



# Getting Involved

*Global Citizenship Development and  
Sources of Moral Values*

*Volume Editor*

F. K. Oser and W. Veugelers

BRILL

# Getting Involved Moral Development And Citizenship Education

**S Ashworth**



## **Getting Involved Moral Development And Citizenship Education:**

Getting Involved ,2008-01-01 Getting involved in society means becoming a human person by doing something for others and thus being connected to mankind and society Youngsters who get involved give meaning to life and develop a feeling of agency But getting involved is not easy Getting involved is necessary for living together creating democracy and sustainability of a global world The paradox is that in a modern multicultural society getting involved is even more important than in a traditional more monocultural society Getting involved relates to various scientific orientations Political sociological psychological and pedagogical questions are at issue and all of these will be consulted in this volume The main perspective however remains the issue of identity development relating to getting involved and will therefore be psychological This book gives a broad overview of current research in the field of moral development and citizenship It shows the diversity of concepts research methodologies and educational practices The book also shows the influence of local social cultural and political contexts The book can help researchers teacher educators politicians and practitioners in finding new and better ways of supporting youngsters in their moral and civic identity development

**Influences of the IEA Civic and Citizenship Education Studies** Barbara Malak-Minkiewicz, Judith Torney-Purta, 2021-05-26 This open access book identifies the multiple ways that IEA s 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 s 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

**Education and Humanism** Wiel Veugelers, 2011-11-16 Human beings have the possibility to give meaning to their lives and to create coherence in experiences Present day humanism strongly focuses on personal development in relation to others It is this tension between personal development and advancement of humanization that is creating the opportunities for the personal development of

every world citizen Humanism is about personal autonomy moral responsibility and about solidarity with humanity The tension between autonomy and social involvement is the core of humanism Education can support persons in their moral and personal identity development The authors brought together in this book all address issues of developing autonomy and humanity in educational practices All the chapters try to link theory and practice They either make theoretical ideas more practical or they use practical experiences and concerns to rethink theoretical notions Together the chapters in the book give a broad overview of theoretical foundations concrete research and practices in education The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives Creating meaning is an essential part of all education Focusing on the linking of autonomy and humanity is the humanist perspective in it **Moving towards**

**Inclusive Education**, 2020-05-25 Moving towards Inclusive Education Diverse National Engagements with Paradoxes of Policy and Practice presents perspectives from Asia Pacific and Europe that have seldom been heard in international debates While there may be global consensus around United Nations goals for inclusion in education each country's cultural and religious understandings shape national views regarding the priorities for inclusion Some countries focus on disability while others bring in concerns about culture ethnicity language gender and or sexuality In this fascinating collection senior commentators explore the ethical difficulties as well as hopes for a more inclusive education in their countries raising questions of interest for educators policy makers and all who support the work of inclusive education Contributors are Vishalache Balakrishnan Bayarmaa Bazarsuren Cleonice Alves Bosa Yen Hsin Chen Lise Claiborne Tim Corcoran Bronwyn Davies Carol Hamilton Dorothea W Hancock Mashrur Imtiaz Maria Kecskemeti Silvia Helena Koller Yvonne Leeman Sonja Macfarlane Roger Moltzen Sikder Monoare Murshed Sanjaabadam Sid Simone Steyer Eugeniusz wita a Wiel Veugelers and Ben Whitburn , *Citizenship education* Great Britain: Parliament: House of Commons: Education and Skills

Committee, 2007-03-08 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](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 *European and Latin American Higher Education Between Mirrors* António

Teodoro,Manuela Guilherme,2014-05-05 This book aims to deepen the discussion about the goals envisioned the roles undertaken and constraints found in higher education institutions both in Europe and Latin America in current times This book addresses the controversies and challenges regarding globalising ideologies policies and practices at place It questions leading concepts epistemological axioms and sweeping transnational policies which are shaking core principles traditional routines and local commitments of European and Latin American higher education institutions It focuses on the motivations and consequences of transnational networking in academic life on the impacts of the Bologna process both its vision and implementation in higher education in Europe and its exportation to Latin America This book also examines the definitions translations and implications of concepts such as equality and difference equity and solidarity governance and citizenship and their significance in organizational geographical and global contexts of contemporary higher education both in Europe and Latin America *Nature And Determinants of Socio-Moral Development: Theories, Methods and Applications*

Alessandra Geraci,Paola Rigo,Laura Franchin,Aner Govrin,2023-11-09 **Moral Development and Citizenship Education** ,2011 *Education for Citizenship in a Multicultural Society* James Lynch,1992 This work is concerned with the educational implications of a cultural diversity and the role of schools and other educational institutions in combating prejudice It proposes a multi layered approach to education for democratic citizenship within a context of cultural pluralism

Educating Moral Sensibilities in Urban Schools ,2019-02-11 Nowadays schools face the challenge of creating pedagogical environments that are sensitive to numerous individual backgrounds in order to support students social and academic success Urban schools are communities with rich possibilities to learn how to think feel and act morally In this task principals teachers parents and students of the schools each have their own voice All these voices have to be heard in order to build communities with moral sensibilities This book brings together recent work by international researchers from nine countries in the fields of moral development and citizenship education The book consists of twelve chapters and it is divided into three parts While the first part deals with the voices of urban school educators the second part contains chapters with the focus on students The third part is about curriculum programs and practices in schools that contribute to the education of moral sensibilities in the school communities This book can be used as a textbook in moral and citizenship education or as an updated research report on international research on moral sensibilities **Moral and Political Dimensions of**

**Critical-Democratic Citizenship Education** Wiel Veugelers,2023-07-31 Winner of the 2024 Moral Development and

Education SIG 67 Outstanding Book Award In Moral and Political Dimensions of Critical Democratic Citizenship Education

Wiel Veugelers analyses theory policy and practice of moral education and citizenship education in the past few decades He shows that there are different orientations in national and global moral education and citizenship education He criticises the strong orientation on the individual and on adaptation and argues for more emphasises on social justice equity and democracy This volume brings together articles Veugelers published in the past 25 years Each article is introduced by a reflection on the reasons for the article its responses and lessons that are still relevant The book ends with a large chapter that overviews central developments and presents a programme for future theory research policy and practice in moral education and citizenship education with a strong focus on democracy and empowerment the moral should become more political and the political more moral *Educating Moral Sensibilities in Urban Schools* Kirsi Tirri,2008 This book brings together recent work by international researchers from nine countries in the fields of moral development and citizenship education The book consists of twelve chapters and it is divided into three parts

**Proceedings of the Annual Session of the North Dakota Educational Association** North Dakota Educational Association,1909 Citizenship and the Critical Role of the Social Studies Walter Parker,John Jarolimek,1984 Designed as a tool to help social studies educators promote their discipline this volume outlines the critical role of social studies in the K 12 curriculum and the part social studies educators must take in assuring that this role is understood and accepted by parents school boards and legislators Material is divided into four chapters Chapter 1 outlines the essential role that the social studies play in the general school curriculum by cultivating democratic citizens Chapter 2 defines the special nature of a democratic citizen as one who participates in social political and economic processes It is suggested that the development of such citizens through active participatory learning experiences is one of the most potent contributions of a comprehensive social studies program Examples of community based and school based social studies programs are provided Chapter 3 reviews the research on political socialization that supports the claim that a strong social studies curriculum is needed in each of the 13 years of formal schooling The final chapter outlines the role of the social studies teacher in advocating the social studies Specific techniques for promoting social studies education by working with local media promoting instruction of the Constitution recognizing student achievement building social studies networks and promoting social studies to parents are discussed LP

**The Journal of Proceedings and Addresses of the National Educational Association** National Educational Association (U.S.),1907 **The Ohio Educational Monthly** ,1907 The World's Moral Problems ,1920 **Proceedings of the Department of Superintendence of the National Educational Association** .. American Association of School Administrators,National Education Association of the United States. Department of Superintendence,1907 **Education for Responsible Citizenship** National Task Force on Citizenship Education,Institute for Development of Educational Activities,1977

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