

“Citizenship Education and Civic Engagement”

7th CitizED International Conference

Emory University, Atlanta, GA. 12th-14th May 2011

In the 1960s, youth civic engagement in the Civil Rights Movement changed history in the United States and inspired later movements for social justice internationally. Today, as many civic educators seek to foster youth civic engagement in communities, nations, and the global society, we can learn from the examples of young people who worked for social justice in their societies. Atlanta, the home of Martin Luther King, Jr. and many leaders of the Civil Rights Movement, is the setting for the 7th CitizEd International Conference. The conference will take place on the campus of Emory University from 12th-14th May 2011.



**Co-Sponsored by CitizEd and
Emory University’s Division of Educational Studies,
College of Arts and Sciences, and
The Laney Graduate School
Office of International Affairs**

7th CitizED International Conference, Emory University 2011



Welcome

Dear Delegates,

We would like to welcome you to CitizED's 7th International Conference on Citizenship Education and Civic Engagement at the Emory University, Atlanta. We welcome you all from near and far, and are looking forward to the various seminar papers and key-note speakers.

As has been mentioned in previous conference programmes, CitizED was established to promote citizenship education in higher education and these annual international conferences bring together the leading authorities in citizenship from around the world. It is super to see such a varied representation of countries amongst our delegates again this year. We hope you find that our programme is stimulating and enjoyable. This year's 'theme' is one of Citizenship Education and Civic Engagement', and this is particularly apt, given that we are being hosted in Atlanta, a city whose recent history is steeped in civic engagement through the Civil Rights Movement.

We must thank our host, Professor Carole Hahn and her team here at Emory for all that they have done to organise this event. It is always a pleasure to take CitizED around the world to different cities each year, however, these conferences would not be possible without the support of a number of people at each venue.

We hope that you enjoy the conference

CitizED team





Information Sheet

Dietary Restrictions. If you have any dietary restrictions (vegetarian, no fish, gluten free, etc.) please send an email to Alyssa Hadley Dunn at Athadle@emory.edu

Temperatures. The weather is unpredictable in early May. It could be pleasant, hot, or rainy. Because the air conditioning in the building where we meet can be quite cold, it's a good idea to have a sweater (jumper) or shawl.

Audio-Visual. There are projectors in the rooms where we meet, so you can bring your presentation on a CD/DVS or memory stick (jump drive). This may be easier than bringing laptops because of the compatibility of plugs. You may also send your PowerPoint slides as an attachment to Athadle@emory.edu before you leave.

Arrival Information

International Arrivals. Arriving at the Atlanta Airport is very confusing. International Flights come in to Concourse E. First, you go through passport control, then take an escalator down one level, pick up your baggage, go through customs, then you must **hand over your baggage** to be put on belts and sent out to the main airport baggage area.

At this point, you must go through security (where you take off your shoes, pull out computers, and must have **no liquids** larger than 1 ounce. This means if you bought perfume or liquor in duty free en route you will have to have checked it into your main baggage at the earlier step before handing over your baggage. I recommend **do not buy duty free liquids**—it's too big a hassle!).

After you come through security, you are still at Concourse E and have get to the front of the airport. You go down another escalator, take a small (no charge) train (stopping at 4 concourses and T gates first) to the Baggage Claim area.

Domestic arrivals. Follow the signs from your concourse to the Baggage Claim area.

Transport from the airport to the hotel.

The Superior Shuttle-Atlanta Airport offers direct shuttle service to and from the University Inn. A round-trip ticket is approximately \$50 U.S. dollars and reservations must be made in advance. When calling, make sure to ask where they will pick you up at the airport (usually stalls 3 and 5 outside baggage claim). When returning to the airport, make reservations for a pickup at least three hours in advance of your departure time for international flights, and two hours in advance of departure time for domestic flights. More information and the phone number for reservations can be found online at:

<http://www.atlsuperiorshuttle.com/reservations.htm>

Taxi service is also available, and no advance reservations are needed. You may pick up a taxi outside baggage claim when you arrive, which will cost approximately \$40 U.S. dollars. Please check with the driver before you begin your trip to ensure you know the price.

7th International CitizED conference, Atlanta, May 12-14 2011

Programme

Thursday 12th May 2011

Morning Arrival at Emory University. Check in to University Inn for those staying there.

11.00-12.30 Registration in Room 225, Kennesaw Room, 2nd Floor, North Decatur Bldg.

12.15-13.00 Lunch

13.00-13.30 **Welcome** 4th Floor Auditorium

Professor Carole Hahn, Emory University

Robert Jensen, Director, Division of Educational Studies

13.30-15.00 **Seminar 1**

Seminar Rm 229 **Chair Alyssa H. Dunn, Emory University.**

Mark Evans and Angela MacDonald, University of Toronto. Educating for global citizenship? Teachers' understandings in public schools in three Canadian metropolitan regions.

Ana Solano-Campos, Emory University. Cross-Border Dynamics and National Discourses: Transforming Costa Rican Education?

Norio Ikeno, Hiroshima University. Could we create a set of international / global standards in citizenship education?

Seminar Rm 232 **Mitsuharu Mizuyama, Kyoto University**

Masato Ogawa, Indiana University Kokomo; Hiromi Kawaguchi, Kazuhiro Kusahara, Hiroshima University. What Japanese Young Adolescents Know and Think about Citizenship and Civic Engagement: An Analysis from the 2007-09 National Citizenship Study.

Mitsuharu Mizuyama, Kyoto University of Education. Education for "making democracy" and for "keeping democracy".

Carla Chinga, Norwegian University for Science and Technology. How do Scandinavian teachers (from Norway and Denmark) reflect upon immigrant students in upper secondary school?

15.00-16.00 **Keynote Speech 1** 4th Floor Auditorium

Professor Judith Torney Purta, University of Maryland

The Contributions of International Research to Civic and Human Rights Education.

16.00-16.30 Break

16.30-17.30 **Seminar 2**

Seminar Rm 229 **Chair Professor Carole Hahn**, Emory University.

Carole Hahn, Emory University. Citizenship Education for Civic Action in Four European Countries.

Nick Mead, Oxford Brookes University. The relationship between civic learning and citizenship education.

Seminar Rm 232 **Chair Professor Kathy Bickmore**, University of Toronto

Hilary Cremin, University of Cambridge, Citizenship, exclusion and the criminalisation of poverty.

Natasa Duricic, University of Maryland. Adolescents and Neighborhood Contexts During the Transition to Democracy in Eastern Europe: A Unit for Undergraduate Classes.

Friday 13th May 2011

7.00-8.00 Breakfast (at University Inn)

8.15 Board bus for King Center

9.00-11.30 Tour of Martin Luther King Jr. historic site and museum

12.00-13.30 Lunch

13.30-14.30 **Keynote 2** 4th Floor Auditorium

Professor Diana Hess, University of Wisconsin-Madison

Evidence and Ethics in Democratic Education

14.30-15.30 **Seminar 3**

Seminar Rm 229 **Chair Professor James Arthur**, University of Birmingham.

James Arthur, University of Birmingham. Civic Virtues and Citizenship Education

Libby Tudball, Monash University. Citizenship education and its links to education for sustainability: continuing empirical research and debates about C21st curriculum in schools.

Seminar Rm 231 **Chair Professor Jon Davison**, Canterbury Christ Church University.

Jon Davison, Canterbury Christ Church University. Big School, Big Society: Exploring the values of Year Seven pupils.

Judith Gill, University of South Australia. Teachers: Contemporary guardians for the promotion of active citizens?

Seminar Rm 232 **Chair Nafees Khan**, Emory University.

Jennifer Hauver James, University of Georgia. Religion-Free Zone: Controversy and Avoidance in Citizenship Education.

Keith C. Barton, Indiana University. Religion and students' identities: Implications for citizenship education.

15.30-16.00 Break

16.00-17.30 **Seminar 4**

Seminar Rm 232 **Chair Dr Hilary Cremin**, University of Cambridge

Kathy Bickmore, University of Toronto. Intercultural peacebuilding citizenship education in classroom curriculum: Different kinds of difficult dialogue about different kinds of difficult conflict issues.

John Dunn, Emory University. "We at the school know Gutric well": Writing National and Imperial Identities in Célestin Freinet's *Ecoles Modernes*, 1953-1962.

Vincent Willis, Emory University. Education for Civic Engagement in Diverse Settings: Black Student Activism in the Fight for Equal Education, 1954-1972.

17.30-18.45 Free time. Depart University Inn by 18.45 for dinner.

19.00 Conference Dinner, Jones Room, Woodruff Library

Saturday 14th May 2011

8.00-9.00 Breakfast at the University Inn

9.30-10.30 **Keynote 3** 4th Floor Auditorium

Professor Kerry Kennedy, Hong Kong Institute of Education.

Is there an 'Asian' Perspective on Citizenship? Learning from the International Civics and Citizenship Study.

10.30-11.30 **Seminar 5**

Seminar Rm 229 **Chair Professor Ian Davies**, University of York.

Ian Davies, University of York. 'Citizenship education and community cohesion'.

Cheryl Fields-Smith and Alex Cuenca, University of Georgia. Is there a place for place-based pedagogies in the education of teacher-citizens?

Seminar Rm 231 **Chair Dr Libby Tudball**, Monash University.

Sandra Deltac, Emory University. Teaching America's Newest Citizens.

Claire Crawford. Standardised Testing and its Impact on the Young Civic Self.



Seminar Rm 232 **Chair Michelle Purdy**, Emory University.

Yang Liuxin, Peking University. Learning Foreign Languages and Reading Chinese Classics: Culture Ecology and Citizenship Education at University in Contemporary China.

Jillian Ford, Kennesaw State University. Political socialization and citizenship education for Lesbian/Gay/Bi-Sexual/Transgender youth.

11.30-12.15 **Closing Session** **4th Floor Auditorium**

Professor Carole Hahn and Professor James Arthur

CitizEd 2012 Invitation

Mitsuharu Mizuyama, Kyoto University

12.15-13.00 Lunch

13.00-14.00 **Meeting of Editorial Board**

International Journal of Citizenship Teaching and Learning

Keynote Speech Abstracts

Keynote 1

The Contributions of International Research to Civic and Human Rights Education.

Judith Torney-Purta, University of Maryland

The presentation will explore the ways in which research on young people's attitudes and behavior in relation to human rights contributes to social justice; the historical parallels between discourse about human rights and research discourse about civic engagement will be explored; profiles of adolescents' attitudes derived from an analysis of the IEA CIVED Study will be described; the concept of the "developmental niche" will be introduced to emphasize aspects of schools and of neighborhoods in relation to young people's support for social justice, human rights and citizenship across nations.

Keynote 2

The Political Classroom: Evidence and Ethics in Democratic Education

Diana Hess, University of Wisconsin

Empirical evidence about how young people experience and learn from democratic education can influence the work of teachers, other practitioners, and policy makers. Yet, there are many decisions that must be made about how to engage young people in high quality democratic education for which the empirical evidence is thin, contradictory, or not dispositive. Many of these questions require inherently ethical choices--such as what role a teacher's own political views should play, what constitutes a matter of legitimate controversy, or even more broadly, what are the appropriate aims of democratic education and should these aims be the same for all young people? In this talk I will focus on the need for teachers and other democratic education stakeholders and actors to use both empirical evidence and ethical reasoning when making decisions about the nature and process of democratic education.

Keynote 3

Is there an 'Asian' Perspective on Citizenship: Learning from the International Civics and Citizenship Study?

Kerry J Kennedy, The Hong Kong Institute of Education

One of the unique features of the International Civic and Citizenship Study (ICCS 2009) was the inclusion of regional modules specifically for students in Europe, Asia and Latin America. This provides the opportunity to examine in more detail how different regional contexts might influence student understanding of citizenship and citizenship responsibilities.

The importance of context is particularly highlighted in Asia where varieties of democracy and multiply constructed cultures, religions and social mores provide unique challenges for



both citizenship and citizenship education. Important attempts have been made to highlight the distinctiveness of these Asian contexts so that the philosophical contours are well known. Yet there have been very few comparative empirical studies seeking to understand the views of students across the region so this remains an important area for investigation.

This paper will provide an introduction to the design of the ICCS 2009 Asian Regional Module indicating its conceptual underpinnings. A preliminary analysis of Korean, Taiwanese, Hong Kong, Indonesian and Thai student responses to questions in each of the conceptual domains will also be provided. An assessment will be these results for better understanding Asian students' conceptions of citizenship and implications will be drawn for practice in citizenship education in Asian contexts.

Seminar Paper Abstracts

Civic Virtues and Citizenship Education

James Arthur, University of Birmingham

It is important to look at the relationship between Citizenship Education in schools and Civic Virtues with the wider community. This paper will draw from a recent UK based research study into exploration of virtues and values of young people aged 3-25, conducted by Learning for Life.

Religion and students' identities: Implications for citizenship education.

Keith C. Barton, Indiana University

Schools typically devote little attention to religious identities, yet students' beliefs, experiences, and ideas about religion can significantly influence their educational participation. Religious narratives, for example, can shape students' understanding of historical content, while their ideas about the relationship between society and the supernatural can affect their understanding of human agency, as well as their willingness to consider multiple perspectives. This presentation draws from recent research to illustrate a variety of ways in which educators may need to be more mindful of students' religious identities as they prepare them for participation in the public life of pluralist democracies.

Intercultural peacebuilding citizenship education in classroom curriculum:

Different kinds of difficult dialogue about different kinds of difficult conflict issues

Kathy Bickmore, OISE/ University of Toronto

Dialogic pedagogies addressing questions of social diversity and conflict are important elements of transformative democratic citizenship education. Unfortunately, such strategies are not frequently implemented in North American classrooms serving non-affluent student populations. This paper, drawn from a larger study, examines contrasting cases of implemented curriculum that invited discussion of identity-based social conflict issues, and how diverse students responded to these opportunities. Based on classroom observations and interviews, the paper presents a typology of pedagogical strategies that teachers used to engage and include diverse students (including role play and dialogue circles), juxtaposed with the different types of conflictual curriculum content (including multicultural literature and genocide history).

How do Scandinavian teachers (from Norway and Denmark) reflect upon immigrant students in upper secondary school?

Carla Chinga, Norwegian University for Science and Technology

This pilot study is a part of my PhD project in multicultural education. My PhD project is about how immigrants' students develop a bicultural identity in upper secondary school.

Emmanuel Levinas focus on what happens to us when we meet The Other, in «Humanism of The Other (1972)» Levinas emphasizes the «Face» as an important reminder of what humans have in common, despite our differences. The Face unites us as a human kind and shows the responsibility we have for each other. Levinas focus on what we have in common instead of the differences in human kind. The important is what happens to us when we see The Others face.

Methodological approach: I use 3 depth interviews of two Norwegian teachers and one Danish teacher. All of these teachers work at an upper secondary school.

Findings: The Danish teacher uses an all inclusive language and has a focus on student recourses when speaking of immigrant students. The Norwegian teachers on the other hand emphasize immigrant students as a group and focus problems and segregation. Implications for civic education are then discussed.

Standardised Testing and its Impact on the Young Civic Self

Claire Crawford, Cardiff University

This paper examines the FCAT (Florida Comprehensive Assessment Test) a state wide standardised test administered to school students.

The paper, which is based in a diverse Florida high school, forms part of a larger PhD thesis. The study utilises documentary analysis, ethnography and young civic voices to elicit the perceptions of the 'civic self' in relation to the results of the 2010 FCAT.

This paper concludes that for those facing socio-economic disadvantage in particular, the FCAT has a detrimental effect on a young person's perception of the 'civic self' and on personal efficacy; a crucial determinant in a person's disposition to become involved in civic life.

Citizenship, exclusion and the criminalisation of poverty

Hilary Cremin, University of Cambridge

This paper will draw on the findings from two of Dr. Cremin's recent projects. One of these looks at the civic action and learning of young people from socio-economically disadvantaged communities, and the other looks at the contribution of Restorative Justice to the education sector. Both projects converge in their findings relating to peace-keeping and the police in schools. The paper will explore the ways in which young people living in disadvantaged communities are sometimes framed as failed citizens, and the ways in which this impacts of their behaviour. It will draw on the work of Lave and Wenger and the work of Bronfenbrenner to suggest how related problems might be addressed.

'Citizenship education and community cohesion'

Ian Davies, University of York (presenting on behalf of G. Hampden Thompson, G. Burley, J. Calhoun, I. Davies, V. Sundaram, M. Tsouroufli).

We will report on the early stages of a project (funded by the Esmée Fairbairn Foundation) that aims to develop models that increase the flexibility and relevance of learning for young people. We will explore activities for community cohesion that are managed by schools; and discuss how students characterise community cohesion and their community (both virtual and actual) activities. By the end of the project we will produce a series of guidelines for new approaches to learning (for policy makers; academics; and, professionals and young people).

Big School, Big Society: Exploring the values of Year Seven pupils

Jon Davison, Canterbury Christ Church University

As part of *Learning For Life* - a two-year national research project - *Character in Transition (CiT)*, undertook research in five primary schools and six secondary schools in a city in south-east England. This paper draws on *CiT*'s findings to explore the nature of and changes in pupils' understanding of values in the first year of secondary education. The paper discusses pupils' understanding of character and the moral values they hold. It also examines the influences on the development of their moral values, and the ways in which schools and the community might have hindered or promoted this development.

Teaching America's Newest Citizens

Saundra Deltac, Emory University

With English Language Learners (ELL) being the fastest growing segment of the school-age population in the United States (Fortuny, Capps, Simms, & Chaudry, 2009), it is critical to understand not only the needs of that particular learning community, but also the instructors and institutions that support them. This timely study examines how sheltered content social studies (SC/SS) educators help ELL students construct their civic identity by investigating the inter-relationships of citizenship education in a pluralistic society, ELL pedagogy, and teachers' beliefs. Sheltered instruction integrates content (e.g. social studies) with English to Speakers of Other Languages (ESOL) methodology. Using teacher interviews, classroom observations, and document analysis, the study addresses questions about: (a) how the teachers' background, experience, and training inform their beliefs and practice; (b) how teachers use their disciplinary content to teach towards language proficiency and civic mindedness; and (c) how they recognize and incorporate cultural and linguistic diversity into their pedagogy. Osler and Starkey's (2005) citizenship dimensional framework and Suarez-Orozco and Suarez-Orozco's (2001) social mirroring framework serve as analytical lenses to generate a multi-site case study of six teachers and their classrooms located in three school districts in a large metropolitan area in the southeast. Findings from this multi-site case study enhance knowledge about some immigrant students' learning communities and their teachers' approaches to citizenship education, which may in turn lead to improvements in current sheltered content/social studies preparation programs.

“We at the school know Gutric well”: Writing National and Imperial Identities in Célestin Freinet’s *Ecoles Modernes*, 1953-1962

John Dunn, Emory University

In the mid-twentieth century, the magazine of French educational reformer Célestin Freinet’s Modern School Movement, *La Gerbe*, published a series of essays by students collectively titled “Gutric’s Tour of France.” This serial was part of a larger project by the movement to reverse the centralized, top-down gaze of textbooks by allowing students to create their own narratives of daily life in France and the Empire. Based on a close reading of *La Gerbe* from 1953 and 1962, this study finds that students both reified and subverted traditional notions of national and imperial belonging. Moreover, the process of exchange underlying Freinet’s pedagogy replicated the “imagined community” at the heart of modern citizenship.

Adolescents and Neighborhood Contexts During the Transition to Democracy in Eastern Europe: A Unit for Undergraduate Classes

Natasa Duricic, University of Maryland

Concern about a lack of student knowledge on subjects such as how the transitions in Eastern Europe in the 1990s influence human development and citizens’ participation in human development within different cultural settings led to development of a 4-6 hour unit in an undergraduate course in developmental psychology at the University of Maryland. The course unit explored major political, social, and economic transitions before and after the fall of Communism and their association with adolescents’ identity development and relations with their friends, family members and the local community. A major aim was to develop students’ understanding of personal experiences within different cultural frameworks and as they are influenced by political events and new concepts of citizenship.

The end-of-unit assessment from the pilot class of 26 students (May 2010) indicated that their awareness of the influence of macrosystems (Bronfenbrenner, 1989) and the influence of culturally based customs (Super & Harkness, 1994) increased substantially.

The overall goal of the unit was also to contribute to an improved understanding of their own contexts. This paper reports on the findings.

Educating for global citizenship? Teachers’ understandings in public schools in three Canadian metropolitan regions

Mark Evans and Angela MacDonald

Contemporary forces of change have prompted hard questions to be asked about what it means to educate for citizenship within a global context. Yet, empirical studies of teachers’ characterizations of global citizenship education are rare. This presentation highlights findings from a recently completed study in Canada that focused on how a sample of public school teachers educate for global citizenship in formal school contexts in three

metropolitan regions (Halifax, Toronto, and Vancouver) in Canada. Teachers' understandings of global citizenship and their practices are explored in relation to various factors (e.g., context, education-related policy) and analyzed alongside a theoretical framework based on contemporary literature of global citizenship education, focusing on core learning goals, teaching and learning practices, and macro-orientations.

Is there a place for place-based pedagogies in the education of teacher-citizens?

Cheryl Fields-Smith & Alexander Cuenca, University of Georgia

Increasingly, the close relationship once enjoyed between schools and communities is fading. Efforts such as standards-based reforms have made teaching about the inimitable characteristics of the communities that surround schools seemingly untenable. In this paper, we explore the possibilities of reversing this trend through the use of place-based pedagogies in teacher education—pedagogies that develop local knowledge in order to forge deep ties in the local communities where teachers work. By helping prospective educators develop an appreciation for the interdependency between schools, teachers, and communities, we believe that place-based pedagogies ultimately help cultivate the democratic dispositions of teacher-citizens.

Political socialization and citizenship education for LGBTQ youth

Jillian Ford, Kennesaw State University

Although issues of political socialization, education for citizenship, and adolescent sexuality are of great importance in the current era, there has been little empirical research on the intersection of these three phenomena. In this paper, the researcher will share finding from a qualitative case study, in which she examined the youth and adult conceptions of education for citizenship in a community center for LGBT youth. The findings may help teachers, guidance counselors, administrators, curriculum developers, community-based organization leaders, parents, and youth understand more about how youth are educated for citizenship and socialized politically.

Teachers: Contemporary guardians for the promotion of active citizens?

Judith Gill, University of South Australia

Across the world national states have looked and continue to look to civics and citizenship education to produce citizens with values consistent with those of the dominant ideology. The recent book *Globalisation, the Nation State and the Citizen: Dilemmas and directions for civics and citizenship education* demonstrated the ways in which civics and citizenship education across the world is inextricably tied to particular government ideologies relating to the power structures in place at the time. The inherent contradiction between these typical civics education structures and the reformist zeal and social critique driving civic engagement comprises a central problematic. This paper discusses the ways in which

teachers might be better prepared to reconcile this contradiction and maintain students as active and committed citizens.

Citizenship Education for Civic Action in Four European Countries

Carole L. Hahn, Emory University

Recent scholars have called for more attention to the changing nature of citizenship and education for citizenship in light of global migration and transnationalism (Castles, 2004). With a focus on civic teaching of transnational youth—those young people whose allegiances and understandings of citizenship transcend a single nation state—and of preparing all youth in multicultural societies for citizenship, this paper reports on a study using interviews with Citizenship teachers in Denmark, England, Germany, and the Netherlands about how they think about educating multicultural youth for citizenship and civic action.

Religion-Free Zone: Controversy and Avoidance in Citizenship Education

Jennifer Hauver James, University of Georgia

The study of religion plays a critical role in democratic citizenship education. Not only is an understanding of religious diversity important, but so too is a recognition of religion's role in political conflicts, in identity formation, and as a motive for social action. Research suggests, however, that many teachers plan to avoid religion in the classroom. Reasons given include lack of content knowledge, fear of community backlash, and an inability to refrain from expressing their own strongly held religious beliefs. The presenter will draw on recent and existing research to explore implications for democratic teacher education.

Could we create a set of international / global standards in citizenship education?

Norio Ikeno Hiroshima University

Two International conferences held in 2010 aimed to start an evaluative study for citizenship education and new guidelines to evaluate the practice, program and policy of citizenship education. Results from an IEA study will help us gauge students' understanding of citizenship in everyday situations, and help us improve the curriculum of citizenship education for students.

We aim to combine our research with others' to create possible guidelines for global standards in citizenship education, to judge and evaluate the teaching practices and educational policy worldwide. Through careful observations of case studies from different countries, we aim to detail possible benchmarks and standards for a global citizenship education. This paper provides an interim report.

Learning Foreign Languages and Reading Chinese Classics: Culture Ecology and Citizenship Education at University in Contemporary China

Yang Liuxin, Peking University

This paper focuses on the influence of the open and diverse culture context in university student's citizenship education in contemporary China. Today, waves of Western culture and the revival of Chinese classical culture rival one another on Chinese University campuses. This interaction is typically embodied in students' learning of foreign languages whilst studying Chinese classics. This paper will show what this interplay of western and eastern culture, and the mixing of modernity and tradition, means for a Chinese youth's cultural identity, political values and moral cultivation.

The relationship between civic engagement and citizenship education

Nick Mead, Oxford Brookes University

The deficit model underpinning statutory Citizenship Education is that young people do not participate enough. In relation to the improvement of schools in challenging circumstances, this deficit model has become linked to improving participation in learning. The difficulty here is that, in those communities where young people need to develop a greater sense of agency, Citizenship Education in school becomes a means to achieving compliance in learning rather than the development of moral decision-making in political contexts (Mead, 2010). The deficit model of citizenship learning contrasts markedly with what we know about young people's citizenship learning in their everyday lives. Family, community, peer group, employment and school contexts can provide the relationships, skills and dispositions for engaging in the challenges of democratic processes (Biesta, Lawy & Kelly, 2009). Outside of the curriculum some of the most powerful learning opportunities occur when students can bring their sense of agency in the wider community to bear on factors affecting the ethos of the school. Much of this learning may be invisible to schools and yet, if harnessed in informal and formal contexts in challenging schools, could impact on both school and community improvement. This paper is based on a case study of one particular school which sought to do just that. It seeks to analyse and evaluate the learning opportunities created to develop complementarity between citizenship learning inside and outside of school and measure the degree of impact on pupil agency.

Education for "making democracy" and for "keeping democracy"

Mitsuharu Mizuyama, Kyoto University of Education

There are two types in the education for Democracy. Firstly, education for "keeping democracy" aims to teach the importance of protecting rules, manners and laws that the society has struggled with. Secondly, education for "making democracy" aims to teach the importance of criticism in finding new ways to the present socially controversial issues.

The citizenship education in Japan until today is classified under these two types. This paper is a case study of the education for democracy that has been introduced into Yawata city in Japan. The citizenship education of Yawata includes both types detailed above. This paper tries to investigate in comparison, with other cases in Japan, how teachers and students in Yawata understood and accepted this new citizenship education.

What Japanese Young Adolescents Know and Think about Citizenship and Civic Engagement: An Analysis from the 2007-09 National Citizenship Study

Masato Ogawa, Indiana University Kokomo; Hiromi Kawaguchi, Kazuhiro Kusahara, Kenji Tanahashi, Hiroshima University

Presenters will share the results of a 2007-2009 citizenship education study in Japan. The study used the IEA framework, tested and surveyed over 2,000 Japanese 14-year-old students on their civic knowledge, concepts, attitudes, and experiences. During this presentation, presenters will discuss major findings of the study, address issues and challenges facing current citizenship education, and provide ideas about the future of citizenship education and citizenship education research in Japan. One presumed outcome of this presentation is a critical exchange of information, ideas, and future research topics with researchers around the world about citizenship education.

Interculturism or education for citizenship in multicultural democracies

Ana Solano-Campos, Emory University

Around the world, the education of transnational, immigrant and refugee children creates tensions in terms of borders and state control; thus, exacerbating structural inequalities and nativist tendencies within national borders. In this global scenario, the case of Costa Rica, a so called “exceptional, white, egalitarian country” (Sandoval-Garcia, 2004), can illustrate how cross-border dynamics transform national and local discourses. How has the Costa Rican discourse of exceptionality impacted the education of minoritized populations and of children in culturally and linguistically diverse classrooms in elementary schools? Have Costa Ricans implemented education policies that acknowledge and affirm its diverse society and create “a dialogic construction of a common democratic space” (Zariquiey, 2003)? This presentation explores how the Costa Rican government has addressed the education of diasporic, transnational, and intercultural communities over time. It also provides recommendations 1) to engage Costa Rican educational communities in the rebordering, bridging, and bonding of identities and 2) to maximize all students’ potential to become mediators and civic agents.

Citizenship education and its links to education for sustainability: continuing empirical research and debates about C21st curriculum in schools.

Libby Tudball, Monash University

This paper continues a debate commenced at the 6th CitizEd conference in 2010, where school based research presented demonstrated strong arguments for the continuation of citizenship education with clearer links being made to education for sustainability (EFS). The presenter shares further empirical case study data collected in 2010-2011 in schools where active citizenship education is strongly connected to EFS. In addition, the paper explores how schools in Australia are also making these connections because of continuing

widespread and diverse natural disasters that are providing the catalysts for debates about the need for active and participatory education for climate change adaptation. Conversation amongst the participants will be encouraged about these issues and their potential connection to citizenship education on a global scale. Should these connections be made? Should there be more emphasis on holistic curriculum development that is interdisciplinary and makes connections between political, social, economic and ecological/environmental education on local, national and global scales?

Student Activism in the Fight for Equal Education

Vincent Willis, Emory University

An area often neglected in the historiography of American education is the role black children played in the fight for equal education. During the 1950s, 1960s, and early 1970s, when the struggle for equal education reached its apex, black children were an essential part of the struggle. Although the historiography of American education has ignored the civic engagement of black children, this paper examines how black students actively fought for educational equality in the post-*Brown* era. Specifically, I will discuss the forms of direct action black students utilized to protest educational inequalities. Using boycotts, walkouts, and sit-ins, black students helped to challenge the status quo. This work hopes to provide a more comprehensive understanding of black children's beliefs, agency, and advocacy.



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8th International Citizenship Education Conference

University of York

England

24th to 26th May 2012

We are pleased to provide you with details and an invitation to attend our next international conference, which will be our 8th and held at the National Science Learning Centre, University of York, England. The conference dates are 24th to 26th May 2012 inclusive. The title of the conference is:

Creating Citizenship Communities: Local, National and Global

Our keynote and after dinner speakers are being secured, and we are now in the process of calling for papers for this conference. We have seminar slots in the programme and we intend to review all papers that are submitted, so it is important that you submit your outline and title by December 1st 2011.

We expect the demand for places to be high. We recommend that you register via email with Yvonne Mason Yvonne.mason@york.ac.uk as soon as possible. She will register delegates on a first come basis and this will also apply to seminar papers. A credit card payment form will be sent to you after initial registration. Please indicate in your email if you wish to present a paper.

We do hope you are able to attend and we very much look forward to seeing you here at York.

Yours sincerely

Professor Ian Davies

University of York, England

7th CitizED International Conference, Emory University 2011



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