

Democracy and Multicultural Education

Edited by
Farideh Salili
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A VOLUME IN
RESEARCH IN MULTICULTURAL EDUCATION
AND INTERNATIONAL PERSPECTIVES



Democracy And Multicultural Education Research In Multicultural Education And International Perspe

Anna S. Ochoa-Becker



Democracy And Multicultural Education Research In Multicultural Education And International Perspe:

Democracy and Multicultural Education Farideh Salili, Rumjahn Hoosain, 2010-04-01 Democratic political systems and the democratic way of life is aspired by most people around the world. Democracy is considered to be morally superior to other forms of political systems as it aspires to secure civil liberties, human rights, social justice, and equality before the law for everyone regardless of their gender, culture, religion, and national origin. Enshrined in democracy is separation of religion and state, fair and competitive elections of leaders according to a country's constitution, which in turn is based on democratic ideals. Democracy aspires for people of different backgrounds to live together with their differences intact but all contributing towards a better life for all. In today's increasingly pluralistic societies, many people of different cultural and national backgrounds are brought together. Many have migrated from countries with autocratic political systems. Some with religions that require them to behave in different ways, others with cultures teaching them values of harmony, collectivism, and conformity as opposed to the culture of their host country emphasizing individualism and cherishing differences. Hence, in multicultural societies, development of pluralistic democracy, a democracy which includes respect for diversity, is essential. A truly multicultural education, which is based on the assumption that different cultures will be equally represented in education, goes a long way towards education for democratic citizenship. Such an education would make students aware of issues of human rights and justice and encourage them to define their own values and ways in which they could contribute to a better world. The aim of this volume is to provide a forum for discussion of how multiple social perspectives and personal values can be brought together on common grounds around matters related to democracy. Contributions from research and scholarly theoretical work as well as presentation of existing creative models of democracy education will be included. Authors from the major democracies will comment on the models and practice of multicultural education in their respective countries to facilitate discussion and learning from each others' experiences. *Routledge International Handbook of Multicultural Education Research in Asia Pacific* Yun-Kyung Cha, Seung-Hwan Ham, Moosung Lee, 2018-03-28 This handbook for educators and researchers consists of an unparalleled set of conceptual essays and empirical studies that advance new perspectives and build empirical ground on multicultural education issues from 10 different selected societies in Asia Pacific. This unique edited book will be a solid resource particularly for graduate students, educators, and researchers involved in multicultural education given its multiple balances in terms of 1) conceptual essays, empirical studies, and practical implications; 2) contributions from emerging scholars, established scholars, and leading scholars in the field; and 3) comprehensive coverage of key subareas in multicultural education. Given the growing need for in-depth understanding of multicultural education issues in the Asia Pacific region where we have witnessed increasing human mobility and interaction across countries and societies, this edited book is the only research-based handbook entirely focusing on multicultural education in Asia Pacific. *The Routledge International Companion to Multicultural Education* James A. Banks, 2009-09-10

This volume is the first authoritative reference work to provide a truly comprehensive international description and analysis of multicultural education around the world. It is organized around key concepts and uses case studies from various nations in different parts of the world to exemplify and illustrate the concepts. Case studies are from many nations including the United States, the United Kingdom, Canada, Australia, France, Germany, Spain, Norway, Bulgaria, Russia, South Africa, Japan, China, India, New Zealand, Malaysia, Singapore, Indonesia, Brazil, and Mexico. Two chapters focus on regions: Latin America and the French-speaking nations in Africa. The book is divided into ten sections covering theory and research pertaining to curriculum reform, immigration and citizenship, language, religion, and the education of ethnic and cultural minority groups among other topics. With forty newly commissioned pieces written by a prestigious group of internationally renowned scholars, *The Routledge International Companion to Multicultural Education* provides the definitive statement on the state of multicultural education and on its possibilities for the future. Research Handbook on Multiculturalism Geoffrey Brahm Levey, 2025-03-12. This Research Handbook presents a comprehensive assessment of multiculturalism in political theory and practice from an international perspective. Geoffrey Brahm Levey brings together 30 leading experts from around the world to assess the current state of the field, charting lines of inquiry for further research. **Diversity and Citizenship Education** James A. Banks, 2006-12-22. The increasing ethnic, racial, cultural, religious, and language diversity in nations throughout the world is forcing educators and policymakers to rethink existing notions of citizenship and nationality. To experience cultural democracy and freedom, a nation must be unified around a set of democratic values such as justice and equality that balance unity and diversity and protect the rights of diverse groups. *Diversity and Citizenship Education: Global Perspectives* brings together in one comprehensive volume a group of international experts on the topic of diversity and citizenship education. These experts discuss and identify the shared issues and possibilities that exist when educating for national unity and cultural diversity. *Diversity and Citizenship Education: Global Perspectives* presents compelling case studies and examples of successful programs and practices from twelve nations, discusses problems that arise when societies are highly stratified along race, cultural, and class lines, and describes guidelines and benchmarks that practicing educators can use to structure citizenship education programs that balance unity and diversity. The book covers a broad range of issues and includes vital information on such topics as Migration, citizenship and education, The challenge of racialized citizenship in the United States, The contribution of the struggles by Indians and Blacks for citizenship and recognition in Brazil, Crises of citizenship, education and ethnic issues in Germany, Russia, and South Africa, Conflicts between religious and ethnic factions, Diversity, globalization and democratic education. *Multicultural Education* James A. Banks, Cherry A. McGee Banks, 2019-11-12. As diversity continues to increase in the United States, ethnic, cultural, social class, and linguistic gaps are widening between teachers and their students. The rapidly changing educational landscape presents unique challenges and opportunities for addressing diversity both creatively and constructively in schools. Multicultural Education helps current and future educators

fully understand sophisticated concepts of culture become more effective practitioners in diverse classrooms and view race class gender social class and exceptionality as intersectional concepts Now in its tenth edition this bestselling textbook assists educators to effectively respond to the ways race social class and gender interact to influence student behavior and learning Contributions from leading authorities in multicultural education discuss the effects of class and religion on education differences in educational opportunities for male female and LGBTQ students and issues surrounding non native English speakers students of color and students with disabilities Contemporary in relevance this timely volume promotes multicultural education as a process of school reform Practical advice helps teachers increase student academic achievement work effectively with parents improve classroom assessment and benefit from diversity *Handbook of Research in Social Studies Education* Linda S. Levstik, Cynthia A. Tyson, 2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field **SAGE Handbook of Education for Citizenship and Democracy** James Arthur, Ian Davies, Carole Hahn, 2008-07-01 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 **Democratic Education for Social Studies** Anna S. Ochoa-Becker, 2006-12-01 In the first edition of this book published in 1988 Shirley Engle and I offered a broader and more democratic curriculum as an alternative to the

persistent back to the basics rhetoric of the 70s and 80s This curriculum urged attention to democratic practices and curricula in the school if we wanted to improve the quality of citizen participation and strengthen this democracy School practices during that period reflected a much lower priority for social studies Fewer social studies offerings fewer credits required for graduation and in many cases the job descriptions of social studies curriculum coordinators were transformed by changing their roles to general curriculum consultants The mentality that prevailed in the nation s schools was back to the basics and the basics never included or even considered the importance of heightening the education of citizens We certainly agree that citizens must be able to read write and calculate but these abilities are not sufficient for effective citizenship in a democracy This version of the original work appears at a time when young citizens teachers and schools find themselves deluged by a proliferation of curriculum standards and concomitant mandatory testing In the 90s virtually all subject areas including United States history geography economic and civics developed curriculum standards many funded by the federal government Subsequently the National Council for the Social Studies issued the Social Studies Curriculum Standards that received no federal support Accountability captured in the No Child Left Behind Act passed by Congress has become a powerful political imperative that has a substantial and disturbing influence on the curriculum teaching and learning in the first decade of the 21st century

Democracy at the Crossroads Cameron White, Roger Openshaw, 2007-01-01 In *Democracy at the Crossroads* the editors argue that there have been too few scholarly attempts to provide a comprehensive critique of the assumptions behind citizenship education In particular they ask the distinguished contributors to this volume to address difficult but essential questions that are often avoided or intentionally overlooked What do all embracing terms like global citizenship really mean What does democracy mean internationally A timely work *Democracy at the Crossroads* provides a necessary examination and re interpretation of international perspectives on democracy and global citizenship as they apply to social education

Diversity, Transformative Knowledge, and Civic Education James A. Banks, 2020-03-12 WINNER 2021 Society of Professors of Education Outstanding Book Award The essays collected in this book by James A Banks a foundational figure in the field of multicultural education illuminate the interconnection between the author s work on knowledge construction and civic education In pieces both poignant and personal Banks shares some of his most groundbreaking and innovative work *Diversity Transformative Knowledge and Civic Education* aims to unpack the citizenship education dilemma whereby education programs strive to teach students democratic ideals and values within social economic political and educational contexts that contradict justice equality and human rights For change to take place students need to internalize democratic values by directly experiencing them in transformative classrooms and schools that are envisioned and described in this book Drawn from Banks formidable canon this collection highlights the conceptual curricular and pedagogical issues related to this dilemma and signals a fundamental shift toward transformative citizenship education Students scholars and educators in the fields of multicultural education civic education social studies education comparative

education and the foundations of education will find this book to be a valuable resource for discussion and discovery

Encyclopedia of Diversity in Education James A. Banks, 2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels Diversity is a worldwide phenomenon and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education This four volume reference work will be the definitive reference for diversity issues in education in the United States and the world International Perspectives on School Settings, Education Policy and Digital Strategies

Annika Wilmers, Sieglinde Jornitz, 2021-02-15 An exchange on education ideas has shaped the transatlantic discourse in education for a long time Over the past two decades education science has increasingly become networked internationally Since 2015 the Office for International Cooperation in Education at DIPF Leibniz Institute for Research and Information in Education has organized international sessions on education research at the Annual Meetings of the American Educational Research Association thus providing a floor for transatlantic exchange on current research topics The volume gives an overview of the transatlantic activities in education research with regard to these sessions representing a collection of topics ranging from school development over the use of large scale assessment and digital data in education to questions related to migration and public education or the economization of education At the same time the volume offers a reflection on the assets and obstacles of international exchange **Globalization and Global Citizenship** Irene Langran, Tammy Birk, 2016-06-10 Globalization and Global Citizenship examines the meaning and realities of global citizenship as a manifestation of recent trends in globalization In an interdisciplinary approach the chapters outline and analyse the most significant dimensions of global citizenship including transnational historical and cultural variations in its practice foreign

and domestic policy influences and its impact on personal identities The contributions ask and explore questions that are of immediate relevance for today's scholars including How does globalization in its current form present a new set of challenges for states non state actors and individual citizens How has globalization diminished expanded or complicated notions of citizenship What rights could exist outside the context of state sovereignty How can social accountability be imagined beyond the borders of towns cities or states What forms of political representational legitimacy could be productive on the global level When is it useful possible or desirable for individuals to identify with global political communities Drawing together a broad range of contributors and cutting edge research the volume offers chapters that seek to reflect the full spectrum of approaches and topics providing a valuable resource which highlights the value of an extended and thoughtful study of the idea and practice of global citizenship within a broader consideration of the processes of globalization It will be of great use to graduates and scholars of international relations sociology and global studies affairs as well as globalization

Resources in Education ,1998-05 **Critical Intercultural Perspectives on Higher Education** Fred

Dervin,2024-12-13 This edited volume interrogates the meanings of internationalization in higher education in different political economic contexts Written by multidisciplinary scholars based in different parts of the world China Finland France Korea Morocco Saudi Arabia Singapore Spain UK USA the chapters allow the reader to critically listen in on glocalized global local discourses of internationalization in education meanings epistemologies critiques and current research policies The volume aims to support students and scholars in clarifying for themselves and others what internationalization might mean and entail using alternative ways of characterizing critiquing and unsettling internationalization The authors adopt critical intercultural perspectives in their chapters based for example on humanistic entry points the continuum of ideological specificities commonalities while balancing self other acceptance rejection questioning the taken for granted and offering some decolonial analyses and reflections The volume thus aims to better understand and nuance the polysemic and glocalized nature of internationalization in order to strengthen international cooperation in education research and to provide more opportunities to come together to recognize and support for example multiple perspectives experiences and knowledge Scholars students and education professionals interested in higher education intercultural studies and topics of internationalization and globalization will greatly benefit from the book **Democratizing Education and Educating**

Democratic Citizens Leslie J. Limage,2013-10-08 The essays in the book are organized into three sections in order to address the conceptualization of democracy and citizenship reform efforts towards democratization in various societies and educational efforts to foster democratic citizens Each is written from a different historical and national perspective by an international panel of prominent comparative education scholars and each tackles the theme of democracy and civic duty in education **Critical Multiculturalism** Stephen May,Christine E. Sleeter,2010 Brings together international scholars of critical multiculturalism to directly and illustratively address what a transformed critical multicultural approach to education

might mean for teacher education and classroom practice Global Citizenship Education in Teacher Education Daniel Schugurensky, Charl Wolhuter, 2020-05-10 Global Citizenship Education and Teacher Education brings together scholars and practitioners from all continents to explore the role of teacher education in formulating a practice of citizenship that has a global scope and is guided by critical and emancipatory approaches By considering educational responses to global challenges such as global warming rising levels of inequalities intensification of armed conflicts growing streams of international migration and the impact of neoliberal policies this book provides valuable analyses for researchers teacher educators and educators The volume examines historical and conceptual issues relating to the incorporation of global citizenship education in teacher education and presents examples from across the world that showcase main trends in research and practice from across the world This book is of great interest to graduate and postgraduate students researchers and libraries in the fields of citizenship education global education teacher education international and comparative education and education policy and politics *Schooling for Democracy in a Time of Global Crisis* Stewart Riddle, 2022-04-21 Schooling for Democracy in a Time of Global Crisis combines democratic theory with education practice to address the problem of a schooling that is for democracy and points to the possibilities limits and tensions of attempting to re imagine education in more inclusive collective and sustainable ways through democratic action Contemporary liberal democratic societies are faced with multiple complex global crises which demand a range of responses including how education can produce critical and engaged young people with a collective commitment to tackling the effects of the global climate crisis growing social and economic inequalities political instability insecurity fear and hate This book examines how more critically democratic educational policies and practices and the daily actions of learners educators leaders communities and societies can work towards collective well being increased civic participation and commitment to an ecologically sustainable engagement with the planet In addition to being a work of critical scholarly analysis this book provides a manifesto for the possibilities of contemporary democratic education in a time of global crisis This book will be of great interest to researchers postgraduate students and policymakers in education

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