

# Gned 500 Global Citizenship Book

Global Citizenship Global Citizenship Global Citizen Formation Global Citizenship Education The Practices of Global Citizenship Value–Creating Global Citizenship Education for Sustainable Development The Palgrave Handbook of Global Citizenship and Education Educating for Global Citizenship Deconstructing Global Citizenship Global Citizenship Education Global Citizenship Education Global Citizenship Research in Global Citizenship Education Introduction to Global Citizenship Global Citizenship Student Workbook Year 9 Global Citizenship Education Research on Global Citizenship Education in Asia The Global Citizenship Nexus Routledge Handbook of Global Citizenship Studies Global Citizenship Education: A Critical Introduction to Key Concepts and Debates Nigel Dower Mary Young Amy Shumin Chen Abdeljalil Akkari Hans Schattle Namrata Sharma Ian Davies Boyd Roberts Hassan Bashir Abdeljalil Akkari Eva Aboagye Jason Harshman Nigel Dower Eilish Commins William Gaudelli Theresa Alviar–Martin Debra Chapman Engin Isin Edda Sant

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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

global citizenship is not an additional subject but a way of teaching the existing curriculum which promotes social justice and equity this handbook explains global citizenship and develops its principles into clear practical pointers for use in school by discussing the issues ideas and approaches in this handbook users will be able to explore and develop their own understanding of global citizenship teachers will be able to bring its concepts into their educational practice through every subject area into assemblies and across the whole school the handbook will be a valuable tool for classroom teachers head teachers teacher educators student teachers and home school educators it will also be of interest to non teaching staff governors school board members and parents global citizenship the handbook for primary teaching contains an exploration of issues for in service training and strategies for implementing whole school change ideas and activities for assemblies and classroom work specific sections mapping global citizenship to subject areas for england scotland and wales a wide range of activities to deliver subject areas including citizenship pshe psd and pse through global citizenship lesson plan and photocopiable resource material to support literacy english in the classroom material relevant to environmental studies 5 14 ideas and guidance on incorporating global citizenship into the qca geography schemes of work a comprehensive list of useful books for children and teachers resources weblinks and contact addresses

this book explains the rationale of the changes and challenges of taiwanese citizenship which emphasizes the various identities in the global and multicultural era it explores the

evolving relationship between the social movements citizenship the education of citizens and the young peoples viewpoints asking how citizenship has been conceptualised in a dramatic transformation age how has the curriculum and pedagogy designed to fit the global changes for cultivating young generations with rights and responsibilities to interpret in and adapt for the competence of citizenship and what outcomes and attainments had the taiwan s undergraduates knowledge attitudes and practices of competency on citizenship

this open access book takes a critical and international perspective to the mainstreaming of the global citizenship concept and analyses the key issues regarding global citizenship education across the world in that respect it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity social and political changes brought by globalisation migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship in response to the challenges of today s globalised and interconnected world such as inequality human rights violations and poverty global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world in recent years the development of global citizenship education and the building of students global citizenship competencies have become a focal point in global agendas for education international educational assessments and international organisations however the concept of global citizenship education still remains highly contested and subject to multiple interpretations and its operationalisation in national educational policies proves to be challenging this volume aims to contribute to the debate question the relevancy of global citizenship education s policy objectives and to enhance understanding of local perspectives ideologies conceptions and issues related to citizenship education on a local national and global level to this end the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness

what is global citizenship exactly are we all global citizens in the practices of global citizenship hans schattle provides a striking account of how global citizenship is taking on much greater significance in everyday life this lively book includes many fascinating

conversations with global citizens all around the world their personal stories and reflections illustrate how global citizenship relates to important concepts such as awareness responsibility participation cross cultural empathy international mobility and achievement now more than ever global citizenship is being put into practice by schools universities corporations community organizations and government institutions this book is a must read for everyone who participates in global events all of us

this volume brings together marginalized perspectives and communities into the mainstream discourse on education for sustainable development and global citizenship building on her earlier work sharma uses non western perspectives to challenge dominant agendas and the underlying western worldview in the unesco led discourse on global citizenship education chapters develop the theoretical framework around the three domains of learning within the global citizenship education conceptual dimensions of unesco the cognitive socio emotional and behavioral and offer practical insights for educators value creating global citizenship education is offered as a pedagogical approach to education for sustainable development and global citizenship in addition to and complementing other approaches mentioned within the recent unesco guidelines

this handbook is a much needed international reference work written by leading writers in the field of global citizenship and education it is based on the most recent research and practice from across the world with the geographically based overviews section providing summaries of global citizenship and education provided for southern africa australasia europe the middle east north america latin america and east and south east asia the handbook discusses in the key ideologies section the philosophies that influence the meaning of global citizenship and education including neo liberalism and global capitalism nationalism and internationalism and issues of post colonialism indigeneity and transnationalism next the key concepts section explores the ideas that underpin debates about global citizenship and education with particular attention paid to issues of justice equity diversity identity and sustainable development with these key concepts in place the principal perspectives and contexts section turns to exploring global citizenship and education from a wide variety of viewpoints including economic political cultural moral environmental spiritual and religious as well as taking into consideration issues of ethnicity gender and sexuality and social class finally the key

issues in the teaching of global citizenship section discusses how education can be provided through school subjects and study abroad programmes as well as through other means including social media and online assessment and political activism this handbook will be vital reading for academics postgraduates and advanced undergraduates in the fields of sociology and education particularly those with an interest in comparative studies

the success of individual nation states today is often measured in terms of their ability to benefit from and contribute to a host of global economic political socio cultural technological and educational networks this increased multifaceted international interdependence represents an intuitively contradictory and an immensely complex situation this scenario requires that national governments whose primary responsibility is towards their citizenry must relinquish a degree of control over state borders to constantly developing trans and multinational regimes and institutions once state borders become permeable all sorts of issues related to rights earned or accrued due to membership of a national community come into question given that neither individuals nor states can eschew the influence of the growing interdependence this new milieu is often described in terms of shrinking of the world into a global village this reshaping of the world requires us to broaden our horizons and re evaluate the manner in which we theorize human personhood within communal boundaries it also demands us to acknowledge that the relative decline of euro american economic and political influence and the rise of asian and latin american states at the global level have created spaces in which a de territorialized and a de historicized notion of citizenship and state can now be explored the essays in this volume represent diverse disciplinary analytical and methodological approaches to understand what the implications are of being a citizen of both a nation state and the world simultaneously in sum deconstructing global citizenship explores the question of whether a synthesis of contradictory national and global tendencies in the term global citizenship is even possible or if we are better served by fundamentally reconsidering our ideas of citizenship community and politics

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drawing on contemporary global events this book highlights how global citizenship education can be used to critically educate about the complexity and repressive nature of global events and our collective role in creating a just world

this volume examines how k-12 teachers and students address the challenge of becoming global citizens it explores the intersection of citizenship education and global education highlighting research on educators' efforts across multiple countries to develop globally minded citizens in a connected world

in this short textbook introduction to the idea of global citizenship nigel dower examines the arguments from ethical social and political theory for and against the view that we are global citizens the discussion is set in its historical context but the main emphasis is on the idea of global citizenship as a cultural process and its application in the modern world the book is divided into three parts the framework which explores the historical

context and the ethical and institutional aspects of the concept of global citizenship applications covering key areas of current global concern including the environment aid and poverty elimination human rights peace and global governance and theoretical issues which explores the arguments for and against global citizenship in more depth key features includes a glossary of key terms covers ethical social and political theory includes chapters on the environment aid and poverty human rights peace and global governance addresses key issues in contemporary political and international studies places issues surrounding september 11th in context of global citizenship covers role of the un anti globalisation campaigns e g in genoa corporate global citizenship oxfam amnesty international jubilee 2000 assuming no prior knowledge of the area this is an ideal introduction for anyone interested in the idea of global citizenship

ilowersecondary global citizenship workbooks provide structured yet flexible support for schools teaching global citizenship in the lower secondary years written specifically to work alongside ilowersecondary the workbooks additionally provide an effective standalone resource for any school or student wanting to explore this fascinating subject key features an introduction to the week s teaching which explains what students will be learning plus objectives and key vocabulary an activity for every day of the week designed for students to practise and reinforce their skills and knowledge written and developed by subject experts aligned to the ilowersecondary global citizenship curriculum and progression the workbooks provide explicit progression towards pearson edexcel international gcse global citizenship

global citizenship education addresses the intersection of globalization education and programmatic efforts to prepare young people to live in a more interdependent complex and fragile world the book explores topics such as sustainability education cultural diversity and human rights education offering critical insights into how these facets of gce are interpreted around the world the book also strives to give voice to student populations within historically marginalized communities rather than focusing solely on the role of gce in elite schools gaudelli blends theory and practice to provide both an overview of gce as well as examining current efforts to develop more globally conscious classrooms blending empirical research and practical illustrations this important volume encourages educators to take seriously their own call to prepare young people to

engage global challenges with a sense of urgency and helps chart a new direction for global learning that is increasingly expansive dialogic and inclusive

this book explores global citizenship education gce in asian societies highlighting philosophical traditions emerging perceptions and situated practices it includes chapters on gce frameworks contexts policies curricula and experiences of students and teachers in various asian contexts offering diverse approaches and strategies

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

citizenship studies is at a crucial moment of globalizing as a field what used to be mainly a european north american and australian field has now expanded to major contributions featuring scholarship from latin america asia africa and the middle east the routledge handbook of global citizenship studies takes into account this globalizing moment at the same time it considers how the global perspective exposes the strains and discords in the concept of citizenship as it is understood today with over fifty contributions from international interdisciplinary experts the handbook features state of



the art analyses of the practices and enactments of citizenship across broad continental regions africas americas asias and europes as well as deterritorialized forms of citizenship diasporicity and indigeneity through these analyses the handbook provides a deeper understanding of citizenship in both empirical and theoretical terms this volume sets a new agenda for scholarly investigations of citizenship its wide ranging contributions and clear accessible style make it essential reading for students and scholars working on citizenship issues across the humanities and social sciences

global citizenship education explores key ideas and issues within local national and global dimensions including examples and case studies from across the world the authors draw on ideas experiences and histories within and beyond the west to contribute to multifaceted perspectives on global citizenship education in concise chapters the authors set out the key concepts and debates within the field global citizenship education is contextualized within key educational frameworks including citizenship education global education development education and peace education edda sant ian davies karen pashby and lynette shultz explore the different ways in which global citizenship can be taught learned and assessed in formal and informal contexts including examples from a wide range of education institutions chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education with each chapter including a summary of key issues an annotated list of key resources an exercise for students and a further reading list global citizenship education will aid understanding of this complex and debated area of study

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