

Advanced Civics And Ethical Education Osfp

The author argues that the strong connections between moral meaning and spirituality are often not reflected in the health and social care literature. Using case studies and examples from everyday situations, the author provides a practical framework for incorporating spirituality into ethical decision-making and care.

This handbook brings together new work by some of the leading authorities on citizenship education, and is divided into five sections. The first section deals with key ideas about citizenship education including democracy, rights, globalization and equity. Section two contains a wide range of national case studies of citizenship education including African, Asian, Australian, European and North and South American examples. The third section focuses on perspectives about citizenship education with discussions about key areas such as sustainable development, anti-racism, gender. Section four provides insights into different characterisations of citizenship education with illustrations of democratic schools, peace and conflict education, global education, human rights education etc. The final section provides a series of chapters on the pedagogy of citizenship education with discussions about curriculum, teaching, learning and assessment.

Contents: Introduction, Relationship with other Disciplines, Basic Issues, Aims and Objectives, Principles of Teaching, Methods of Teaching, Techniques of Teaching, Approaches in Teaching, Values in Teaching, Audio-Visual Aids in Vogue, Centres of Learning, Assessment Process, The Textbooks, The Curriculum, Lesson Planning, Teacher s Role. Sound democratic decisions rely on a citizenry with at least a partial mastery of the rules and workings of democratic government. American high schools, where students learn the basics of citizenship, thus ought to play a critical role in the success of democracy. Yet studies examining the impact of high school government and civics courses on political knowledge over the past quarter-century have generally shown that these courses have little or no effect. In this important book, Richard G. Niemi and Jane Junn take a fresh look at what America's high school seniors know about government and politics and how they learn it. The authors argue convincingly that secondary school civics courses do indeed enhance students' civic knowledge. This book is based on the most extensive assessment to date of civic knowledge among American youth--the 1988 National Assessment of Education Progress (NAEP) Civics Assessment. The authors develop and test a theoretical model to explain the cognitive process by which students learn about politics and they conclude by suggesting specific changes in the style and emphasis of civics teaching.

The Handbook of Moral Motivation offers a contemporary and comprehensive appraisal of the age-old question about motivation to do the good and to prevent the bad. From a research point of view, this question remains open even though we present here a rich collection of new ideas and data. Two sources helped the editors to frame the chapters: first they looked at an overwhelmingly fruitful research tradition on motivation in general (attribution theory, performance theory, self-determination theory, etc.) in relationship to morality. The second source refers to the tension between moral judgment (feelings, beliefs) and the real moral act in a twofold manner: (a) as a necessary duty, and, (b) as a social but not necessary bond. In addition, the handbook utilizes the latest research from a wide range of disciplinary perspectives, wishing to suggest by this that the answer to the posed question will likely not come from one discipline alone. Furthermore, our hope is that the implicit criticism that the narrowly constructed research approach of the recent past has contributed to closing off rather than opening up interdisciplinary lines of research becomes in this volume a strong counter discourse. The editors and authors of the handbook commend the research contained within in the hope that it will contribute to better understanding of humanity as an inherently moral species.

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.

Although adolescents roll their eyes at adult platitudes, they love to grapple with sticky moral issues, and they value teachers who nurture their growth as moral decision-makers. Instead of offering sermons, precepts, and prescriptions, educators can most effectively instill moral intelligence through example, critical thinking and role-playing exercises, and real-world applications outside the classroom.

Rethinking Citizenship Education presents a fundamental reassessment of the field. Drawing on empirical research, the book argues that attempting to transmit preconceived notions of citizenship through schools is both unviable and undesirable. The notion of 'curricular transposition' is introduced, a framework for understanding the changes undergone in the passage between the ideals of citizenship, the curricular programmes designed to achieve them, their implementation in practice and the effects on students. The 'leaps' between these different stages make the project of

forming students in a mould of predefined citizenship highly problematic. Case studies are presented of contrasting initiatives in Brazil, a country with high levels of political marginalisation, but also significant experiences of participatory democracy. These studies indicate that effective citizenship education depends on a harmonisation or 'seamless enactment' of the stages outlined above. In contrast, provision in countries such as the UK and USA is characterised by disjunctures, showing insufficient involvement of teachers in programme design, and a lack of space for the construction of students' own political understandings. Some more promising directions for citizenship education are proposed, therefore, ones which acknowledge the significance of pedagogical relations and school democratisation, and allow students to develop as political agents in their own right.

Based on case studies of 11 societies in the world's most dynamic region, this book signals a new direction of study at the intersection of citizenship education and the curriculum. Following their successful volume, *Citizenship Education in Asia and the Pacific: Concepts and Issues* (published as No. 14 in this series), the editors, widely regarded as leaders in the field in the Asia-Pacific region, have gone beyond broad citizenship education frameworks to examine the realities, tensions and pressures that influence the formation of the citizenship curriculum. Chapter authors from different societies have addressed two fundamental questions: (1) how is citizenship education featured in the current curriculum reform agenda in terms of both policy contexts and values; and (2) to what extent do the reforms in citizenship education reflect current debates within the society? From comparative analysis of these 11 case studies the editors have found a complex picture of curriculum reform that indicates deep tensions between global and local agendas. On one hand, there is substantial evidence of an increasingly common policy rhetoric in the debates about citizenship education. On the other, it is evident that this discourse does not necessarily extend to citizenship curriculum, which in most places continues to be constructed according to distinctive social, political and cultural contexts. Whether the focus is on Islamic values in Pakistan, an emerging discourse about Chinese 'democracy', a nostalgic conservatism in Australia, or a continuing nation-building project in Malaysia – the cases show that distinctive social values and ideologies construct national citizenship curricula in Asian contexts even in this increasingly globalized era. This impressive collection of case studies of a diverse group of societies informs and enriches understanding of the complex relationship between citizenship education and the curriculum both regionally and globally.

This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

This guide teaches middle, high school, and college students how to reflect on what is right, good, and fair and then undertake research to address challenges in their curriculum and communities. The approach is deliberately designed to make it easy to bring ethical thinking and analytical problem-solving to the social studies and STEM curricula, as well as to experiential and inquiry-based learning such as project-based and service learning. Organized around the steps in the social science research method, each step can be linked to curriculum and national standards and taught individually as stand-alone lessons or sequentially as part of a semester or yearlong research seminar. The text includes sample lesson plans, assignments, research questions, research tools, and research reports, as well as examples of concrete policy implementation and the kinds of evidence that can be used to assess and evaluate student work. Book Features:

Combines research and citizenship so students can bring knowledge to bear on the most important challenges facing them. Designed for use with diverse students in inclusive classrooms. Developed in a university setting and field tested for over a decade in high schools. Connects K-12 to college and career in an organic and substantive manner. Works with and compliments curriculum that teachers are already using.

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.

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.

Education for Democratic Intercultural Citizenship (EDIC) is very relevant in contemporary societies. All citizens, but in particular teachers, curriculum developers, educational policy makers, and educational professionals in civil society (NGOs) have a crucial role in this. Seven European universities are working together in developing a curriculum to prepare their students for this important academic, societal and political task. As part of an Erasmus+ Strategic Partnership they each develop a module in the area of moral, intercultural and citizenship education. All modules are international and inquiry oriented, and make links with society. In this book the leading scholars write the theoretical background of their module, their curriculum guidelines and goals, the concrete programmes, and the experiences of students. The universities had an annual intensive programme in which students and teachers of all universities came together to have try-outs of parts of the modules. These programmes contributed strongly to the network building of researchers, teachers and students. The activities have given a strong stimulus to the implementation of Education for Democratic Intercultural Citizenship in the participating universities and in educational organisations worldwide. The experiences show both the necessity and the relevance of this topic and this kind of collaboration.

Distrust. Division. Disparity. Is our world in disrepair? Ethics and civics have always mattered, but perhaps they matter now more than ever before. Recently, with the rise of online teaching and movements like #PlayApartTogether, games have become increasingly acknowledged as platforms for civic deliberation and value sharing. *We the Gamers* explores these possibilities by examining how we connect, communicate, analyze, and discover when we play games. Combining research-based perspectives and current examples, this volume shows how games can be used in ethics, civics, and social studies education to inspire learning, critical thinking, and civic change. *We the Gamers* introduces and explores various educational frameworks through a range of games and interactive experiences including board and card games, online games, virtual reality and augmented reality games, and digital games like *Minecraft*, *Executive Command*, *Keep Talking and Nobody Explodes*, *Fortnite*, *When Rivers Were Trails*, *Politicraft*, *Quandary*, and *Animal Crossing: New Horizons*. The book systematically evaluates the types of skills, concepts, and knowledge needed for civic and ethical engagement, and details how games can foster these skills in classrooms, remote learning environments, and other educational settings. *We the Gamers* also explores the obstacles to learning with games and how to overcome those obstacles by encouraging equity and inclusion, care and compassion, and fairness and justice. Featuring helpful tips and case studies, *We the Gamers* shows teachers the strengths and limitations of games in helping students connect with civics and ethics, and imagines how we might repair and remake our world through gaming, together.

. *Renewal of Life by Transmission*. The most notable distinction between living and inanimate things is that the former maintain themselves by renewal. A stone when struck resists. If its resistance is greater than the force of the blow struck, it remains outwardly unchanged. Otherwise, it is shattered into smaller bits. Never does the stone attempt to react in such a way that it may maintain itself against the blow, much less so as to render the blow a contributing factor to its own continued action. While the living thing may easily be crushed by superior force, it none the less tries to turn the energies which act upon it into means of its own further existence. If it cannot do so, it does not just split into smaller pieces (at least in the higher forms of life), but loses its identity as a living thing. As long as it endures, it struggles to use surrounding energies in its own behalf. It uses light, air, moisture, and the material of soil. To say that it uses them is to say that it turns them into means of its own conservation. As long as it is growing, the energy it expends in thus turning the environment to account is more than compensated for by the return it gets: it grows. Understanding the word "control" in this sense, it may be said that a living being is one that subjugates and controls for its own continued activity the energies that would otherwise use it up. Life is a self-renewing process through action upon the environment.

divAmericans have reason to be concerned about the condition of American democracy at the start of the twenty-first century. Surveys show that civic participation has declined, cynicism about government has increased, and young people have a weak grasp of the principles that underlie our constitutional system. Crucial questions must be answered: How serious is the situation? What role do schools play in shaping civic behavior? Are current education reform initiatives—such as multiculturalism and school choice—counterproductive? How can schools contribute toward reversing the trend? This volume brings together leading thinkers from a variety of disciplines to probe the relation between a healthy democracy and education. Their original and provocative discussions cut across a range of important topics: the cultivation of democratic values, the formation of social capital in schools and communities, political conflict in a pluralist society, the place of religion in public life, the enduring problems of racial inequality. Gathering together the most current research and thinking on education and civil society, this is a book that deserves the attention of everyone who cares about the quality and future of American democracy.

The ultimate guide for anyone wondering how President Joe Biden will respond to the COVID-19 pandemic—all his plans, goals, and executive orders in response to the coronavirus crisis. Shortly after being inaugurated as the 46th President of the United States, Joe Biden and his administration released this 200 page guide detailing his plans to respond to the coronavirus pandemic. The *National Strategy for the COVID-19 Response and Pandemic Preparedness* breaks down seven crucial goals of President Joe Biden's administration with regards to the coronavirus pandemic: 1. Restore trust with the American people. 2. Mount a safe, effective, and comprehensive vaccination campaign. 3. Mitigate spread through expanding masking, testing, data, treatments, health care workforce, and clear public health standards. 4. Immediately expand emergency relief and exercise the Defense Production Act. 5. Safely reopen schools, businesses, and travel while protecting workers. 6. Protect those most at risk and advance equity, including across racial, ethnic and rural/urban lines. 7. Restore U.S. leadership globally and build better preparedness for future threats. Each of these goals are explained and detailed in the book, with evidence about the current circumstances and how we got here, as well as plans and concrete steps to achieve each goal. Also included is the full text

of the many Executive Orders that will be issued by President Biden to achieve each of these goals. The National Strategy for the COVID-19 Response and Pandemic Preparedness is required reading for anyone interested in or concerned about the COVID-19 pandemic and its effects on American society.

Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges.

Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

Teaching Civic Engagement provides an exploration of key theoretical discussions, innovative ideas, and best practices in educating citizens in the 21st century. The book addresses theoretical debates over the place of civic engagement education in Political Science. It offers pedagogical examples in several sub-fields, including evidence of their effectiveness and models of appropriate assessment. Written by political scientists from a range of institutions and subfields, Teaching Civic Engagement makes the case that civic and political engagement should be a central part of our mission as a discipline.

This book is designed to help you achieve one specific goal. It's not designed to give you the philosophies of conducting research. It's not designed to give you a background in a specific academic discipline or a specific topic. It's not designed to give you theory. It's designed specifically to instruct you in the practicalities of the writing process used to create strong, thorough, and potentially bulletproof literature reviews. This book is the culmination of years of research experience. It's also the culmination of several years of teaching writing and critical thinking to doctoral students.

Although it began as a tool for doctoral students, it has been expanded to be useful for everyone from senior high school students through doctoral candidates working on developing their first literature review or a larger literature review than they normally develop. It has been created for everyone from academics to new business entrepreneurs with good ideas who are trying to write their first reviews to support the new idea they're proposing.

This substantially expanded new edition of this widely-used and acclaimed text maintains the objectives and tenets of the first. It is designed to help students understand and reflect on their community service experiences both as individuals and as citizens of communities in need of their compassionate expertise. It is designed to assist faculty in facilitating student development of compassionate expertise through the context of service in applying disciplinary knowledge to community issues and challenges. In sum, the book is about how to make academic sense of civic service in preparing for roles as future citizen leaders. Each chapter has been developed to be read and reviewed, in sequence, over the term of a service-learning course. Students in a semester course might read just one chapter each week, while those in a quarter-term course might need to read one to two chapters per week. The chapters are intentionally short, averaging 8 to 14 pages, so they do not interfere with other course content reading. This edition presents four new chapters on Mentoring, Leadership, Becoming a Change Agent, and Short-Term Immersive and Global Service-Learning experiences. The authors have also revised the original chapters to more fully address issues of social justice, privilege/power, diversity, intercultural communication, and technology; have added more disciplinary examples; incorporated additional academic content for understanding service-learning issues (e.g., attribution theory); and cover issues related to students with disabilities, and international students. This text is a student-friendly, self-directed guide to service-learning that:

- Develops the skills needed to succeed
- Clearly links service-learning to the learning goals of the course
- Combines self-study and peer-study workbook formats with activities that can be incorporated in class, to give teachers maximum flexibility in structuring their service-learning courses
- Promotes independent and collaborative learning
- Equally suitable for courses of a few weeks' or a few months' duration
- Shows students how to assess progress and communicate end-results
- Written for students participating in service learning as a class, but also suitable for students working individually on a project.

Instructor's Manual This Instructor Manual discusses the following six key areas for aligning your course with use of Learning through Serving, whether you teach a senior-level high school class, freshman studies course, or a college capstone class: 1. Course and syllabus design 2. Community-partner collaboration 3. Creating class community 4. Strategic teaching techniques 5. Developing intercultural competence 6. Impact assessment This Manual is free, and available only in PDF format. [Download here.](#)

Moral and citizenship education are again at the forefront of educational attention with the recent governmental announcements about revisions to the National Curriculum frameworks to 2000 and beyond. This book addresses some of the central issues in moral and citizenship education facing teachers today, embedding practical considerations in a theoretical context and reviewing teaching, learning and assessment strategies. It draws extensively on research but is written in a clear, accessible style. Citizenship and Moral Education examines the key concepts and provides an up-to-date overview of policy, particularly addressing: theoretical issues, aims and approaches in relation to moral and citizenship education in a pluralist society the contributions of the curriculum, extra-curricular activities and the school ethos to citizenship and moral education in school teaching strategies, materials, pupil assessment and school evaluation. The book also focuses on key professional and personal issues for teachers in undertaking moral citizenship education.

Educational technologies are becoming commonplace entities in classrooms as they provide more options and support

for teachers and students. However, many teachers are finding these technologies difficult to use due to a lack of training and instruction on how to effectively apply them to the classroom. TPACK: Breakthroughs in Research and Practice is an authoritative reference source for the latest research on the integration of technological knowledge, pedagogical knowledge, and content knowledge in the contexts of K-12 education. Highlighting a range of pertinent topics such as pedagogical strategies, blended learning, and technology integration, this publication is an ideal resource for educators, instructional designers, administrators, academicians, and teacher education programs seeking current findings on the implementation of technology in instructional design.

Teaching in a democracy is challenging and filled with dilemmas that have no easy answers. For example, how do educators meet their responsibilities of teaching civic norms and dispositions while remaining nonpartisan? Democratic Discord in Schools features eight normative cases of complex dilemmas drawn from real events designed to help educators practice the type of collaborative problem solving and civil discourse needed to meet these challenges of democratic education. Each of the cases also features a set of six commentaries written by a diverse array of scholars, educators, policy makers, students, and activists with a range of political views to spark reflection and conversation. Drawing on research and methods developed in the Justice in Schools project at the Harvard Graduate School of Education (HGSE), Democratic Discord in Schools provides the tools that allow educators and others to practice the deliberative skills they need in order to find reasonable solutions to common ethical dilemmas in politically fraught times. This book displays the striking creativity and profound insight that characterized Freire's work to the very end of his life—an uplifting and provocative exploration not only for educators, but also for all that learn and live.

Summary: The author "offers portraits of three high-performing urban schools that have made character development central to their mission. [The book] highlights each school's unique approach to character development and shows how qualities like empathy, integrity, perseverance, and daring can nurture student success."--p. 4 of cover.

The book is organized around four sections. The first section is an introduction to the problem of defining the scope and foundations of the development of moral personality and social engagement, in particular, the development of civic and ethical attitudes and prosocial behavior. The second section presents a comparative analysis of education policies in Mexico, Chile and Colombia, in particular the way the curricula of civic and citizenship education is designed and implemented. The section also describes and analyzes the way this subject is taught in the classrooms of the primary, secondary and high school levels in the three countries. The third section includes the results of research projects in Civics and Citizenship Education conducted with different theoretical and methodological models of analysis. This last section includes some of the best practices of Civic Education that have been developed in Mexico, Colombia, and Chile.

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.

"Don't talk to strangers" is the advice long given to children by parents of all classes and races. Today it has blossomed into a fundamental precept of civic education, reflecting interracial distrust, personal and political alienation, and a profound suspicion of others. In this powerful and eloquent essay, Danielle Allen, a 2002 MacArthur Fellow, takes this maxim back to Little Rock, rooting out the seeds of distrust to replace them with "a citizenship of political friendship." Returning to the landmark Brown v. Board of Education decision of 1954 and to the famous photograph of Elizabeth Eckford, one of the Little Rock Nine, being cursed by fellow "citizen" Hazel Bryan, Allen argues that we have yet to complete the transition to political friendship that this moment offered. By combining brief readings of philosophers and political theorists with personal reflections on race politics in Chicago, Allen proposes strikingly practical techniques of citizenship. These tools of political friendship, Allen contends, can help us become more trustworthy to others and overcome the fossilized distrust among us. Sacrifice is the key concept that bridges citizenship and trust, according to Allen. She uncovers the ordinary, daily sacrifices citizens make to keep democracy working—and offers methods for recognizing and reciprocating those sacrifices. Trenchant, incisive, and ultimately hopeful, Talking to Strangers is nothing less than a manifesto for a revitalized democratic citizenry.

WINNER 2016 Grawemeyer Award in Education Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, The Political Classroom presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.

There is widespread agreement that schools should contribute to the moral development and character formation of their students. In fact, 80% of US states currently have mandates regarding character education. However, the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods. The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive, research-oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future. Now in its second edition, this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings, and much more.

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