“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
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 Athadlle@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 Athadlle@emory.edu before you leave.

International 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 to 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.
Programme

Thursday 12th May 2011

Morning
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
             Dean Lisa Tedesco, Laney Graduate School
             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
16.30-18.00  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.
Keisha Green, Emory University. Learning to Read the World: Civic Engagement through Youth Radio.

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.

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.
Saundra Deltac, Emory University. Teaching America’s Newest 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 229 Chair Professor Ian Davies, University of York.

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

James Lee (Ding Li), Peking University. Age Integrations and Citizenship Education-based Strategies.


Seminar Rm 231 Chair Michelle Purdy, Emory University.

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

Patrice Grimes, University of Virginia. Civic education and Civic Engagement before the Civil Rights Movement.


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

7th CitizED International Conference, Emory University 2011
Seminar Rm 229  
Chair Professor Kerry Kennedy, Hong Kong Institute of Education.
Li Yihong, Institute of Social Economy and Culture Peking University. ‘The Chinese youth’s voluntary service and its value to citizenship education’.
Yang Liuxin, Peking University. Learning Foreign Languages and Reading Chinese Classics: Culture Ecology and Citizenship Education at University in Contemporary China.

Seminar Rm 231  
Chair Dr Libby Tudball, Monash University.
Judith Gill, University of South Australia. Teachers: Contemporary guardians for the promotion of active citizens?

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.

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 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

Citizenship Education and Civic Engagement

James Arthur, University of Birmingham

It is important to look at the relationship between Citizenship Education in schools and Civic Engagement 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 focuses 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 focuses 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 on 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 Bronfennbrenner to suggest how related problems might be addressed.

‘Citizenship education and community cohesion’

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.

**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.

**Learning to Read the World: Civic Engagement through Youth Radio**  
**Keisha Green, Emory University**  
In this paper the researcher reports on a study of a contemporary after school program for African American youth in which young people develop civic political efficacy. Radio production is one of the ways in which urban youth critically engage media and popular culture to read the word and the world. Employing qualitative case study methodology and critical ethnography, this paper, *Youth Voices: Youth Radio, Literacy, and Civic Engagement*, explores the ways in which young people, equipped with media literacy skills, can critique, repurpose, and in turn, change the tenor of broadcast media. Such an exercise in analysis, freedom of expression, and access to media exceeds the kind of literacy learning demands
in public schools where the social, economic, and material inequities further exasperate the urban public school crisis, specifically in the areas of literacy and civic education. These African American, high school-aged youth learn about their connection to a legacy of the dissident press and history of the black radical tradition in the Southeast. Findings from this study extend our theorizing and study of the role of race and culture in understanding how black youth, in particular, critically engage in sophisticated learning and civic engagement during pursuits beyond schools walls, as they participate in the construction of new media and engage in community action.

Civic education and Civic Engagement before the Civil Rights Movement
Patrice Grimes, University of Virginia
Educators and the public often bemoan the lack of civic engagement in youth. Yet it was civicly engaged young people who were instrumental to the Civil Rights movement. Today, we can look to a number of historic and contemporary initiatives to develop civic-political efficacy in youth. In this paper the researcher reports on historic research on pre-integration schooling in Georgia and Virginia demonstrating the multiple ways in which young people developed orientations toward engagement.

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.

Age Integrations and the Citizenship Education-based Strategies

James Lee (Ding Li), Peking University

Demographic and other changes mean that relationships between younger and older people are now more obviously related to issues of social justice. Life expectancy has increased with, for some, longer involvement in the economy. At the same we are also witnessing a possible decline in traditional forms of respect for older people and increased attention to the ideas and values of ‘youth’.

Citizenship education has a part to play in helping people to understand these issues and to promote the development of an inclusive society. It is possible that discrimination or integration in relation to age is connected with values as well as knowledge. It is possible that perspectives on age relate to a kind of citizenship virtue.

This paper considers the dimensions of age integration in relation to citizenship and citizenship education. The aim is to improve understandings of key concepts and to suggest the development of effective strategies against problems of age discrimination.

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 complimentarity 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?
Citizenship and Citizenship Education in the Multi-cultural Context: A Case Study of School Citizenship Education in Taiwan

Li Weihong, PKU Research Center for Social Economy and Culture

During the first decade of the 21st century, the Taiwan ministry of education has conducted several important educational reforms; especially the *General Guidelines of Grades 1-9 Curriculum for Elementary and Junior High School Education* published in 2003 and revised in 2008. This paper declares that it is through multidimensional and multicultural school citizenship education that citizens can reflect on and go beyond the particularity and limitation of their own political and cultural identity, and be capable of appreciating the greatness of various civilizations with liberal minds.

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.

The Chinese youth’s voluntary service and its value to citizenship education

Li Yihong, Institute of Social Economy and Culture, Peking University

The Chinese youth’s “voluntary service” is one of the effective ways of citizenship education to young people, and is of great importance to the modernization of China.

Under the guidance of citizenship education teachers, young people have learned to volunteer in public programs, and help during times of natural disasters such as floods or earthquakes. It is through this social practice that we have learned how to value human rights, and realize what social responsibility should be.

We still have a long way to go with citizenship education to construct a citizenship culture. With the lasting hard work of educational circles, and governmental support, we can try and perfect the youth voluntary service in China.
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