

Citizenship Education and the Modern State



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Citizenship Education And The Modern State

**W.O. Lee, David L. Grossman, Kerry J.
Kennedy, Gregory P. Fairbrother**

Citizenship Education And The Modern State:

Citizenship Education and the Modern State Kerry J. Kennedy, 1997 Citizenship education has recently re emerged as an important issue both in policy and in practice This book is designed to provide educators with access to ideas and information that will help them to understand current citizenship education

Citizenship Education And The Modern State Kerry Kennedy, 2012-11-12 Citizenship education has recently re emerged as an important issue both in policy and in practice As the nation state undergoes rapid transformation at the end of the 20th century both Eastern and Western states have focused attention on using the school curriculum as a medium for sustaining cohesion and unity within society But as we approach the 21st century is the possibility of a common citizenship a reality This book is designed to provide educators with access to ideas and information that will help them to understand current citizenship education initiatives across a number of countries It provides a theoretical rationale in which to consider those issues illustrates how such issues are being worked out in practice in a number of countries and provides assistance for policy makers teacher educators and teachers who are responsible for making decisions about the context of citizenship education programmes for schools

Civic Education and Competences for Engaging Citizens in Democracies Murray Print, Dirk Lange, 2013-02-11 Civic Education and Competences for Engaging Citizens in Democracies Murray Print University of Sydney and Dirk Lange Leibniz University of Hannover What competences do young citizens need to be considered as active and engaged in the context of a modern Europe In 2011 an invited research symposium of leading civic and political educators social scientists and educational administrators from Europe met in Hannover Germany to consider this key concern facing Europe today In examining the above question the symposium addressed two significant issues 1 Identify key competencies required for active citizenship of young people in Europe of the future 2 Translate those competencies to school based activities in the form of curricular and pedagogical strategies The group addressed these questions through discussion in the symposium and through previously prepared papers Subsequently the group participated in a modified Delphi Technique to identify the key competences and the final competences are presented in this book The chapters of this book represent the contribution of the participants before during and after the symposium with opportunities for review and reflection Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens

Activist Citizenship Education Keith Heggart, 2021-01-02 This book explores alternative models of civics and citizenship education Specifically it uses Justice Citizens a participatory research and film making project as a tool to examine young people s ideas about active citizenship and participation in public spaces It introduces a framework that seeks to explore the diverse and apparently contradictory nature of young

people's active citizenship The framework draws on complexity theory combined with critical pedagogy and democratic education to formulate an approach to developing active citizenship among young people This approach extends theories of both critical pedagogy and education for citizenship and by doing so seeks to explain the variegated nature of young people's engagement with civil society This book contains a valuable repository of ideas and resources for application for teachers to use in schools and classrooms Academics engaged in initial teacher education at both primary and secondary levels will find the framework of use when describing the importance and new approaches to civics and citizenship education within the current school and policy environments

Citizenship Education Anne Sliwka, For students citizenship education means more than merely learning about citizenship and democracy Citizenship education means learning through practicing citizenship inside and outside the school One model for that is service learning which combines service and learning by linking community service and reflection about it in class

Citizenship Education in China Kerry J. Kennedy, Gregory Fairbrother, Zhenzhou Zhao, 2013-10-15 There is a flourishing literature on citizenship education in China that is mostly unknown in the West Liberal political theorists often assume that only in democracy should citizens be prepared for their future responsibilities yet citizenship education in China has undergone a number of transformations as the political system has sought to cope with market reforms globalization and pressures both externally and within the country for broader political reforms Over the past decade Chinese scholars have been struggling for official recognition of citizenship education as a key component of the school curriculum in these changing contexts This book analyzes the citizenship education issues under discussion within China and aims to provide a voice for its scholars at a time when China's international role is becoming increasingly important

The Relationship between Regime "Type" and Civic Education Hui Li, 2021-09-28 Using comparative qualitative methodology this book examines three Chinese societies Taiwan Hong Kong and Mainland China as specific cases of democratic hybrid and authoritarian regimes presenting the theoretical underpinnings of civic education in contexts other than liberal democracy It highlights on the concept of good citizens in these three regime contexts and explores how these concepts are reflected in civic education and perceived by students in the three societies The book focuses on three levels of comparison to ensure that all relevant issues can be identified Level 1 regime type Level 2 curriculum and policy formulations Level 3 students personal experiences These three levels are linked with each other and form a continuous process of civic education implementation in Taiwan Hong Kong and Mainland China

Handbook of Research in Social Studies Education Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of

purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field

Young People's Rights in the Citizenship Education Classroom Helen Hanna, 2019-06-29 This book explores the rights held by young people in the citizenship education classroom in the divided societies of Northern Ireland and Israel Against the backdrop of a long history of protracted conflict and division the author analyses how international rights obligations are reflected in the contested citizenship education curriculum in secondary schools Drawing upon extensive qualitative data as well as policy and curriculum documents the author reveals that understandings of education rights can be oriented around three themes minority group representation in the curriculum dealing with difference through pedagogy and preparing young people for life in a divided society This can be mapped onto the 42 A rights framework where education should be acceptable and adaptable However the variety of interpretations held by participants raises questions regarding the universality of international frameworks for education rights and the workability of such frameworks in the national and divided contexts While the contexts of Northern Ireland and Israel have much in common they are rarely compared this book will show that their comparison is as relevant as ever as issues of identity continue to affect everyday school life This book will be of interest to citizenship and history education scholars as well as those who are concerned with the application of international human rights law

Citizenship Education in Asia and the Pacific W.O. Lee, David L. Grossman, Kerry J. Kennedy, Gregory P. Fairbrother, 2013-11-11 It is a great pleasure to present this book edited by a distinguished team at the Hong Kong Institute of Education and with excellent contributors from nine countries in the region and beyond The book is a truly comparative work which significantly advances conceptual understanding The comparisons undertaken are at many levels and with different units for analysis One chapter undertakes comparison in two cities Hong Kong and Guangzhou three chapters make comparisons between two countries South Korea and Singapore Solomon Islands and Vanuatu South Korea and China and five chapters undertake comparisons across the whole region Other on individual countries or in one case on a single school In addition several chapters examine the attitudes and roles played by individuals and groups within societies The book is thus an admirable example of the vitality of the field of comparative education in selecting different units for analysis and in examination of issues from diverse angles Within the book moreover readers will find a fascinating array of settings and environments On the one hand for example is Japan with its relatively homogenous culture a population of 126

million and a strong national identity based on language and history On the other hand is Solomon Islands which has a population of just 400 000 scattered over 1 000 islands approximately 90 indigenous languages and major social problems arising from culture clashes economic forces political dynamics and legacies of colonialism

Political and Citizenship Education Stephanie Wilde, 2005-05-16 This volume examines both concepts and realities of citizenship education from various international and research perspectives It is divided into two main sections The first group of chapters are all by researchers closely associated with the International Association for the Evaluation of Educational Achievement IEA study into citizenship education and focus on the findings reported in the study as well as on the processes of the study itself and the indications for the future The second group of chapters report on research projects and complement the insights of the first group of chapters Whereas Part One involves broadly quantitative empirical data Part Two features chapters with a more qualitative approach The chapters have a broad geographical range including the USA the United Kingdom Australia Hong Kong the Czech Republic and Germany They also report on a variety of different data sets use different research approaches and include findings from the large scale IEA study as well as a personal account of a research network and two qualitative studies

Learning to Teach Citizenship in the Secondary School Liam Gearon, 2003-12-08 Citizenship is a wide ranging subject that can be taught in its own right or through other curriculum subjects and activities This book is intended for students training to teach Citizenship as a first or second subject and will also be immensely helpful to experienced teachers who have opted to take responsibility for this exciting subject Written in a clear and practical way yet underpinned by a sound theoretical background the book covers key themes in Citizenship education including Citizenship in the National Curriculum Citizenship and pastoral care special educational needs developing schemes of work ways of teaching and learning assessment monitoring and recording resources and useful contacts professional development With key objectives and tasks for each chapter this book will help teachers to improve their understanding of Citizenship education and to help their pupils understand their roles as citizens It may be read in conjunction with the companion core textbook *Learning to Teach in the Secondary School* 3rd edition

Teaching Citizenship in the Secondary School James Arthur, Daniel Wright, 2013-10-18 This text supports student teachers NQTs and practitioners in implementing the Citizenship Order in secondary schools to be introduced in September 2002 With a practical clear focus the authors provide an intellectual challenge argument and evidence to help the reader come to an informed view on the complex and controversial issues in each chapter well focused examples and strategies for use in the classroom

T-Kit 7 - European Citizenship in youth work Mara Georgescu, Paola Bortini, Miguel Ángel García López, 2017-12-01 At what level should young people engage in society What impact can local youth organisations have when faced with massive European or even global issues The concept of European Citizenship is deeply connected with the ideals of democracy participation and human rights in Europe and beyond On the one hand many young people express those ideals in multiple ways as active citizens outside and inside formal

democratic structures On the other hand it is still a challenge to stimulate many young people to engage more in society and feel concerned by wider European or global processes This T Kit was written to find ways to stimulate young people to engage more in society thus exploring citizenship and to support them as they develop their sense of belonging to the wider community Europe as they become concerned about and committed to its values its present and its future

Constructing Modern Asian Citizenship Edward Vickers, Krishna Kumar, 2014-12-05 In many non Western contexts modernization has tended to be equated with Westernization and hence with an abandonment of authentic indigenous identities and values This is evident in the recent history of many Asian societies where efforts to modernize spurred on by the spectre of foreign domination have often been accompanied by determined attempts to stamp national variants of modernity with the brand of local authenticity Asian values Chinese characteristics a Japanese cultural essence and so forth Highlighting or exaggerating associations between the more unsettling consequences of modernization and alien influence has thus formed part of a strategy whereby elites in many Asian societies have sought to construct new forms of legitimacy for old patterns of dominance over the masses The apparatus of modern systems of mass education often inherited from colonial rulers has been just one instrument in such campaigns of state legitimation This book presents analyses of a range of contemporary projects of citizenship formation across Asia in order to identify those issues and concerns most central to Asian debates over the construction of modern identities Its main focus is on schooling but also examines other vehicles for citizenship formation such as museums and the internet the role of religion in particular Islam in debates over citizenship and identity in certain Asian societies and the relationship between state centred identity discourses and the experience of increasingly globalized elites With chapters from an international team of contributors this interdisciplinary volume will appeal to students and scholars of Asian culture and society Asian education comparative education and citizenship

Changing Notions of Citizenship Education in Contemporary Nation-states , 2007-01-01 This book offers an examination into the meanings of citizenship in the contemporary world and trends that are forcing a rethinking of the concept in today s nation states These changing meanings in turn give rise to new understandings of and approaches to citizenship education The underlying values of participation deliberation and loyalty or patriotism that define different notions of citizenship are under strain in a world increasingly defined by global processes by the rise of transnational or supranational institutions and by interconnections that bring different cultures and value systems into closer contact with each other What does this new citizen look like What does this new citizen need to know or need to be able to do To whom and to what is this new citizen loyal One way to think about this new citizen is as a cosmopolitan a citizen of the world more than of any particular nation state another way to think about it is in terms of different kinds or levels of affiliation existing simultaneously to nation and to regional alliance such as the European Union for example These conditions of citizenship and of citizenship education are rapidly changing and diverse and in some instances they come into conflict This collection of essays an outstanding international group of

scholars examines the tensions between national transnational and postnational conceptions of citizenship brought back always to the grounded question of citizenship education and how to go about it The authors illuminate the complexity and subtlety of these issues and offer helpful guidance for rethinking the meanings and values that inform our educational endeavours

Citizenship Education in Commonwealth Countries Tristan McCowan, Sonia Gomez, 2012 Assesses the role that citizenship education can play in developing respect and understanding It outlines the concept of citizenship its multiple orientations and the complexities of promoting political visions through education

Citizenship Education Nader Al-Refai, Christopher Adam Bagley, 2008-01-01 This important book draws together and integrates several strands in educational policy It offers a perspective on the role of Britain's increasing Muslim population and the need for Citizenship Education for all school pupils which can allow young Muslims to integrate in ways which meet their legitimate needs for expression of religious values and which fosters tolerance in both Muslim pupils and in their peers as well as responsible participation in the wider democracy The book explains clearly the meaning of education and citizenship in Islam and argues that the practice of Islam encourages its adherents both to tolerate other religions and the societies in which Islamic minorities have settled In this account there is no logic morality or theological support for violent acts against the state However increasing Islamophobia misdirected against Muslim youth in Britain has forced a reappraisal of identity This combined with increasing dissatisfaction of Muslim parents on the failure of mainstream schools to tolerate the religious aspirations of their children has led to the setting up of a number of Muslim schools in Britain Recent government actions to introduce Citizenship Education in all schools as a means of fostering tolerance and countering political apathy are evaluated in a study of five best practice Muslim schools and five similar schools serving a wider religious population Results show the general success of Citizenship Education in the Muslim schools studied and support the argument that Islamic education can support Citizenship Education in socially productive ways While focussed on Britain this book is an important comparative study of education sociology and social policy and deserves to be read by trainee teachers undergraduates and policy makers in the fields of education and social planning

The Palgrave Handbook of Global Citizenship and Education Ian Davies, Li-Ching Ho, Dina Kiwan, Carla L. Peck, Andrew Peterson, Edda Sant, Yusef Waghid, 2018-01-11 This Handbook is a much needed international reference work written by leading writers in the field of global citizenship and education It is based on the most recent research and practice from across the world with the Geographically Based Overviews section providing summaries of global citizenship and education provided for Southern Africa Australasia Europe the Middle East North America Latin America and East and South East Asia The Handbook discusses in the Key Ideologies section the philosophies that influence the meaning of global citizenship and education including neo liberalism and global capitalism nationalism and internationalism and issues of post colonialism indigeneity and transnationalism Next the Key Concepts section explores the ideas that underpin debates about global citizenship and education with particular attention paid to

issues of justice equity diversity identity and sustainable development With these key concepts in place the Principal Perspectives and Contexts section turns to exploring global citizenship and education from a wide variety of viewpoints including economic political cultural moral environmental spiritual and religious as well as taking into consideration issues of ethnicity gender and sexuality and social class Finally the Key Issues in the Teaching of Global Citizenship section discusses how education can be provided through school subjects and study abroad programmes as well as through other means including social media and online assessment and political activism This Handbook will be vital reading for academics postgraduates and advanced undergraduates in the fields of sociology and education particularly those with an interest in comparative studies

Citizenship Education in Germany Stephanie Wilde, 2004-01-01 This volume focuses on cross curricular and extra curricular activities within the broader context of citizenship education in secondary schools in Germany It sets out the background and history of citizenship education in Germany before moving on to selected case studies of specific activities in secondary schools in different federal states in eastern and western Germany These case studies focus on activities centred on two main topics intercultural education and the National Socialist period in Germany These activities are not part of formal schooling but rather represent examples of young people and teachers engaging in citizenship education beyond the classroom or in a positive sense not doing it by the book

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Citizenship Education And The Modern State**

In some sort of inundated with displays and the cacophony of fast connection, the profound power and emotional resonance of verbal beauty often diminish in to obscurity, eclipsed by the constant assault of noise and distractions. Yet, set within the lyrical pages of **Citizenship Education And The Modern State**, a fascinating perform of literary elegance that pulses with natural emotions, lies an unique trip waiting to be embarked upon. Penned with a virtuoso wordsmith, this interesting opus guides visitors on an emotional odyssey, lightly revealing the latent possible and profound impact embedded within the complicated internet of language. Within the heart-wrenching expanse of the evocative examination, we can embark upon an introspective exploration of the book is central themes, dissect their fascinating writing model, and immerse ourselves in the indelible impression it leaves upon the depths of readers souls.

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