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Titolo	The Citizen in Teaching and Education : Student Identity and Citizenship // by Ralph Leighton, Laila Nielsen
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Descrizione fisica	364 p
Collana	Palgrave Studies in Global Citizenship Education and Democracy
Disciplina	370.195 370.115
Soggetti	International education Comparative education Educational policy Education and state Maturation (Psychology) Schools Citizenship International and Comparative Education Educational Policy and Politics Personal Development Schools and Schooling
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	SECTION I. Introduction to the problem, theory and method -- Chapter 1. Theoretical position, purpose and motivation -- Chapter 2. A critical discussion on research methodology, empirical data and preconditions -- SECTION II. Historical review of education and citizenship late 1800s-2010s -- Chapter 3. School political debates, policy documents and citizenship education 1800s-1960s -- Chapter 4. School political debates, policy documents and citizenship education 1970s-2010s -- SECTION III. Interview findings -- Chapter 5. Conditions for citizenship education and research questions -- Chapter 6. Vocational programmes in vocational schools -- Chapter 7. Theoretical

programmes in mainly pre-university schools -- Chapter 8. Pre-university programmes in mainly vocational schools -- Chapter 9. Pre-university programmes in cultural oriented schools -- Chapter 10. Mixed ages and programmes -- Chapter 11. Teachers -- Chapter 12. Discussion and analysis.

Sommario/riassunto

This book examines the importance, and potential, of citizenship education, using extensive qualitative data from England and Sweden. The authors draw on the work of Nira Yuval-Davis and other prominent scholars in the field to frame citizenship as membership of numerous communities, for example disability, ethnicity, gender, sexuality and social class. This intersectional approach enables a rich understanding of the experiences and capabilities of young people, and bridges the gap between the formal meaning and real experiences of citizenship. The book presents case studies from England and Sweden, two contexts that have similar societies and school systems but very different approaches to citizenship education. Using this rich data, the authors illuminate the perspectives of young learners and their teachers to understand how learners can uphold their rights and responsibilities as citizens. This book will be of interest and value to scholars of social justice and citizenship education. .
