Advanced Civics And Ethical Education

Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

In this major study, Peter Zarrow examines how textbooks published for the Chinese school system played a major role in shaping new social, cultural, and political trends, the ways in which schools conveyed traditional and 'new style' knowledge and how they sought to socialize students in a rapidly changing society in the first decades of the twentieth century. Focusing on language, morality and civics, history, and geography, Zarrow shows that textbooks were quick to reflect the changing views of Chinese elites during this period. Officials and educators wanted children to understand the physical and human worlds, including the evolution of society, the institutions of the economy, and the foundations of the nation-state. Through textbooks, Chinese elites sought ways to link these abstractions to the concrete lives of children, conveying a variety of interpretations of enlightenment, citizenship, and nationalism that would shape a generation as modern citizens of a new China.

Community college faculty can turn to this easy-to-use guide for both the theory and the practice of incorporating civic responsibility concepts into service learning courses. Includes multiple faculty and student exercises, activities, and assessment tools.

Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

Practice, Policy, and Research Across Countries and Regions

Philosophy

A Path Forward

Democratic Discord in Schools

The Glory of Kings

A History of Education for Citizenship

Civics and Citizenship

Teaching in a democracy is challenging and filled with dilemmas that have no easy answers. For example, how do educators meet their responsibilities of teaching civic norms and dispositions while remaining nonpartisan? Democratic Discord in Schools features eight normative cases of complex dilemmas drawn from real events designed to help educators practice the type of collaborative problem solving and civil discourse needed to meet these challenges of democratic education. Each of the cases also features a set of six commentaries written by a diverse array of scholars, educators, policy makers, students, and activists with a range of political views to spark reflection and conversation. Drawing on research and methods developed in the Justice in Schools project at the Harvard Graduate School of Education (HGSE), Democratic Discord in Schools provides the tools that allow educators and others to practice the deliberative skills they need in order to find reasonable solutions to common ethical dilemmas in politically fraught times.

This book guides the adoption, design, development and expectation of future digital teaching and learning projects/programs in K12 schools. It provides a series of case studies and reports experiences from international digital teaching and learning projects in K12 education. The book also furnishes advice for future school policy and investment in digital teaching and learning projects. Finally, the book provides an explanation of the future capacity and sustainability of digital teaching and learning in K12 schools.

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.

Teaching Civic Engagement provides an exploration of key theoretical discussions, innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by political scientists from a range of institutions and subfields, Teaching Civic Engagement makes the case that civic and political engagement should be a central part of our mission as a discipline.

We the Gamers

For Grades 9 and 10 : Based on the New Curriculum

Governance and Civic Education

Issues and trends in education for sustainable development

Character Compass

TPACK: Breakthroughs in Research and Practice

Education for Democratic Intercultural Citizenship

Educators and policy makers confront challenging questions of ethics, justice, and equity on a regular basis. Should teachers retain a struggling student if it means she will most certainly drop out? Should an assignment plan favor middle-class families if it means strengthening the school system for all? These everyday dilemmas are both utterly ordinary and immensely challenging, yet there are few opportunities and resources to help educators think through the ethical issues at stake. Drawing on research and methods developed in the Justice in Schools project at the Harvard Graduate School of Education, Dilemmas of Educational Ethics introduces a new interdisciplinary approach to achieving practical wisdom in education, one that honors the complexities inherent in educational decision making and encourages open discussion of the values and principles we should collectively be trying to realize in educational policy and practice. At the heart of the book are six richly described, realistic accounts of ethical dilemmas that have arisen in education in recent years, paired with responses written by noted philosophers, empirical researchers, policy makers, and practitioners, including Pedro Noguera, Howard Gardner, Mary Pattillo, Andres A. Alonso, Jamie Ahlberg, Toby N. Romer, and Michael J. Petrilli. The editors illustrate how readers can use and adapt these cases and commentaries in schools and other settings in order to reach a difficult decision, deepen their own understanding, or to build teams around shared values. Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Educational technologies are becoming commonplace entities in classrooms as they provide more options and support for teachers and students. However, many teachers are finding these technologies difficult to use due to a lack of training and instruction on how to effectively apply them to the classroom. TPACK: Breakthroughs in Research and Practice is an authoritative reference source for the latest research on the integration of technological knowledge, pedagogical knowledge, and content knowledge in the contexts of K-12 education. Highlighting a range of pertinent topics such as pedagogical strategies, blended learning, and technology integration, this publication is an ideal resource for educators, instructional designers, administrators, academicians, and teacher education programs seeking current findings on the implementation of technology in instructional design.

This report is OECD's first attempt to gather and synthesise developments in measuring the social effects of education. It focuses on health and civic and social engagement.

Critical Perspectives on Values, Curriculum and Assessment

Educating Citizens

Breakthroughs in Research and Practice

Cases and Commentaries in Educational Ethics

Understanding the Social Outcomes of Learning

A Unifying Foundation

A Crucible Moment

A leading American legal scholar offers a surprising account of the incompleteness of prevailing theories of freedom of speech. Robert C. Post shows that the familiar understanding of the First Amendment, which stresses the "marketplace of ideas" and which holds that "everyone is entitled to an opinion," is inadequate to create and preserve the expert knowledge

that is necessary for a modern democracy to thrive. For a modern society reliably to answer such questions as whether nicotine causes cancer, the free and open exchange of ideas must be complemented by standards of scientific competence and practice that are both hierarchical and judgmental. Post develops a theory of First Amendment rights that seeks to explain both the need for the free formation of public opinion and the need for the distribution and creation of expertise. Along the way he offers a new and useful account of constitutional doctrines of academic freedom. These doctrines depend both upon free expression and the necessity of the kinds of professional judgment that universities exercise when they grant or deny tenure, or that professional journals exercise when they accept or reject submissions.

This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

"The Roots and Fallouts of Haile Selassie's Educational Policy" by Messay Kebede. Published by Good Press. Good Press publishes a wide range of titles that encompasses every genre. From well-known classics & literary fiction and non-fiction to forgotten−or yet undiscovered gems−of world literature, we issue the books that need to be read. Each Good Press edition has been meticulously edited and formatted to boost readability for all e-readers and devices. Our goal is to produce eBooks that are user-friendly and accessible to everyone in a high-quality digital format.

Influences of the IEA Civic and Citizenship Education Studies

Cases and Commentaries

Dilemmas of Educational Ethics

Citizenship and Moral Education

International Handbook of Curriculum Research

Education for Value Re-orientation

Political Violence and Democratic Uncertainty in Ethiopia

Examines the orthodox view that education for civic character must be limited to avoid compromising its recipients' ability to think and act as critically autonomous citizens, arguing that traits such as law-abidingness, civic identification, and support for society's institutions are equally essential.

This book contains 13 papers on the socioeconomic development, legal, gender, philosophical, and human rights dimensions of state governance within the context of social, economic, and political processes in Sierra Leone and Kenya. The Political Literacy and Civic Education (PLACE) Project, which was sponsored by the British Overseas Development Administration through the International Community Education Association, is credited with being the book's catalyst. The following papers are included: "Foreword" (S.K. Tororei); "Antecedents of the PLACE Project"; "Conceptualising Civic Education" (S.K. Tororei); "Reflections on Community Education" (Berewa R. Jommo); "Rationale for Political Literacy and Civic Education" (Ekundayo Thompson); "Purpose, Nature, and Scope of Civic Education" (Samuel K. Tororei); "The Development Context of Civic Education" (Ekundayo J.D. Thompson, Margaret Manley); "Civil Society and the Citizen" (Akie Wilson, Joe Sam-King); "Gender, Political Literacy and Civic Education" (Agnes Pessima); "The Constitution of Sierra Leone" (Solomon E. Berewa); "Democracy and the Rights of the Individual" (David G. Thompson); "Political Tolerance--A Prerequisite for Enhanced Democracy in a Multi-Party Environment" (Ahmed Ramadan Dumbuya); "Meaning and Nature of Government" (Walter N. Davies, Peter O. Koroma); "Politics, Political Literacy & Political Participation" (Edward D.A. Turay); "Curriculum for Civic Education" (Ekundayo J.D. Thompson, Joseph Simekha). (MN)

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.

Education for Democratic Intercultural Citizenship (EDIC) is very relevant in contemporary societies. All citizens, but in particular teachers, curriculum developers, educational policy makers, and educational professionals in civil society (NGOs) have a crucial role in this. Seven European universities are working together in developing a curriculum to prepare their students for this important academic, societal and political task. As part of an Erasmus+ Strategic Partnership they each develop a module in the area of moral, intercultural and citizenship education. All modules are international and inquiry oriented, and make links with society.00In this book the leading scholars write the theoretical background of their module,

their curriculum guidelines and goals, the concrete programmes, and the experiences of students. The universities had an annual intensive programme in which students and teachers of all universities came together to have try-outs of parts of the modules. These programmes contributed strongly to the network building of researchers, teachers and students.00The activities have given a strong stimulus to the implementation of Education for Democratic Intercultural Citizenship in the participating universities and in educational organisations worldwide. The experiences show both the necessity and the relevance of this topic and this kind of collaboration.

Conflicting Visions of Citizenship in U.S. History
Knowledge, Society and Textbooks in a Modernizing World, 1902–1937
How Games Teach Ethics and Civics
Strengthening Forensic Science in the United States
Evidence and Ethics in Democratic Education
Transforming the Workforce for Children Birth Through Age 8

Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

Summary: The author "offers portraits of three high-performing urban schools that have made character development central to their mission. [The book] highlights each school's unique approach to character development and shows how qualities like empathy, integrity, perseverance, and daring can nurture student success."--p. 4 of cover.

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

The book is organized around four sections. The first section is an introduction to the problem of defining the scope and foundations of the development of moral personality and social engagement, in particular, the development of civic and ethical attitudes and prosocial behavior. The second section presents a comparative analysis of education policies in Mexico, Chile and Colombia, in particular the way the curricula of civic and citizenship education is designed and implemented. The section also describes and analyzes the way this subject is taught in the classrooms of the primary, secondary and high school levels in the three countries. The third section includes the results of research projects in Civics and Citizenship Education conducted with different theoretical and methodological models of analysis. This last section includes some of the best practices of Civic Education that have been developed in Mexico, Colombia, and Chile.

Civic Ideals
Advanced Civic & Ethical Education
The Power of Ideas
A Practical Guide for Integrating Civic Responsibility Into the Curriculum
The Political Classroom
Values in Action
Handbook on Digital Learning for K-12 Schools

This report from the National Task Force on Civic Learning and Democratic Engagement calls on the nation to reclaim higher education's civic mission. Commissioned by the Department of Education and released at a White House convening in January 2012, the report pushes back against a prevailing national dialogue that limits the mission of higher education to workforce preparation and training while marginalizing disciplines basic to democracy. It calls on educators and public leaders to advance a 21st century vision of college learning for all students, a vision with civic learning and democratic engagement an expected part of every student's college education. The report documents the nation's anemic civic health and includes recommendations for action that address campus culture, general education, and civic inquiry as part of major and career fields as well as hands on civic problem solving across differences. This report was prepared at the invitation of the U.S. Department of Education under the leadership of the Global Perspective Institute, Inc. (GPI) and AAC&U. It was developed with input from a series of national roundtables involving leaders from all parts of the higher education and civic renewal communities.

In this unique examination of education for citizenship, Derek Heater covers two and a half millennia of history encompassing every continent. Education for citizenship is considered from its classical origins through to ideas of world citizenship and multiculturalism which are relevant today. The book reveals the constants of motives,

policies, recommendations and practices in this field and the variables determined by political, social and economic circumstances, which in turn illustrate the reasons behind education for citizenship today. Sections covered include: * Classical origins * The age of rebellions and revolutions * Education for liberal democracy * Totalitarianism and transitions * Multiple citizenship education. A History of Education for Citizenship will be of interest to teachers and students of citizenship, particularly those concerned with citizenship education. It will also be of interest to those working in the field of politics of education and history of education.

Distrust. Division. Disparity. Is our world in disrepair? Ethics and civics have always mattered, but perhaps they matter now more than ever before. Recently, with the rise of online teaching and movements like #PlayApartTogether, games have become increasingly acknowledged as platforms for civic deliberation and value sharing. We the Gamers explores these possibilities by examining how we connect, communicate, analyze, and discover when we play games. Combining research-based perspectives and current examples, this volume shows how games can be used in ethics, civics, and social studies education to inspire learning, critical thinking, and civic change. We the Gamers introduces and explores various educational frameworks through a range of games and interactive experiences including board and card games, online games, virtual reality and augmented reality games, and digital games like Minecraft, Executive Command, Keep Talking and Nobody Explodes, Fortnite, When Rivers Were Trails, Politicraft, Quandary, and Animal Crossing: New Horizons. The book systematically evaluates the types of skills, concepts, and knowledge needed for civic and ethical engagement, and details how games can foster these skills in classrooms, remote learning environments, and other educational settings. We the Gamers also explores the obstacles to learning with games and how to overcome those obstacles by encouraging equity and inclusion, care and compassion, and fairness and justice. Featuring helpful tips and case studies, We the Gamers shows teachers the strengths and limitations of games in helping students connect with civics and ethics, and imagines how we might repair and remake our world through gaming, together.

John Dewey's Democracy and Education addresses the challenge of providing quality public education in a democratic society. In this classic work Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, Democracy and Education is regarded as the seminal work on public education by one of the most important scholars of the century.

From Student to Active Citizen

Democracy, Expertise, and Academic Freedom

Preparing America's Undergraduates for Lives of Moral and Civic Responsibility

Civics Beyond Critics

Democracy and Education

Teaching Civic Engagement

Distance Education for Teacher Training

Advanced Civic & Ethical EducationFor Grades 9 and 10 : Based on the New CurriculumWe the GamersHow Games Teach Ethics and CivicsOxford University Press

Is civic identity in the United States really defined by liberal, democratic political principles? Or is U.S. citizenship the product of multiple traditions--not only liberalism and republicanism but also white supremacy, Anglo-Saxon supremacy, Protestant supremacy, and male supremacy? In this powerful and disturbing book, Rogers Smith traces political struggles over U.S. citizenship laws from the colonial period through the Progressive era and shows that throughout this time, most adults were legally denied access to full citizenship, including political rights, solely because of their race, ethnicity, or gender. Basic conflicts over these denials have driven political development and civic membership in the U.S., Smith argues. These conflicts are what truly define U.S. civic identity up to this day. Others have claimed that nativist, racist, and sexist traditions have been marginal or that they are purely products of capitalist institutions. In contrast, Smith's pathbreaking account explains why these traditions have been central to American political and economic life. He shows that in the politics of nation building, principles of democracy and liberty have often failed to foster a sense of shared "peoplehood" and have instead led many Americans to claim that they are a "chosen people," a "master race" or superior culture, with distinctive gender roles. Smith concludes that today the United States is in a period of reaction against the egalitarian civic reforms of the last generation, with nativist, racist, and sexist beliefs regaining influence. He suggests ways that proponents of liberal democracy should alter their view of U.S. citizenship in order to combat these developments more effectively.

Lost for centuries, the Kebra Nagast (The Glory of Kings) is a truly majestic unveiling of ancient secrets. These pages were excised by royal decree from the authorized 1611 King James version of the Bible. Originally recorded in the ancient Ethiopian language (Ge'ez) by anonymous scribes, The

Red Sea Press, Inc. and Kingston Publishers now bring you a complete, accurate modern English translation of this long suppressed account. Here is the most startling and fascinating revelation of hidden truths; not only revealing the present location of the Ark of the Covenant, but also explaining fully many of the puzzling questions on Biblical topics which have remained unanswered up to today. WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, The Political Classroom presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.
College Learning & Democracy's Future, a National Call to Action
An Introduction to the Philosophy of Education,
The Roots and Fallouts of Haile Selassie's Educational Policy
How May We Defend Democracy?
How Powerful School Culture Can Point Students Towards Success
Teacher Education for Sustainable Development and Global Citizenship
Employment Discrimination Law