

CIVIC EDUCATION IN THE ASIA-PACIFIC REGION

Case Studies across Six Societies

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Civic Education In The Asia Pacific Region

Norio Ikeno



Civic Education In The Asia Pacific Region:

Civic Education in the Asia-Pacific Region John L. Cogan, Murray Print, 2013-12-02 This book examines the approach to civic education in six societies located on the Pacific Rim Australia Japan Hong Kong Taiwan Thailand and the US In these scrupulously designed studies the contributors investigate the recent re emergence of civic education in this region Developments such as globalization nationalism and sovereignty have profound effects on how schools make good citizens These essays reveal how definitions of citizenship are contested and revised under such influences and interrogate differences in civic education from nation to nation As societies attempt to strike a balance between obedience and critical thinking schools become the primary site of these transformations Analyzing both educational policy and its implementation these contributors offer a groundbreaking comparative study that grounds civic education historically and politically

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Citizenship Curriculum in Asia and the Pacific David L. Grossman, Wing On Lee, Kerry J. Kennedy, 2008-08-31 Based on case studies of 11 societies in the world's most dynamic region this book signals a new direction of study at the intersection of citizenship education and the curriculum Following their successful volume *Citizenship Education in Asia and the Pacific Concepts and Issues* published as No 14 in this series the editors widely regarded as leaders in the field in the Asia Pacific region have gone beyond broad citizenship education frameworks to examine the realities tensions and pressures that influence the formation of the citizenship curriculum Chapter authors from different societies have addressed two fundamental questions 1 how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values and 2 to what extent do the reforms in citizenship education reflect current debates within the society From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas On one hand there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education On the other it is evident that this discourse does not necessarily extend to citizenship curriculum which in most places continues to be constructed according to distinctive social political and cultural contexts Whether the focus is on Islamic values in Pakistan an emerging discourse about Chinese

democracy a nostalgic conservatism in Australia or a continuing nation building project in Malaysia the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally

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 chapters focus 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 cultural clashes economic forces political dynamics and legacies of colonialism

Creating Socially Responsible Citizens David L. Grossman, John J. Cogan, 2012-09-01 This book originates from a collaborative research initiative to examine how various societies in the Asia Pacific Region construct moral and civic education and to what extent these systems achieve the democratic objective of creating socially responsible citizens In many western societies there is at least a rhetorical tendency to separate the moral and civic dimensions of citizenship education and in some cases to exclude the moral dimension from the discourse of preparing citizens However as cross societal dialogues and research about citizenship education have increased in the past two decades scholars have identified differences in the emphasis put on the moral dimension of citizenship education across the Asia Pacific region In many predominantly Confucian Islamic and Buddhist societies for example the emphasis on the moral dimension of citizenship education is explicit and in some cases central While awareness of a divide or perhaps more appropriately a continuum in the role of moral versus civic education in democratic societies has been recognized for some time to our knowledge this book marks the first effort of this scope to address the issue of the moral civic divide in citizenship education Thus through a cross cultural dialogue across societies in the Asia Pacific Region this book addresses the issue of whether elements of both civic and moral education can be effectively joined to create a

socially responsible citizen *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.

Schools, Curriculum and Civic Education for Building Democratic Citizens Murray Print, Dirk Lange, 2013-02-12 How can schools and the school curriculum contribute to building democratic citizens? This is a major question posed by governments, educational systems, schools, teachers and researchers around the world. One important way is to identify the competences needed for preparing democratic citizens and incorporate these within both the formal and informal school curriculum. Another question must then be posed: what competences do young citizens need to be considered as active and engaged in modern democracies? In 2011 an invited research symposium of leading civic and political educators and social scientists from across Europe met in Hannover, Germany to consider this key concern facing Europe today. In examining the above questions the symposium addressed two significant issues: 1. Identify key competencies required for active citizenship of young people in Europe of the future. 2. Translate those competencies to school-based activities in the form of curricular and pedagogical strategies. The publication *Civic Education and Competences for Engaging Citizens in Democracies* addressed the first issue and this volume addresses the second issue. Through discussion in the invited symposium, previously prepared papers and participation in a modified Delphi Technique, the participants have prepared chapters for this book. The chapters of this book represent the contribution of the participants before, during and after the symposium, with opportunities for review and reflection about competences for democratic citizenship and the role of schools and the curriculum. Murray Print and Dirk Lange are professors from the University of Sydney and Leibniz University of Hannover respectively and are national leaders in civics and citizenship education in their respective countries. They have brought together a group of leading European civic and citizenship educators from different academic fields to explore the key issue and to identify the competences for young people to become active and engaged European citizens.

International Handbook of Research on Teachers and Teaching Lawrence J. Saha, Anthony Gary Dworkin, 2009-04-17 The *International Handbook of Research on Teachers and Teaching* provides a fresh look at the ever-changing nature of the teaching profession throughout the world. This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of

students have become dominant The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues Moreover since new problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region **Citizenship Education in Japan** Norio Ikeno, 2011-03-17

21st Century Skills and Education Hakkı Bağcı, Mehmet Koçyiğit, Nigar Pösteki, 2019-09-16 Great events in history have always brought about great changes in the lifestyles of humans Every invention every great war and every discovery has challenged the ways in which people lived up until that point The 21st century bears the effects of various advancements in several different parts of human life Sometimes it is called a space age sometimes an information age or a computer age Some people have called it a digital age or new media age too However it is named the time in which we live has challenged the lifestyles of the past and has brought about new requirements in skills and practices Media literacy leadership critical thinking and problem solving are among the new skills required by the 21st century However the relationship between these skills and education has not yet been fully established To this end this book discusses these skills through theoretical and empirical studies in the context of Turkey Re-Shaping Education for Citizenship Mike Byram, Lai Pak-Sang, 2011-11-15 Despite or perhaps because of globalisation and internationalisation in the contemporary world the role of education has become more significant in nation formation However whereas in the past its function was to create homogeneity and assimilation today it must deal with diversity and plurality The modernist premise of one nation one state is being questioned and re constituted with the notion of the plural national state This book explores school processes in Hong Kong under these

new conditions The focus is on investigating how the concept of a national identity of the one country two systems policy is developing and is thus a study of that diversity which all education systems now have to address The policy aims at facilitating national re integration and consolidation in the face of an insistence on local citizens universal civic rights and the values of liberty equality democracy and autonomy The analysis shows citizenship education in the Hong Kong school system is more a locally oriented cultural and political process than a transmission of a national ideology Students learn their values attitudes and perspectives by engaging and interacting with people within and beyond the school community They acquire a liberal and democratic national identity which is distinct from that of pan Chinese state nationalism in mainland China The book is thus both a case study of Hong Kong and an analysis of change in the relationship of education citizenship and national identity in the contemporary world

Interculturalism, Society and Education ,2010-01-01 In no part of the world today is the concept of intercultural exchange a novelty and in many parts of the world it has even been a long tradition Nevertheless recent globalization forces have combined to accelerate many aspects of migration and intercultural confrontation As a result we see an emerging world society in which intercultural mixing and conflict are salient characteristics rather than being exceptional situations or embryonic phases of societal development The need for intercultural education and for intercultural dialogue in various forms has become universal All people have an obligation to participate in and take responsibility for world peace balanced sustainable development and democratic dialogue to create the capacity to live together Persistent and increasingly complex patterns of population movement with all of the societal ramifications that accompany them demand consideration of ways in which different societies respond to issues of intercultural education and dialogue both historically and currently Interculturalism Society and Education contains contributions that explore comparative and international case studies ranging from accounts of educational problems impacting specific immigrant groups in Europe socio educational programs and projects in Africa and Asia comparative analyses of citizenship education issues in selected countries and a global overview of different patterns of the interculturalism society education nexus This volume offers a sampling of the multiplicity of intercultural forms around the world useful for policy makers and educators across the spectrum of institutions and organizations that strive to open paths for positive intercultural exchange through education

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

Citizenship Education in the ASEAN Community Toshifumi Hirata, 2023-02-03 This book is based on the outcomes of the International Comparative Study on Citizenship Education and Education for ASEANness in ASEAN Countries for the fiscal years 2010 to 2013 In each chapter it analyzes the awareness of school students in a respective country while also discussing the importance of the Delphi survey results a major feature of this project for educational experts on citizenship education Examining citizenship education in ten countries it clarifies which type of citizenship education should be completed after ten years and what level of citizenship should be acquired in ten years It also compares the awareness of students from these ten countries from 2010 to 2013 The book argues that citizenship education is indispensable for surviving the twenty first century especially in terms of promoting citizenship education in schools **Remaking**

Citizenship in Hong Kong Agnes S. Ku, Ngai Pun, 2011-02-22 This book provides a detailed comparative account of the development of citizenship and civil society in Hong Kong from its time as a British colony to its current status as a special autonomous region of China Globalisation, Ideology and Neo-Liberal Higher Education Reforms Joseph Zajda, 2020-05-27 This book sets out to examine the neo liberal dimensions of globalisation and market driven economic imperatives that have impacted higher education reforms It critiques the notions of accountability efficiency academic capitalism quality of education and the market oriented and entrepreneurial university model based on a neo liberal ideology The expansion of economic rationality into the educational sector is one the most ubiquitous dimensions of neo liberalism and one of its most powerful ideological tools resulting in the commodification commercialization and marketization of education and knowledge The book critiques structural changes in education and the impact of neo liberalism and globalisation on educational systems around the world With this as its overall focus the respective chapters present hand picked scholarly research on major discourses in the field of global neo liberal education reforms The book draws upon recent studies in the areas of globalisation neo liberal education reforms and the role of the state It critically assesses the neo liberal ideological imperatives of current education and policy reforms and illustrates how these shifts in the relationship between the state and education policy are shaping current trends in education policy reform outcomes Taken together the chapters offer a timely analysis of current issues affecting neo liberal education policy research and outline future directions that education and policy reforms could take Comparative Education Research Mark Bray, Bob Adamson, Mark Mason, 2007-07-20

Approaches and methods in comparative education research are of obvious importance but do not always receive adequate attention This book contributes new insights within the longstanding traditions of the field A particular feature is the focus on different units of analysis Individual chapters compare places systems times cultures values policies curricula and other units These chapters are contextualised within broader analytical frameworks which identify the purposes and strengths of the field The book includes a focus on intra national as well as cross national comparisons and highlights the value of

approaching themes from different angles The book will be of great value not only to producers of comparative education research but also to consumers who wish to understand more thoroughly the parameters and value of the field *Learning Democracy and Citizenship* Michelle Schweisfurth, Lynn Davies, Clive Harber, 2002-01-01 In recent years there has been a shift in discourse internationally towards a greater recognition of the importance of democratic governments and institutions and an explicit support for the development of democracy and citizenship through education This book celebrates this shift with a diverse range of contributions How democracy and citizenship are conceived practised and researched in different national and educational contexts is explored in this collection which brings together commentary from schoolchildren and international experts researchers and practitioners writers from the south and the north and from established and new democracies This volume will be appreciated by anyone with an interest in learning more about education citizenship and democracy 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

Unveiling the Magic of Words: A Report on "**Civic Education In The Asia Pacific Region**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Civic Education In The Asia Pacific Region**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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