

Lyssnandets Pedagogik Etik Och Demokrati I Pedagogiskt Arbete

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there is strong social and political interest in active citizenship and values in education internationally active citizenship requires children to experience and internalize moral values for human rights developing their own opinions and moral responsibility while investment in young children is recognised as an important factor in the development of citizenship for a cohesive society less is known about how early years teachers can encourage this in the classroom this book will present new directions on how teachers can promote children s learning of moral values for citizenship in classrooms the research provided offers important insights into teaching for active citizenship by providing an analysis of educational contexts for moral values for active citizenship highlighting teachers beliefs about knowing and knowledge personal epistemologies and how these relate to children s learning and understanding about social and moral values discussing the impact of teachers beliefs on teaching practices evidence suggests that investment in the early years is vital for all learning and specifically for developing an understanding of active citizenship for tolerant and cohesive societies this book will be essential reading for the professional education of early years teachers interested in teaching for active citizenship

this book is about values education in early years settings and discusses theory and concepts as well as methodological and empirical perspectives it explores issues such as the kinds of values that are communicated between educators and children and the kind of future citizens we foster in early childhood settings it illustrates by way of cases involving many participants including children educators and researchers who have their roots in diverse contexts and reside in different parts of the world including australia denmark finland iceland norway slovenia and sweden the book carefully considers the contextualized character of the cases presented yet argues that the questions theories and methodologies emphasized do inform the international debate in manifold ways communication of values in a broad and diverse sense is central in any pedagogy especially for the youngest children in the educational system still values education has been neglected as a research field in education in general and particularly in the early years this book addresses this lack of knowledge by scrutinizing various questions about values education in ecec settings

this book examines the global phenomenon of school violence and its wide range of behaviours from school shootings to minor theft bullying and sexual harassment studying the nordic countries and taking sweden as an example and case study the book discusses key features of sexuality bullying and cyberbullying radicalization

and violent extremism it examines different approaches to school violence and discusses them in relation to political and ideological influences gender relations and socio economic conditions it presents trends in prevention of school violence policing the school and dilemmas in educating against violent extremism since most of the research in this field has been done in post industrial democracies such as australia the uk and the us the book contributes to the debate by offering new perspectives on violence in schools from the nordic countries

as a nominally neutral power during the second world war sweden in the early postwar era has received comparatively little attention from historians nonetheless as this definitive study shows the war and particularly the specter of nazism changed swedish society profoundly prior to 1939 many swedes shared an unmistakable affinity for german culture and even after the outbreak of hostilities there remained prominent apologists for the third reich after the allied victory however swedish intellectuals reframed nazism as a discredited distinctively german phenomenon rooted in militarism and romanticism accordingly swedes self conception underwent a dramatic reformulation from this interplay of suppressed traditions and bright dreams for the future postwar sweden emerged

both eco authoritarian and democratic scholars have claimed that a liberal democracy cannot pay due attention to the environment however such claims call for profound analysis jagers argues that much in the debate on liberal democracy and environmental concern can be more stringently elaborated for instance there has been a tendency to compound philosophical and institutional objections against liberal democracy often it is unclear what the critical voices actually mean when they speak of liberal democracy in addition the compatibility between specific forms of liberal democracy and sustainable development has not been thoroughly investigated most studies have been limited to comparing liberal and ecological values or ecological values and liberal institutions to avoid many of these shortcomings this study analyzes the compatibility between sustainable development policies and liberal democracy by combining political theory and resource scenarios based on environmental science

this study analyzes the roles of the great powers and the oau in the nigerian civil war

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