

Civic Education Questions And Answers 2015

This book focuses on multicultural curriculum transformation in social studies and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural curriculum transformation work. Readers are exposed to "things to think about," but also given curricular examples to work with or from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multiculturally adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice.

This book answers several questions for children in an interesting and engaging way. What is a neighbor? How to impart civic education in children by building healthy neighborhood? How can kind and generous neighbors be an inspiration for children? This book has several pictures of neighbors helping neighbors to inspire children.

In light of the recommendations of the Crick report on citizenship education ('Education for citizenship and the teaching of democracy' which can be downloaded at http://www.qca.org.uk/downloads/6123_crick_report_1998.pdf) published in September 1998, the subject was introduced into the school curriculum in 2002, on a compulsory basis for secondary schools and as part of the non-statutory framework for primary schools. The Committee's report assesses the progress made during the last four years to deliver quality citizenship programmes and examines the barriers that exist to its successful implementation. It finds that, when well done, citizenship education motivates and inspires young people, but the quality and extent of these programmes are still inconsistent across the country. This patchiness needs to be tackled head-on, and progress accelerated, requiring strong support from the DfES and Ministers as well as action from those on the ground. The Committee welcomes the Government's decision to accept the recommendations of the report by Sir Keith Ajegbo which highlighted the need for citizenship curriculum to have a closer focus on issues of identity, diversity and belonging. More can be done to disseminate between settings good practice information about approaches that are working in other institutions, particularly in relation to 'whole-school' (or college) approaches that develop opportunities for active citizenship, although it is essential that programmes are locally-owned and relevant to the particular context. The development of the workforce is also important to the success of citizenship education, and although the expansion of the Continuing Professional Development (CPD) citizenship certificate programme is welcome, more resources are needed to develop capacity in initial teacher training places for citizenship education.

The spirit of inquiry is the engine of democracy. The democratic process is nothing less than citizens regularly asking what kind of society they want to live in and whom they want to lead them. But more and more people are avoiding the whole messy business of questioning. Americans are instead being trained to look for ready-made answers, with potentially dire implications for the health of our society. In this impassioned new book, Andrea Batista Schlesinger argues that we're besieged by cultural forces that urge us to avoid independent thought and critical analysis. The media reduces politics to a spectator sport, focusing on polls and personalities rather than issues and ideas. Schools teach to standardized tests—students learn to fill in the bubbles, not open their minds. "Financial literacy" courses have replaced civics classes, graduating smart shoppers rather than informed citizens. Even the Internet promotes habits that discourage inquiry. Regurgitating search-engine results becomes a substitute for genuine research and reflection. Social networks promote connection rather than engagement. With all the information available online, over a third of those younger than twenty-five say they get no news on a typical day, up from 25 percent in 1998. The situation isn't hopeless. Batista Schlesinger spotlights individuals and institutions across the country that are working to renew a healthy sense of curiosity and skepticism, particularly in American's youth. It is, at this point, an uphill battle but one well worth undertaking. *The Death of "Why?"* offers both a penetrating socio-cultural critique of our current path and a way forward for cultivating inquiry and reinvigorating our democracy.

This report is based on the findings of the three-year project which examined the media's influence on the lives of young people throughout Europe. It discusses educational methods for raising the critical awareness of pupils about the power of the media (including television programmes and advertising), as well as providing practical suggestions for materials and projects. The report looks at the background of the project and outlines details of the workshops involving teachers and some international projects involving classes from different European countries.

The aim of the questionnaire, which formed the basis of this paper, was to collect information to test the theory that parents have a responsibility to pass on certain values and a social way of life within a family unit. It analyses the use of words, reactions and attitudes of non-governmental organisations in the sphere of citizenship. The questions focussed on three main areas: who spoke and in what circumstances; the meaning citizens assigned to certain terms; peoples attitudes to citizenship.

This volume brings together a range of theoretical responses to issues in Irish politics. Its organising ideas: recognition, equality, and democracy set the terms of political debate within both jurisdictions. For some, there are significant tensions between the grammar of recognition, concerned with esteem, respect and the symbolic aspects of social life, and the logic of equality, which is primarily concerned with the distribution of material resources and formal opportunities, while for others, tensions are produced rather by certain interpretations of these ideas while alternative readings may, by contrast, serve as the basis for a systematic account of social and political inequality. The essays in this collection will explore these interconnections with reference to the politics of Northern Ireland and the Republic. The Republic has gone through a period in which its constitution was the focus for a liberal politics aimed at securing personal autonomy, while Northern Ireland's political landscape has been shaped by the problem of securing political autonomy and democratic legitimacy. While the papers address key questions facing each particular polity, the issues themselves have resonances for politics on each side of the border.

This volume of the series that debates the need for universal primary education, is concerned with the "good behaviour" of would-be educational innovators in developing countries. The text looks at the need for a code of practice and relating that to issues of economic realism, human rights sensitivity, ecological responsibility and educational effectiveness.

A major aim of *Nation-Building, Identity and Citizenship Education: Cross-cultural Perspectives* is to present a global overview of selected scholarly research on global and comparative trends in dominant discourses of identity politics, and nation-building in comparative education research. It provides an easily accessible, practical, yet scholarly source of information about the international concern in the field of nation-building, identity and citizenship education. Above all, the book offers the latest findings on discourses surrounding national identity, nation-building, and citizenship education in the global culture. It offers a timely overview of current issues affecting the formation of social identity and citizenship education in the global culture. More than ever before, there is a need to understand and analyse both the intended and the unintended effects of globalisation and the forces of globalisation on nations, organisations, communities, educational institutions and individuals around the world. This is particularly relevant to the evolving and constantly changing notions of nation-states, national identity, and citizenship education globally. Current global and comparative research demonstrates a rapidly changing world where citizens are experiencing a growing sense of alienation, uncertainty, and loss of moral purpose. In this stimulating and important book, the authors focus on discourses surrounding three major dimensions affecting the national identity, nation-building, and citizenship education debate in education and society: ideology, democracy, and human rights. These are among the most critical and significant dimensions defining and

contextualising the processes surrounding the nation-building and identity.

Why does it appear that many young people are disengaging from democracy and political participation? For many governments, politicians, academics, social commentators and researchers this is a serious and challenging problem. Consequently widespread interest exists on how to engage young people in politics and democracy.

As former elementary school teachers, the authors focus on what is possible in schools rather than a romantic vision of what schools could be. Based on a 5-year study of an elementary school, this book shows how civic engagement can be purposive and critical—a way to encourage young people to examine their environment, to notice and question injustices, and to take action to make a difference in their communities and school. Focusing on the intersection of student voice and critical inquiry, the book describes how to embed civic engagement into curriculum, school decision-making processes, and whole-school activities. Chapters provide an overview of what research has demonstrated about civic engagement at the classroom, school, and community levels, including detailed descriptions of activities and lessons for practice. Classroom teachers, school principals, community members, and teacher educators can use this resource to foster a deeper, richer understanding of what is entailed in civic life. Book Features: A vivid portrait of a “typical” public school that wants to do more than teach to the test. An examination of the conditions that enable young people to participate in democratic practices, including identifying and questioning injustices. Concrete examples of student voice and critical inquiry in classroom contexts. Practices and activities that encourage children to get along with others, exchange perspectives, and work across differences. “Offers a suggestive range of evidence that high-quality civic engagement initiatives can enhance students’ academic, social, and emotional engagement. . . . It reveals the nitty-gritty of how experienced teachers can enable children who are immersed in meaningful civic work also to engage more deeply with mathematical problem-solving, peer collaboration, literacy and social studies learning, and development of empathy and mutual trust.” —From the Foreword by Meira Levinson “Mitra and Serriere show us not only that elementary-aged children are capable of civic engagement, but how such engagement can be nurtured in the classroom. Children can be active civic participants; this book demonstrates both the power of this idea and how we might accomplish this essential task.” —Beth C. Rubin, Rutgers University

Responds to debates about the place of Muslims in Western Europe by considering the way people draw on practical schemas.

This open access book identifies the multiple ways that IEA studies of civic and citizenship education have contributed to national and international educational discourse, research, policymaking, and practice. The IEA International Civic and Citizenship Education Study (ICCS), first conducted in 2009, was followed by a second cycle in 2016. The project was linked to the earlier IEA Civic Education Study (CIVED 1999, 2000). IEA ICCS remains the only large-scale international study dedicated to formal and informal civic and citizenship education in school. It continues to make substantial contributions to understanding the nature of the acquired civic knowledge, attitudes, and participatory skills. It also discusses in-depth how a wide range of countries prepare their young people for citizenship in changing political, social, and economic circumstances. The next cycle of ICCS is planned for 2022. In this book, more than 20 national representatives and international scholars from Europe, Latin America, Asia, and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999/2000 have been used to improve nations’ understanding of their students’ civic knowledge, beliefs, attitudes, current civic-related behaviors, and intentions for future participation in a comparative context. There are also chapters summarizing the secondary analysis of those studies’ results indicating their usefulness for educational improvement and reflecting on policy issues. The analyses and reflections in this book provide timely insight into international educational discourse, policy, practice, and research in an area of education that is becoming increasingly important for many societies.

This book presents up-to-date empirical research on crucial questions of political socialisation. It suggests new approaches and answers to a classic, but still valid question of political socialisation research: ‘Who learns what from whom, under what circumstances, and with what effects?’ (Greenstein 1965: 13). The volume maintains that political socialisation is no universal or independent phenomenon, but one significantly shaped by the surrounding parameters of the society in which it is embedded. Therefore, deficits in political socialisation research have become especially clear in light of political and societal changes over recent decades. The book contributes to two important discussions in the study of political socialisation: first, the question of the (relative) importance of socialisation agents and contexts, second – inextricably interwoven with the first – the timing of political socialisation. From a European perspective, articles in the volume shed light on old problems and topics of the field, using new methodological approaches or dealing with long-neglected perspectives such as young children’s democratic learning or political socialisation. Includes quantitative approaches as well as innovative and explorative case studies.

This open access book presents an in depth analysis of data from ICCS. An international group of scholars critically address the state of civic and citizenship education in the four Nordic countries that participated in the IEA International Civic and Citizenship Education Study (ICCS) in 2009 and 2016. The findings are of particular relevance to educators at all levels, from school education through to teacher education. Nordic countries have long traditions of democracy and their students have performed relatively well in the ICCS assessments. Nonetheless, citizenship education continues to evolve and has received increasing attention in recent educational reforms, indicating policymakers understanding that schools play an important role in establishing democratic values among future citizens. Data from ICCS can be used to analyze, discuss, and reflect on the status of civic and citizenship education and can contribute to the discourse on the potential role of education in contributing to sustainable democracies for a common future. However, teaching citizenship and learning democracy are two different things. While young people can be taught about democracy in school, it is vital that schools work together with the wider community in which youth operate to strengthen civic understanding and values for all young people regardless of their social and economic background.

During the last two decades interest in children's development of good citizenship has grown among political and educational theorists in the Western world, leading to much debate about the concept of citizenship education. In this study, a specific approach to citizenship education is proposed, namely a virtue-ethical approach, which explicitly links citizenship education to moral education. From the virtue-ethical point of view, citizenship education is aimed at developing the civic virtues (attitudes that enable citizens to contribute to society), such as justice, tolerance and solidarity. Since this study focuses on teachers in Catholic education, these three virtues have been interpreted from a community-centred, active perspective, which is supposed to fit the normative framework of Catholic schools. The central question of this study is to what extent teachers in Dutch Catholic primary education possess the qualities that are needed to stimulate students' civic virtues, and in what way these qualities can be improved. Two kinds of moral pedagogical teacher behaviour are central: the teachers' modelling behaviour and the way teachers arrange their moral classroom discussions. These two kinds of behaviour will be studied as well as their relationship with the teachers' moral beliefs. Furthermore, a teacher course that is designed to stimulate these two kinds of moral pedagogical behaviour is evaluated. Frank Willems (1979, Boxmeer) lived in Vierlingsbeek, a small town in the south eastern part of the

Netherlands, the first twenty-two years of his life. After finishing Teacher Training College in 2002, he moved to Nijmegen to study educational sciences at the Radboud University. The next year, he also started studying philosophy of education at the same university. In 2007 he finished both studies. Since that time, he had been working as a junior researcher at the IKO (Institute for Catholic Education), which is connected to the Radboud University. He was involved in research and he developed tools for schools for the implementation of the insights of his study. Currently, Frank is working as a product coordinator at Examenadviesburo, a small company in Nieuwegein (near Utrecht). He is involved in the development of exams for all kinds of professions (brokers, insurers, accountants, and others).

This book explores four interrelated themes: rethinking civic education in light of the diversity of U.S. society; re-examining these notions in an increasingly interconnected global context; re-considering the ways that civic education is researched and practiced; and taking stock of where we are currently through use of an historical understanding of civic education. There is a gap between theory and practice in social studies education: while social studies researchers call for teachers to nurture skills of analysis, decision-making, and participatory citizenship, students in social studies classrooms are often found participating in passive tasks (e.g., quiz and test-taking, worksheet completion, listening to lectures) rather than engaging critically with the curriculum. Civic Education for Diverse Citizens in Global Times, directed at students, researchers and practitioners of social studies education, seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory.

Lack of civic knowledge, ignorance about the U.S. Constitution, and general ambivalence about education threaten the fiber of this nation. The remedy to this malaise, advocated in various ways by a diverse group of contributors, is a well-rounded, liberal education that prepares citizens to participate in a free republic.

Complicating the ancient debate over the intersection of morality and politics are diverse definitions of fundamental concepts: the right and the good, virtue and vice, personal liberty and public interest. Divisions abound, also, about whether politics should be held to a higher moral standard or whether pragmatic considerations or realpolitik should prevail. Perhaps the two poles are represented most conspicuously by Aristotle and Machiavelli. These essays address perennial concerns in political and moral theory and underscore the rekindled yearning of many to hold the political realm to a higher standard despite the skepticism of dissenters who question the likelihood or even the desirability of success. 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.

Teaching Social Studies to Multilingual Learners in Middle School explores strategies for teaching social studies to learners from culturally and linguistically diverse backgrounds. The book centers on a framework that integrates inquiry, primary source analysis, and visual literacy to provide a progressive learning sequence for students.

Discusses the influence of race, gender, sexual orientation, ethnicity, and socioeconomic status on citizenship and civic engagement.

Addresses the question: How can schools help shape young minds to address the challenges of a democratic society?

Around the world, teaching civics is our most practical tool for learning about democracy. In Germany, the art of civics education is constantly being reconsidered and revised, in part because of the country's history and the widespread awareness in German society of the dangers posed by education failing to do its job. The aim of this book is to provide educators with a varied and theoretically robust repertoire of professional strategies that are grounded in the social sciences.

Education for Democratic Citizenship Words and Actions : a Survey of NGOs Council of Europe

Within the European and Asian context scientists from nine different countries are concerned with political and social interactional structures between schools as public institutions and the local political actors which influence the school environment. The contributions give answers to questions regarding the cooperation between school administrations and community, to civic education for sustainable development at the interface between school and community, to teachers as moderators for political and democratic educational processes and to models for successful cooperation between schools and local political actors.

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.

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.

Research polls, media interviews, and everyday conversations reveal an unsettling truth: citizens, while well-meaning and even passionate about current affairs, appear to know very little about politics. Hundreds of surveys document vast numbers of citizens answering even basic questions about government incorrectly. Given this unfortunate state of affairs, it is not surprising that more knowledgeable people often deride the public for its ignorance. Some experts even think that less informed citizens should stay out of politics altogether. As Arthur Lupia shows in *Uninformed*, this is not constructive. At root, critics of public ignorance fundamentally misunderstand the problem. Many experts believe that simply providing people with more facts will make them more competent voters. However, these experts fail to understand how most people learn, and hence don't really know what types of information are even relevant to voters. Feeding them information they don't find relevant does not address the problem. In other words, before educating the public, we need to educate the educators. Lupia offers not just a critique, though; he also has solutions. Drawing from a variety of areas of research on topics like attention span and political psychology, he shows how we can actually increase issue competence among voters in areas ranging from gun regulation to climate change. To attack the problem, he develops an arsenal of techniques to effectively convey to people information they actually care about. Citizens sometimes lack the knowledge that they need to make competent political choices, and it is undeniable that greater knowledge can improve decision making. But we need to understand that voters either don't care about or pay attention to much of the information that experts think is important. *Uninformed* provides the keys to improving political knowledge and civic competence: understanding what information is important to others and knowing how to best convey it to them.

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.

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.

Examines the orthodox view that education for civic character must be limited to avoid compromising its recipients' ability to think and act as critically autonomous citizens, arguing that traits such as law-abidingness, civic identification, and support for society's institutions are equally essential.

What are the key issues in Citizenship Education today? *Debates in Citizenship Education* encourages student and practising teachers to engage with and reflect on some of the key topics, concepts and debates that they will have to address throughout their career. It places the specialist field of Citizenship Education in a wider context and aims to enable teachers to reach their own informed judgements and argue their points of view with deeper theoretical knowledge and understanding. Taking account of recent policy and controversies, expert contributors provide a balance of experience and perspectives and cover a wide range of classic and contemporary topics including: Theoretical Perspectives on Citizenship Education; International Comparative Perspectives on Citizenship Education; Citizenship Education, Race and Community Cohesion; Climate Change and Sustainable Citizenship Education; ICT and Citizenship Education; Ethics and Citizenship Education; Assessment of Citizenship Education. *Debates in Citizenship Education* is for all student teachers, and practising teachers engaged in CPD or interested in furthering their understanding of teaching in the subject area. Including carefully annotated further reading and reflective questions to help shape your own research and writing, this collection provides an introduction to recent critical thinking and contemporary debates within Citizenship Education.

Cultural competence in education promotes civic engagement among students. Providing students with educational opportunities to understand various cultural and political perspectives allows for higher cultural competence and a greater understanding of civic engagement for those students. The *Handbook of Research on Citizenship and Heritage Education* is a critical scholarly book that provides relevant and current research on citizenship and heritage education aimed at promoting active participation and the transformation of society. Readers will come to understand the role of heritage as a symbolic identity source that facilitates the understanding of the present and the past, highlighting the value of teaching. Additionally, it offers a source for the design of didactic proposals that promote active participation and the critical conservation of heritage. Featuring a range of topics such as educational policy, curriculum design, and political science, this book is ideal for educators, academicians, administrators, political scientists, policymakers, researchers, and students.

Engaging youth in civic life has become a central concern to a broad array of researchers in a variety of academic fields as well to policy makers and practitioners globally. This book is both international and multidisciplinary, consisting of three sections that respectively cover conceptual issues, developmental and educational topics, and methodological and measurement issues. Broad

in its coverage of topics, this book supports scholars, philanthropists, business leaders, government officials, teachers, parents, and community practitioners in their drive to engage more young people in community and civic actions.

[Copyright: ab03cb028b128e74cbc20d61980c14b4](#)