

CHAPTER-ONE

1. Conceptual Odyssey of Moral and Civic Education

Opening Remarks

- ❑ Nomenclature
- ❑ Defining Civics, Ethics, Morality
- ❑ Nature of Ethics and Morality
- ❑ Ethics and Law
- ❑ The Importance/Goal of Moral and Civic Education

Nomenclature

- ❖ *Civic/Citizenship Education (Americans)*
- ❖ *Citizenship and Character Education (Singapore)*
- ❖ *Citizenship Education (Germany)*
- ❖ *Right Education (South Africa)*

Research And Endeavours In Moral And Civic Education

Colin Macleod, Christine Tappolet



Research And Endeavours In Moral And Civic Education:

Research and Endeavours in Moral and Civic Education Leslie Nai-Kwai Lo, Si-wai Man, 1996-01-01 Learning Democracy and Citizenship Michelle Schweisfurth, Lynn Davies, Clive Harber, 2002-01-01 In recent years there has been a shift in discourse internationally towards a greater recognition of the importance of democratic governments and institutions and an explicit support for the development of democracy and citizenship through education This book celebrates this shift with a diverse range of contributions How democracy and citizenship are conceived practised and researched in different national and educational contexts is explored in this collection which brings together commentary from schoolchildren and international experts researchers and practitioners writers from the south and the north and from established and new democracies This volume will be appreciated by anyone with an interest in learning more about education citizenship and democracy *Classroom Management* Ming-tak Hue, Wai-shing Li, 2008-01-01 Deals with management of student conduct in the classroom which is the number one area of concern for many teachers This book includes discussions and real life cases with reference to the influence of Chinese culture on Hong Kong classrooms It covers topics such as managing behaviour establishing classroom rules and conveying authority *Citizenship Education and Lifelong Learning* Michael Williams, Graham Humphrys, 2003 Across the globe citizenship education is high on the reform agendas of policy makers and educators The collapse of the Soviet Union and the entry of former Soviet bloc states into the European Union the fragmentation of the former Yugoslavia the major population movements from poor to rich countries and the increased threats of international terrorism and civil wars in many states have all added to the need to provide up dated and reflective approaches to citizenship education Within nation states the impact of globalisation on social economic and political structures has caused power shifts across and within international borders demanding greater citizenship awareness and participation The effect of these changes and the practice and needs of citizenship are profoundly affected by the distinctive particulars of the places in which they occur This is an essential ingredient in any understanding of what is happening and of any program addressing the resulting citizenship challenges Too often citizenship education has been perceived simply as a matter for schools In this book the discussion is extended to embrace post school education It is acknowledged that the educa Handbook of Asian Education Yong Zhao, Jing Lei, Guofang Li, Ming Fang He, Kaori Okano, Nagwa Megahed, David Gamage, Hema Ramanathan, 2010-11-30 Comprehensive and authoritative this Handbook provides a nuanced description and analysis of educational systems practices and policies in Asian countries and explains and interprets these practices from cultural social historical and economic perspectives Using a culture based framework the volume is organized in five sections each devoted to educational practices in one civilization in Asia Sinic Japanese Islamic Buddhist and Hindu Culture and culture identities essentially are civilization identities the major differences among civilizations are rooted in their different cultures This framework offers a novel approach to capturing the essence of the diverse educational systems and practices in

Asia Uniquely combining description and interpretation of educational practices in Asia this Handbook is a must have resource for education researchers and graduate students in international and comparative education globalization and education multicultural education sociocultural foundations of education and Asian studies and for educational administrators and education policy makers 〇〇〇〇〇〇〇〇〇〇〇〇,1998 **Education in Hong Kong, 1941 to 2001** Anthony Sweeting,2004-07-01 It provides comprehensive coverage of developments in formal and informal education in Hong Kong from the end of 1941 to the beginning of the new millennium As was true of its predecessor each Part of this book is subdivided into three sections Commentary Chronicle and Evidence Such an organization facilitates flexible reading Readers primarily interested in analysis interpretation and the identification of themes are likely to focus initially on the Commentary sections and to move as they feel stimulated to the relevant entries in the Chronicle and or items of Evidence Readers who seek either more encyclopedic understanding or detailed answers to specific questions may well wish to focus primarily or at least initially on the Chronicle sections and then to search for substantiation in the Evidence section or for amplification in the author s Commentary At times some readers may wish to browse through the Evidence sections reaching possibly serendipitous discoveries Academic and general readers are likely to be particularly interested in Part I of the book which deals with education in Hong Kong during the Japanese occupation a topic that has received only very rare and generalization bound treatment in other publications The author offers insights into all levels of education His conceptual scope incorporates many types of education including the mainstream academic education technical education teacher education special education physical education civic education education that focuses on morals that which focuses on culture and the various sorts of non formal and informal education *Role Differentiation in Chinese Higher Education* Xiaoxin Du,2020-11-30 This book examines tensions between the Chinese state and Chinese universities It looks at the state s demand for political socialization as a restriction on university autonomy and the university s promotion of academic development through promoting academic freedom and fostering critical thinkers using Jour University in PRC as a case study The book focuses on the dynamics and complexity of the interplay between the state universities faculty staff and students in the process of socialization through political education and academic affairs Theories on political socialization and higher education guide this study As universities socio political task of imbuing students with a certain type of ideology coexists with their role of promoting university autonomy examining China s higher education system provides important insights as different players interaction These present a dynamic picture of role differentiation as a strategy to cope with a politically restricted autonomy which challenges some common stereotypes that have been put on Chinese universities within the global community **Diversity and Citizenship Education** James A. Banks,2006-12-22 The increasing ethnic racial cultural religious and language diversity in nations throughout the world is forcing educators and policymakers to rethink existing notions of citizenship and nationality To experience cultural democracy and freedom a nation must be unified around

a set of democratic values such as justice and equality that balance unity and diversity and protect the rights of diverse groups Diversity and Citizenship Education Global Perspectives brings together in one comprehensive volume a group of international experts on the topic of diversity and citizenship education These experts discuss and identify the shared issues and possibilities that exist when educating for national unity and cultural diversity Diversity and Citizenship Education Global Perspectives presents compelling case studies and examples of successful programs and practices from twelve nations discusses problems that arise when societies are highly stratified along race cultural and class lines and describes guidelines and benchmarks that practicing educators can use to structure citizenship education programs that balance unity and diversity The book covers a broad range of issues and includes vital information on such topics as Migration citizenship and education The challenge of racialized citizenship in the United States The contribution of the struggles by Indians and Blacks for citizenship and recognition in Brazil Crises of citizenship education and ethnic issues in Germany Russia and South Africa Conflicts between religious and ethnic factions Diversity globalization and democratic education

Citizenship

Curriculum in Asia and the Pacific David L. Grossman, Wing On Lee, Kerry J. Kennedy, 2008-08-31 Based on case studies of 11 societies in the world's most dynamic region this book signals a new direction of study at the intersection of citizenship education and the curriculum Following their successful volume Citizenship Education in Asia and the Pacific Concepts and Issues published as No 14 in this series the editors widely regarded as leaders in the field in the Asia Pacific region have gone beyond broad citizenship education frameworks to examine the realities tensions and pressures that influence the formation of the citizenship curriculum Chapter authors from different societies have addressed two fundamental questions 1 how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values and 2 to what extent do the reforms in citizenship education reflect current debates within the society From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas On one hand there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education On the other it is evident that this discourse does not necessarily extend to citizenship curriculum which in most places continues to be constructed according to distinctive social political and cultural contexts Whether the focus is on Islamic values in Pakistan an emerging discourse about Chinese democracy a nostalgic conservatism in Australia or a continuing nation building project in Malaysia the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally

Values Education for Citizens in the New Century Zijian Li, 2006 This book is a collection of papers by international experts in education on the theory and practice of values education in global contexts Contemporary examples include Australia the U K Hong Kong Macau and Thailand

School Counselling in a Chinese Context Ming-tak Hue, 2016-11-25 School Counselling in a Chinese Context discusses research in school counselling in the Chinese context of Hong Kong schools and various educational settings and provides a contextualized understanding of counselling issues. This book highlights key contextual conditions for counselling in Hong Kong, a Chinese society. The sub themes addressed in the book include school practices and teacher perspectives on guidance counselling, behaviour support and school discipline, whole school guidance program for identity construction, school counselling for ethnic minority students, contextual influence of the use of play therapy, school counselling for students with minority sexual orientation, Chinese cultural influence on counselling etc. The book also develops new theoretical orientations to understanding various issues of counselling as arisen in the Chinese society of Hong Kong and helps school practitioners to develop culturally responsive approaches to school counselling for personal growth, spiritual and emotional education. The themes addressed in the book include School practices and teacher perspectives on guidance counselling, behavior support and school discipline, School counselling for ethnic minority students, Contextual and cultural influence of the use of play therapy, School counselling for students with minority sexual orientation, Chinese culture influence on parental participation in counselling. School Counselling in a Chinese Context will be of interest to postgraduates and researchers in the field of Counselling, school psychology, child development and Chinese studies.

The Dragon Millennium Frank-Jürgen Richter, 2000-04-30 Already the world's third largest economic power, China presents enormous potential for businesses worldwide. Opportunities abound and despite current economic crises throughout Asia, Richter and the contributors to this unique volume are convinced that opportunities in China can only increase. They explore and analyze these opportunities and the management practices that implement them. In doing so, they study the Chinese economy, forecast the future of Chinese business organization and assess China's place in the coming global economy. Recent developments in the Chinese economy show how Chinese firms actively pursue new strategies to shape their organizations. The current Asian crisis will radically alter the patterns of doing business in China and Richter and his contributors explain how Western firms can cope with these ongoing changes. Other books usually from the Western viewpoint tend to describe only the present structure of the Chinese economy. Richter's looks at it from China's viewpoint and advocates a dynamic approach to the study of Chinese organizations. The analytical scope of the book concentrates more thoroughly on transforming organizations' structures than is found in other mainstream studies. Their book is thus a true inside view of China's economic and business structures by people who have studied and know it intimately, a book that will help corporate executives and their academic colleagues appreciate China's vitality and understand the reasons for her optimism. Although knowledge of China is growing, it still remains relatively sparse considering the rise to prominence of Chinese business enterprises. Richter and his Chinese experts, visionaries he calls them, seek to fill the gaps. They look at the complex questions associated with the concept of ownership and control in China and address economic policy and the development of the Chinese firm. They look at the development

path of some selected industries then itemize the challenges that multinational companies face in China ending with a discussion of a hypothetical way of managing All of the contributors are members of the worldwide Chinese business and academic communities The research presented inspires further academic discourse and managerial policy in face of evolving Chinese reality The book supplies expert knowledge and support for business practitioners policy analysts scholars and students in China and abroad

Changing Education Peter D. Hershock, Mark Mason, John N. Hawkins, 2007-12-20 This book responds to the growing unease of educators and n educators alike about the inadequacy of most current educational systems and programs to sufficiently meet the demands of fast changing societies These systems and programs evolved and were developed in and for societies that have long been transformed and yet no parallel transformation has taken place in the education systems they spawned In the last twenty years or so other sectors of society transportation communication banking health services have radically changed they way they operate but education has continued essentially the same There is no doubt education must change To those ready to accept this challenge this book represents a welcome guide To be sure it is not a how to instruction manual since the shape of change must be particular to the needs and situations of each setting and societies are as varied as they are fast changing Rather than provide specific directions it provides a useful road map for the navigators of change within which each can plot out their specific itineraries towards their goal It illuminates the basic goal of education the total and balanced development of individuals and through them societies and depicts the main features the imperatives the demands and the pitfalls of an ever more interdependent globalized world in which this goal must be pursued My work has exposed me to dozens of international conferences on various education themes and several colleges of education worldwide 曹国治, 1998

Education for Intercultural Citizenship Geof Alred, Michael Byram, 2006-01-01 Uses country and international case studies to examine citizenship education from the perspective of interculturality

Education and Society in Hong Kong and Macao M. Bray, Ramsey Koo, 2006-06-28 Hong Kong and Macao have much in common The dominant populations in both territories are Cantonese speaking Chinese both are small in area both are urban societies both have been colonies of European powers and both have undergone political transition to reunification with China Yet in education for reasons that are analysed in this book they are very different The patters of similarities and differences in the two territories make a fascinating basis for comparative study The overarching theme of the book on continuity and change is particularly pertinent following the transition of the two societies of the postcolonial era This thoroughly revised and expanded second edition builds on the widely acclaimed first edition The work has been recognised as a significant contribution to the broad field of comparative education as well as to study of the specific societies which are its main focus

Education and Society in Hong Kong and Macao Mark Bray, Ramsey Koo, 2005

Philosophical Perspectives on Moral and Civic Education Colin Macleod, Christine Tappolet, 2019-04-29 Many people place great stock in the importance of civic virtue to the success of democratic communities Is this hope well

grounded The fundamental question is whether it is even possible to cultivate ethical and civic virtues in the first place Taking for granted that it is possible at least three further questions arise What are the key elements of civic virtue How should we cultivate these virtuous dispositions And finally how should schools be organized in order to make the education of citizen possible These interrelated questions are the focus of this collection By considering these questions from a variety of philosophical perspectives ranging from moral psychology philosophy of education and political philosophy the nine essays assembled here advance our understanding of the challenges we face in trying to shape children to be virtuous citizens

Implicit Bias and Philosophy, Volume 2 Michael Brownstein, Jennifer Saul, 2016-04-01 There is abundant evidence that most people often in spite of their conscious beliefs values and attitudes have implicit biases Implicit bias is a term of art referring to evaluations of social groups that are largely outside conscious awareness or control These evaluations are typically thought to involve associations between social groups and concepts or roles like violent lazy nurturing assertive scientist and so on Such associations result at least in part from common stereotypes found in contemporary liberal societies about members of these groups Implicit Bias and Philosophy brings the work of leading philosophers and psychologists together to explore core areas of psychological research on implicit or unconscious bias as well as the ramifications of implicit bias for core areas of philosophy Volume 2 Moral Responsibility Structural Injustice and Ethics is comprised of three sections Moral Responsibility for Implicit Bias contains chapters examining the relationship of implicit biases to concepts that are central to moral responsibility including control awareness reasons responsiveness and alienation The chapters in the second section Structural Injustice explore the connections between the implicit biases held by individuals and the structural injustices of the societies in which they are situated And finally the third section The Ethics of Implicit Bias Theory and Practice contains chapters examining strategies for implicit attitude change the ramifications of research on implicit bias for philosophers working in ethics and suggestions for combatting implicit biases in the fields of philosophy and law This volume can be read independently of or in conjunction with Volume I Metaphysics and Epistemology which addresses key metaphysical and epistemological questions on implicit bias including the effect of implicit bias on scientific research gender stereotypes in philosophy and the role of heuristics in biased reasoning

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