



# **DEMOCRACY & EDUCATION**

Collected  
Perspectives 2014

Edited by  
**Viktoría Byszczewicz**

# Democracy Education Collected Perspectives 2014

## Volume 1

**Janet McIntyre-Mills, Norma R. A.  
Romm**



## **Democracy Education Collected Perspectives 2014 Volume 1:**

Business Ethics Education and the Pragmatic Pursuit of the Good Francis J. Schweigert, 2016-08-12 This book is an extended argument for the critical importance which justice and ethical leadership should have in business ethics education. The book examines the history of ideas and purposes in education, the contemporary role of business schools and the social foundations of moral education to conclude that the pragmatic pursuit of the good must be a central aim of business strategy. To meet the challenges of facing society today, the masters of business must be moral craftsmen in a just and democratic private property economy that serves the common good. The author grounds this vision for business leadership in the centrality of systems of exchange in human society in generating prosperity and providing for the general welfare. Business ethics education has focused primarily on moral formation of individual leaders and managers in the context of ethical codes, organizational culture and legal compliance. Important as this approach is, it fails to generate a sufficient level of business responsibility to satisfy legitimate social concerns regarding the use of natural resources, environmental sustainability, reasonable limitation of systemic risk in capital markets and fair allocation of goods and services. If the social purpose of business is not intentionally embraced and diligently pursued, the economy may enrich a few but impoverish the society, its resources and its democracy. Hence, this book argues for a new vision of business ethics that is grounded in public accountability of business operations and outcomes for the common good as a matter of justice.

Hungary's Crisis of Democracy Peter Wilkin, 2016-08-26 This book examines the crisis of democracy that has arisen in Hungary since the election of the Fidesz government in 2010. After moving swiftly to transform the Hungarian constitution, Fidesz created a new political system which has led its critics to argue that the era of democracy in Hungary is over. US Senator John McCain has gone so far as to describe Hungary as an illiberal democracy on a path toward fascism. The author argues that Fidesz has sought to challenge the capitalist and democratic transformation that shaped Hungary for 20 years after the fall of communism by increasing the power of the state over crucial aspects of the economy, society and the political system. In so doing, Fidesz actions resemble those undertaken by many authoritarian states that have emerged since the end of the Second World War, all aiming to build up a national capitalism and protect their economies whilst undertaking nation building. To make sense of this, the author draws upon two traditions of thought, world systems analysis which situates Hungary in the context of its incorporation in the modern capitalist world system after the fall of communism, and anarchist social thought which provides a unique way of seeing the actions of states and political elites. In so doing, the book argues that the events unfolding in Hungary cannot be explained on the basis of Hungarian exceptionalism but must be situated in the broader political and economic context that has shaped the development of Hungary since 1990. The form of capitalism introduced in Hungary and across the region of East and Central Europe has systematically undermined the strong state and social security that had existed under communism, and when added to the failure of the left and liberals in the region, it has paved the way for far

right and neo fascist political movements to emerge claiming the mantle of defenders of society from the market This represents a fundamental threat to the enlightenment traditions that have shaped dominant modern political ideologies and raises profound problems for both the EU and NATO

*The BERA/SAGE Handbook of Educational Research* Dominic Wyse, Neil Selwyn, Emma Smith, Larry E. Suter, 2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education

**Deweyan Experimentalism and the Problem of Method in Political Philosophy** Joshua Forstenzer, 2019-03-13 This book proposes a pragmatist methodological framework for generating practically relevant political philosophy It draws on John Dewey s social and political philosophy to develop an experimentalist method thus charting a middle course between idealism and realism in political philosophy Deweyan experimentalism promises to balance civic deliberation empirical facts and moral considerations by reconstructing Dewey s pragmatist conceptions of philosophy and democracy from the perspective of social action While some authors have taken the steps to articulate Dewey s experimentalism they have focused on institutional rather than methodological implications This book is original in the ways in which it situates the role of ideas in political practice and contemporary political problems Additionally it underlines the similarities between today and the historical context in which Dewey wrote connects Dewey s social and political philosophy to Greek and Roman mythology and concludes with a timely case study in which the author s methodological insights are applied The result is a book that offers a focused reconstruction of Dewey s work and shows its relevance for engaging with contemporary issues in political philosophy and political theory

Education, Religion, and Ethics – A Scholarly Collection Dianne Rayson, 2023-04-18 This collection draws on research in educational areas displaying best practice pedagogy theoretical and practical underpinned by philosophy empirical science and neuroscience among other disciplines It focusses especially on implications for higher education school education professional ethics and religion Higher education exploration is on the diminution of the humanities and implications for the range of knowledge needed for future citizenship The work includes a revisioning of higher education s purpose especially the changing role of the doctorate and its examination The focus on school education takes the same pedagogical lens to humanities and social sciences examining values education and religious studies Ethical issues include colonisation and decolonisation especially around the

concept of land and ramifications for intercultural studies The ethics and practice of teaching about life and death issues in medical education are explored in light of research in dialogic consensus The religion section includes research on interfaith education especially concerning Islam and eco theological education especially focussed on climate change Contributors are academic colleagues or former doctoral students of Terence J Lovat University Professor Australia UK and Canada whose internationally acclaimed research straddles these areas Many of the contributors hold positions of influence in the academic or professional world while others bring their newly minted doctoral research to the content The intended readership includes academics and doctoral students across education ethics religion social studies ecology health and medicine indigenous studies and international affairs This collection published in honour of Emeritus Professor Terence Lovat provides rich insights into the scope and multidisciplinary depth of his scholarship A philosopher of education whose main work has centred on curriculum theory and values education and ethics in education Lovat s scholarship reminds us that the education of children and young people must be concerned with more than academic attainment In emphasising education as a holistic and moral endeavour one involving hearts and minds Lovat has consistently advocated for the provision of opportunities for young people to extend their horizons beyond the school environment to engage with issues in society that go beyond academic learning Professor Lovat has also made a major and longstanding contribution to the development of Studies of Religion in schools and to the theology and history of Islam and Islamic Education In traversing Lovat s significant and remarkable contributions to education religion and ethics and the links between them this book serves as a testament to a highly esteemed scholar Associate Professor Deborah Henderson Queensland University of Technology Australia

**Climate Change Challenge (3C) and Social-Economic-Ecological Interface-Building** Sunil Nautiyal,Ruediger Schaldach,K V Raju,Harald Kaechele,Bill Pritchard,Kottapalli Sreenivasa Rao,2016-06-04 This book is the outcome of two International Conferences held at the ISEC in Bangalore India the international conference on Climate Change and Social Ecological Economical Interface Building Modelling Approach to Exploring Potential Adaptation Strategies for Bio resource Conservation and Livelihood Development held during 20 21 May 2015 and jointly organized by the Centre for Ecological Economics and Natural Resources CEENR Institute for Social and Economic Change ISEC and the Centre for Environmental Systems Research CESR University of Kassel Germany and the international conference Climate Change and Food Security the Global and Indian Contexts jointly hosted by the CEENR ISEC and the School of Geosciences University of Sydney on 18 19 February 2015 The selected papers presented in this book portray a broad range of international research efforts aimed at developing a deeper understanding of human environment systems but also at translating scientific knowledge into political and societal solutions and responses to the challenge of climate change

Reimagining Science Education in the Anthropocene, Volume 2 Sara Tolbert,Maria F.G. Wallace,Marc Higgins,Jesse Bazzul,2023-11-29 This volume a follow up to Reimagining Science Education in the Anthropocene 2021 continues a transdisciplinary conversation around

reconceptualizing science education in the era of the Anthropocene Drawing educators from many walks of life and areas of practice together in a creative work that helps reorient science education toward the problems and peculiarities associated with this contemporary geologic time This work continues the mission of transforming the ways communities inherit science and technology education its knowledges practices policies and ways of living with Nature Our understanding of the Anthropocene is necessarily open and pluralistic as different beings on our planet experience this time of crisis in different ways This second volume continues to nurture productive relationships between science education and fields such as science studies environmental studies philosophy the natural sciences Indigenous studies and critical theory in order to provoke a science education that actively seeks to remake our shared ecological and social spaces in the coming decades and centuries This is an open access book

Global Citizenship in Foreign Language Education Christiane Lütge, Thorsten Merse, Petra Rauschert, 2022-11-01 In light of increasing globalization this collection makes the case for global citizenship education as a way forward for transforming foreign language learning and teaching to better address current and future global challenges in times of unprecedented change The volume maps a multi dimensional approach within foreign language pedagogy to take up the challenge of educating the global citizen Drawing on sociocultural pedagogical cosmopolitan digital and civic minded perspectives the book explores the challenges in constructing epistemological frameworks in increasingly global environments the need for developing context sensitive educational practices the potential of linking up with work from related disciplines and the impact of these considerations on different educational settings The collection reflects an international range of voices attuned to global and local nuances to offer a holistic compilation of conceptual innovations to showcase the relevance of global citizenship issues in foreign language education and encourage future research This book will be of interest to scholars in intercultural education foreign language education and language teaching as well as policymakers and foreign language teachers The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution 4.0 license

**Culture in Education and Education in Culture** Pernille Hviid, Mariann Märtsin, 2019-11-18 In a world where the global engagement and international dialogue intensifies some areas of cultivated knowledge suffer from this dialogue and this has consequences for people and communities We propose education to be such a case The global dialogue in education tends to be restricted to and mediated by standardized measurements Such standards are meant to measure qualities of education and of student behavior and create the sought for condition for normative comparability and competition The obvious drawback is that cultural variability in local living as well as in education is rendered irrelevant Are there alternatives The book insists on maintaining the discussion about education on a global level but rather than moving towards homogenization and standardization of education the attention is drawn towards the potential for learning from creative fits and misfits between concrete local cultures institutional practices and global aims and standards of education This work brings together a group of educational

and developmental researchers and scholars grappling to find culturally informed and sensitive modes of educating people and communities Case studies and examples from four geographical contexts are being discussed China Brazil Australia and Europe While being embedded in these local cultures the authors share a conceptual grounding in cultural developmental theorizing and a vision for a culturally informed globalized perspective on education As the theme of the book is learning from each other the volume also includes commentaries from leading scholars in the field of cultural psychology and education

The Quest for a New Education Merethe Roos, 2024-02-19 This book thematizes the tension between education politics and religion in Norway after the Second World War with an emphasis on the years between 1945 and 1970 and throws a new light on Norwegian school and education in the post war period The Norwegian educational landscape in the years after the Second World War must be seen against the development of the welfare state and it appears as a part of the social democracy project typical for Norway at that time The Labour Party which held a prominent position in the educational landscape in the post war decades is normally regarded to have been an important driving force behind secularization of schools in Norway not least because the total number of weekly lessons in religious education gradually was reduced This book problematizes this thesis and enlightens how important politicians and policymakers within the Labour Party defended religious education A central point is that this defense must be seen within the frames of a liberally oriented protestant theology Thus the study highlights the diversity of ideas in Norwegian politics in the post war period and demonstrates how important impulses in Norwegian politics can be viewed against a wider international background

New Studies in Deweyan Education Meike Kricke, Stefan Neubert, 2020-02-03 New Studies in Deweyan Education examines in detail some of John Dewey's most influential writings by connecting them with contemporary issues perspectives controversies and debates By bringing together scholars from the United States and Germany this volume offers an international perspective on current implications challenges and risks of democracy and education in the contemporary world This book elaborates on the continuing relevance resourcefulness and richness of the Deweyan tradition as a frame of thought and action in the sphere of education It is divided into three main parts Education Schooling and Democracy Education and the Reconstruction of Philosophy and Education Economy and the Changing Forms of Capitalism The chapters in this volume build on each other as they provide a multifaceted picture of Deweyan education's role in societal reconstruction Written for students and scholars in the fields of education and philosophy New Studies in Deweyan Education represents a new unique and innovative way of approaching the problems and opportunities of democracy and education then and now

**Scholarship of education and human rights in diversity** Erika M. Serfontein, Charl C. Wolhuter, Shantha Naidoo, 2023-03-01 The objective of this book is to highlight the need and value of imbuing the dynamic intersections between education human rights and diversity with perspectives from the Global South The chapters approach key intellectual conundrums of the day from a Global South perspective to reflect a credible scholarly footprint in Africa and in the SADC region This is deemed timely considering that

the field is deeply embedded in western Eurocentric and overall Global North dominance This book will provide a Southern perspective on education and human rights in diversity by unpacking each of the following key areas in the intersection between education human rights and diversity from a Southern perspective comparative international perspectives citizenship education human rights literacies human rights education pedagogy learner discipline in schools aggression and bullying in schools addressing human trafficking by means of human rights education social justice and the decolonisation of human rights and human rights education Early Childhood Pedagogical Practices Across the World Wendy Boyd,Susanne Garvis,2025-04-12 This book explores pedagogical practices for early childhood education around the world in a collective of practices The motivation for this book was to collect pedagogical practices from around the world to showcase the important work of early childhood teachers Each country in this book shares unique features of their pedagogical work to show how they support young children s learning and development and work with families and communities This intention also allows the documentation of innovative and exemplary practices to build a repertoire of pedagogy and understand cultural and contextual differences Across the countries this book explores routines transitions intentional teaching shaping the environment and other important aspects of learning and care This book also provides opportunities for the development of commonality of practice and to explore variations that exist around supporting young children s learning and development

*Education for Sustainability through Internationalisation* Neera Handa,2018-08-20 This book suggests how the internationalisation of teaching and learning for sustainability can be a vehicle for a two way flow of knowledge across national cultural and theoretical boundaries Establishing links between the internationalisation of education and the ideal of global sustainability the author presents innovative alternative solutions to address the pressing social environmental and ethical problems of our age a global priority demanding an educational response By engaging with the Hindi concept of tri vid the three in one unification of knowledge the author reassesses the very nature of knowledge through the intellectual agency of both students and educators Once opportunities for alternatives not available in dominant Western knowledge traditions are recognised the development of an innovative alternative perspective becomes possible This pioneering book will be of interest to students and scholars of international education sustainability education and globalisation A Way of Music Education C. Victor Fung,2017-12-05 Moving back through Dewey Heidegger Nietzsche and Rousseau the lineage of Western music education finds its origins in Plato and Pythagoras Yet theories not rooted in the ancient Greek tradition are all but absent A Way of Music Education provides a much needed intervention integrating ancient Chinese thought into the canon of music education in a structured systematized and philosophical way The book s three central sources the Yijing The Book of Changes Confucianism and Daoism inform author C Victor Fung s argument that the human being exists as an entity at the center of an organismic world in which all things and events including music and music education are connected Fung ultimately proposes a new educational philosophy based on three key ideas in Chinese thought change balance and liberation



A unique work *A Way of Music Education* offers a universal approach engrained in a specific and ancient cultural tradition

*The Oxford Handbook of Social Justice in Music Education* Cathy Benedict, Patrick K. Schmidt, Gary Spruce, Paul Woodford, 2015 The Oxford Handbook of Social Justice in Music Education provides a comprehensive overview and scholarly analyses of challenges relating to social justice in musical and educational practice worldwide and provides practical suggestions that should result in more equitable and humane learning opportunities for students of all ages **Mixed**

**Methods and Cross Disciplinary Research** Janet McIntyre-Mills, Norma R. A. Romm, 2019-07-12 This book uses mixed methods to extend the concept of wellbeing stocks to refer to dynamic ways of working with others It addresses metaphors and praxis for weaving together strands of experience The aim of the wellbeing stocks concept is to enable people to re-evaluate economics and to become more aware of the way in which we neglect social and environmental aspects of life The pursuit of profit at the expense of people and the environment is a central problem for democracy and governance The vulnerability of cities is a symptom of the lack of balance between individual and collective needs This book explores the potential for cities specifically in the regions of Indonesia Africa and Australia to become more productive as sites for food and water security through more creative use of technology It highlights the need for partners that see food and security feasible at the household level if supports are provided at the community national and international level The book examines how these regions are affected by demographics climate change and people movements but also explores ways to establish an effective cultural ecosystem management Obstinate Education Gert Biesta, 2019-07-22 What should the relationship

between school and society be *Obstinate Education* Reconnecting School and Society argues that education is not just there to give individuals groups and societies what they want from it but that education has a duty to resist Education needs to be obstinate not for the sake of being difficult but in order to make sure that it can contribute to emancipation and democratisation This requires that education always brings in the question whether what is desired from it is going to help with living life well individually and collectively on a planet that has a limited capacity for giving everything that is desired from it This book argues that education should not just be responsive but should keep its own responsibility should not just focus on empowerment but also on emancipation and through this should help students to become world wise It argues that critical thinking and classroom philosophy should retain a political orientation and not be reduced to useful thinking skills and shows the importance of hesitation in educational relationships This text makes a strong case for the connection between education and democracy both in the context of schools colleges and universities and in the work of public pedagogy

Understanding the Indian Economy from the Post-Reforms of 1991, Volume I Shrawan Kumar Singh, 2020-06-25 This series is intended to serve as an introduction to the Indian Economy from the Post Reform of 1991 The author makes an endeavor to present how India's economic fortunes dwindled over the centuries This first volume begins with an analysis of the history evolution and growth of the Indian economy through several periods along with their positive and negative

aspects The author attempts to bring fairly interesting snapshots to highlight how the Indian economy has evolved over the years The book provides history traces the evolution of the economy during the early Muslim period and the Mughal Empire as well as during the British regime 1761 to 1947 and analyzes the impact of the British regime and the growth of the economy between 1947 and 1990 Points of analysis include policy framework state and market NITI Aayog a think tank the Indian polity fiscal federalism democracy and development the economic policy regime prior to 1991 and economic reforms The penultimate chapter looks at the future direction and task ahead of the economy Finally Indian economic thought is analyzed There is plenty to discuss

**Insight Studies** Kenneth R Melchin, 2025-07-15 Insight Studies emphasizes the importance of understanding the operations that generate and verify the knowledge we rely on in our daily lives Grounded in the philosophy of Bernard Lonergan the book employs a practice based approach similar to learning a musical instrument fostering critical thinking skills through engaging learning modules The book features modules that include puzzles with detailed instructions to help learners focus on their own cognitive processes and operations of knowing This approach broadens the scope of critical thinking to encompass the operations of questioning understanding verifying valuing and cooperating Each chapter illustrates the relevance of these skills across various fields including ethics conflict resolution psychology sociology philosophy politics and personal relationships Structured as a nine module course text Insight Studies can be adapted for in class online or self directed learning Designed to be learner friendly this book equips readers with transformative skills that are applicable to everyday life

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