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international perspectives



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Political And Citizenship Education International Perspectives

Linda S. Levstik, Cynthia A. Tyson



Political And Citizenship Education International Perspectives:

Political and Citizenship Education Stephanie Wilde, 2005-05-16 This volume examines both concepts and realities of citizenship education from various international and research perspectives It is divided into two main sections The first group of chapters are all by researchers closely associated with the International Association for the Evaluation of Educational Achievement IEA study into citizenship education and focus on the findings reported in the study as well as on the processes of the study itself and the indications for the future The second group of chapters report on research projects and complement the insights of the first group of chapters Whereas Part One involves broadly quantitative empirical data Part Two features chapters with a more qualitative approach The chapters have a broad geographical range including the USA the United Kingdom Australia Hong Kong the Czech Republic and Germany They also report on a variety of different data sets use different research approaches and include findings from the large scale IEA study as well as a personal account of a research network and two qualitative studies

Democracy at the Crossroads Cameron White, Roger Openshaw, 2005-01-01 In *Democracy at the Crossroads* the editors argue that there have been too few scholarly attempts to provide a comprehensive critique of the assumptions behind citizenship education In particular they ask the distinguished contributors to this volume to address difficult but essential questions that are often avoided or intentionally overlooked What do all embracing terms like global citizenship really mean What does democracy mean internationally A timely work *Democracy at the Crossroads* provides a necessary examination and re interpretation of international perspectives on democracy and global citizenship as they apply to social education

International Perspectives on Drama and Citizenship Education Nicholas McGuinn, Norio Ikeno, Ian Davies, Edda Sant, 2021-11-04 WINNER of the Children's Identity and Citizenship European Association's CiCea award for Best Book 2021 this book brings together respected international academics and practitioners from citizenship and drama to debate share their experiences and plan a way forward for academic and professional best practice in drama and citizenship education for a democratic society Drawing on international contributions the chapters explore fundamental ideas about theatre and drama from a global perspective with connections made to action and identity The main section of the book showcases authors from around the world discussing their perspectives of what is happening within particular countries and exploring a range of ideas and issues that relate to vitally important matters including community socialism post colonialism diversity inclusion and more The final section of the book brings together teams of authors from citizenship and drama education who discuss the essential elements of citizenship education and encourage insight and practical collaboration from drama experts The book is unique in presenting dynamic interaction between citizenship and drama experts and encouraging academics and professionals to develop their own work in these areas It will be of great interest to academics researchers and students in the fields of citizenship education drama education and all those interested in promoting social justice through education

International

Perspectives on Citizenship, Education and Religious Diversity Robert Jackson, 2003-09-02 Citizenship is high on the agenda of education systems in many of the world's democracies. As yet, however, discussions of citizenship education have neglected issues of religious diversity and how the study of religions can contribute to our understanding of citizenship. *International Perspectives on Citizenship Education and Religious Diversity* brings together an international range of contributions from religious studies scholars and educators specialising in the study of religions. Together these illustrate and explore the key questions for educational theory and pedagogy raised by drawing issues of religious diversity into citizenship education. The chapters address and extend debates over the nature of citizenship in late modernity, highlighting local and global dimensions of citizenship in relation to issues of national, religious, ethnic and cultural identity. As well as emphasising the role religious education has to play in citizenship education, this book also covers wider issues such as state-supported faith schools and cultural diversity in relation to common citizenship. The authors argue that critical yet reflective approaches to religious education have a distinctive and valuable contribution to make to citizenship education. Issues addressed within the study of religions are related to new forms of global and cultural citizenship as well as citizenship within the nation-state. Ultimately, this stimulating and original collection highlights the challenges and possibilities for teaching and learning about religion, religions and religious diversity within an inclusive educational practice.

Political Learning and Citizenship Education Under Conflict Orit Ichilov, 2004-09-30 This book analyses social environments in conflict situations with a focus on Israel and Palestine and looks at the impact these environments have on the political learning and citizenship orientations of youngsters.

[Global Citizenship Education](#) Abdeljalil Akkari, Kathrine Maleq, 2020-08-18 This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today's globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the development of global citizenship education and the building of students' global citizenship competencies have become a focal point in global agendas for education. International educational assessments and international organisations, however, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based

overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness

Contesting and Constructing International Perspectives in Global Education R. Reynolds, D. Bradbery, J. Brown, K. Carroll, D. Donnelly, K. Ferguson-Patrick, S. Macqueen, 2015-02-27 This volume addresses the need for an international perspective on global education and provides alternate voices to the theme of global education The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion Following the lead of the internationally acknowledged authors from North America Europe Africa Australia and Asia perspectives were provided on a wide variety of contexts including tertiary education and teacher education various pedagogies for global education including digital pedagogies and curriculum development at school tertiary and community levels *Contesting and Constructing International Perspectives in Global Education* explores the tensions inherent in discussions of global education from a number of facets including spatial pedagogical temporal social and cultural and provides critical descriptive and values laden interpretations The book is divided into five sections Temporal and Spatial Views of Global Education Telling National Stories of Global Education Empowering Citizens for Global Education Deconstructing Global Education and Transforming Curricula for Global Education It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo liberal and less internationally confident time

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 ethnocentrism and relativism deficit theorizations and romanticizations of difference fantasies of supremacy and paralysis 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*

Influences of the IEA Civic and Citizenship Education Studies Barbara Malak-Minkiewicz, Judith Torney-Purta, 2021-05-26 This open access book identifies the multiple ways that IEA's studies of civic and citizenship education have contributed to national and international educational

discourse research policymaking and practice The IEA International Civic and Citizenship Education Study ICCS first conducted in 2009 was followed by a second cycle in 2016 The project was linked to the earlier IEA Civic Education Study CIVED 1999 2000 IEA s ICCS remains the only large scale international study dedicated to formal and informal civic and citizenship education in school It continues to make substantial contributions to understanding the nature of the acquired civic knowledge attitudes and participatory skills It also discusses in depth how a wide range of countries prepare their young people for citizenship in changing political social and economic circumstances The next cycle of ICCS is planned for 2022 In this book more than 20 national representatives and international scholars from Europe Latin America Asia and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999 2000 have been used to improve nations understanding of their students civic knowledge beliefs attitudes current civic related behaviors and intentions for future participation in a comparative context There are also chapters summarizing the secondary analysis of those studies results indicating their usefulness for educational improvement and reflecting on policy issues The analyses and reflections in this book provide timely insight into international educational discourse policy practice and research in an area of education that is becoming increasingly important for many societies

Handbook of Research in Social Studies

Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field

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