

The Longings And Limits Of Global Citizenship Education The Moral Pedagogy Of Schooling In A Cosmopolitan Age

Andrew Peterson

The Longings and Limits of Global Citizenship Education Jeffrey S. Dill, 2013-07-18 As the world seemingly gets smaller and smaller, schools around the globe are focusing their attention on expanding the consciousness and competencies of their students to prepare them for the conditions of globalization. Global citizenship education is rapidly growing in popularity because it captures the longings of so many—to help make a world of prosperity, universal benevolence, and human rights in the midst of globalization's varied processes of change. This book offers an empirical account from the perspective of teachers and classrooms, based on a qualitative study of ten secondary schools in the United States and Asia that explicitly focus on making global citizens. Global citizenship in these schools has two main elements, both global competencies (economic skills) and global consciousness (ethical orientations) that proponents hope will bring global prosperity and peace. However, many of the moral assumptions of global citizenship education are more complex and contradict these goals, and are just as likely to have the unintended consequence of reinforcing a more particular Western individualism. While not arguing against global citizenship education per se, the book argues that in its current forms it has significant limits that proponents have not yet acknowledged, which may very well undermine it in the long run.

The Bloomsbury Handbook of Global Education and Learning Douglas Bourn, 2020-02-20 2021 PROSE Award Finalist - 'Reference Works' Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world. Terms such as global learning, global citizenship and global education can be seen within national education policies and international initiatives led by the UN, UNESCO, European Commission and OECD. The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates, provides analysis of policies, and suggests new directions for research in these areas. Written by internationally renowned scholars from Brazil, Canada, Finland, Germany, Ireland, Italy, Japan, Pakistan, Poland, South Africa, Spain, Sweden, Taiwan, UK and the USA, the handbook offers a much needed resource for academics, researchers, policy-makers and practitioners

who need a clear picture of global learning.

Global Citizenship Education in the Global South, 2022-10-31 This volume presents a critical discussion that brings contemporary academic debate about 'southern theory' to Global Citizenship Education (GCE). It situates the discussion around GCE in the Global South within a critical and post-colonial paradigm informed by the values and knowledge of critical pedagogy ingrained in social justice. *Global Citizenship Education in the Global South* invites the reader into chapters written by educators exploring, analysing, and celebrating ideas and concepts on GCE in the Global South. The book is presented as a pedagogical tool for discussion that invites educators to reflect critically on the possible origins and implications of GCE discourses they are exposed to. The book is designed with the intent to contribute towards the possibility of imagining a 'yet-to-come' critical-transformative and post-colonial and value-creating GCE curriculum beyond a westernised, market-oriented and apolitical practices towards a more sustainable paradigm based on principles of mutuality and reciprocity.

Global Citizenship Education Abdeljalil Akkari, Kathrine Maleq, 2020-08-18 This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today's globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the development of global citizenship education and the building of students' global citizenship competencies have become a focal point in global agendas for education, international educational assessments and international organisations. However, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness.

Annual Review of Comparative and International Education 2015 Alexander W. Wiseman, Emily Anderson, 2016-01-08 The goal of the ARCIE volume is to examine current perspectives and future directions for the field using several essays as a context for discussion and analysis.

Global Citizenship Education in Teacher Education Daniel Schugurensky, Charl Wolhuter, 2020-05-10 Global

Citizenship Education and Teacher Education brings together scholars and practitioners from all continents to explore the role of teacher education in formulating a practice of citizenship that has a global scope and is guided by critical and emancipatory approaches. By considering educational responses to global challenges —such as global warming, rising levels of inequalities, intensification of armed conflicts, growing streams of international migration, and the impact of neoliberal policies—this book provides valuable analyses for researchers, teacher educators, and educators. The volume examines historical and conceptual issues relating to the incorporation of global citizenship education in teacher education, and presents examples from across the world that showcase main trends in research and practice from across the world. This book is of great interest to graduate and postgraduate students, researchers, and libraries in the fields of citizenship education, global education, teacher education, international and comparative education, and education policy and politics.

Empathy Beyond US Borders Gary Adler, 2019-05-02 Why do colleges and churches travel to help distant others and what does transnational civic engagement actually accomplish?

Applications of Service Learning in Higher Education Watson, Sandy White, 2024-03-22 In higher education, a pressing issue has emerged—how to authentically connect academic pursuits with real-world challenges. The last decade has witnessed an escalating call for heightened interaction between universities and the real world. Demands have grown for higher education institutions to instill democratic citizenship and address students' moral development. In response to this rise in demand, there has been a notable shift toward emphasizing service learning within academia. As educators grapple with the imperative to seamlessly integrate theory and practice, *Applications of Service Learning in Higher Education* steps into the forefront, delving into the myriad applications of service learning to effectively address this critical issue.

Applications of Service Learning in Higher Education examines the complexities surrounding service learning in higher education. At its core, the book aims to showcase concrete examples of successful service learning applications, acting as a catalyst for the integration of this transformative pedagogy into the academic fabric. Beyond the surface, the book delves into the intricate planning, execution, and assessment stages of service learning projects, whether manifested within local communities or on an international scale. It seeks to fill notable knowledge gaps, particularly in less-explored regions like Latin America and the Caribbean and underscores the significance of multidisciplinary experiences. As the narrative unfolds, the book addresses the symbiotic relationship between service learning and students' programs of study, transforming communities into vibrant classrooms where learning transcends traditional boundaries.

Compassion and Education Andrew Peterson, 2016-12-01 This book makes a defence of compassion as an essential and significant quality that should be at the heart of the education of young people. It provides a careful exploration of what compassion means; how it is relevant to the various relationships among students, teachers, and the wider community; and the particular pedagogical processes that can and might develop compassion. Understanding and justifying compassion as a

virtue, this book argues that compassion is a virtue central to all human relationships from the familial, to the communal and to the global. It will be of interest to academics, research and students of education.

Political Inequality in an Age of Democracy Joshua Dubrow, 2014-07-11 The world has witnessed the creation of new democracies and the maturing of old ones. Yet, everywhere there is democracy, there is also political inequality. Voices of everyday folk struggle to be heard; often, they keep silent. Governments respond mostly to the influential and the already privileged. Our age of democracy, then, is the old age of inequality. This book builds on U.S. scholarship on the topic of political inequality to understand its forms, causes and consequences around the world. Comprised of nine theoretical, methodological and empirical chapters, this path-creating edited collection contains original works by both established and young, up-and-coming social scientists, including those from Latin America, Eastern Europe, Greece and the U.S. Political Inequality in an Age of Democracy addresses the present and future of the concept of political inequality from multi-disciplinary and cross-national perspectives.

Rebuilding Higher Education Systems Impacted by Crises: Navigating Traumatic Events, Disasters, and More Kayyali, Mustafa, 2024-04-05 The resilience and adaptability of higher education systems are under unprecedented strain. From natural disasters to pandemics, and economic crises to political turmoil, universities and colleges worldwide have grappled with a myriad of crises that disrupt their core missions of teaching, research, and community engagement. As we find ourselves at the crossroads of these tumultuous times, the imperative to reconstruct and revitalize higher education systems becomes increasingly evident. Rebuilding Higher Education Systems Impacted by Crises: Navigating Traumatic Events, Disasters, and More is a pioneering work that addresses the critical issues surrounding the restoration of higher education systems in the wake of various crises. This book serves as a roadmap for educators, administrators, policymakers, and stakeholders who share a commitment to preserving and advancing higher education, even in the face of adversity. The 21st century has witnessed a rapid escalation in the frequency and severity of crises affecting higher education institutions. These crises span from the abrupt shift to online learning necessitated by the COVID-19 pandemic to the enduring ramifications of climate change on campus infrastructure. Additional factors such as financial pressures, evolving demographics, and the ever-changing technological landscape further complicate the challenge. This book embarks on a deep exploration of these challenges and offers practical solutions, making it an indispensable resource for anyone vested in the future of higher education.

Research Anthology on Citizen Engagement and Activism for Social Change Management Association, Information Resources, 2021-11-26 Activism and the role everyday people play in making a change in society are increasingly popular topics in the world right now, especially as younger generations begin to speak out. From traditional protests to activities on college campuses, to the use of social media, more individuals are finding accessible platforms with which to

share their views and become more actively involved in politics and social welfare. With the emergence of new technologies and a spotlight on important social issues, people are able to become more involved in society than ever before as they fight for what they believe. It is essential to consider the recent trends, technologies, and movements in order to understand where society is headed in the future. The Research Anthology on Citizen Engagement and Activism for Social Change examines a plethora of innovative research surrounding social change and the various ways citizens are involved in shaping society. Covering topics such as accountability, social media, voter turnout, and leadership, it is an ideal work for activists, sociologists, social workers, politicians, public administrators, sociologists, journalists, policymakers, social media analysts, government administrators, academicians, researchers, practitioners, and students.

Critical Cosmopolitanism in Diverse Students' Lives Eleni M. Oikonomidou, 2018-09-27 Based on a qualitative meta-analysis of data from five studies conducted with secondary and college students, this book explores the multiple ways in which sources of cosmopolitan agency exist in their lives. Grounded in a framework of critical cosmopolitanism, this book examines how students' identities develop in new contexts and how their perceptions of themselves change. With a focus on native-born, international, immigrant, and refugee students, Oikonomidou discusses the ways in which students express their cosmopolitan orientations and interact in cross-cultural settings, and offers insights for scholars and teacher educators.

European Citizenship and Social Integration in the European Union Jürgen Gerhards, Holger Lengfeld, 2015-05-22 Since 2008, the European Union has been affected by one of the most severe crises in the history of Europe. This book builds on the work of Jürgen Habermas to answer the key question: is Europe strong enough to overcome the recent crisis? Arguing that recovery can only take place if the citizens of Europe regard themselves as members of a socially integrated European society, this volume sets out three conditions for successful European social integration: European citizens mutually respect each other as equals, accepting that all EU citizens should have equal economic, political and social rights. Those citizens objecting to the idea of European equality should not constitute a minority with potential for mobilisation that could impede the ongoing process of European social integration. Europeans act upon their equality beliefs in everyday practice - without differentiating between nationals and EU migrants. Based on a survey carried out in Germany, Spain, Poland and Turkey, the authors argue that the requirements for a socially integrated Europe are largely in place already. Their findings allow for optimism regarding the future of the EU, as the cultural foundations for a democratisation of Europe are laid. This volume develops a theoretical framework of a socially integrated European community, and will be useful for students and scholars of sociology, citizenship studies, social policy, political science and European studies.

Tea and the Queen? Vincent, Carol, 2019-07-24 The Government has named the 'fundamental British values' (FBV) as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths. Since 2014, teachers in England have been required to promote these values in schools to all pupils. What are the implications of this for

teachers, pupils and the rest of us? Discussing a broad mix of issues – citizenship, diversity, social class, ethnicity, religion, counter-extremism, affect, and community cohesion – this book discusses the political, social, cultural and educational contexts in which teachers are promoting these values. Drawing on observations of teaching, as well as teachers’ views and experiences, it analyses how teachers make sense of the mandatory promotion of FBV, and what ideas of citizenship and identity they offer to their pupils.

Confucian Philosophy for Contemporary Education Charlene Tan, 2020-05-28 Most people would not associate Confucian philosophy with contemporary education. After all, the former is an ancient Chinese tradition, and the latter is a modern phenomenon. But this book shows otherwise, by explaining how millennia-old Confucian ideas and practices can inform, inspire and improve school administration, teaching and learning today. Drawing upon major Confucian texts such as the Analects and Mencius, as well as influential thinkers such as Confucius, Zhu Xi and Empress Xu, the various chapters address current educational issues and challenges such as the following: • What roles do schools play in fighting the coronavirus pandemic? • How can humanity resolve the climate emergency? • What (more) should school leaders do to promote education for girls? • Is there more to lifelong learning than just skills upgrading? • What is missing in the existing frameworks on 21st century competencies? • What new initiatives are needed to champion sustainable development? Confucian Philosophy for Contemporary Education answers the above questions and more by presenting a Confucian model of education. The author proposes a Confucian school where Dao – a shared vision of human excellence – is realised through a mindful, learning-centred, action-oriented and ultimately humanising form of education. This book is a useful resource for academic researchers, educators, students and general readers on Confucian philosophy and its continual relevance for present-day education.

Ambitious and Anxious Yingyi Ma, 2020-02-18 Winner, 2021 Best Book Award, Comparative and International Education Society Higher Education Special Interest Group Winner, 2021 Best Book Award, Comparative and International Education Society Study Abroad and International Studies Special Interest Group Honorable Mention, 2021 Pierre Bourdieu Award for the Best Book in Sociology of Education, Section on the Sociology of Education, American Sociological Association Over the past decade, a wave of Chinese international undergraduate students—mostly self-funded—has swept across American higher education. From 2005 to 2015, undergraduate enrollment from China rose from under 10,000 to over 135,000. This privileged yet diverse group of young people from a changing China must navigate the complications and confusions of their formative years while bridging the two most powerful countries in the world. How do these students come to study in the United States? What does this experience mean to them? What does American higher education need to know and do in order to continue attracting these students and to provide sufficient support for them? In *Ambitious and Anxious*, the sociologist Yingyi Ma offers a multifaceted analysis of this new wave of Chinese students based on research in both Chinese high schools

and American higher-education institutions. Ma argues that these students' experiences embody the duality of ambition and anxiety that arises from transformative social changes in China. These students and their families have the ambition to navigate two very different educational systems and societies. Yet the intricacy and pressure of these systems generate a great deal of anxiety, from applying to colleges before arriving, to studying and socializing on campus, and to looking ahead upon graduation. Ambitious and Anxious also considers policy implications for American colleges and universities, including recruitment, student experiences, faculty support, and career services.

Interdisciplinary Approaches to Human Rights Rajini Srikanth, Elora Halim Chowdhury, 2018-10-30 Interdisciplinary Approaches to Human Rights: History, Politics, Practice is an edited collection that brings together analyses of human rights work from multiple disciplines. Within the academic sphere, this book will garner interest from scholars who are invested in human rights as a field of study, as well as those who research, and are engaged in, the praxis of human rights. Referring to the historical and cross-cultural study of human rights, the volume engages with disciplinary debates in political philosophy, gender and women's studies, Global South/Third World studies, international relations, psychology, and anthropology. At the same time, the authors employ diverse methodologies including oral history, theoretical and discourse analysis, ethnography, and literary and cinema studies. Within the field of human rights studies, this book attends to the critical academic gap on interdisciplinary and praxis-based approaches to the field, as opposed to a predominantly legalistic focus, drawing from case studies from a wide range of contexts in the Global South, including Bangladesh, Colombia, Haiti, India, Mexico, Palestine, and Sudan, as well as from Australia and the United States in the Global North. For students who will go on to become researchers, practitioners, policy makers, and activists, this collection of essays will demonstrate the multifaceted landscape of human rights and the multiple forces (philosophical, political, cultural, economic, historical) that affect it.

Globalisation and Discourses of Human Rights Joseph Zajda, Sev Ozdowski, Zusammenfassung: This book examines dominant discourses in human rights education globally. Using diverse paradigms, ranging from critical theory to discourse analysis, it examines major human rights education reforms and policy issues in a global culture. It also focuses on the ambivalent and problematic relationship between human rights education discourses, ideology and the state. The book discusses democracy, ideology and human rights, which are among the most critical and significant factors defining and contextualising the processes surrounding human rights education globally. It critiques human rights education practices and policy reforms, illustrating the shifts in the relationship between the state, ideology, and human rights education policy. The book also examines developments in research concerning human rights education. Readers will gain a more holistic understanding of the nexus between human rights education, and dominant ideologies, both locally and globally. The book also provides easily accessible, practical yet scholarly insights into international concerns in the field of human rights education in the context of global culture

Global Mindset Robert French, 2018-10-19 “Think globally, act locally” is a phrase many of us grew up hearing. What we weren’t told, however, is how hard it is to accomplish. This work mines the well-researched field of global mindset by exploring the ways global knowledge allows organizations of any size or tenure to become more effective on the global scene. It draws on a case study of an international religious community to show how global partnerships can be improved and how organizational members can grow professionally and personally from a global mindset—even if they never step foot on a plane.

The Enigmatic Realm of **The Longings And Limits Of Global Citizenship Education The Moral Pedagogy Of Schooling In A Cosmopolitan Age** : Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **The Longings And Limits Of Global Citizenship Education The Moral Pedagogy Of Schooling In A Cosmopolitan Age** a literary masterpiece penned by a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of those who partake in its reading experience.

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