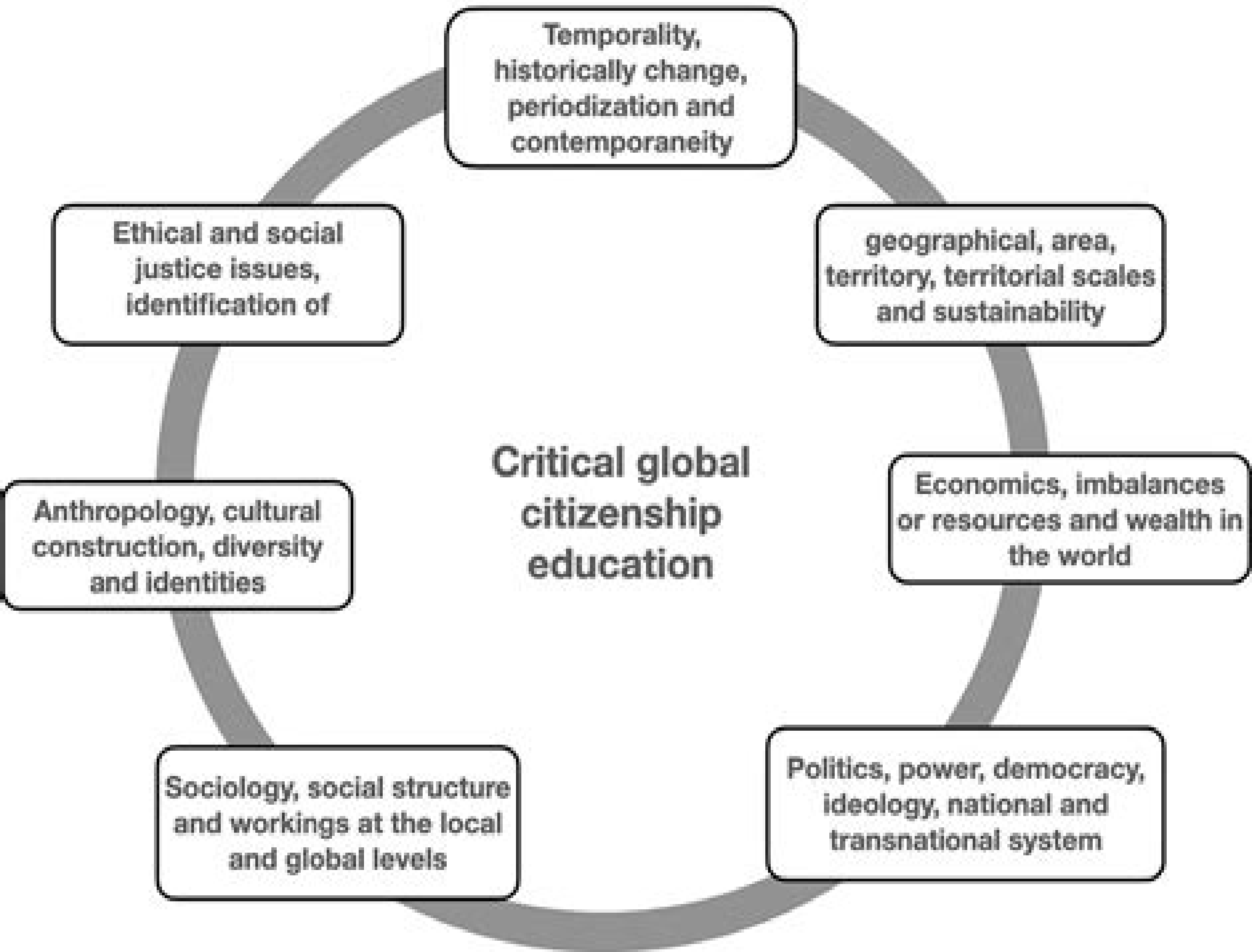




Social Science Perspectives On Citizenship Education

W.O. Lee, Jeffrey T. Fouts



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 *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 **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

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 **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

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

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

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