

## Civic Education Questions And Answers 2015

Shortly after Canadian confederation, Thomas D'Arcy McGee proclaimed that education was "an essential condition of our political independence" and that its role was to form citizens for the new regime. Comparing this idea of education for citizenship, or civic education, to the modern goals of education, Liberal Education, Civic Education, and the Canadian Regime explores the founders' principles, their sources, and the challenges that threaten their vision for Canada. The collection's first essays analyze the political thought of early Canadians such as Brown, McGee, Ryerson, and Bourinot, while later chapters examine enduring principles of liberal democracy derived from Aristotle, de Tocqueville, and Hobbes. The final chapters bring the discussion forward to such topics as the decline of Canadian Catholic liberal arts colleges and the emerging role of our Supreme Court as a self-appointed "moral tutor." Moreover, as it deals with the changing roles of universities in contemporary Canada, Liberal Education, Civic Education, and the Canadian Regime engages current debates about the value and place of a traditional liberal education and the consequences of turning our back on the concepts that inspired our founding leaders. Considering whether Canada's early documents and traditions can revive past debates and shed light on contemporary issues, this highly original collection presents education as an essential condition of our independence and asks whether current educational principles are threatening Canadians' capacity for self-government.

Education for Democratic Citizenship Words and Actions : a Survey of NGOs Council of Europe

This book answers several questions for children in an interesting and engaging way. What is a neighbor? How to impart civic education in children by building healthy neighborhood? How can kind and generous neighbors be an inspiration for children? This book has several pictures of neighbors helping neighbors to inspire children.

A major aim of Nation-Building, Identity and Citizenship Education: Cross-cultural Perspectives is to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of identity politics, and nation-building in comparative education research. It provides an easily accessible, practical, yet scholarly source of information about the international concern in the field of nation-building, identity and citizenship education. Above all, the book offers the latest findings on discourses surrounding national identity, nation-building, and citizenship education in the global culture. It offers a timely overview of current issues affecting the formation of social identity and citizenship education in the global culture. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalisation and the forces of globalisation on nations, organisations, communities, educational institutions and individuals around the world. This is particularly relevant to the evolving and constantly changing notions of nation-states, national identity, and citizenship education globally. Current global and comparative research demonstrates a rapidly changing world where citizens are experiencing a growing sense of alienation, uncertainty, and loss of moral purpose. In this stimulating and important book, the authors focus on discourses surrounding three major dimensions affecting the national identity, nation-building, and citizenship education debate in education and society: ideology, democracy, and human rights. These are among the most critical and significant dimensions defining and contextualising the processes surrounding the nation-building and identity.

Within the European and Asian context scientists from nine different countries are concerned with political and social interactional structures between schools as public institutions and the local political actors which influence the school environment. The contributions give answers to questions regarding the cooperation between school administrations and community, to civic education for sustainable development at the interface between school and community, to teachers as moderators for political and democratic educational processes and to models for successful cooperation between schools and local political actors.

How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed- what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators, and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication Civic Education and Competences for Engaging Citizens in Democracies addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers, and participation in a modified Delphi Technique the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society; re-examining these notions in an increasingly interconnected global context; re-considering the ways that civic education is researched and practiced; and taking stock of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while social studies researchers call for teachers to nurture skills of analysis, decision-making, and participatory citizenship, students in social studies classrooms are often found participating in passive tasks (e.g., quiz and test-taking, worksheet completion, listening to lectures) rather than engaging critically with the curriculum. Civic Education for Diverse Citizens in Global Times, directed at students, researchers and practitioners of social studies education, seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory.

This book focuses on multicultural curriculum transformation in social studies and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation work. Readers are exposed to "things to think about," but also given curricular examples to work with or

from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multiculturally adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice.

Teaching Social Studies to Multilingual Learners in High School explores strategies for teaching social studies subjects to diverse learners. The book's centerpiece is a visual literacy framework that integrates inquiry, primary source analysis, and visual literacy to provide a progressive learning sequence to meet the different needs of learners.

This volume of the series that debates the need for universal primary education, is concerned with the "good behaviour" of would-be educational innovators in developing countries. The text looks at the need for a code of practice and relating that to issues of economic realism, human rights sensitivity, ecological responsibility and educational effectiveness.

The spirit of inquiry is the engine of democracy. The democratic process is nothing less than citizens regularly asking what kind of society they want to live in and whom they want to lead them. But more and more people are avoiding the whole messy business of questioning. Americans are instead being trained to look for ready-made answers, with potentially dire implications for the health of our society. In this impassioned new book, Andrea Batista Schlesinger argues that we're besieged by cultural forces that urge us to avoid independent thought and critical analysis. The media reduces politics to a spectator sport, focusing on polls and personalities rather than issues and ideas. Schools teach to standardized tests—students learn to fill in the bubbles, not open their minds. "Financial literacy" courses have replaced civics classes, graduating smart shoppers rather than informed citizens. Even the Internet promotes habits that discourage inquiry. Regurgitating search-engine results becomes a substitute for genuine research and reflection. Social networks promote connection rather than engagement. With all the information available online, over a third of those younger than twenty-five say they get no news on a typical day, up from 25 percent in 1998. The situation isn't hopeless. Batista Schlesinger spotlights individuals and institutions across the country that are working to renew a healthy sense of curiosity and skepticism, particularly in American's youth. It is, at this point, an uphill battle but one well worth undertaking. The Death of "Why?" offers both a penetrating socio-cultural critique of our current path and a way forward for cultivating inquiry and reinvigorating our democracy.

Teaching Social Studies to Multilingual Learners in Middle School explores strategies for teaching social studies to learners from culturally and linguistically diverse backgrounds. The book centers on a framework that integrates inquiry, primary source analysis, and visual literacy to provide a progressive learning sequence for students.

Imagine an America where governmental institutions, schools, new technologies, and interest groups work together to promote more informed citizens. Civic Education in the Twenty-First Century brings together the research of scholars from various disciplines to show that by expanding what is done in isolation, we can realize such a healthy civic ecology. This book presents up-to-date empirical research on crucial questions of political socialisation. It suggests new approaches and answers to a classic, but still valid question of political socialisation research: 'Who learns what from whom, under what circumstances, and with what effects?' (Greenstein 1965: 13). The volume maintains that political socialisation is no universal or independent phenomenon, but one significantly shaped by the surrounding parameters of the society in which it is embedded. Therefore, deficits in political socialisation research have become especially clear in light of political and societal changes over recent decades. The book contributes to two important discussions in the study of political socialisation: first, the question of the (relative) importance of socialisation agents and contexts, second – inextricably interwoven with the first – the timing of political socialisation. From a European perspective, articles in the volume shed light on old problems and topics of the field, using new methodological approaches or dealing with long-neglected perspectives such as young children's democratic learning or political socialisation. Includes quantitative approaches as well as innovative and explorative case studies.

Why does it appear that many young people are disengaging from democracy and political participation? For many governments, politicians, academics, social commentators and researchers this is a serious and challenging problem. Consequently widespread interest exists on how to engage young people in politics and democracy.

This volume surveys the new global landscape for democratic civic education. Rooted in qualitative research, the contributors explore the many ways that notions of democracy and citizenship have been implemented in recent education policy, curriculum, and classroom practice around the world. From Indonesia to the Spokane Reservation and El Salvador to Estonia, these chapters reveal a striking diversity of approaches to political socialization in varying cultural and institutional contexts. By bringing to bear the methodological, conceptual and theoretical perspectives of qualitative research, this book adds important new voices to one of education's most critical debates: how to form democratic citizens in a changing world.

Addresses the question: How can schools help shape young minds to address the challenges of a democratic society?

This is the first book-length treatment of the relationship between citizenship and the environment. Andrew Dobson argues that ecological citizenship cannot be fully articulated in terms of the two great traditions of citizenship - liberal and civic republican - which have been bequeathed to us. He develops an original theory of citizenship, which he calls 'post-cosmopolitan', and argues that ecological citizenship is an example and an inflection of it. Ecological citizenship focuses on duties as well as rights, and these duties are owed, non-reciprocally, by those individuals and communities who occupy unsustainable amounts of ecological space, to those who occupy too little. The first virtue of ecological citizenship is justice, but post-cosmopolitanism follows some feminisms in arguing that care and compassion may be required to meet its special obligations. Dobson suggests that ecological citizenship's conception of political space is not the state or the municipality, or the ideal speech community of cosmopolitanism, but the 'ecological footprint'. Most governments around the world have signed up to sustainable development, and they cannot afford to ignore ecological citizenship as a means of getting there. Government policies usually revolve around financial sticks and carrots, but these leave people uncommitted to the idea of sustainability and only to the rewards that are attached to it. Dobson contrasts citizenship with fiscal incentives as a way of encouraging people to act more sustainably, in the belief that the former is more compatible with the long-term and deeper shifts of attitude and behaviour that sustainability requires. Both citizenship and

sustainability, though, are often viewed with suspicion in liberal societies because they refuse to accept the inviolability of individual preferences. Dobson therefore offers an original account of the relationship between liberalism and sustainability, arguing that the former's commitment to a plurality of conceptions of the good entails a commitment to so-called 'strong' forms of the latter. How to make an ecological citizen? Dobson examines the potential of formal high school citizenship education programmes through a case study of the recent implementation of the compulsory citizenship curriculum in the UK. He concludes that the Department of Education and Skills has constructed a Trojan horse capable of kick-starting ecological citizenship, if teachers are willing and able to travel in it. This book will be of interest to those working in the fields of environmental political theory, citizenship, globalisation, cosmopolitanism, liberalism, and citizenship education.

This important book draws together and integrates several strands in educational policy. It offers a perspective on the role of Britain's increasing Muslim population, and the need for Citizenship Education for all school pupils which can allow young Muslims to integrate in ways which meet their legitimate needs for expression of religious values, and which fosters tolerance in both Muslim pupils and in their peers, as well as responsible participation in the wider democracy.

During the last two decades interest in children's development of good citizenship has grown among political and educational theorists in the Western world, leading to much debate about the concept of citizenship education. In this study, a specific approach to citizenship education is proposed, namely a virtue-ethical approach, which explicitly links citizenship education to moral education. From the virtue-ethical point of view, citizenship education is aimed at developing the civic virtues (attitudes that enable citizens to contribute to society), such as justice, tolerance and solidarity. Since this study focuses on teachers in Catholic education, these three virtues have been interpreted from a community-centred, active perspective, which is supposed to fit the normative framework of Catholic schools. The central question of this study is to what extent teachers in Dutch Catholic primary education possess the qualities that are needed to stimulate students' civic virtues, and in what way these qualities can be improved. Two kinds of moral pedagogical teacher behaviour are central: the teachers' modelling behaviour and the way teachers arrange their moral classroom discussions. These two kinds of behaviour will be studied as well as their relationship with the teachers' moral beliefs. Furthermore, a teacher course that is designed to stimulate these two kinds of moral pedagogical behaviour is evaluated. Frank Willems (1979, Boxmeer) lived in Vierlingsbeek, a small town in the south eastern part of the Netherlands, the first twenty-two years of his life. After finishing Teacher Training College in 2002, he moved to Nijmegen to study educational sciences at the Radboud University. The next year, he also started studying philosophy of education at the same university. In 2007 he finished both studies. Since that time, he had been working as a junior researcher at the IKO (Institute for Catholic Education), which is connected to the Radboud University. He was involved in research and he developed tools for schools for the implementation of the insights of his study. Currently, Frank is working as a product coordinator at Examenadviesburo, a small company in Nieuwegein (near Utrecht). He is involved in the development of exams for all kinds of professions (brokers, insurers, accountants, and others).

Engaging youth in civic life has become a central concern to a broad array of researchers in a variety of academic fields as well to policy makers and practitioners globally. This book is both international and multidisciplinary, consisting of three sections that respectively cover conceptual issues, developmental and educational topics, and methodological and measurement issues. Broad in its coverage of topics, this book supports scholars, philanthropists, business leaders, government officials, teachers, parents, and community practitioners in their drive to engage more young people in community and civic actions.

Can social studies classrooms be effective "makers" of citizens if much of what occurs in these classrooms does little to prepare young people to participate in the civic and political life of our democracy? *Making Citizens* illustrates how social studies can recapture its civic purpose through an approach that incorporates meaningful civic learning into middle and high school classrooms. The book explains why social studies teachers, particularly those working in diverse and urban areas, should infuse civic education into their teaching, and outlines how this can be done effectively. Directed at both pre-service and in-service social studies teachers and designed for easy integration into social studies methods courses, this book follows students and teachers in social studies classrooms as they experience a new approach to the traditional, history-oriented social studies curriculum, using themes, essential questions, discussion, writing, current events and action research to explore enduring civic questions. Following the experiences of three teachers working at three diverse high schools, Beth C. Rubin considers how social studies classrooms might become places where young people study, ponder, discuss and write about relevant civic questions while they learn history. She draws upon the latest sociocultural theories on youth civic identity development to describe a field-tested approach to civic education that takes into consideration the classroom and curricular constraints faced by new teachers. A unique look at how citizenship education is embedded within the school curriculum using a combination of philosophical enquiry and empirical research.

This book examines the issues of theorizing citizenship education research in non-Western societies that have embarked on democratic development after the fall of authoritarianism and colonialism. Despite a proliferation of studies on citizenship and citizenship education in non-Western contexts, there has been limited theorization of this research and little discussion of the applicability to such contexts of Western theoretical frameworks. This volume addresses these issues through empirical case studies of citizenship conceptions, practices, and education in South and West Africa, Latin America, Central Europe, and the Middle East. The contributors to the volume call into question the uncritical application of Western theoretical frameworks to non-Western societies and advocate for the development and wider application of new paradigms rooted in local processes and indigenous knowledge to better understand and theorize citizenship and citizenship education in such societies. This volume will be of interest to scholars, researchers, and practitioners working in the field of comparative and international citizenship education. It was originally published as a special issue of *Compare: A Journal of Comparative and International Education*.

As former elementary school teachers, the authors focus on what is possible in schools rather than a romantic vision of what schools could be. Based on a 5-year study of an elementary school, this book shows how civic engagement can be purposive and critical—a way to encourage young people to examine their environment, to notice and question injustices, and to take action to make a difference in their communities and school. Focusing on the intersection of student voice and critical inquiry, the book describes how to embed civic engagement into curriculum, school decision-making processes, and whole-school activities. Chapters provide an overview of what research has demonstrated about civic engagement at the classroom, school, and community levels, including detailed descriptions of activities and lessons for practice. Classroom teachers, school principals, community members, and teacher educators can use this resource to foster a deeper, richer understanding of what is entailed in civic life. **Book Features:** A vivid portrait of a “typical” public school that wants to do more than teach to the test. An examination of the conditions that enable young people to participate in democratic practices, including identifying and questioning injustices. Concrete examples of student voice and critical inquiry in classroom contexts. Practices and activities that encourage children to get along with others, exchange perspectives, and work across differences. “Offers a suggestive range of evidence that high-quality civic engagement initiatives can enhance students’ academic, social, and emotional engagement. . . . It reveals the nitty-gritty

of how experienced teachers can enable children who are immersed in meaningful civic work also to engage more deeply with mathematical problem-solving, peer collaboration, literacy and social studies learning, and development of empathy and mutual trust.” —From the Foreword by Meira Levinson “Mitra and Serriere show us not only that elementary-aged children are capable of civic engagement, but how such engagement can be nurtured in the classroom. Children can be active civic participants; this book demonstrates both the power of this idea and how we might accomplish this essential task.” —Beth C. Rubin, Rutgers University

Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government. American high schools, where students learn the basics of citizenship, thus ought to play a critical role in the success of democracy. Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter-century have generally shown that these courses have little or no effect. In this important book, Richard G. Niemi and Jane Junn take a fresh look at what America's high school seniors know about government and politics and how they learn it. The authors argue convincingly that secondary school civics courses do indeed enhance students' civic knowledge. This book is based on the most extensive assessment to date of civic knowledge among American youth--the 1988 National Assessment of Education Progress (NAEP) Civics Assessment. The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching.

Problems in Philosophy of Education canvasses several of the leading issues in philosophy of education. These include the disconnect between the disciplines of philosophy and philosophy of education, the strained relationship between educational practice and philosophy of education, the role of educational research in philosophy of education, and the lack of an independent scholarship for philosophy of education. James Scott Johnson argues for a philosophy of education separate and distinct from both the disciplines of philosophy and education and claims that philosophy of education should raise and address its own questions and concerns. Supporting this is a model of how philosophy of education should originate basic questions, together with a set of philosophic presuppositions regarding the model's logic, ethics, politics, and relationship to science and social science.

The core message of this educational book is that democracy is, more than ever before, in need of the personal contribution of engaged citizens. Democracy is viable only if it is rooted in the hearts and minds of citizens who feel responsible not only for their own well-being, but also for the quality of social relationships in a society with marked differences in race, religion, culture, and gender. Three basic features define personalized democracy: A critical attitude not only towards others but also towards oneself; learning not only from others but also from oneself; and participation in society with attention to the contradictory nature of one's own mind. The authors emphasize that the development of personalized democracy and global citizenship requires participation at different identity levels: I as individual, we as members of social groups, we as part of humanity, and we as part of the earth. Written for future teachers at secondary level, the book contains dialogical self theory, research and a wide range of exercises.

Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Written by one of the field's leading experts and sponsored by Campus Compact, the book is the definitive work on this high-impact educational practice. Service-learning has been identified by the Association of American Colleges and Universities as having been widely tested and shown to be beneficial to college students from a wide variety of backgrounds. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Each chapter addresses issues related to individual practice as well as to the collective work of starting and developing a service-learning center or program, with examples drawn from a variety of disciplines, situations, and institutional types. The questions range from basic to advanced and the answers cover both the fundamentals and complexities of service-learning. Topics include:

Determining what service-learning opportunities institutions should offer  
How to engage students in critical reflection in academic courses and in cocurricular experiences  
Best practices for developing and sustaining mutually beneficial campus-community partnerships  
Integrating service-learning into the curriculum in all disciplines and at all levels, as well as various areas of student life outside the classroom  
Assessing service-learning programs and outcomes  
The dilemmas of service-learning in the context of power and privilege  
The future of service-learning in online and rapidly globalizing environments  
Service-learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local, national, and global needs. However, in order to realize these benefits, service-learning must be thoughtfully designed and carefully implemented. This easy-to-use volume contains everything faculty, leaders, and staff members need to know about service-learning to enhance communities, improve higher education institutions, and educate the next generation of citizens, scholars, and leaders. During the nineteenth and early twentieth centuries, British society gradually began to see 'adolescence' as a distinct social entity worthy of concentrated study and debate. Jenny Holt argues that the social construction of the public schoolboy, a figure made ubiquitous by a huge body of fictional, biographical, and journalistic work, had a disproportionate role to play in the development of social perceptions of adolescence and in forming ideas of how young people should be educated to become citizens in an age of increasing democracy. With attention to an admirably wide range of popular books as well as examples from the periodical press, Jenny Holt begins with a discussion of the ideas of late-eighteenth-century social radicals, and ends with the First World War, when the more 'serious' public school literature, which sought to involve juvenile readers in complex social and political issues, declined suddenly in popularity. Along the way, Jenny Holt considers the influence of Victorian Evangelical thought, Social Darwinism, and the early-twentieth-century National Efficiency movement on concepts of adolescence. Whether it is shedding new light on well-known texts by Thomas Hughes and Rudyard Kipling, providing a fascinating discussion of works written by boys

themselves, or supplying historical context for the development of the concept of adolescence, this book will engage not only scholars of childhood and children's literature but Victorianists and those interested in the history of educational practice.

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.

Civic Education and Competences for Engaging Citizens in Democracies Murray Print University of Sydney and Dirk Lange Leibniz University of Hannover What competences do young citizens need to be considered as active and engaged in the context of a modern Europe? In 2011 an invited research symposium of leading civic and political educators, social scientists and educational administrators from Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above question the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The group addressed these questions through discussion in the symposium and through previously prepared papers. Subsequently the group participated in a modified Delphi Technique to identify the key competences and the final competences are presented in this book. The chapters of this book represent the contribution of the participants before, during and after the symposium with opportunities for review and reflection. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

Classic Books Library presents this brand new edition of "The Federalist Papers", a collection of separate essays and articles compiled in 1788 by Alexander Hamilton. Following the United States Declaration of Independence in 1776, the governing doctrines and policies of the States lacked cohesion. "The Federalist", as it was previously known, was constructed by American statesman Alexander Hamilton, and was intended to catalyse the ratification of the United States Constitution. Hamilton recruited fellow statesmen James Madison Jr., and John Jay to write papers for the compendium, and the three are known as some of the Founding Fathers of the United States. Alexander Hamilton (c. 1755–1804) was an American lawyer, journalist and highly influential government official. He also served as a Senior Officer in the Army between 1799-1800 and founded the Federalist Party, the system that governed the nation's finances. His contributions to the Constitution and leadership made a significant and lasting impact on the early development of the nation of the United States.

What are the key issues in Citizenship Education today? Debates in Citizenship Education encourages student and practising teachers to engage with and reflect on some of the key topics, concepts and debates that they will have to address throughout their career. It places the specialist field of Citizenship Education in a wider context and aims to enable teachers to reach their own informed judgements and argue their points of view with deeper theoretical knowledge and understanding. Taking account of recent policy and controversies, expert contributors provide a balance of experience and perspectives and cover a wide range of classic and contemporary topics including: Theoretical Perspectives on Citizenship Education; International Comparative Perspectives on Citizenship Education; Citizenship Education, Race and Community Cohesion; Climate Change and Sustainable Citizenship Education; ICT and Citizenship Education; Ethics and Citizenship Education; Assessment of Citizenship Education. Debates in Citizenship Education is for all student teachers, and practising teachers engaged in CPD or interested in furthering their understanding of teaching in the subject area. Including carefully annotated further reading and reflective questions to help shape your own research and writing, this collection provides an introduction to recent critical thinking and contemporary debates within Citizenship Education.

The aim of the questionnaire, which formed the basis of this paper, was to collect information to test the theory that parents have a responsibility to pass on certain values and a social way of life within a family unit. It analyses the use of words, reactions and attitudes of non-governmental organisations in the sphere of citizenship. The questions focussed on three main areas: who spoke and in what circumstances; the meaning citizens assigned to certain terms; peoples attitudes to citizenship.

This book examines the approach to civic education in six societies located on the Pacific Rim: Australia, Japan, Hong Kong, Taiwan, Thailand, and the US. In these scrupulously designed studies, the contributors investigate the recent re-emergence of civic education in this region. Developments such as globalization, nationalism, and sovereignty have profound effects on how schools make "good citizens." These essays reveal how definitions of citizenship are contested and revised under such influences, and interrogate differences in civic education from nation to nation. As societies attempt to strike a balance between obedience and critical thinking, schools become the primary site of these transformations. Analyzing both educational policy and its implementation, these contributors offer a groundbreaking, comparative study that grounds civic education historically and politically.

How do we prepare young people to understand the complex problems confronting our society and their place as citizens in shaping solutions? Until 1997, the contribution of schools to these challenges was ad hoc and uncoordinated, but with the introduction of citizenship education into the National Curriculum in England a new political project began. Between 2002 and 2012, England has become a leading player in the debate about how to induct young people into democracy. Jerome explores the connections between the values promoted by the government and the forms of citizenship promoted through the National Curriculum and considers: What did the politicians want the policy to achieve? What kinds of

citizens were teachers trying to create? What kind of citizens do the young people feel that they have become? To answer these questions this book considers a range of evidence from large scale national and international research projects to single school case studies, conducted with student co-researchers. The study illustrates the complexity of policy making and reveals the gap between curriculum policy and implementation.

[Copyright: ab03cb028b128e74cbc20d61980c14b4](#)