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Nel Noddings is Lee Jacks Professor of Education, Emerita, at Stanford University. Her books include Education and Democracy in the 21st Century, When School Reform Goes Wrong, The Challenge to Care in Schools, Educating Citizens for Global Awareness, Educating for Intelligent Belief or Unbelief, and Educating Moral People.

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Frameworks for educating global citizens, including building community and mutual respect, creating social responsibility, instilling an appreciation for diversity, promoting emotional literacy, and managing and resolving conflict. Practical suggestions to help teachers enrich their classrooms with global content.

Educating Citizens for Global Awareness by Nel Noddings
Edited by educator-philosopher Nel Noddings, *Educating Citizens for Global Awareness* gathers perspectives from eight prominent educators who propose new ways to foster international understanding in K-12 classrooms and integrate

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the perspectives of diverse cultures into the curriculum. The chapters address a range of issues including gender, conflict resolution, place-based education, religion, internationalism, and more.

Educating Citizens for Global Awareness | The Ikeda Center

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page 1 educating citizens for global awareness by gilbert patten edited by educator philosopher nel noddings educating citizens for global awareness gathers perspectives from eight prominent educators who propose new ways to foster international understanding in k 12 classrooms and integrate the perspectives of diverse cultures into book

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INTRODUCTION : #1 Educating Citizens For Global Awareness Publish By Astrid Lindgren, Educating Citizens For Global Awareness The Ikeda Center edited by educator philosopher nel noddings educating citizens for global awareness gathers perspectives from eight prominent educators who propose new ways to foster international understanding in k 12

10+ Educating Citizens For Global Awareness [EBOOK]
in educating citizens for global awareness noddings is focusing on what it means to be a global citizen and how teachers can educate students in order for them to become

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global citizens this book does a very good job of explaining what it would mean to be a global citizen while at the same time explaining that it is very hard to define the

Educating Citizens For Global Awareness [PDF, EPUB EBOOK]

In my opinion, being a global citizen is the goal of education in current multicultural world, but it is impossible for everyone can play the global role in any corner of the world. McIntosh (2005) introduce the global citizen from modern psychological perspective, which indicates the global mindedness can be created through the openness of mind (cognitive), heart (affect), body (physical) and soul (spiritual).

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Educating students about their roles as global citizens is a challenge that has taken on increasing importance in recent

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years. In this volume, prominent educators join Nel Noddings to address the issue of global citizenship, what this means, and how it should shape curriculum and teaching in K-12 classrooms. Features: frameworks for educating global citizens, including building community and mutual respect, creating social responsibility, instilling an appreciation for diversity, promoting emotional literacy, and managing and resolving conflict: practical suggestions to help teachers enrich their classrooms with global content; advice for teaching better global attitudes throughout the curriculum, including social studies, science, literature, and math classes; and diverse perspectives by leading educators and scholars on global citizenship and its value to education and community.

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A collection of essays in which educators address the issue of global citizenship, what it means, and how it should shape curriculum and teaching in K-12 classrooms.

EDUCATION / Philosophy & Social Aspects

In this collection of essential essays, Nel Noddings examines alternatives to prevailing models of character education - a sympathetic approach based on an ethic of care. Covering both stories in the classroom and controversial issues in education, Noddings describes the similarities and differences between character education and care ethics...examines how moral education might be infused throughout the

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curriculum...and calls for greater cooperation across fields and more attention to the practical problems of everyday teaching.

In this much-needed volume, Nel Noddings uses her extensive experience at every level of schooling to challenge the No Child Left Behind Act (NCLB). Noddings invites readers to think critically about the ideas underlying NCLB, the reform movement that shaped it, and the processes it has put into play. She considers such questions as, Is money the answer to raising test scores? Are failing schools mainly attended by poor children, or are all of our schools failing? Do all students need courses in advanced mathematics, physics, and chemistry? Should special education students be

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expected to meet the same standards as regular students? Does one standard curriculum serve the needs and interests of all students? Does our current system of schooling undermine the democracy it should support? This dynamic book: Challenges almost every provision in the No Child Left Behind Act. Argues for educationally justifiable interpretations of equality, accountability, standards, testing, and choice. Suggests an educationally and morally acceptable way of employing an enriched form of tracking to meet the needs of all students. Considers what is at stake for our children, schools, and democracy and offers suggestions for fresh thinking.

This key text in educational leadership focuses on the

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significance of the context and culture of schools.

By showcasing international, European, and community-based projects, this volume explores how online technologies and collaborative and blended learning can be used to bolster social cohesion and increase students' understanding of what it means to be a global citizen. With the pace of technology rapidly increasing, *Blended and Online Learning for Global Citizenship* draws timely attention to the global lessons being learned from the impact of these technologies on peace building, community development, and acceptance of difference. In-depth case studies showcasing successful projects in Europe, Northern Ireland, and Israel explore blended learning and illustrate how schools and educators

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have embraced online technologies to foster national and international links both within and beyond communities. This has, in turn, equipped students with experiences that have informed their attitudes to cultural and political conflicts, as well as racial, ethnic, and social diversity. Building on the authors' previous work *Online Learning and Community Cohesion* (2013), this thought-provoking text will be of interest to researchers, academics, and postgraduate students in the fields of international and comparative education. Educators and school leaders concerned with how multiculturalism and technology play out in the classroom environment will also benefit from reading this text.

Teachers today must prepare students for an increasingly

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complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in an ever-changing world. This thought-provoking book introduces a proven self-reflection tool to help educators of all grade levels and content areas develop 12 elements of such teaching. The book is divided into three sections: dispositions, knowledge, and skills. Each chapter is devoted to an element of globally competent teaching and includes a description of that element, tips for implementation delineated by developmental levels, and links to additional resources for continuing the journey. Examples of globally competent teaching practices

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include - Empathy and valuing multiple perspectives. - A commitment to promoting equity worldwide. - An understanding of global conditions and current events. - The ability to engage in intercultural communication. - A classroom environment that values diversity and global engagement. Throughout, you'll also find examples of these practices at work from real teachers in real schools. No matter what your experience with global teaching, the information in this book will help you further develop your practice as a global educator—a teacher who prepares students not only for academic success but also for a life in which they are active participants in their own communities and the wider world.

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This book fills an existing gap within the practice of global citizenship education by offering Asian perspectives. In this book, Soka or value-creating education developed by the Japanese educators, Tsunesaburo Makiguchi (1871-1944) and Daisaku Ikeda (b. 1928) is compared to the ideas of the Indian political leader Mahatma Gandhi (1869-1948). This study of their respective thoughts and movements has a significant bearing on the three domains of learning within the global citizenship education conceptual dimensions of UNESCO – the cognitive, socio-emotional, and behavioral. This book deftly combines theoretical discussions with themes and suggestions for practice and future research.

Global Education is an area of policy, practice, research and

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educational advocacy. It is an umbrella term that encompasses a variety of areas with differing terminologies: development education, human rights education, education for sustainable development, education for global citizenship. Global Education has become increasingly central to education policy and practice. With this book GENE - Global Education Network Europe - marks 15 years of its work, networking policymakers for increased and improved Global Education in Europe. The book explores key issues in contemporary Global Education in Europe: issues of national strategy, of structure development, of policy learning and engagement within education systems. It outlines challenges in research, practice, policy and conceptual development, through detailed analysis of national and international case

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studies. The book will be of use to policymakers, educationalists, researchers, and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in solidarity with peoples globally - might have access to quality Global Education.

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