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Chapter 1 : List of German Americans - Wikipedia

Some educational consequences of contemporary social disorientation / Harold G. Shane Challenge and response in the eighties / Harold L. Hodgkinson The problem of getting markedly better schools / John Goodlad.

Who Is Religious and Spiritual: Boyatzis Searching for the Sacred: Mattis and Nyasha A. Trimble Asian American Spirituality and Religion: Culture Edouard Fontenot Buddhism: Pargament, Annette Mahoney, Edward P. Exline, and James W. Shafranske and Jeremy P. Cummings Value and Ethical Issues: Koenig Addiction and the Search for the Sacred: Scott Richards, Sarah L. Berrett Spirituality, Religion, and Sexual Trauma: Murray-Swank and Lynn C. A Multidimensional Approach James W. Falloot and Andrea K. Yi, and Jerren C. Weekes Spiritual and Religious Problems: Murray-Swank Faith and Health Behavior: Fincham and Steven R. Fleri, and Julia E. Drescher, and Mark W. Carroll Addressing Religion and Psychology in Communities: Domingo, and Anna M. Gartner, and David J. Pargament has been a leading figure in the dramatic resurgence of attention to religion and spirituality by social scientists and practitioners over the past 35 years. Many of his more than published studies have focused on people dealing with trauma. Pargament has delineated the variety of ways, helpful and harmful, religion expresses itself in times of stress, and his measure of religious coping, the Religious Coping Inventory RCOPE , is the standard in the field. His book, *The Psychology of Religion and Coping: Theory, Research, Practice* was described by the Bulletin of the Menninger Clinic as "the best book on the psychology of religion in a generation or more. He is coeditor of *Mental Health, Religion, and Culture* and sits on the editorial boards or editorial consultant to more than 30 journals. In , he received the Oskar Pfister Award from the American Psychiatric Association in recognition of his research and practical efforts to understand and enhance the links between religion, spirituality, and mental health. In , he received the National Samaritan Institute Award for his contributions to human health and growth. A practicing clinical psychologist himself, Dr. Pargament has long been interested in expanding the field beyond research to practice. He and his colleagues have designed and tested a number of spiritually integrated interventions. This work culminated in his book, *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*, which is unique in the literature. Pargament has been active in mentoring graduate students and colleagues in the field. Pargament and his associate editors have done a masterful job in creating coherence in this remarkably diverse set of chapters. The chapters move seamlessly through an extraordinary territory. The authors use a gentle tone to invite colleagues to consider the facts and the uncertainties. Some might suggest that the time has come for those in this field to shout a little louder. But this collection of voices " along with the echoes of James, Allport, and Jung " may be enough to begin altering the course of psychology.

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Chapter 2 : APA Handbook of Psychology, Religion, and Spirituality

Time for vigorous leadership in the public schools / Roald F. Campbell --Some educational consequences of contemporary social disorientation / Harold G. Shane --Challenge and response in the eighties / Harold L. Hodgkinson --The problem of getting markedly better schools / John Goodlad --Openings to possibility / Maxine Greene --Pointing the.

In adolescence[edit] There has been a significant focus in past research on adulthood, in regards to well-being and development and although eudaimonia is not a new field of study, there has been little research done in the areas of adolescence and youth. Research that has been done on this age group had previously explored more negative aspects than well-being, such as problem and risk behaviours i. Researchers who conducted a study in recognized the absence of adolescents in eudaimonic research and the importance of this developmental stage. Adolescents rapidly face cognitive, social and physical changes, making them prime subjects to study for development and well-being. The eudaimonic identity theory was used in their research to examine the development of identity through self-discovery and self-realization. They determined that adolescents sample multiple self-defining activities; these activities aid in identity formation, as individuals choose activities that they believe represents who they are. For example, an adolescent involved in sports, would likely surround themselves with like-minded active and competitive people. Personal expressiveness, as coined by psychologist A. Adolescents recognize their passions, abilities and talents and aim to fulfill their goals and behave in a way that appeases their true self. Outcomes were contingent on availability, access and choice of opportunities activities. Adolescence was the youngest age group that the PEAQ was used on. The PEAQ asked adolescents to self-report on activities they participate in and describe themselves with self-defining activities. The study found that subjective experiences were more important than the activities themselves and that adolescents reported higher levels of well-being. They reported that when adolescents express themselves through self-defining activities across multiple domains, they have a clearer image of themselves, of what they want to achieve and higher wellness. Goal-setting was found to be a unique predictor; when adolescents work towards goals set by themselves and accomplish them, they are likely to have a clearer emerging identity and higher well-being. Researchers found that more adolescents were happy when they were involved in self-chosen activities because the activities were chosen in line with their true self. Evidence suggests most people generally become happier with age, with the exception of the years 40 â€” 50, which is the typical age at which a crisis might occur. Researchers specify that people in both their 20s and 70s are happier than during midlife, although the extent of happiness changes at different rates. For example, feelings of stress and anger tend to decline after age 20, worrying drops after age 50, and enjoyment very slowly declines in adulthood but finally starts to rise after age The use of growth mixture modelling frameworks has allowed researchers to identify homogenous groups of individuals who are more similar to each other than the population based on their level and change in well-being and has shown that most report stable well-being in their late life and in the decade prior to death. The studies have also controlled for income, job status and parenting as opposed to childlessness to try to isolate the effects of age. Researchers found support for the notion of age changes inside the individual that affect happiness. This could be for any number of reasons. Age-related chemical changes might also play a role. Young adults reported more anger, anxiety, depression, financial problems, troubled relationships and career stress. Researchers also suggest depression in the elderly is often due largely to passivity and inaction â€” they recommend people continue to undertake activities that bring happiness, even in old age. The elderly population is vulnerable to activity restriction because of the disabling factors related to age. Increases in scheduled activity as well as social support can decrease the chances of activity restriction. Therefore, it is important to study flourishing to learn about what is possible if issues such as depression are tackled and how the ramifications of focusing on the positive make life better not just for one person, but also for others around them. For example, languishing adults have the

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same amount of chronic disease as those that are depressed whereas flourishing adults are in exceptionally better physical health. Languishing adults miss as many days at work as depressed adults and, in fact, visit doctors and therapists more than depressed adults. Because positive characteristics interact with negative life events to predict disorder the exclusive study of negative life events could produce misleading results. Amy Krentzman, among the others, discussed positive intervention as a way to treat patients. She defined positive intervention as a therapy or activity primarily aimed at increasing positive feelings, positive behaviors, or positive cognitions, as opposed to focusing on negative thoughts or dysfunctional behaviors. A way of using positive intervention as a clinical treatment is to use positive activity interventions. Positive activity interventions, or PAIs, are brief self-administered exercises that promote positive feelings, thoughts, and behaviors. They have worked hard and succeeded at accomplishing all of their life goals. Think of this as the realization of all of their life dreams. These positive interventions have been shown to decrease depression, [56] [57] and interventions focusing on strengths and positive emotions can, in fact, be as effective in treating disorder as other more commonly used approaches such as cognitive behavioral therapy. PPIs studied included producing gratitude letters, performing optimistic thinking, replaying positive life experiences, and socializing with people. Three to six months after the intervention, the effects for subjective well-being and psychological well-being were still significant, so effects seem fairly sustainable. However, in high-quality studies the positive effect was weaker, though positive, so authors considered further high-quality studies necessary to strengthen the evidence. They claimed that the above-mentioned meta-analysis did not put enough weight on the quality of studies. PPIs found positive included blessings, kindness practices, taking personal goals, and showing gratitude. Journaling sans gratitude is effective in decreasing negative emotions in general, which suggests that the act of journaling, rather than gratitude alone, is involved in the treatment effect. Given a fair opportunity, positive psychology might well change priorities to better address the breadth and depth of the human experience in clinical settings. Following a traumatic event, for instance rape, incest, cancer, attack, or combat, "it is normal to experience debilitating symptoms of depression and anxiety. Martin Seligman , a founder of positive psychology, emphasizes that "arriving at a higher level of psychological functioning than before" is a key point in PTG. Seligman recognizes "the fact that trauma often sets the stage for growth" and given the right tools, individuals can make the most of that opportunity. The construct is important not only for just soldiers, emergency responders, and survivors of traumatic events, but on average, for everyday citizens facing typical adversity. One way to expose citizens to stories of PTG is through constructive journalism. Constructive journalism, as defined by PhD student Karen McIntyre at University of North Carolina Chapel Hill, is "an emerging style of journalism in which positive psychology techniques are applied to news work with the aim of engaging readers by creating more productive news stories, all while maintaining core journalistic functions". PERMA not only plays a role in our own personal lives but also can be used for public major news stories. With this model, journalists can instead focus on the positives of a story and ask questions about how conflicts or even tragedies have brought people together, how someone has experienced post-traumatic growth, and more. News stories then shift the perspective from a victimizing one to an uplifting one. Positive psychology is slowly but steadily making its way through news reporting via constructive journalism. PERMA helps journalists ask the right questions to continue that progress by bringing the focus of a potentially negative story to the positives and solutions. Languishing was characterized by a ratio of positive to negative affect of 2. Optimal functioning or flourishing was argued to occur at a ratio of 4. The point at which flourishing changes to languishing is called the Losada line and is placed at the positivity ratio of 2. Those with higher ratios were claimed to have broader behavioral repertoires, greater flexibility and resilience to adversity , more social resources , and more optimal functioning in many areas of their life. Fredrickson and Losada claimed that at this limit, flourishing begins to disintegrate and productivity and creativity decrease. They suggested as positivity increased, so to "appropriate negativity" needs to increase. This was described as time-limited, practicable feedback connected to specific circumstances, i. There are thought to be between seven and fifteen basic emotions. The emotions can be combined in many ways to

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create more subtle variations of emotional experience. This suggests that any attempt to wholly eliminate negative emotions from our life would have the unintended consequence of losing the variety and subtlety of our most profound emotional experiences. Efforts to increase positive emotions will not automatically result in decreased negative emotions, nor will decreased negative emotions necessarily result in increased positive emotions. In an article titled "The undoing effect of positive emotions", Barbara Fredrickson et al. When people experience stress, they show increased heart rate, higher blood sugar, immune suppression, and other adaptations optimized for immediate action. If unregulated, the prolonged physiological activation can lead to illness, coronary heart disease, and heightened mortality. Both lab and survey research substantiate that positive emotions help people under stress to return to a preferable, healthier physiological baseline. Over time, this broadened behavioral repertoire builds skills and resources. For example, curiosity about a landscape becomes valuable navigational knowledge; pleasant interactions with a stranger become a supportive friendship; aimless physical play becomes exercise and physical excellence. Positive emotions are contrasted with negative emotions, which prompt narrow survival-oriented behaviors. For example, the negative emotion of anxiety leads to the specific fight-or-flight response for immediate survival. Elevation is a pleasant moral emotion, involving a desire to act morally and do "good". As an emotion it has a biological basis, and is sometimes characterized by a feeling of expansion in the chest or a tingling feeling on the skin.

Flourishing

The term flourishing, in positive psychology, refers to optimal human functioning. It comprises four parts: Two contrasting ideologies are languishing and psychopathology. On the mental health continuum, these are considered intermediate mental health disorders, reflecting someone living an unfulfilled and perhaps meaningless life. Those who languish experience more emotional pain, psychosocial deficiency, restrictions in regular activities, and missed workdays. Some common characteristics of a flourishing adult included: The study findings suggest there is room for adults to improve as less than 20 percent of Americans are living a flourishing life. The studied benefits of positive affect are increased responsiveness, "broadened behavioral repertoires", increased instinct, and increased perception and imagination. The approach was criticized for lacking a theoretical model of happiness and for overlapping too much with related concepts such as self-esteem, sense of purpose, social interest, kindness, sense of humor and aesthetic appreciation. According to Diener, this five-question survey corresponds well with impressions from friends and family, and low incidence of depression. Scientists use beepers to remind volunteers to write down the details of their current situation. Alternatively, volunteers complete detailed diary entries each morning about the day before. Namely, the latter may not be very accurate; people may not know what makes their life pleasant from one moment to the next. A striking finding was in a study of colonoscopy patients. Adding 60 seconds to this invasive procedure, Kahneman found participants reported the colonoscopy as more pleasant. This was attributed to making sure the colonoscopy instrument was not moved during the extra 60 seconds — movement is the source of the most discomfort. Changes in happiness levels[edit] Daniel Kahneman Humans exhibit a variety of abilities. This includes an ability of emotional Hedonic Adaptation, an idea suggesting that beauty, fame and money do not generally have lasting effects on happiness this effect has also been called the Hedonic treadmill. In this vein, some research has suggested that only recent events, meaning those that occurred within the last 3 months, affect happiness levels. It has to do with allocation of attention". Thus, contrary to our impact biases, lotteries and paraplegia do not change experiences to as great a degree as we would believe.

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Chapter 3 : Brave New Schools, Chapter 6: Serving a Greater Whole

Includes bibliographical references Time for vigorous leadership in the public schools / Roald F. Campbell -- Some educational consequences of contemporary social disorientation / Harold G. Shane -- Challenge and response in the eighties / Harold L. Hodgkinson -- The problem of getting markedly better schools / John Goodlad -- Openings to.

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Chapter 4 : Full text of "ERIC ED Internationalizing the Social Foundations of Education."

Some Recent Efforts in Redesigning Education 62 Redesign of Education: Some Speculations Social studies 75 Harold G. Shane and published by_ Phi Delta.

Index "Service in the Hitler Youth is honorary service to the German people. All young people are obliged from the age of 10 to their 19th birthday to serve in the Hitler youth. Shane, Phi Delta Kappan "A really efficient totalitarian state would be one in which the all-powerful executive of political bosses and their army of managers control a population of slaves who do not have to be coerced because they love their servitude We suggest you read it before you read the rest of the chapter below. In order to make this complex chapter easier to understand, I have outlined the main points: Voluntary service is becoming a normal part of public education 2. Service sounds good, but there are reasons for concern 3. Community service has a hidden agenda 4. National service has been used to force free people into involuntary servitude "Voluntary" community service. Anne Mecham loves her community service class. To busy parents, it offers children a simple path to positive, character-building experiences. It sounds almost too good to be true. Could anything be wrong with such noble motives and selfless service? There could be--when service supports a hidden agenda, or when it ceases to be voluntary. Involuntary service involves coercion, and coercion can take many forms. Peer pressure, implied social obligations, and classroom assignments are subtle ways of coercing students to postpone their studies or change the emphasis of their education. However, when "volunteer" service is planned by the government, assigned by educators, and required for high school graduation or college admission, it borders on violating constitutional rights. Thirteen-year-old Ayelet Arbuckly spends some of her weekends folding curtains and doing chores at a homeless shelter. Elliott Butler, also thirteen, helps build houses for the needy. When his Points of Lights Foundation began to plan national service as an antidote to hunger and homelessness, expectations grew. I expect you to change the world! Keep in mind, there is nothing new about voluntary service. Long before Jesus demonstrated it to his followers, Old Testament prophets taught it to ancient Israel. More recently, the United States has led the world in voluntary service to its own poor as well as to distant victims of war, famine, plagues and floods. How can it change the world? Now they are a part vital part of the community-wide transformational system being implemented by Goals Why, you might ask, would our government give the Carnegie Foundation this kind of authority? How could a tax-exempt organization with its eye on global socialism be allowed to act on our behalf without any accountability to American voters? Department of Education, believes American parents deserved an answer. David Hamburg, chief negotiator for the Soviet exchange. His astounding admission gives us a glimpse of the hidden power behind the scenes: The values he promotes are the new-paradigm values--those that will replace what Christian students learn at home. These objectives have characterized the Carnegie foundations for decades. Preparing American Youth for the 21st Century, it emphasized--not the needs of those who are served--but the new attitudes to be developed in students through service. Perhaps a article in Teaching Sociology will help us look beyond the innocuous facade. Promises and Problems," it describes the Joint Education Project JEP at the University of Southern California which offers experiential learning by "placing students in community volunteering positions. In this project, students are not free to think for themselves. The experiences and conclusions of the 32, students who have passed through the program were carefully planned by new-paradigm sociology teachers determined to convert students to their beliefs. Even so, some students refused to see community problems through the new-paradigm perspective--nor would they embrace the politically correct outcomes. Using facts, observation and reason remember the old-paradigm tools? The authors shared their dismay: In these cases, observations are made through the prism of prejudice and individualism. This tendency reflects both U. Such a view is antithetical to the goals of sociology

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Chapter 5 : Well-being contributing factors - Wikipedia

Significant Books in Review Column Editor: Harold G. Shane Contributors: G. Max Wingo Jack Children ^> Shane, Harold G. (Ed.). The Amer.

Internationalizing the Social Foundations of Education. For related documents, see SP and SP It is divided into three sections: What is the condition of international education within the social foundations? What ought to be? The current state of the social foundations in undergraduate, pre-service teacher education does not reveal a major impetus for international education. Pre-service education in the social foundations conventionally appears as: The introductory course in educational foundations, often identified as "Introduction to Education," "Introduction to Foundations of Education," "American Education," "Educational Policies" or "Educational Issues. History of Education, usually American educational history. Courses such as multi-cultural education, economics of education, and comparative education. Since the infusion of an international perspective into social foundations is likely to come from these courses, a brief summary examination of their general content and orientation follows: ERIC 3 Introductory Course The introductory course in the social foundations component often takes three basic forms: Although the issues course often can have an international dimension, it is often neglected or underdeveloped. These four basic forms focus on the school in the American socio-political and economic context. Generally, little or no attention is devoted to the international or global dimension. Generally, the introductory course in social foundations is taught by professors or teams of professors who have been prepared in a particular social foundations discipline such as history of education or philosophy of education. The textbooks, prepared for the introductory foundations course, are also generally the products of such individuals and reflect their parent disciplines. Strategies to internationalize the introductory social foundations course could take two approaches: In any event, either directly or indirectly, through other courses, history of education is a significant component In the pre-service preparation in social foundations of education. Several comments regarding the relationship of history of education to international education need to be made, namely, a the decline of western history of education, and b the insularity of many treatments of American educational history. The history of western education, which has been declining as component in teacher education programs since the late s, is rarely offered; few textbooks remain in print. Except for Russia and the Soviet Union, eastern Europe received at best a brief peripheral treatment. Education in Latin America, Africa, and Asia was likewise ignored, except when treated in terms of settlement and colonization by western European nations. A broadly construed world approach to educational history presents fertile possibilities to integrating the international context into the social foundations of education. The history of American education has generally been isolated from an international perspective. The general theme in traditional treatments in ERIC 5 American educational history has emphasized the uniqueness of the American educational experience rather than commonalities with the development of other national systems of education. Neither of these movements are generally compared with similar movements in other countries. More recent revisionist works in the history of American education have concentrated on specific themes such as "social control," "elitism," "selectivity" or on local, especially urban educational developments. Using quantification and statistical evidence, revisionist treatments tend to be more specific but also more localized and limited to the American context. American educational history presents scholarly and pedagogical opportunities for internationalizing the social foundations component of teacher education. Whether traditionalist or revisionist, both interpretations present opportunities to internationalize the social foundations component. Among these opportunities are: Treatments of the international transfer, importation, and implementation of educational ideas, theories, and methods, such as Pestalozzianism, Froebelianism, Montessorianism, progressivism, etc. Treatments of the global or international implications of topics such as mass education, popular education, social control, elitism or selectivity for example. Philosophy of Education Philosophy of education, like history of education, presents

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an unrealized potentiality for internationalizing the social foundations. In this area, courses ERIC 6 and textbooks can be categorized into: Perhaps the greatest contribution that philosophers of education can make is to focus part of their energy on analyzing international education. Its imprecise terminology has made it difficult to deal with and to incorporate it into the curriculum. Essentially, then philosophy of education, if it focuses on international education can provide clarity and meaning. Throughout its rather long history, international education has acquired an imprecise, ambiguous and often emotional phraseology. Terms such as "world-mindedness," "transcultural empathy," and "world understanding" have appeared. This terminology, while seemingly expressed in hard conceptual terms, often is mired in ideology or emotionalism. Philosophy of education could be a tool in analyzing this elusive terminology and giving it meaning. Philosophers of education, particularly value theorists, need to address the values related to international transactions and interdependency, such as war, peace, economics, ecology, sovereignty, etc. Other Course in Foundations In addition to the courses mentioned earlier, there exists an array of other kinds of foundations courses that can have an international dimension. Among them are multi-culturalism, sociology of education, comparative education, and the economics of education. Of these areas, the paper will comment on multi-culturalism and comparative education. Building a Bridge to Multi-Cultural Education Within the recent past, there has been a raising of consciousness, the development of materials, and the infusion and diffusion of multi-culturalist throughout the teacher education curriculum. Multicultural education has cultivated attitudes that encourage respect for cultural diversity and for common human interests that are consistent with the overarchi. Like international education, multi-cultural education seeks to expose ethnocentric and stereotypical biases and to reduce them by broadening human experience. While recognizing the differences between multicultural and international education, international education can benefit by a careful linkage with multi-cultural education. Multi-cultural education, which developed within the American cultural context, has not been connected adequately to the larger world context. Using Comparative Education as a Tool in Undergraduate Education Much solid and sophisticated research and writing has occurred in comparative education. When offered today, comparative education courses are located at the graduate level. Comparative education has many uses. A concerted effort is needed to use and apply resources and insights from comparative education to undergraduate teacher education; this means a fundamental re-ordering and adaptation of insights and materials from this area to undergraduate social foundations courses. This section of the paper offers some prescriptions regarding the relationship of the social foundations to international education. It offers recommendations on what ought not to be and on what should be done in infusing an international perspective into the social foundations component of undergraduate teacher education. In seeking to internationalize social foundations of teacher education, it is useful to identify several tendencies that have either obscured or impeded such efforts in the past. Among these tendencies are: An examination of the four tendencies identified above illustrates what to avoid in devising strategies to infuse an international perspective into the social foundations of education. Additive Curricular Development Leading to Marginality An international dimension in the social foundations needs to avoid the attractive and deceptively easy tendency merely to add on another standard ERIC 9 or requirement to teacher education programs. Such additive requirements operate at the margins rather than at the core of the programs. When marginal or peripheral, they quickly succumb to next push for new "add-ons" and are eliminated from teacher education programs. The history of international education provides evidence of periods of peak interest and then decline. This ebb and flow of interest in international education can be illustrated by the brief but intense interest in regional or area studies, especially Latin America, in the s, and then its later decline. The most intense period of interest in international education occurred in the s when it was manifested by the Peace Corps, development education and overseas cooperative contracts between American colleges and universities and host countries. These peaks of interest have been primarily additive, however. These additive approaches to international education have led to marginality or its peripheral location in education generally and in teacher education specifically. While marginality has given international education autonomy, it also contributes to its failure to be directly

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related to the enterprise. When related to teacher education in an additive fashion rather than located at its core, international education has fallen victim to the short-lived "bandwagon" effect that has generally afflicted educational reforms. Certain reforms such as "team teaching," "humanistic education," or "open-education" have captured the educational scene for a brief period of time and attracted cadres of enthusiastic advocates. After a short time in the sun, they then either became formalized, or lost their vitality, declined, and disappeared. The avoidance of a strategy of additive reform and its resulting marginality suggest strategies for internationalizing both teacher education and the ERIC 10 social foundations. An international dimension should be located at the core rather than at the margins of teacher education. A core location might be attained by identifying the "basics" of an international perspective that is necessary to teachers both in terms of knowledge and attitude. Often such direct experiences, especially if brief and concentrated, remain impressionistic. Impressions, while vivid, can be distorted, partially correct, or false. The impressionistic tendency tends to exaggerate the "exotic," the "foreign," or the "mythical" elements. When combined with a knowledge base, first-hand experiences can be among the most satisfying and enriching educational experiences. Unfortunately, there has been a tendency in international education to include much that remains at the impressionistic level. An examination of impressionism in international education leads to several recommendations: Carefully and examined against a knowledge base when used in the teacher education program and its social foundations component. Ideologically-based Programs Without Academic Structure International education, in some situations, has been an extension of ideologies. Ideologically-based conceptions often constrict the knowledge and values associated with international education to achieve specific programmatic goals that are often political. For example, the major political ideologies—Liberalism, Socialism, Fascism, Communism and their contemporary variants—have advanced a particular world view that includes an international dimension. In addition, ideologies arising from particular advocacy groups and associations are also specifically programmatic. While international global education has a program as well as a content, it needs to avoid becoming identified with particular ideological stances which tend to lead to political indoctrination. They provide us with alternative perspectives for viewing our present condition and for shaping our future. These perennial and persistent themes have often been included in and occasionally have formed the major thrust in international education. However, when framed in the utopian-futuristic context, international education often becomes separated from the historical realities of the past and the realities of the present situation. However, it is necessary to avoid mistaking intentions, regardless of how noble, for realities. Strategic Themes While this paper is focused on the social foundations, efforts at infusing an international dimension into teacher education need to penetrate the entire pre-service undergraduate program as a whole; each component of the program needs to relate to the total effort in an integral rather than isolated fashion. With such an integrated perspective of teacher education as a given, three strategic themes are suggested: International education has been an ambiguous and elusive area throughout its long history. Because it is largely inter-disciplinary or trans-disciplinary, it has lacked definition and boundaries. Efforts in the social foundations to internationalize teacher education need to be related to and integrated with similar efforts in the general education component, and with the professional sequence. There is a need to avoid speculative flights of fancy and to provide a fundamental grounding in the structure of international knowledge. Without becoming simplistic, there is a need to identify and assert the existence of basic competencies that apply to international education.

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However, the results reveal that a number of social consequences; including deviant peers, deviant values, length of homelessness, relative deprivation, and monetary dissatisfaction; have an effect on criminal behavior and drug use controlling for self-control lending support to other theoretical perspectives.