

Educating For Democracy Preparing Undergraduates For Responsible Political Engagement

How are we to understand the nature and value of higher education's public purposes, mission, and work in a democratic society? How do-and how should-academic professionals contribute to and participate in civic life in their practices as scholars, scientists, and educators? *Democracy and Higher Education* addresses these questions by combining an examination of several normative traditions of civic engagement in American higher education with the presentation and interpretation of a dozen oral history profiles of contemporary practitioners. In his analysis of these profiles, Scott Peters reveals and interprets a democratic-minded civic professionalism that includes and interweaves expert, social critic, responsive service, and proactive leadership roles. *Democracy and Higher Education* contributes to a new line of research on the critically important task of strengthening and defending higher education's positive roles in and for a democratic society.

"This book identifies four distinct functions of American higher education that colleges and universities have acquired over the past two hundred years and that are integral to liberal democracy: social mobility, citizenship education, the discovery and communication of knowledge, and the cultivation of a pluralistic society. Each chapter takes up one of these functions to analyze and assess"-- The book highlights current issues influencing civic and citizenship education and their theoretical underpinnings. It provides an overview of the key features influencing 'democratic deconsolidation', suggests ways in which civic and citizenship education needs to be reframed in order to fit this new political environment, and demonstrates how social media will play a significant role in any future for civic and citizenship education. Currently, democratic institutions are under attack, democratic values are threatened, and there is a wide-scale retreat from the liberal consensus that has underpinned liberal democracies internationally. These trends can be seen in events like, Brexit, the election of a right-wing populist President of the United States and, anti-democratic governments in parts of Europe. It is this change in the direction of political ideology that is currently 'deconsolidating democracy' and thus challenging traditional approaches to civic and citizenship education. What is urgently needed is an understanding of these current trends and their implications for thinking in new ways about civic and citizenship education in the 21st century.

The Challenge of Educating Lawyers "This volume, under the presidency of Lee Shulman, is intended primarily to foster appreciation for what legal education does at its best. We want to encourage more informed scholarship and imaginative dialogue about teaching and learning for the law at all organizational levels: in individual law schools, in the academic associations, in the profession itself. We also believe our findings will be of interest within the academy beyond the professional schools, as well as among that public concerned with higher

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education and the promotion of professional excellence." --From the Introduction "Educating Lawyers is no doubt the best work on the analysis and reform of legal education that I have ever read. There is a call for deep changes in the way law is taught, and I believe that it will be a landmark in the history of legal education."

--Bryant G. Garth, dean and professor of law, Southwestern Law School and former director of the American Bar Foundation "Educating Lawyers succeeds admirably in describing the educational programs at virtually every American law school. The call for the integration of the three apprenticeships seems to me exactly what is needed to make legal education more 'professional,' to prepare law students better for the practice of law, and to address societal expectations of lawyers." --Stephen Wizner, dean of faculty, William O. Douglas Clinical Professor of Law, Yale Law School

In *Teaching Democracy*, Walter Parker makes a unique and thoughtful contribution to the hot debate between proponents of multicultural education and those who favor a cultural literacy approach. Parker conclusively demonstrates that educating for democratic citizenship in a multicultural society includes a fundamental respect for diversity. This scholarly yet accessible work: Bridges the widening gap between multicultural education and civic education. Provides powerful teaching strategies that educators can use to draw children creatively and productively into a way of life that protects and nurtures cultural pluralism and racial equity. Explains the unity–diversity confusion that is found in popular media as well as in multicultural– and citizenship–education initiatives. Defines deliberative discussion and explores its promise as the centerpiece of democratic education in schools, both elementary and secondary. "At a moment in time when our connection to the nation seems superficial and jingoistic, Walter Parker offers us a vehicle to reach our ideal of deliberative, committed civic participation for every citizen. This book explores the hard work of citizen-making in a diverse and complex society where individual and group interests often are in conflict. Parker makes us realize that in a democracy 'public' is not a dirty word and schooling should not be punishment." —Gloria Ladson–Billings, University of Wisconsin, Madison "This book deals in an engaging and thought-provoking way with both social realities and democratic possibilities—exactly what I try to do in my classroom." —Wendy Ewbank, teacher, Seattle Girls' School

Globally, the appetite for higher education is great, but what do students and societies gain? *Quality in Undergraduate Education* foregrounds the importance of knowledge acquisition at university. Many argue that university education is no longer a public good due to the costs incurred by students who are then motivated by the promise of lucrative employment rather than by studying a discipline for its own sake. McLean, Abbas and Ashwin, however, reveal a more complex picture and offer a way of thinking about good quality university education for all. Drawing on a study which focused on four sociology-related social science UK university departments of different reputation, the book shows that students value sociological knowledge because it gives them a framework to

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think about and act on understanding how individuals and society interact. Further, the authors discuss how what was learned from the study about how policy, curriculum and pedagogy might preserve and strengthen the personal and social gains of social science undergraduate education.

In the years after *A Nation at Risk*, conservatives' ideas to reform America's lagging education system gained much traction. Key items like school choice and rigorous academic standards drew bipartisan support and were put into practice across the country. Today, these gains are in retreat, ceding ground to progressive nostrums that do little to boost the skills and knowledge of young people. Far from being discouraged, however, conservatives should seize the moment to refresh their vision of quality K–12 education for today's America. These essays by 20 leading conservative thinkers do just that. Students, according to this vision, should complete high school with a thorough understanding of the country's history, including gratitude for its sacrifices, respect for its achievements, and awareness of its shortcomings. They should also learn to be trustworthy stewards of a democratic republic, capable of exercising virtue and civic responsibility. Beyond helping to form their character, schools ought to ready their pupils for careers that are productive, rewarding, and dignified. Excellent technical-training opportunities will await those not headed to a traditional college. Regardless of the paths and schools that they select, all students must come to understand that they can succeed in America if they are industrious, creative, and responsible. Anchored in tradition yet looking towards tomorrow, *How to Educate an American* should be read by anyone concerned with teaching future generations to preserve the country's heritage, embody its universal ethic, and pursue its founding ideals.

This work delves into the topic of moral education in America's K-12 schools. Following an introductory historical chapter, it analyzes salient topics and notable leaders in the field of moral education. It treats the issues thoroughly and fairly, providing a heightened understanding of both the major and minor themes in moral education.

Donald Harward has assembled the deepest thinkers in higher education in one resource that combines theoretical considerations with analyses of fundamental issues related to learning and liberal education. This set of arguments, theories, and evidence are sufficient to encourage significant—transformative—changes in higher education. Contributors go on to offer examples of campus initiatives that document such changes, from directional nudges to major shifts of emphases and resources.

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.

Numerous studies have chronicled students lack of trust in large social

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institutions, declining interest in politics, and decreasing civic skills. This book is a comprehensive guide to developing high-quality civic engagement experiences for college students. The book defines civic engagement and explains why it is central to a college education. It describes the state of the art of education for civic engagement and provides guidelines for designing programs that encourage desired learning outcomes. In addition, the book guides leaders in organizing their institutions to create a campus-wide culture of civic engagement.

At this time of a renewed call for colleges and universities to create campus cultures that support and develop students' understanding and commitment to civic participation, what is known about the design of service learning courses and their effectiveness to achieve this goal? This volume presents research on--and deepens understanding of--teaching strategies that foster the knowledge, skills and dispositions of college graduates to be actively engaged in their communities as citizens and civic-minded professionals. The first section offers an overview of civic learning and the importance of intentional service learning course design to reach civic outcomes. The next section employs various disciplinary perspectives to identify theories and conceptual frameworks for conducting research on student civic outcomes. The third section focuses on research methods and designs to improve research using quantitative and qualitative approaches, cross-institutional research strategies, longitudinal designs, authentic data, and local and national data sets. Chapters also address implications for practice and future research agendas for scholars.

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John Wiley & Sons

With a government plagued by systemic ills and deep ideological divides, democracy, as we know it, is in jeopardy. Yet, ironically, voter apathy remains prevalent and evidence suggests standard civic education has done little to instill a sense of civic duty in the American public. While some are waiting for change to come from within, trying to influence already polarized voters, or counting down the days until the "next election," leading child and adolescent development experts Daniel Hart and James Youniss are looking to another solution:

America's youth. In *Renewing Democracy in Young America*, Hart and Youniss examine the widening generation gap, the concentration of wealth in pockets of the US, and the polarized political climate, and they arrive at a compelling solution to some of the most hotly contested issues of our time. The future of democracy depends on the American people seeing citizenship as a long-term psychological identity, and thus it is critical that youth have the opportunity to act as citizens during the time of their identity formation. Proposing that 16- and 17-year-olds be able to vote in municipal elections and suggesting that schools create science-based, community-oriented environmental engagement programs, the authors expound that by engaging youth through direct citizen-participatory experiences, we can successfully create active and committed citizens. Political scientists, media commentators, and citizens alike agree that democratic

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processes are broken across the nation, but we cannot stop at simply showing that our political system is dysfunctional. Refreshingly lucid and unabashedly hopeful, *Renewing Democracy in Young America* is an impeccably timed call to action.

With a focus on providing concrete teaching strategies for scholars, the *Handbook on Teaching and Learning in Political Science and International Relations* blends both theory and practice in an accessible and clear manner. In an effort to help faculty

Educating for Democracy reports the results of the Political Engagement Project, a study of educational practices at the college level that prepare students for responsible democratic participation. In this book, coauthors Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, and Josh Corngold show that education for political development can increase students' political understanding, skill, motivation, and involvement while contributing to many aspects of general academic learning.

This paper, highlights the forthcoming book "Educating for Democracy." The book articulates the conditions under which political teaching and learning in college is and is not legitimate, making the case that education for political development can and should be conducted in a manner that is consistent with the core values of higher education institutions. It also rebuts the claim that education for political development will indoctrinate students with the political views of faculty, and offers evidence that concerns about political indoctrination are largely unfounded. It is a book written for educators who want to help undergraduates become knowledgeable and engaged participants in many arenas of American democracy and public life, and for those intrigued by the idea of educating for political development but not quite sure what this means in practice. Built on the insights and experience of people who have been deeply involved in promoting undergraduates' political understanding and engagement, the book offers strategies for use in courses, in the co-curriculum, and in other campus activities. It describes high-quality teaching for college-level political learning and articulates what it means to teach effectively for a complex and interconnected array of outcomes using pedagogical strategies that engage students actively in political learning. The table of contents contains the following chapters: (1) Citizens, Politics and Civic Engagement; (2) Higher Education's Role in Preparing Citizens; (3) The Imperative of Open Inquiry; (4) Creating Environments of Open Inquiry; (5) Teaching for Political Knowledge and Understanding; (6) Teaching Skills of Democratic Participation; (7) Fostering Motivation for Political Engagement; (8) Political Learning through Discussion and Deliberation; (9) Political Learning Through Research and Action Projects; (10) Political Learning through Speakers and Mentors; (11) Political Learning through Placements, Internships and Service Learning; (12) Political Learning Through Structured Reflection; and (13) Educating for Political Engagement: Putting the Pieces Together. Appended are: (1) The Political Engagement Project: Course and Program Summaries; and (2) Survey Data Analyses. [These highlights are based on the Carnegie/Jossey-Bass publication of the same title, "Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement" (November 2007). The Political Engagement Project was funded by the Atlantic Philanthropies, Carnegie

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Corporation of New York, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the University of Maryland, the Ford Foundation, and the William and Flora Hewlett Foundation, as well as The Carnegie Foundation for the Advancement of Teaching.].

In this volume teacher educators explicitly and implicitly share their visions for the purposes, experiences, and commitments necessary for social studies teacher preparation in the twenty-first century. It is divided into six sections where authors reconsider: 1) purposes, 2) course curricula, 3) collaboration with on-campus partners, 4) field experiences, 5) community connections, and 6) research and the political nature of social studies teacher education. The chapters within each section provide critical insights for social studies researchers, teacher educators, and teacher education programs. Whether readers begin to question what are we teaching social studies teachers for, who should we collaborate with to advance teacher learning, or how should we engage in the politics of teacher education, this volume leads us to consider what ideas, structures, and connections are most worthwhile for social studies teacher education in the twenty-first century to pursue.

"To Serve a Larger Purpose" calls for the reclamation of the original democratic purposes of civic engagement and examines the requisite transformation of higher education required to achieve it. The contributors to this timely and relevant volume effectively highlight the current practice of civic engagement and point to the institutional change needed to realize its democratic ideals. Using multiple perspectives, "To Serve a Larger Purpose" explores the democratic processes and purposes that reorient civic engagement to what the editors call "democratic engagement." The norms of democratic engagement are determined by values such as inclusiveness, collaboration, participation, task sharing, and reciprocity in public problem solving and an equality of respect for the knowledge and experience that everyone contributes to education, knowledge generation, and community building. This book shrewdly rethinks the culture of higher education.

Examines just how the important goals of educating for democracy can be achieved from the perspective of those working in teacher education and in P-12 schools.

Today Americans feel powerless in the face of problems on every front. Such feelings are acute in higher education, where educators are experiencing an avalanche of changes: cost cutting, new technologies, and demands that higher education be narrowly geared to the needs of today's workplace. College graduates face mounting debt and uncertain job prospects, and worry about a coarsening of the mass culture and the erosion of authentic human relationships. Higher education is increasingly seen, and often portrays itself, as a ticket to individual success--a private good, not a public one. Democracy's Education grows from the American Commonwealth Partnership, a year-long project to revitalize the democratic narrative of higher education that began with an invitation to Harry Boyte from the White House to put together a coalition aimed at strengthening higher education as a public good. The project was launched at the beginning of 2012 to mark the 150th anniversary of the Morrill Act, which created land grant colleges. Beginning with an essay by Harry C. Boyte, "Reinventing Citizenship as Public Work," which challenges educators and their partners to claim their power to shape the story of higher education and the civic careers of students, the collection brings world-famous scholars, senior government

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officials, and university presidents together with faculty, students, staff, community organizers, and intellectuals from across the United States and South Africa and Japan. Contributors describe many constructive responses to change already taking place in different kinds of institutions, and present cutting-edge ideas like "civic science," "civic studies," "citizen professionalism," and "citizen alumni." Authors detail practical approaches to making change, from new faculty and student roles to changes in curriculum and student life and strategies for everyday citizen empowerment. Overall, the work develops a democratic story of education urgently needed to address today's challenges, from climate change to growing inequality.

A college student wants to lead a campaign to ban a young adult novel from his child's elementary school as his service-learning project in a children's literature course. Believing the book is offensive to religious sensibilities, he sees his campaign as a service to children and the community. Viewing such a ban as limiting freedom of speech and access to information, the student's professor questions whether leading a ban qualifies as a service project. If the goal of service is to promote more vital democratic communities, what should the student do? What should the professor do? How do they untangle competing democratic values? How do they make a decision about action? This book addresses the teaching dilemmas, such as the above, that instructors and students encounter in service-learning courses. Recognizing that teaching, in general, and service-learning, in particular, are inherently political, this book faces up to the resulting predicaments that inevitably arise in the classroom. By framing them as a vital and productive part of the process of teaching and learning for political engagement, this book offers the reader new ways to think about and address seemingly intractable ideological issues. Faculty encounter many challenges when teaching service learning courses. These may arise from students' resistance to the idea of serving; their lack of responsibility, wasting clients' and community agencies' time and money; the misalignment of community partner expectations with academic goals; or faculty uncertainty about when to guide students' experiences and when direct intervention is necessary. In over twenty chapters of case studies, faculty scholars from disciplines as varied as computer science, engineering, English, history, and sociology take readers on their and their students' intellectual journeys, sharing their messy, unpredictable and often inspiring accounts of democratic tensions and trials inherent in teaching service-learning. Using real incidents – and describing the resources and classroom activities they employ – they explore the democratic intersections of various political beliefs along with race/ethnicity, class, gender, ability, sexual orientation, and other lived differences and likenesses that students and faculty experience in their service-learning classroom and extended community. They share their struggles of how to communicate and interact across the divide of viewpoints and experiences within an egalitarian and inclusive environment all the while managing interpersonal tensions and conflicts among diverse people in complex, value-laden situations. The experienced contributors to this book offer pedagogical strategies for constructing service-learning courses, and non-prescriptive approaches to dilemmas for which there can be no definitive solutions.

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

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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. This important book offers an inclusive approach to preparing students to be responsible participants in a democratic society. Civic education generally operates through the lens of citizenship, where students learn what good citizenship is and what good citizens do. Yet the citizenship lens fails to identify the wide range of schoolchildren and their families who participate in economic, political, and social life. Civic Education in the Age of Mass Migration examines the exclusionary aspects of citizenship and offers democratic societies an alternative approach that includes all long-term residents regardless of citizenship and immigration status. Banks reimagines a civic education curriculum that gives secondary students the knowledge and skills needed to move the United States toward a more perfect union. Book Features: A brief overview of the history of civic education and why citizenship status and immigration status should be explicitly addressed. An examination of the economic, political, and social forces shaping immigration law. A new way to conceptualize membership based on three principles: popular sovereignty, participation, and the jus nexi principle. Classroom activities and discussion questions to help civic educators incorporate the idea of citizenship boundaries into their curriculum.

A state of the discipline approach to teaching and learning in Politics and IR including contributions which discuss the most cutting-edge approaches, techniques, and methodologies for tutors. This book discusses the themes and challenges in teaching and learning whilst also exploring these in the specific context of political science and IR.

This book posits that national education systems are enhancing socioeconomic inequalities in political engagement. While the democratic ideal is social equality in political engagement, the authors demonstrate that the English education system is recreating and enhancing entrenched democratic inequalities. In Europe, the UK has the strongest correlation between social background and voting behaviours. Examining the role of the school and the education system in the potential reproduction of these inequalities, the authors draw upon the theories of Bourdieu and Bernstein and compare the English school system to other European countries to analyse barriers that are put along the way to political engagement. In times of political disaffection, frustration and polarisation, it is particularly important to uncover why young people from disadvantaged backgrounds are less likely to engage politically, and to help inspire future generations to use their voice. This timely book will be of interest and value to students and scholars of educational inequality and political engagement. For directors of campus centers that have received the Carnegie Classification for Community Engagement, this book offers research and models to further advance their work. For directors starting out, or preparing for application for the Carnegie Classification, it provides guidance on setting up and structuring

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centers as well as practical insights into the process of application and the criteria they will need to meet. Building on the findings of the research undertaken by the author and John Saltmarsh on the infrastructure of campus centers for engagement that have received the Carnegie Classification for Community, this book responds to the expressed needs of the participating center directors for models and practices they could share and use with faculty, and mid-level and upper-level administrators to more fully embed engagement into institutional culture and practice. This book is organized around the purpose (the “why”), platforms (the “how”), and programs (the “what”) that drive and frame community engagement in higher education, offering practitioners valuable information on trends of current practice based on Carnegie Classification criteria. It will also serve the needs of graduate students aspiring to become the future professoriate as engaged scholars, or considering preparation for new administrative positions being created at centers. Co-published with Campus Compact

. *Renewal of Life by Transmission*. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

One of the greatest challenges in assessing student learning in general education programs is addressing the tension between selecting easy-to-measure learning outcomes that have little value or bearing on our institutions' goals and selecting meaningful and substantial learning outcomes that are complex and difficult to assess. Many institutions that have recently replaced their cafeteria-style general education programs with general education programs that focus on complex student learning outcomes find themselves at a loss in attempting to gather evidence on student achievement of these outcomes for internal improvement and external accountability purposes. This volume of *New Directions for Institutional Research* makes a compelling case that institutions

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can and should be assessing consequential, complex general education student learning outcomes. It also gives faculty members and assessment leaders the tools and resources to take ownership of this important work. Part One of this volume provides an argument for why we should be assessing general education and describes a framework, based on a rigorous psychological research approach, for engaging in assessment. The six chapters in Part Two show how this work can be (and is being) done for six important learning outcomes: critical thinking, quantitative reasoning, teamwork, intercultural competence, civic knowledge and engagement, and integrative learning. The volume closes with recommendations on needed innovations in general education assessment and presents a research agenda for future work. Book jacket.

More than a century ago, John Dewey challenged the education community to look to civic involvement for the betterment of both community and campus. Today, the challenge remains. In his landmark book, editor Thomas Ehrlich has collected essays from national leaders who have focused on civic responsibility and higher education. Imparting both philosophy and working examples, Ehrlich provides the inspiration for innovative new programs in this essential area of learning.

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

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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.

Service-learning is a powerful method of teaching and learning that has been used effectively for more than two decades. This volume contributes further to the *Advances in Service-Learning Research* series that focuses upon service-learning in teacher education. Research and theory indicate that knowledge of service-learning pedagogy and how to implement it in teacher candidates' future classrooms can enhance field experiences of teacher education and the civic mission of schools. However, research also reminds us that the practice of service-learning is nuanced and complex. No two service-learning experiences are alike, yet universal characteristics across service-learning experiences define its essence and distinction. It is through research that digs deep into these nuanced issues that we can learn more about the different characteristics of the experience that define service-learning and guide implementation. The preface provides an interview with Andy Furco, an early advocate of service-learning and noted leader who has fostered service-learning in K-12 and higher education throughout the United States and across the globe. Andy Furco's commentary offers an historical overview of the field as well as how the field can advance, providing insights for those new to the field as well as those who have engaged in service-learning. The preface and thirteen chapters together provide empirical and conceptual support for including service-learning. Concurrently, this scholarship provides guidance for implementing service-learning in teacher preparation and in K-12 education. Interrelated themes include self efficacy, connections with communities, diversity, and program development in teacher education.

After decades of marginalization in the secularized twentieth-century academy, moral education has enjoyed a recent resurgence in American higher education, with the establishment of more than 100 ethics centers and programs on campuses across the country. Yet the idea that the university has a civic responsibility to teach its undergraduate students ethics and morality has been met with skepticism, suspicion, and even outright rejection from both inside and outside the academy. In this collection, renowned scholars of philosophy, politics, and religion debate the role of ethics in the university, investigating whether universities should proactively cultivate morality and ethics, what teaching ethics entails, and what moral education should accomplish. The essays quickly open up to broader questions regarding the very purpose of a university education in modern society. Editors Elizabeth Kiss and J. Peter Euben survey the history of ethics in higher education, then engage with provocative recent writings by Stanley Fish in which he argues that universities should not be involved in moral education. Stanley Hauerwas responds, offering a theological perspective on the university's purpose. Contributors look at the place of politics in moral education; suggest that increasingly diverse, multicultural student bodies are resources for the teaching of ethics; and show how the debate over civic education in public grade-

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schools provides valuable lessons for higher education. Others reflect on the virtues and character traits that a moral education should foster in students—such as honesty, tolerance, and integrity—and the ways that ethical training formally and informally happens on campuses today, from the classroom to the basketball court. *Debating Moral Education* is a critical contribution to the ongoing discussion of the role and evolution of ethics education in the modern liberal arts university. Contributors.

Lawrence Blum, Romand Coles, J. Peter Euben, Stanley Fish, Michael Allen Gillespie, Ruth W. Grant, Stanley Hauerwas, David A. Hoekema, Elizabeth Kiss, Patchen Markell, Susan Jane McWilliams, Wilson Carey McWilliams, J. Donald Moon, James Bernard Murphy, Noah Pickus, Julie A. Reuben, George Shulman, Elizabeth V. Spelman *Civic Work, Civic Lessons* explains how and why people of all ages, and particularly young people, should engage in public service. Its authors are 57 years apart in age, but united in their passion for public service. Their experiences range from volunteering, to non-profit work, to federal foreign aid.

This book is written for all university and college teachers interested in experimenting with discussion methods in their classrooms. *Discussion as a Way of Teaching* is a book full of ideas, techniques, and usable suggestions on: * How to prepare students and teachers to participate in discussion * How to get discussions started * How to keep discussions going * How to ensure that teachers' and students' voices are kept in some sort of balance It considers the influence of factors of race, class and gender on discussion groups and argues that teachers need to intervene to prevent patterns of inequity present in the wider society automatically reproducing themselves inside the discussion-based classroom. It also grounds the evaluation of discussions in the multiple subjectivities of students' perceptions. An invaluable and helpful resource for university and college teachers who use, or are thinking of using, discussion approaches.

Business is the largest undergraduate major in the United States and still growing. This reality, along with the immense power of the business sector and its significance for national and global well-being, makes quality education critical not only for the students themselves but also for the public good. The Carnegie Foundation for the Advancement of Teaching's national study of undergraduate business education found that most undergraduate programs are too narrow, failing to challenge students to question assumptions, think creatively, or understand the place of business in larger institutional contexts. *Rethinking Undergraduate Business Education* examines these limitations and describes the efforts of a diverse set of institutions to address them by integrating the best elements of liberal arts learning with business curriculum to help students develop wise, ethically grounded professional judgment.

This book offers a much-needed appraisal of two key social change movements within higher education: civic engagement and social innovation. The authors critically explore the historical and contemporary contexts as well as democratic foundations (or absence thereof) of both approaches, concluding with a discussion of possible future directions that may make the approaches more effective in fulfilling the broader democratic mission of U.S. higher education. This is an essential resource for those in higher education who wish to promote and advance social change, as it provides an opportunity to critically examine where we are with our civic engagement and social innovation approaches and what we might do to best realize their promise through

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changes in our educational processes, pedagogical strategies, evaluation metrics, and outcomes.

Providing the academic community with a robust and highly practical insight into the importance of implementing relationship building into the learning environment and experiences of all students, underpinned by current research, this innovative volume explores intercultural learning and critical pedagogy in the borderless university. By revealing cutting-edge theoretical perspectives and practice which can facilitate critical connections between diverse students, their learning, curriculum, each other, and their communities, *Learner Relationships in Global Higher Education* integrates academic and student perspectives on relationship development into academic practice. Drawing upon case studies and examples of good practice from across the globe, this book illustrates how practitioners in diverse contexts are designing student experiences in face-to-face and online contexts on- and off-campus to advance learner relationships. By situating this work in a critical pedagogy perspective, the book advances internationalisation in and for a global and multicultural world. In the changing contexts of global higher education, this book is a valuable tool for higher education researchers and practitioners at all stages of their careers.

In this volume, leading scholars from the fields of communication, educational psychology, and international education address what is known about the strategic role of interpersonal communication in the teaching/learning process. Instruction often involves spoken communication that carries information from teacher to learner, and in these instances the teacher's skillful and strategic use of language has a measurable impact on learning outcomes. Thus, the cumulative findings of instructional communication research are instrumental in maximizing the efficiency and effectiveness of both teaching and learning. Major sections of this volume include: Historical and Theoretical Foundations Instructor Characteristics and Behaviors Student Characteristics and Outcomes Pedagogy and Classroom Management Teaching and Learning Communication Across the Life-span This handbook serves researchers, professors, and graduate students by surveying the collective findings of research and experience concerning the intentional activity of teaching and learning.

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