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Lee Jerome and Bhavini Algarra

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Enquiries Into Global Citizenship

**James H. Williams, Wendy D. Bokhorst-
Heng**



Enquiries Into Global Citizenship:

Enquiries Into Global Citizenship Institute For Citizenship, Bhavini Algarra, 2002 Developed to answer the need for teaching material in this area this resource provides an innovative and practical approach to Citizenship at Key Stage 3 The work is also suitable for use in Scotland for S1 S2 *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** Nigel Dower, John Williams, 2016-04-22 The idea of global citizenship is that human beings are citizens of the world Whether or not we are global citizens is a topic of great dispute however those who take part in the debate agree that a global citizen is a member of the wider community of humanity the world or a similar whole which is wider than that of a nation state or other political community of which we are normally thought to be citizens Through four main sections the contributors to Global Citizenship discuss global challenges and attempt to define the ways in which globalization is changing the world in which we live Offering a breadth of coverage to the core theme of the individual in a global world Global Citizenship combines two factors the idea of global responsibility and the development of institutional structures through which this responsibility can be exercised Research in Global Learning Douglas Bourn, 2023-11-06 Young people around the world are calling ever more urgently on policymakers to address today's global challenges of sustainability structural inequality and social justice So it is little surprise that learning in a global society understanding sustainable development and being active global citizens are increasingly popular themes for education at all levels Educational research makes a crucial contribution to knowledge that can address the great questions of our time with evidence from diverse studies vital if we are to build a clear picture Research in Global Learning showcases methods and findings from early career researchers who conducted illuminating studies around the globe specifically in Brazil China Ghana Greece Israel Jamaica Japan Kazakhstan Pakistan Poland South Korea Trinidad and Tobago Turkey the United States and the United Kingdom The studies in this volume investigate four important themes the relationship between policy and practice opportunities and constraints in the education system and for the role of teachers challenges for higher education and the perspectives of young people and students Flexibility of approach is crucial for

successful educational research in varied environments and is on show throughout this book Depending on context authors used case study quantitative and qualitative research participatory action research longitudinal studies and analysis of textbooks through critical discourse analysis to demonstrate how learning about global learning and sustainability can inspire learners and contribute to quality education

The Pedagogy of the Community of Philosophical Enquiry as Citizenship Education Joshua Forstenzer, Fufy Demissie, Vachararutai Boontinand, 2024-07-19 This edited volume combines reflections methods and experiences from a globally diverse group of scholars to investigate the meaning value and effectiveness of the pedagogy of the Community of Philosophical Enquiry CoPE derived from or in conversation with Lipman and Sharp's Philosophy for Children P4C in the context of civic education Maintaining that a rich diversity of voices is an important corrective to narrower academic discourses the chapters in this book bring an array of scholarly thought from across the world working in various political and educational contexts to bear on a common question How can CoPE help practitioners engage in civic education The contributions draw on qualitative methods philosophical literature and practitioner case studies to explore the benefits challenges questions and methods related to the use of CoPE for the sake of citizenship education in Thailand Malaysia Italy Iceland Israel Greece Canada the United Kingdom and the United States of America Ultimately the book provides critical reflections and insights into the civic dimension of CoPE and some CoPE related practices across a wide range of pedagogic cultural and political contexts Addressing the need for a touchstone publication on the interplay between CoPE and citizenship education the book will be of interest to academics and postgraduate students interested in the philosophy of education citizenship education democratic education and international and comparative education

Teaching the Global Dimension David Hicks, Cathie Holden, 2007-04-19 Teaching the Global Dimension specifically responds to concerns such as inequality justice environment and conflict in chapters written by leading educationalists in the field It explores both the theory and practice of global education today and provides a framework for understanding global issues a model identifying the key elements of good practice insight into young people's concerns for the world and the future tried and tested strategies for handling controversial global issues more confidently in the classroom key concepts for planning appropriate learning experiences a range of case studies which demonstrate the different ways in which a global dimension can be developed Inspiring thought provoking and highly practical this book shows how teachers at any stage in their career can effectively and successfully bring a global dimension to the taught curriculum

(Re)Constructing Memory: Textbooks, Identity, Nation, and State James H. Williams, Wendy D. Bokhorst-Heng, 2016-07-08 This book engages readers in thirteen conversations presented by authors from around the world regarding the role that textbooks play in helping readers imagine membership in the nation Authors' voices come from a variety of contexts some historical some contemporary some providing analyses over time But they all consider the changing portrayal of diversity belonging and exclusion in multiethnic and diverse societies where silenced invisible marginalized

members have struggled to make their voices heard and to have their identities incorporated into the national narrative The authors discuss portrayals of past exclusions around religion ethnicity sexual orientation as they look at the shifting boundaries of insider and outsider This book is thus about who we are not only demographically but also in terms of the past especially how and whether we teach discredited pasts through textbooks The concluding chapters provides ways forward in thinking about what can be done to promote curricula that are more inclusive critical and positively bonding in increasingly larger and more inclusive contexts **For We Are Young And . . . ?** Sally Beadle,Roger Holdsworth,Johanna

Wyn,2011-03-15 For we are young and offers a provocative perspective on Australia s young people against a global and local backdrop of uncertainty and change It asserts the importance of a critically informed and positive approach to youth moving beyond seeing young people through the lens of shortcomings and problems to be solved For we are young and draws directly on the work of the Youth Research Centre at The University of Melbourne and its legacy of innovative and significant research on young Australians Opening with the theoretical context of youth research the book draws on contemporary examples to discuss new conceptual and research approaches the ways in which young people participate in change and the challenges and possibilities that are presented by current conditions For we are young and identifies emerging issues and future directions for youth research policy and professional practice **Routledge Handbook of Development Ethics** Jay

Drydyk,Lori Keleher,2018-07-16 The Routledge Handbook of Development Ethics provides readers with insight into the central questions of development ethics the main approaches to answering them and areas for future research Over the past seventy years it has been argued and increasingly accepted that worthwhile development cannot be reduced to economic growth Rather a number of other goals must be realised Enhancement of people s well being Equitable sharing in benefits of development Empowerment to participate freely in development Environmental sustainability Promotion of human rights Promotion of cultural freedom consistent with human rights Responsible conduct including integrity over corruption Agreement that these are essential goals has also been accompanied by disagreements about how to conceptualize or apply them in different cases or contexts Using these seven goals as an organizing principle this handbook presents different approaches to achieving each one drawing on academic literature policy documents and practitioner experience This international and multi disciplinary handbook will be of great interest to development policy makers and program workers students and scholars in development studies public policy international studies applied ethics and other related disciplines

The Global Citizenship Nexus Debra Chapman,Tania Ruiz-Chapman,Peter Eglin,2020-04-08 In the spirit of Ivan Illich s 1968 speech To hell with good intentions the book takes aim at a ubiquitous form of contemporary ideology namely the concept of global citizenship Its characteristic discourse can be found inhabiting a nexus of four complexes of ruling institutions namely universities with their international service learning the United Nations and allied international institutions bent on global citizenship education international non governmental organizations and foundations promoting

social entrepreneurship and global corporations and their mouthpieces pitching corporate social responsibility and sustainable development The question is in the context of Northern or Western imperialism and US led neoliberal global corporate capitalism and the planetary Armageddon they are wringing what is the concept of global citizenship doing for these institutions The studies in the book put this question to each of these four institutional complexes from broadly political economic and post colonial premises focusing on the concept s discursive use against the background of the mounting production of the global non citizen as the global citizen s other Addressed to all users of the concept of global citizenship from university students and faculty in global studies to social entrepreneurs and United Nations bureaucrats the book s studies ultimately ask whether the idea helps or hinders the global quest for social and economic justice

Citizen Participation in Global Environmental Governance Richard Worthington, Mikko Rask, Lammi Minna, 2013-11-12 On one day in 2009 in thirty eight countries around the world 4 000 ordinary citizens gathered to discuss the future of climate policy This project WWViews was the first ever global democratic deliberation an attempt to enable ordinary people to reach informed decisions on and impact the global policy process This book which analyzes the experiences and lessons from this ground breaking event marks the beginning of a new kind of democratic politics providing practical lessons on how to increase the impact of global deliberation projects within the media and on official policy processes The authors explore important themes for participatory approaches from the local to the global the role of deliberation within global governance methodology and practice participant selection policy impacts engaging the media how policy culture affects deliberation uptake capacity building and knowledge transfer process evaluation content and argumentation analysis gender race and class aspects The global aims of the WWViews project along with the opportunity to evaluate the same process in different national and cultural contexts makes this a hugely valuable and informative study for all those interested in democratic deliberation and environmental governance from the small to the international scale

The Political Economy of Global Citizenship Education Vanessa De Oliveira Andreotti, 2016-03-16 This edited collection offers analyses of global citizenship education within and across different national contexts This book illustrates the contingency of definitions the complexities of juxtaposing demands and priorities in different educational contexts and the difficulties and tensions of asking a question that is arguably one of the most pressing of our time how should we live together in interdependent ecologies in a finite planet In the discipline of education where market imperatives and the dictatorship of effective replicable results have laid siege to independent debates this book aims to emphasize the importance of raising our intellectual game as educators to interrupt new and old problematic patterns of engagements representations uncomplicated solutions and conceptual straightjackets Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms ethnocentrisms and relativisms deficit theorizations and romanticizations of difference fantasies of supremacy and paralyses in guilt the global and the local The chapters take different approaches to map the origins meanings workings

ethics politics and implications of initiatives approaches and conceptual frameworks related to the ideas of globalization citizenship and education in different sites of knowledge production This book was originally published as a special issue of Globalisation Societies and Education

Orchestrating Inquiry Learning Karen Littleton,Eileen Scanlon,Mike Sharples,2012-03-12 There is currently a rapidly growing interest in inquiry learning and an emerging consensus among researchers that particularly when supported by technology it can be a significant vehicle for developing higher order thinking skills Inquiry learning methods also offer learners meaningful and productive approaches to the development of their knowledge of the world yet such methods can present significant challenges for teachers and students Orchestrating Inquiry Learning addresses the key challenge of how to resource and support processes of inquiry learning within and beyond the classroom It argues that technological support when coupled with appropriate design of activities and management of the learning environment can enable inquiry learning experiences that are engaging authentic and personally relevant This edited collection of carefully integrated chapters brings together for the first time work on inquiry learning and orchestration of learning Drawing upon a broad range of theoretical perspectives this book examines Orchestration of inquiry learning and instruction Trajectories of inquiry learning Designing for inquiry learning Scripting personal inquiry Collaborative and collective inquiry learning Assessment of inquiry learning Inquiry learning in formal and semi formal educational contexts Orchestrating Inquiry Learning is essential reading for all those concerned with understanding and promoting effective inquiry learning The book is aimed at an international audience of researchers post graduate students and advanced undergraduates in education educational technology and psychology It will also be of interest to educational practitioners and policy makers including teachers educational advisors teacher students and their trainers

Resource Support Pack Lee Jerome,2001-09-11 Developed to answer the need for teaching material in this area this three book series with a wide range of additional resources is an innovative and practical approach to Citizenship at KS3

Citizenship A. Kakabadse,K. Kalu,2009-09-16 This unique collection of original works examines the relationship between citizen and state Nine insightful contributions range from a transnational analysis of the corrosive influence of wealth elites on the functioning of the state to models of state and citizen governance to contrasting philosophies of citizenship

Teaching Globally Kathy Short,Deanna Day,Jean Schroeder,2023-10-10 With the world visibly present in students lives through technology mass and social medias economic interdependency and global mobility it is more important than ever to develop curriculum that is intercultural In Teaching Globally Reading the World Through Literature a community of educators show us how to use global children s literature to help students explore their own cultural identities Edited by Kathy Short Deanna Day and Jean Schroeder this book explains why global curriculum is important and how you can make space for it within district and state school mandates Teaching Globally is built around a curriculum framework developed by Short and can help teachers integrate a global focus into existing literacy and social studies curricula evaluate global resources guide students as they

investigate cross cultural issues and create classroom activities with an intercultural perspective Filled with vignettes from K 8 urban suburban and rural schools that describe successes and struggles Teaching Globally aims to integrate global literature into classrooms and challenge students to understand and accept those different from themselves The book also includes extensive lists of recommendations websites professional books and an appendix of global text sets as mentioned by the authors

Learning Through Community Engagement Judyth Sachs,Lindie Clark,2016-08-10 This book charts the development of a whole institution approach to university community engagement at a modern Australian university highlighting the pivotal role that curriculum renewal can play in organizational transformation It describes how Macquarie University s PACE Professional and Community Engagement program developed and fostered a culture of learning that has been at the center of academic renewal differentiation and institutional change It details the development of the PACE pedagogical model the establishment of the network of stakeholder relationships which underpin it and the embedding of the model across the whole institution Authored by those directly involved in the change project this book tells the story of PACE its achievements challenges success factors and future directions A series of dovetailing contributions by leading international scholars of university community engagement set the PACE story in its global context This book adds to the scholarship of learning through community engagement provides international perspectives on trends and issues in university community engagement contributes to a broader understanding of the practice and pedagogy of community engagement and discusses the challenges and opportunities of implementing and sustaining change in the higher education sector

Bringing History Alive through Local People and Places Lynne Dixon,Alison Hales,2013-12-04 A much needed and delightful book It shows how history can be taught with the meaningful experiences of each child at its centre making connections between the child the locality and community the national and global past and concepts of time Throughout the authors empower teachers to adopt their philosophy by showing them how to plan select resources and strategies and reflect on ideas and case studies Hilary Cooper Emeritus professor of history and pedagogy The University of Cumbria UK Bringing History Alive through Local People and Places puts the local environment and community at the heart of history showing how it can be used as the context for successful history teaching across the primary age range It considers how to develop children s concepts and skills through local history how to link local national and global aspects of history and helps you develop your own historical knowledge understanding and confidence in teaching the subject Practical topics explored include Investigating children s cultural and geographical roots through fieldwork Finding and visiting local museums archives and heritage sights Choosing and using resources Using significant people events and buildings to link with national history Environmental education and sustainable development through local history Understanding the links between history and everyday life Planning and assessing history Based on the latest research and practice in the field Bringing History Alive through Local People and Places offers an exciting template of creative ideas and activities to show teachers how they can

make history relevant to all children *New Directions for University Museums* Brad King, 2023-12-06

New Directions for University Museums is intended to help university museum leaders to help them plan strategically in the context of the issues and needs of the 2020s by examining trends affecting them and directions in response to those forces. It will lay out a series of potential directions for university museums in the 21st century using examples from the field. Although university museums are similar to other museums in their topic areas—art, natural history, archaeology, etc.—they are a unique category that requires special consideration. Today university museums are grappling with new forces that are affecting their future. University museums still have a dual responsibility to campus and community and they still try to mount exhibitions that are attractive to the communities in which they are embedded. But they are rethinking the nature of service to town and gown in response to larger trends around accessibility. It is no longer enough to try to attract visitors; these museums are becoming much more active and outgoing in their outreach to the broader public. They have unparalleled access to academic firepower, but university museum research is no longer the sole province of academics intended for publication in scholarly journals. In the 2020s, research is being made much more relevant to existential problems of the world. For example, some are bridging the gap between academic research and teaching and the most pressing social issues of our time, such as climate change, the fight against racism, and the interface between humans and technology. University museum research is no longer cloistered, and these institutions are finding ways to better leverage the new knowledge yielded by collections-based research for both the university and for public benefit. Student engagement and education is still important, but communication is no longer unidirectional from faculty and museum staff to students. Now student input and co-curation is now invited as learning becomes a two-way street. Moreover, public science communication has become a much more important role for university museums. These are in effect the new directions to which the title refers. The main thesis of the book is therefore that university museums are becoming much more outward-facing. They are engaging with the public and with the world at large as never before. In effect, they matter more than ever. This is the overarching new direction. Within this general approach, there are a number of questions that the book addresses: What are the expectations of university museums in the 21st century from their key stakeholders—university administrations, faculties, and students and the communities in which they are embedded? How are those expectations changing, and how are the museums evolving to meet them? How are university museums navigating the minefields of political polarization, cancel culture, or heightened activism on campus and in society at large? What is the nature of the relationship between the university's research and teaching mission and the university museum? What trends can we identify, and how can we help the university museum director navigate those trends? The university donor relationship: what can we learn from a study of donor expectations and the dynamics of university donor relationships in contemporary society? How is the relationship between the university museum and the broader external community changing? How is the university museum contributing to or detracting from the overall relationship between the

university and the community What role is the university museum playing in terms of public communication of research especially public science communication This book is for all those who work in benefit from or are interested in university museums In particular it is hoped that the book will help university museum leaders who are embarking on strategic plans understand the common issues that are currently affecting their peers and provide some context and guidance to those leaders as they chart their own paths for the future and to advance larger goals For faculty it will show how the museum can help improve undergraduate teaching and graduate student training via highlights and illustrations of new ways in which faculty departments are cooperating and partnering with their campus museums and from a university administration point of view how the museum can help the university achieve its bigger strategic goals such as helping increase the percentage of successful faculty grant applications

Routledge Handbook of Higher Education for Sustainable Development

Matthias Barth, Gerd Michelsen, Marco Rieckmann, Ian Thomas, 2015-10-08 The Routledge International Handbook of Higher Education for Sustainable Development gives a systematic and comprehensive overview of existing and upcoming research approaches for higher education for sustainable development It provides a unique resource for researchers engaged in the field of higher education for sustainable development by connecting theoretical aspects of the range of relevant methodologies showing the interdisciplinary aspects of the research field and illustrating the breadth of research directions With a team of international authors from leading universities in research and teaching in higher education for sustainable development this Handbook brings together a broad range of research approaches and shows how these approaches are reflected in the research practice in higher education for sustainable development Key topics include Research Paradigms and Methodologies Ongoing and Future Directions of Research Meta Analysis and Reviews Policy and Politics Challenges for Implementation Action Research and Transdisciplinary Perspective Gender Diversity and Post Colonial Perspectives Operationalising Competencies Outcome Oriented Research Curriculum Change Organisational Change and Organisational Learning Community and Partnerships University Appraisal Systems and Indicators Evaluation Approaches Engaging Academic Teachers Good Practice Learning and Teaching Transformative Leadership and Change Strategies This Handbook is an invaluable research and teaching tool for all those working in higher education for sustainable development

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Table of Contents Enquiries Into Global Citizenship

1. Understanding the eBook Enquiries Into Global Citizenship
 - The Rise of Digital Reading Enquiries Into Global Citizenship
 - Advantages of eBooks Over Traditional Books
2. Identifying Enquiries Into Global Citizenship
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Enquiries Into Global Citizenship
 - User-Friendly Interface
4. Exploring eBook Recommendations from Enquiries Into Global Citizenship
 - Personalized Recommendations
 - Enquiries Into Global Citizenship User Reviews and Ratings
 - Enquiries Into Global Citizenship and Bestseller Lists
5. Accessing Enquiries Into Global Citizenship Free and Paid eBooks
 - Enquiries Into Global Citizenship Public Domain eBooks
 - Enquiries Into Global Citizenship eBook Subscription Services
 - Enquiries Into Global Citizenship Budget-Friendly Options

6. Navigating Enquiries Into Global Citizenship eBook Formats
 - ePub, PDF, MOBI, and More
 - Enquiries Into Global Citizenship Compatibility with Devices
 - Enquiries Into Global Citizenship Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Enquiries Into Global Citizenship
 - Highlighting and Note-Taking Enquiries Into Global Citizenship
 - Interactive Elements Enquiries Into Global Citizenship
8. Staying Engaged with Enquiries Into Global Citizenship
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Enquiries Into Global Citizenship
9. Balancing eBooks and Physical Books Enquiries Into Global Citizenship
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Enquiries Into Global Citizenship
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Enquiries Into Global Citizenship
 - Setting Reading Goals Enquiries Into Global Citizenship
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Enquiries Into Global Citizenship
 - Fact-Checking eBook Content of Enquiries Into Global Citizenship
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

-
- Interactive and Gamified eBooks

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