



Social Science Perspectives On Citizenship Education

**Armin Lange, Kerstin Mayerhofer, Dina
Porat, Lawrence H. Schiffman**



Social Science Perspectives On Citizenship Education:

Social Science Perspectives on Citizenship Education Richard E. Gross,1991 **Social Science Perspectives on Citizenship Education** Richard E. Gross,Thomas L. Dynneson,1991-01-01 Confronting Antisemitism from Perspectives of Philosophy and Social Sciences Armin Lange,Kerstin Mayerhofer,Dina Porat,Lawrence H. Schiffman,2021-11-08 The five volumes provide a compendium of the history of and discourse about antisemitism both as a unique cultural and religious category Antisemitic stereotypes function as religious symbols that express and transmit a belief system of Jew hatred which are stored in the cultural and religious memories of the Western and Muslim worlds This volume explores the phenomenon from the perspectives of Philosophy and Social Sciences Social Science Education Simantini Dhuru,Yemuna Sunny,2024-08-26 This book provides an introduction into social science pedagogy in India It delves into the interrelationships between society social relationships education and learning Social science education in schools helps build a critical understanding of social processes and institutions This book critically examines school spaces and approaches to social science teaching and pedagogy in Indian schools It outlines distinguishing features differences and similarities in pedagogical models and also explains how these varied approaches can be applied in the teaching process The book also addresses the challenges and possibilities of integrating technology in teaching social sciences Part of the series Principles based Adaptive Teaching this book will be of interest to students and teachers of education and the social sciences It will also be of interest to teachers educators curriculum designers policy makers and social science course developers NGOs and public and private sector bodies who focus on teaching and learning practices **Citizenship Education And The Modern State** Kerry Kennedy,2012-11-12 Citizenship education has recently re emerged as an important issue both in policy and in practice As the nation state undergoes rapid transformation at the end of the 20th century both Eastern and Western states have focused attention on using the school curriculum as a medium for sustaining cohesion and unity within society But as we approach the 21st century is the possibility of a common citizenship a reality This book is designed to provide educators with access to ideas and information that will help them to understand current citizenship education initiatives across a number of countries It provides a theoretical rationale in which to consider those issues illustrates how such issues are being worked out in practice in a number of countries and provides assistance for policy makers teacher educators and teachers who are responsible for making decisions about the context of citizenship education programmes for schools *Education for Social Citizenship* W.O. Lee,Jeffrey T. Fouts,2005-03-01 This volume emerging from a cross national study of teachers perception of good citizenship addresses two fundamental questions What do teachers see as important in citizenship education How do these perceptions facilitate or hinder the preparation of good citizens While providing rich and useful data on the latest developments of citizenship education in various contexts this book also offers an all round review of concepts and arguments on the subject as well as insightful comparative analyses of the findings emerged from the case studies One

encouraging conclusion drawn from these studies is that teachers across nations share similar goals and objectives that seem to have transcended cultural and political boundaries Social Studies for the Twenty-First Century Jack Zevin, 2023-03-17

Now in its 5th edition this popular text offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers Theory curriculum methods and assessment are woven into a comprehensive model for setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field s most popular and enduring programs The reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author s belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion This new edition is heavily revised and condensed to promote ease of use Build Your Own Lesson additions to each chapter encourage improvisation and inquiry based teaching and learning across subjects A Companion Website offers additional activities lessons and resources for pre service and practicing social studies teachers **Educating “Good” Citizens in a**

Globalising World for the Twenty-First Century MURRAY PRINT, Chuanbao Tan, 2016-12-14 What is needed to be a good citizen for the twenty first century And how can schools and curricula address this question This book addresses these questions and what it means to be a good citizen in the twenty first century by exploring this concept in two different but linked countries China is a major international power whose citizens are in the midst of a major social and economic transformation Australia is transforming itself into an Asian entity in multiple ways and is influenced by its major trading partner China Yet both rely on their education systems to facilitate and guide this transformation as both countries search for good citizens The book explores the issue of what it means to be a good citizen for the 21st century at the intersection between citizenship education and moral education The issue of what constitutes a good citizen is problematic in many countries and how both countries address this issue is vitally important to understanding how societies can function effectively in an increasingly interconnected world The book contends that citizenship education and moral education in both countries overlap on the task of how to educate for a good citizen Three key questions are the focus of this book 1 What is a good citizen in a globalizing world 2 How can good citizenship be nurtured in schools 3 What are the implications of the concept of good citizen in education particularly the school curriculum Murray Print PhD and Chuanbao Tan PhD are professors from the University of Sydney Australia and Beijing Normal University China respectively Both are national

leaders within their respective countries and they have brought together a group of leading Australian and Chinese citizenship educators to explore these key questions

Research Review for School Leaders William G. Wraga, Peter S. Hlebowitsh, Founding Editor Tanner, Daniel Tanner, 2012-08-06 The Research Review for School Leaders Volume III is specifically designed as a practical resource for school leaders whose schedules preclude opportunities to locate and review key research on every issue they must address. It places comprehensive current and accessible reviews of educational research at their fingertips and is organized to make the research and practices it summarizes useful to them in their professional endeavors. This is the third volume of the Review. Although the title has changed, its purpose and substance is continuous with the work of the earlier volumes. The first Annual Review of Research for School Leaders 1996 summarized research on the status of public schooling, interdisciplinary curriculum, and educational applications of computers. The second volume 1998 addressed the topics of middle level education, the extracurriculum, mathematics education reform, and drop outs. The present Volume III offers educational leaders reviews of research on five timely educational issues: citizenship education, multicultural education, gifted and talented education, classroom assessment, and scheduling. A basic premise of this volume is that to make sound decisions, professionals need to be up to date on current research related to the problems with which they grapple. A second premise is that research cannot simply be imposed in a formulaic way on a local setting; the nature of the particular problem to be solved will always bear upon the relevance of research to a specific context. Thus, this volume is envisioned as a helpful resource for school leaders as they engage in important discussions of the research with teachers, school board members, parents, and other interested parties as they collaboratively seek effective resolutions to local educational problems.

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 **The Relationship Between Democracy and Education** Ayşe Ottekin Demirbolat,2012-06-08 This e book presents an analysis on the correlative relations and interactions between democracy and education at macro and micro levels This analysis demonstrates that democracy and educational institutes are influenced by the natural demographic institutional and cultural dimensions of their society and that the relation between them should be dealt with under the authentic conditions of the society and with an integral perspective This e book provides a sound base for discussions on democracy at all levels Thus it contributes to functional discussions about the philosophy behind education and democracy by helping education institutions teachers administrators and all responsible citizens to consider their own roles within a comprehensible and simple frame in society through the process of democratization **Toward Sustainable Environmental Education** Javid A. Parray,Aparna Gunjal,Nusrat Shafi,2025-10-21 This new book reflects the priorities of the UNESCO Global Action Programme on Education for Sustainable Development which reaffirms the importance of education in society The idea of sustainability necessitates that we take into account long term horizons environmental stability the needs of humans in various locations as well as those of non human residents of the earth The book considers environmental education the social and cultural implications of climate science education and sustainable development sustainable education and COVID 19 pandemics new technology in education and many other pertinent issues relating to environmental protection This book offers an authoritative source of information on sustainable education ecosystems and their challenges and opportunities with the potential to address issues related to the global and changing market driven factors International Yearbook of History Education A. Dickinson,P. Gordon,P. Lee,J. Slater,2013-11-19 This international academic and professional yearbook contains articles and reviews on matters of interest to all concerned with history in education from contributors throughout the world The yearbook will encourage rigorous exploration or philosophical psychological sociological and historical perspectives upon history in education and their relation to practice where appropriate The theme of the first edition is centralisation and decentralisation of national curricula *Resources in Education* ,1999 **Multidisciplinary Perspectives on Education** Hasan Arslan,Ercan Kocayörük,2014-06-19 This volume is a collection of essays on educational issues belonging to educators and researchers from three continents namely Africa Asia and Europe The essays are grouped into four sections the first Teaching and Teacher Education encompasses collaborative learning learning competencies learning strategies pre service teachers and special education The second Psychosocial Development of Children in Education is comprised of essays concerned with academic achievement child rights family and gender issues pre schoolers public education school type school violence university students and university youth while the third Educational Policy investigates issues such as environmental citizenship decision making democracy education Gypsies higher education IT systems in education migration organisational justice and public and private schools The final section Language in Teaching is concerned with topics such as

bilingual children contrastive analysis English language teaching language skills learning strategies and online teaching materials The book will appeal to educators researchers and students involved in education sciences Transnational Perspectives on Democracy, Citizenship, Human Rights and Peace Education Mary Drinkwater, Fazal Rizvi, Karen Edge, 2019-02-21 Transnational Perspectives on Democracy Citizenship Human Rights and Peace Education considers ways in which national systems of education could work together across borders to determine the meaning and significance of the principles of democracy human rights and peace education in ways that are comparative and relational The contributors and editors Mary Drinkwater Fazal Rizvi and Karen Edge argue that in an era of globalization collaborative investigations are crucial for developing an understanding of rights democracy and peace that is transnationally inflected and through which national systems of education hold each other accountable The chapters address issues such as citizenship identity language conflict and peace building global educational policy and democratic approaches to policy and education issues of democracy human rights and peace education through analyses of case studies research findings and policy initiatives drawn from countries in the global north and south **Good Citizenship and Educational Provision** Ian Davies, Ian Gregory, Shirley Riley, 2002-11-01 Citizenship has been taught in school around the world for many years now and is due to be introduced to the UK curriculum over the next few years Teachers Headteachers administrators and policy makers have the opportunity to develop citizenship education programs for all their students This book takes a pragmatic approach to the issue and answers many of the crucial questions that will be emerging what definitions of citizenship are to be followed and how is citizenship taught What approaches will be taken by teachers and what is the likely shape of best practice for citizenship education How will the issue impact on schools and teacher training and how should they rise to the challenge What are the key factors influencing or threatening the development of good citizens Based on the analysis of data collected from over 700 teachers the book provides real solutions to questions raised by citizenship education and makes recommendations for practice in schools and in the training and development of teachers **Religion and Development in Southern and Central Africa: Vol 2** Amanze, James N., Masango, Maake, 2020-01-19 This book is a result of a joint conference which was held from 18th 22nd July 2017 under the theme Religion Citizenship and Development Southern African Perspectives The theme of the conference was adopted in order to underline the importance and significance of religion in the socio economic development of people in the world generally and in Southern and Central Africa in particular The papers in the book are divided into two volumes Volume one consists of papers which directly discuss religion and development in one form or another The second volume contains papers that discuss religion and other pertinent issues related to development The papers are grouped into sub themes for ease of reference These include Citizenship and Development Migration and Development Disability and Development Pentecostal Churches and Development and Religion and Society All in all despite a divergence of sub themes in volume two all point to issues to do with the role of religion in development in Southern and Central Africa today

Education for Citizenship in a Multicultural Society James Lynch, 1992 This work is concerned with the educational implications of a cultural diversity and the role of schools and other educational institutions in combating prejudice It proposes a multi layered approach to education for democratic citizenship within a context of cultural pluralism

Citizenship Education in the United States Iftikhar Ahmad, 2017-02-17 This book presents a history of the ideas and activities of the American Political Science Association APSA in the field of citizenship education in public schools Examining APSA s evolving objectives and strategies in implementing citizenship education Ahmad analyzes the complicated relationship between the teaching of government in the public schools and the APSA s changing visions of citizenship education By offering a narrative of political scientists ideas on citizenship and citizenship education Ahmad reveals the impact of APSA s worldview and official policies concerning pre collegiate curriculum and instruction in citizenship education By providing a comprehensive history of APSA s agenda and its implementation this book sheds light on the intersection between the pedagogical goals of political scientists and the meaning purpose and context for citizenship education in high schools

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