks for education rights and the workability of such frameworks in the national and divided contexts While the contexts of Northern Ireland and Israel have much in common they are rarely compared this book will show that their comparison is as relevant as ever as issues of identity continue to affect everyday school life This book will be of interest to citizenship and history education scholars as well as those who are concerned with the application of international human rights law

Can Educators Make a Difference? Experimenting with and Experiencing, Democracy in Education Paul R. Carr, David Zyglidopoulos, Marc Pruyn, 2012-05-02 This book explores how our understanding of democracy affects our engagement with it focusing on education It questions if democracy can exist without critically engaged education Using empirical methods across international contexts authors raise questions about teacher education policy pedagogy and transformational change

Citizenship and Education in Twenty-eight Countries Judith Torney-Purta, 2001 This volume reports on students knowledge of fundamental principles of democracy their skills in interpreting political communication their concepts of democracy and citizenship their attitudes related to trust in institutions the nation immigrants opportunities and women's political rights and their expectation for future participation in civic related activities

The Global Politics of Educational Borrowing and Lending Gita Steiner-Khamsi, 2004-10-14 The globalization of educational policy has become a popular if not ubiquitous phenomenon among educational policymakers across the world It has led many observers to conclude that educational systems in different parts of the world are converging towards one international neo liberal model of school reform This practice of borrowing and lending school reforms requires a serious examination of the politics and the economics of transnational educational transfer In this volume Steiner Khamsi and her colleagues provide an in depth empirical and critical examination of the practice of global educational policy Contributors question the value of importing and exporting educational policies analyze who benefits from these arrangements and test the effectiveness of adapting one country's policies in other often quite culturally distinct countries The book investigates how global policies have been implemented locally and examines the extent to which they work in diverse locales Steiner Khamsi and her colleagues also examine the role and practices of non governmental organizations NGOs multilateral organizations and the World Bank in fostering how educational policies are disseminated and adapted across national and cultural boundaries

Encyclopedia of Education: IEA-Lowenfeld James W. Guthrie, 2003

Minutes of the Stated Faculty Meeting Stanford University. School of Education, 2000

International Perspectives on Education for Democracy in the Preparation of Teachers John J. Patrick, Gregory E. Hamot, Robert S. Leming, 2003 The 2002 R Freeman Butts Institute on Civic Learning in Teacher

Education which met in Indianapolis Indiana from May 17 21 2002 was the source for this book The central theme of the meeting was education for democratic citizenship in the college university based preparation of prospective teachers Following an Introduction twelve papers are included as the book s chapters 1 Defining Delivering and Defending a Common Education for Citizenship in a Democracy John J Patrick 2 Teaching for the Meaningful Practice of Democratic Citizenship Learning from the IEA Civic Education Study in 28 Countries Judith Torney Purta Wendy Klandl Richardson 3 Using Research about Civic Education to Improve Courses in the Methods of Teaching Social Studies Patricia G Avery 4 Civic and Economic Education The Nexus Margaret Stimmann Branson 5 Using United States Supreme Court Cases to Promote Civic Learning in Social Studies Teacher Education Thomas S Vontz Robert S Leming 6 The Deliberative Approach to Education for Democracy Problems and Possibilities Walter C Parker 7 Methods of Teaching Democracy to Teachers and Curriculum Developers Examples from Post Communist Europe Gregory E Hamot 8 Civic Learning in Teacher Education through an American Ukrainian Partnership Alden Craddock 9 Civic Learning in Teacher Education An Example of Collaboration by Russians and Americans Charles S White 10 Teacher Theorizing in Civic Education Analysis of Exemplary Teacher Thinking in the United States and Hungary Jeffrey W Cornett Janos Setenyi 11 Civic Learning in Teacher Education through an American Indonesian Partnership Margaret Sutton Isnarmi Moeis Wendy Gaylord and Conclusion Recommendations for Enhanced Civic Learning in Teacher Education Gregory E Hamot An appendix lists the meeting s participants BT

The SNU Journal of Education Research ,2006 **Youth Activism [2 Volumes]** Lonnie R. Sherrod,2006 This resource describes programs and policies related to activism and civic engagement among youth from a historical and global perspective It covers the historical aspects of youth activism to the present from chatrooms to grass roots movements from gangs and politics to Riot GRRLS and Campus Crusade for Christ *Comparative Education* Mark Bray,2004 **Education of Minorities and Peace Education in Pluralistic Societies** Yaacov Iram,Hillel Wahrman,2003-05-30 The existence of minorities will grow in most countries of the world because of sociopolitical upheaval and economic crisis both of which result in waves of migration Contributors to this volume discuss the task of education to alleviate the problems arising from the mix of peoples of various ethnic cultural linguistic and religious backgrounds No education system alone can create a just and equal society and education by itself is not enough to achieve peace Nevertheless educational efforts assisted by other institutional commitments and actions are essential in order to create an atmosphere of justice mutual recognition and acceptance as preconditions for peaceful coexistence within groups and between people As a result of worldwide migration in reaction to wars and other geopolitical conflicts as well as economic crisis many modern nation states consist of a mix of people of various ethnic cultural linguistic and religious backgrounds Indeed there are very few countries that are monocultural Here contributors discuss how it is imperative that multicultural education be promoted to achieve awareness then tolerance and finally acceptance of ethnic and other diversity within societies **Planning for Cultural Diversity**

Christine Inglis, 2008 How to ensure educational equality rights to cultural maintenance and full social participation of minority groups while ensuring social harmony and national development within a democratic society is a major challenge for education policy makers Traditionally this is viewed as a debate for pedagogues Nevertheless there are important implications for educational planners and managers Given the many varied patterns of ethnic diversity within individual societies and their different educational traditions no one set of educational responses is universally applicable However as discussed in the booklet there are certain readily identifiable processes to follow in developing responses to cultural diversity The three main foci of policy responses put forward are the organisation and structures of education curricula pedagogy and choice of language and relations between the school and the community *Textbooks and Quality Learning for All*

Unesco, 2006 Focused on the dual aspects of access and quality this publication discusses the role of textbooks in facilitating quality education for all The book consists of reviews of the international perspectives as well as case studies on Brazil Russian Federation and Rwanda It also documents strategies that could help to optimise procedures of textbook development production and evaluation enhance textbooks pedagogical impact improve teachers selection of textbooks and raise textbook supply efficiently *Comparative and International Education*

Karen Elizabeth Mundy, 2008 This comprehensive new text explores major issues in education today through international and intercultural research The contributors draw on comparative research from North America Africa Asia Latin America Europe and the Middle East and touch on themes including history and philosophy of comparative education the right to education teacher formation alternative pedagogies testing multiculturalism gender conflict resolution and global citizenship Offering a vivid portrayal of global educational practices contributions from preeminent scholars and invaluable teaching resources this text is vital reading for teachers teachers in training and comparative education scholars *Prospects*, 2006 *Learning to Teach for Understanding in a Technology-mediated Professional Development Program*

Rodney Williams, 2002

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