

Introduction To Values Education E Palispis Google Books

Today, information and technological developments grow at a rapid pace. Social and political life becomes more and more complicated and, in this process, active citizenship becomes more essential. Knowledge-driven changes in society and economies require individuals to quickly acquire new skills. Otherwise, it is increasingly difficult for employees to adapt to business life and to find a job. Education has to take account of these circumstances, adapt to the rapid developments in the world and educate individuals to continue lifelong learning. For this, skills such as active and independent learning, assertiveness, creativity, self-improvement, lifelong learning are important. Skill teaching differs from knowledge teaching. Skill is the transfer of knowledge to practice. This process involves a learning process that requires the steps of researching, planning, controlling and correcting. The knowledge should be organized, integrated, transferred into practice, mental and physical resources should be activated, and knowledge use should be demonstrated in practice in order to improve the skill. This book contributes to the teaching of skills and includes basic concepts and skills, language skills, science and mathematics skills, psycho-social skills and visual arts skills. It

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also explains how to teach skills, how to prepare for activities and how to implement activities in educational settings. These applications are intended to draw attention to skill teaching, to raise educators, to increase the success of education, to improve the skills of students, and to enable them to use the skills they have learned in school outside of school and in complex tasks.

Teaching children ethics, values, and morals has become a real challenge for parents today. These topics aren't usually covered in school curriculums, and many families no longer attend religious services, so most modern moms and dads are clamoring for a helping hand. Ian James Corlett, an award-winning children's TV writer, was inspired to write this book as his own family grappled with this issue. When Ian's two kids were very young, he and his wife started a weekly discussion period he dubbed "Family Fun Time." Every Monday after dinner, they all sat down and Ian would tell his two kids tales about two young children, Elliott and Lucy, who were much like them. - They hated going to the dentist. - They were disappointed when a favorite aunt couldn't visit. - They dreaded raking the leaves in their backyard. Ian's kids really looked forward to these talks and they hardly even realized that the stories were serving a deeper purpose -- to teach fact, understanding, and responsibility. So he decided to write these stories down to help other

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parents -- like you. The result is in your hands: twenty-six simple, clear, original, and entertaining stories for you to read aloud with your child.

Teaching your children values, life skills, and ethics has never been so much fun!

Based upon an empirical study involving training and practising teachers from seven countries, this book investigates the various attitudes and practices towards the teaching of values and their place in the curriculum. Countries covered include: Australia, Eire, Israel, Slovenia, Switzerland, UK and USA. The findings of each of the countries are compared and contrasted in the light of the diverse cultural conditions which are apparent. This book brings together various approaches currently taken in values education and also suggests a theoretical foundation for decision making. The book culminates in practical examples, drawn from the evidence of the research project, which teachers can adapt for use with their own pupils. This book provides a challenging and imaginative perspective on values in education and comes at a time when educators face a new era which demands dynamic, transformative and reflective approaches.

Education is a societal matter and takes place in relation to societal changes. Today, in many countries, it has to grapple with diversity and differences brought about by migration and changes in gender relations. Questions of values, human

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rights and the role of religions are raised. In this book scholars from Sweden, Norway, Germany, Great Britain, Canada, Namibia and South Africa discuss the issues above. Similarities as well as differences are highlighted. The varied contributors engage in a North-South dialogue. Among the questions addressed are: Can the Scandinavian countries be understood as more religious than their up-to-date, seemingly secularist reputation has led us to believe? How do some European, Muslim, Christian and secular pupils understand the religious education they receive? Could a global citizenship education, with a gendered understanding as an integral part, be accomplished? 'Diversity' and 'social justice': what does it take to theoretically integrate these two crucial parameters in education, in South Africa, and in Sweden? The role of religious and values education under changing circumstances is explored through the diverse contributions, that also challenge the hegemony of a Western understanding of democracy, among other values. The purpose of this is to assess what could now constitute global educational common ground. It was a long-time desire of nursing fraternity to have a textbook on nursing education that has the content for all the units of the INC-prescribed syllabus. This book pointedly deals with all the contents specified by the INC curriculum. The book has been written keeping in mind the requirements of the modern

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Indian nurse educators—what they need to know and practice in the classroom. This book provides comprehensive study material and practice exercises on Nursing Education the way it is used in day-to-day conversations in the hospital environment. • Comprehensive, exhaustive and well-structured coverage • Lucid presentation with easy language for ease of comprehension • Practical approach with relevant theoretical perspectives answering common questions and issues that arise while learning the subject • Ample number of examples, tables and other learning aids • All the essential elements of communication in modern-day nursing practice like nursing reports, records, etc., discussed, analysed and exemplified • Examples from real-life health care communications provided • Exhaustive end-of-chapter exercises • Solutions for all objective type exercises given

Some revision of public schooling history is necessary to challenge the dominant mythology that public schools were established on the grounds of values-neutrality. In fact, those responsible for the foundations of public education in Australia were sufficiently pragmatic to know that its success relied on its charter being in accord with public sentiment. Part of the pragmatism was in convincing those whose main experience of education had been through some form of church-based education that state-based education was capable of meeting the

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same ends. Hence, the documents of the 1870s and 1880s that contained the charters of the various state and territory systems witness to a breadth of vision about the scope of education. Beyond the standard goals of literacy and numeracy, education was said to be capable of assuring personal morality for each individual and a suitable citizenry for the soon-to-be new nation. As an instance, the NSW Public Instruction Act of 1880 (cf. NSW, 1912), under the rubric of “religious teaching”, stressed the need for students to be inculcated into the values of their society, including understanding the role that religious values had played in forming that society’s legal codes and social ethics. The notion, therefore, that public education is part of a deep and ancient heritage around values neutrality is mistaken and in need of serious revision. The evidence suggests that public education’s initial conception was of being the complete educator, not only of young people’s minds but of their inner character as well.

Arguing for life, moral and values education as a bedrock for the original goals of school education, this monograph explores how life and values education is conceptualised and imparted in Greater China. Under a globalized, transnational, and technological world, where there has been an increase in people’s mobility, in information and cultural exchanges, there is also a growing emphasis on personal and professional ethics. Against this

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context, life, moral and values education has gained attention for its impact on shaping students' characters as future citizens. However, the cultivation of these values is made deeply diversified and complex by varying interpretations of "life education" and "values education" across societies, given that different societies are influenced by different socio-cultural traditions, educational ideologies and religious beliefs. The means and approaches towards life education also vary vastly from formal school subjects, school-based programmes as well as teachers and peers' role modelling, community services, extra-curricular activities, school discipline, charity work, pastoral care, and school ethos. Recognising this inherent diversity and complexity in the approach to and the dissemination of life education, the contributors to this volume survey the practice of life education in Greater China so far, suggesting that life education is most effective when it is "diversified, dynamic and developmental across contexts". This book will provide the opportunity for engaging in important and serious debates about the future and the values that will underpin it and will prove of special interest to scholars and practitioners working on education policies curriculum development and teacher education in Greater China.

The academic fields of religion and values have become the focus of renewed interest in contemporary thinking

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about human activity and its motivations. The Routledge International Handbook of Education, Religion and Values explores and expands upon a range of international research related to this revival. The book provides an authoritative overview of global issues in religion and values, surveying the state of the academic area in contributions covering a wide range of topics. It includes emerging, controversial, and cutting-edge contributions, as well as investigations into more established areas. International authorities Arthur and Lovat have brought together experts from across the world to examine the complexity of the field of study. The handbook is organised around four key topics, which focus on both the importance of religion and values as broad fields of human enquiry, as well as in their application to education, inter-agency work and cross-cultural endeavours: -The Conceptual World of Religion and Values -Religion and Values in Education -Religion and Values in Inter-agency Work -Religion and Values in Cross-cultural Work. This comprehensive reference work combines theoretical and empirical research of international significance, and will be valuable reading for students, researchers and academics in the field of education.

This book is about values education in early years settings and discusses theory and concepts, as well as methodological and empirical perspectives. It explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings. It illustrates by way of cases involving many

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participants, including children, educators, and researchers, who have their roots in diverse contexts, and reside in different parts of the world, including Australia, Denmark, Finland, Iceland, Norway, Slovenia, and Sweden. The book carefully considers the contextualized character of the cases presented, yet argues that the questions, theories, and methodologies emphasized do inform the international debate in manifold ways. Communication of values in a broad and diverse sense is central in any pedagogy, especially for the youngest children in the educational system. Still, values education has been neglected as a research field, in education in general and particularly in the early years. This book addresses this lack of knowledge by scrutinizing various questions about values education in ECEC settings.

Global Values Education: Teaching Democracy and Peace , which is the seventh volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents scholarly research on major discourses in values education globally. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of globalisation and comparative education. Above all, the book offers the latest findings to the critical issues concerning major discourses in comparative education in values education in the global culture. It is a sourcebook of ideas for researchers, practitioners and policy makers in values education, multiculturalism and moral education. It offers a timely overview of current issues affecting values education, comparative education and

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education policy research in the global culture. It provides directions in values education, and policy research, relevant to transformational educational reforms in the twenty-first century (see also Zajda & Rust, 2009). This book critically examines the overall interplay between values education, globalisation, dominant ideologies and implications for policy research (see also Apple, 2004). It draws upon recent studies in the areas of globalisation, equity, social justice and the role of the State (Zajda, Biraimah, & Gaudelli, 2008). It explores conceptual frameworks and methodological approaches applicable in the research covering values education, globalisation, equity and multicultural education. Various book chapters critique the dominant discourses and debates pertaining to values education, multiculturalism and relevant comparative education discourses.

"This invaluable book brings empirical rigour to a debate that is too often emotive, polarised and selective in its approach to the facts. By examining how the Prevent duty is enacted in practice, the authors provide a sound evidence base for future policy development." --David Anderson QC, House of Lords, and former Independent Reviewer of Terrorism Legislation "This book is crucial reading for at least three audiences: first, policy makers who are revising counter-terror and Prevent type strategies, second, those making judgements on Prevent enactment such as OFSTED, and third, those involved in training around extremism and radicalisation in schools. The book reveals what teachers and students actually want to know in this contested and complex area. It is an

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impressive read." --Lynn Davies, Birmingham University, UK and Director of ConnectFutures This open access book explores the enactment, impact and implications of the Prevent Duty across a range of educational contexts. In July 2015 the UK became the first country to place a specific legal requirement on those working in education to contribute to efforts to 'prevent people from being drawn into terrorism. Drawing on extensive research with staff, children and young people, the editors and contributors provide new insight into how this high-profile - and highly contentious - policy has shaped educational practice in Britain today. It will be a valuable resource for researchers, policymakers and others interested in the design, implementation and on-the-ground effects of Prevent or similar programmes internationally that place education at the heart of efforts to prevent or counter violent extremism. Joel Busher is Associate Professor at the Centre for Trust, Peace and Social Relations at Coventry University, UK. Lee Jerome is Associate Professor of Education at Middlesex University, UK. This forward-thinking text challenges educators to think about and question the purpose of education and explores international understandings of the role played by early years professionals in promoting participatory, ethical and reflexive practice which benefits children as independent decision-makers. By exploring the different perspectives, concepts and practices adopted in early childhood settings in Denmark, Finland, Aotearoa, New Zealand and Sweden, Empowering Early Childhood Educators demonstrates the potential of participatory and democratic approaches in day-to-day practice.

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Illustrating how pedagogical approaches such as Te Whāriki, Reggio Emilia and the Montessori method may be understood and interpreted to maximise children's engagement in their socio-cultural context, chapters empower educators to question their professional experience, knowledge and initiative to find a balance between directives and ethical practice. A rich combination of case studies, commentaries, interviews and conversations, the text offers critical insight into the daily practices and challenges of early years educators around the world and inspires critical reflection on practices which empower them. A powerful revaluation of the purposes and value of early childhood education, *Empowering Early Childhood Educators* will be of interest to early years practitioners, students and researchers.

Informed by the most up-to-date research from around the world, as well as examples of good practice, this handbook analyzes values education in the context of a range of school-based measures associated with student wellbeing. These include social, emotional, moral and spiritual growth – elements that seem to be present where intellectual advancement and academic achievement are being maximized. This text comes as 'values education' widens in scope from being concerned with morality, ethics, civics and citizenship to a broader definition synonymous with a holistic approach to education in general. This expanded purview is frequently described as pedagogy relating to 'values' and 'wellbeing'. This contemporary understanding of values education, or values and wellbeing pedagogy, fits

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well with recent neuroscience research. This has shown that notions of cognition, or intellect, are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for. In other words, the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person – social, emotional, moral, spiritual and intellectual, is the pedagogical target. Teachers and educationalists will find that this handbook provides evidence, culled from both research and practice, of the beneficial effects of such a ‘values and wellbeing’ pedagogy.

Music Education in Your Hands is a textbook for the introductory course in Music Education. Written for future classroom music teachers, the book provides an overview of the music education system , illuminating the many topics that music educators need to know, including technology, teaching methods, curricular evolution, legislation, and a range of societal needs from cultural diversity to evolving tastes in music. It encompasses a broad picture of the profession, and how the future of music education rests in the hands of today’s student teachers as they learn how to become advocates for music in our schools. FEATURES A balance of sound historical foundations with recent research and thinking; Coursework that is appropriate in level and length for a one semester introductory course; Actual dialogue between undergraduate music education majors and teachers, illustrating pertinent issues teachers must face; An emphasis on opportunities in the greater community beyond the walls of the school that

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music teachers should be familiar with; Suggested topics for activities and critical thinking for every chapter; A companion web site including student and instructor resources

The term 'moral' has had a chequered history in sub-Saharan Africa, mainly due to the legacy of colonialism and Apartheid (in South Africa). In contrast to moral education as a vehicle of cultural imperialism and social control, this volume shows moral education to be concerned with both private and public morality, with communal and national relationships between human beings, as well as between people and their environment. Drawing on distinctive perspectives from philosophy, economics, sociology and education, it offers the African ethic of Ubuntu/Botho as a plausible alternative to Western approaches to morality and shows how African ethics speaks to political and economic life, including ethnic conflict and HIV/AIDS, and may be an antidote to the current practice of timocracy that values money over people. The volume provides sociological tools for understanding the lived morality of those marginalised by poverty, and analyses the effects of culture, religion and modern secularisation on moral education. With contributions from fourteen African scholars, this book challenges dominant frameworks, and begins conversations for mutual benefit across the North-South divide. It has global implications, not just, but especially, where moral education is undertaken in pluralist contexts and in the presence of economic disparity. This book was published as a special issue of the *Journal of Moral Education*.

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Introduction to Early Childhood Education provides current and future educators with a highly readable, comprehensive overview of the field. The underlying philosophy of the book is that early childhood educators' most important task is to provide a program that is sensitive to and supports the development of young children. Author Eva L. Essa and new co-author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the "What, Who, Why, Where, and How" of early childhood education. Utilizing both NAEYC (National Association for the Education of Young Children) and DAP (Developmentally Appropriate Practice) standards, this supportive text provides readers with the skills, theories, and best practices needed to succeed and thrive as early childhood educators.

The aim of this book is to provide an easily accessible, practical yet scholarly source of information about the international concern for the nature, theory and practices of the ideas of values education and lifelong learning. Each chapter in this book is written in an accessible style by an international expert in the field. The book tackles the task of identifying, analyzing and addressing the key problems, topics and issues relevant to education and Lifelong Learning.

Dr Eva Johansson is Professor of Education at the Department of Early Childhood Education, University of Stavanger, Norway. Dr Johanna Einarsdottir is a Professor of Early Childhood Education and the Dean of School of Education at the University of Iceland.

Illustrates how domain theory may be used as a basis for

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social and moral education.

In recent decades, and around the world, much attention has been given to the role of spirituality in the education of children and young people. While educationalists share many common goals and values in nurturing the spiritual lives of children and young people, national and regional cultures, religions and politics have impacted on the approaches scholars and practitioners have adopted in their investigations and practices. The different contexts across nations and regions mean that educators face quite distinct conditions in which to frame their approaches to spiritual education and research, and the nature and impact of these differences is not yet understood. This book brings together thinkers from around the globe and sets them the task of explaining how their research on children's spirituality and education has been shaped by the historical, cultural, religious and political contexts of the geographic region in which they work. The book presents contributions in three sections – Europe and Israel, Australasia, and The Americas– and concludes with a chapter highlighting what is common and what is contextually unique about global approaches to spirituality and education.

The International Handbook on Learning, Teaching and Leading in Faith Based Schools is international in scope. It is addressed to policy makers, academics, education professionals and members of the wider community. The book is divided into three sections. (1) The Educational, Historical, Social and Cultural Context, which aims to: Identify the educational, historical, social and cultural bases and contexts for the development of learning,

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teaching and leadership in faith-based schools across a range of international settings; Consider the current trends, issues and controversies facing the provision and nature of education in faith-based schools; Examine the challenges faced by faith-based schools and their role and responses to current debates concerning science and religion in society and its institutions. (2) *The Nature, Aims and Values of Education in Faith-based Schools*, which aims to: Identify and explore the distinctive philosophies, characteristics and guiding principles, values, concepts and concerns underpinning learning, teaching and leadership in faith-based schools; Identify and explore ways in which such distinctive philosophies of education challenge and expand different norms and conventions in their surrounding societies and cultures; Examine and explore some of the ways in which different conceptions within and among different religious and faith traditions guide practices in learning, teaching and leadership in various ways. (3) *Current Practice and Future Possibilities*, which aims to: Provide evidence of current educational practices that might help to inform and shape innovative and successful policies, initiatives and strategies for the development of quality learning, teaching and leadership in faith-based schools; Examine the ways in which the professional learning of teachers and educational leaders in faith-based settings might be articulated and developed; Consider the ways in which coherence and alignment might be achieved between key national priorities in education and the identity, beliefs, and the commitments of faith-based schools; Examine what international experience shows about the

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place of faith-based schools in culturally rich and diverse communities and the implications of faith-based schooling for societies of the future.

Introduction to Values Education Rex Bookstore, Inc. Values Education in Early Childhood Settings Concepts, Approaches and Practices Springer

Volume VI is concerned with political education and citizenship. Papers from several countries lend an international perspective to currently significant concerns and developments, including democracy, and democratic education, human rights, national identity and education for citizenship.

An investigation into how schools can influence the developing values of young people is given in this book. The authors first look, from the perspective of educationalists and policy makers, at values within contemporary education; in particular, moral, spiritual, democratic and environmental values together with arts and health education. Secondly, they focus on the values of pupils and schools, examining school aims and mission statements, the formal curriculum, school ethos and assessment of children's development.; Insights are provided with guidance on how values may be most effectively incorporated into the activities of the schools. This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally.

. 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

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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. This book, jointly authored by two distinguished philosophers and two prominent social scientists, has an ambitious aim: to improve decision-making in education policy. First they dive into the goals of education policy and explain the terms "educational goods" and "childhood goods," adding precision and clarity to the discussion of the distributive values that are essential for good decision-making about education. Then they provide a framework for individual decision-makers that enables them to combine values and evidence in the evaluation of educational policy options. Finally they delve into the particular policy issues of school finance, school accountability, and school choice, and they show how decision makers might approach them in the light of this decision-making framework. The authors are not advocated particular policy choices, however. The focus instead is a smart framework that will make it easier for policymakers (and

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readers) to identify and think through what they disagree with others about.

Adult learners have more options for enrolling in postsecondary education than ever before, and they are able to use their learning style preference in deciding which program best meets their needs. For some of these students, those programs are fully online, and for others, there is minimal use of technology. As technology grows and become more integrated into individual lives, the unique learning styles and preferences of adults need to learn to be incorporated into instructional design. Drawing on a regional sample of US colleges, 545 adult learners in a graduate programs were surveyed about how to effectively build community in their online classes. Results indicated some agreement with these instructional tools. Mature adult learners, however, were found to have stronger agreement with strategies that included work outside of the formal online class. These results suggest perhaps a greater comfort for adults in working in spaces where there is less likelihood of being judged or graded, and that they might value relational work with other students in different ways than younger adults.

What are the key debates in Religious Education teaching today? Debates in Religious Education explores the major issues all RE teachers encounter in their daily professional lives. It encourages critical reflection and aims to stimulate both novice and experienced teachers to think more deeply about their practice, and link research and evidence to what they have observed in schools. This accessible book tackles established and contemporary issues enabling you to reach informed judgements and argue your point of view with deeper theoretical knowledge and understanding. Taking account of recent controversy, and challenging assumptions about the place of religion in education, expert contributors

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cover key topics such as: Effective pedagogy in RE teaching Exploring thinking skills and truth claims The relationship of science and religion in the classroom The place of school worship in contemporary society The role of RE in spiritual and moral development Diversity in the RE classroom. With its combination of expert opinion and fresh insight, Debates in Religious Education is the ideal companion for any student or practising teacher engaged in initial training, continuing professional development and Masters level study.

A general introduction to key issues in the philosophy of education. The chapters are accessible to readers with no prior exposure to philosophy of education, and provide both surveys of the general domain they address, and advance the discussion in those domains.

REA ... Real review, Real practice, Real results. An easier path to a college degree - get college credits without the classes. CLEP INTRODUCTION TO EDUCATIONAL PSYCHOLOGY Based on today's official CLEP exam Are you prepared to excel on the CLEP? * Take the first practice test to discover what you know and what you should know * Set up a flexible study schedule by following our easy timeline * Use REA's advice to ready yourself for proper study and success Study what you need to know to pass the exam * The book's on-target subject review features coverage of all topics on the official CLEP exam, including theoretical and educational psychology concepts, behavioral and cognitive perspectives, and more * Smart and friendly lessons reinforce necessary skills * Key tutorials enhance specific abilities needed on the test * Targeted drills increase comprehension and help organize study Practice for real * Create the closest experience to test-

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day conditions with 2 full-length practice tests * Chart your progress with full and detailed explanations of all answers * Boost your confidence with test-taking strategies and experienced advice Specially Written for Solo Test Preparation! REA is the acknowledged leader in CLEP preparation, with the most extensive library of CLEP titles and software available. Most titles are also offered with REA's exclusive TESTware software to make your practice more effective and more like exam day. REA's CLEP Prep guides will help you get valuable credits, save on tuition, and advance your chosen career by earning a college degree.

Introduction to Education, Second Edition is written for students beginning their study in education. As the school population increasingly reflects the diversity of America's population, many prospective teachers, typically from the middle classes, will be unprepared for the diverse classrooms they will inevitably encounter. This text helps students prepare to be teachers in a pluralistic society whose classrooms represent an increasingly varied set of cultural histories and values. Introduction to Education, Second Edition identifies and examines key educational topics and issues: A history of Education that goes beyond the standard Puritan background and begins instead with indigenous Americans and the influence of the Spanish., Surveys of a broad spectrum of children's backgrounds, including experiences with drugs, poverty, and lack of access to vital cultural currency like the Internet., And provides numerous pedagogical aides:, Reflective in-text questions that challenge students to think beyond their

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own cultural backgrounds and to develop an appreciation for a variety of different cultures, Student Web materials including supplemental readings involving issues in contemporary American education, in-text case studies, An issues-based guide to websites on hot topics like vouchers and the No Child Left Behind Act, Instructor's Manual with Test Bank (still under construction

There is strong social and political interest in active citizenship and values in education internationally. Active citizenship requires children to experience and internalize moral values for human rights, developing their own opinions and moral responsibility. While investment in young children is recognised as an important factor in the development of citizenship for a cohesive society, less is known about how early years teachers can encourage this in the classroom. This book will present new directions on how teachers can promote children's learning of moral values for citizenship in classrooms. The research provided offers important insights into teaching for active citizenship by:

- providing an analysis of educational contexts for moral values for active citizenship
- highlighting teachers' beliefs about knowing and knowledge (personal epistemologies) and how these relate to children's learning and understanding about social and moral values
- discussing the impact of teachers' beliefs on teaching practices.

Evidence suggests that investment in the early years is vital for all learning, and specifically for developing an understanding of active citizenship for tolerant and cohesive societies. This book will be essential reading for the professional education of early

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years teachers interested in teaching for active citizenship.

This Handbook is based on the conviction of its editors and contributing authors that understanding and acceptance of, as well as collaboration between religions has essential educational value. The development of this Handbook rests on the further assumption that interreligious education has an important role in elucidating the global demand for human rights, justice, and peace. Interreligious education reveals that the creeds and holy books of the world's religions teach about spiritual systems that reject violence and the individualistic pursuit of economic and political gain, and call their followers to compassion for every human being. It also seeks to lead students to an awareness that the followers of religions across the world need to be, and to grow in, dialogical relationships of respect and understanding. An essential aim of interreligious education is the promotion of understanding and engagement between people of different religions and, therefore, it has great potential to contribute to the common good of the global community. Interreligious education has grown from the interfaith movement, whose beginning is usually identified with the World Parliament of Religions held in Chicago in 1893. This was the first time in history that leaders of the eastern and western religions had come together for dialogue, and to consider working together for global unity.

This is the most comprehensive book ever written on how counselors and psychotherapists can work with clients around values, decision-making and action-

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planning. It shows how to use value-clarifying questions, value-clarifying interviews, and over 40 values clarification strategies with 1,000 or so examples that can be used with individuals and groups on specific issues.

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