

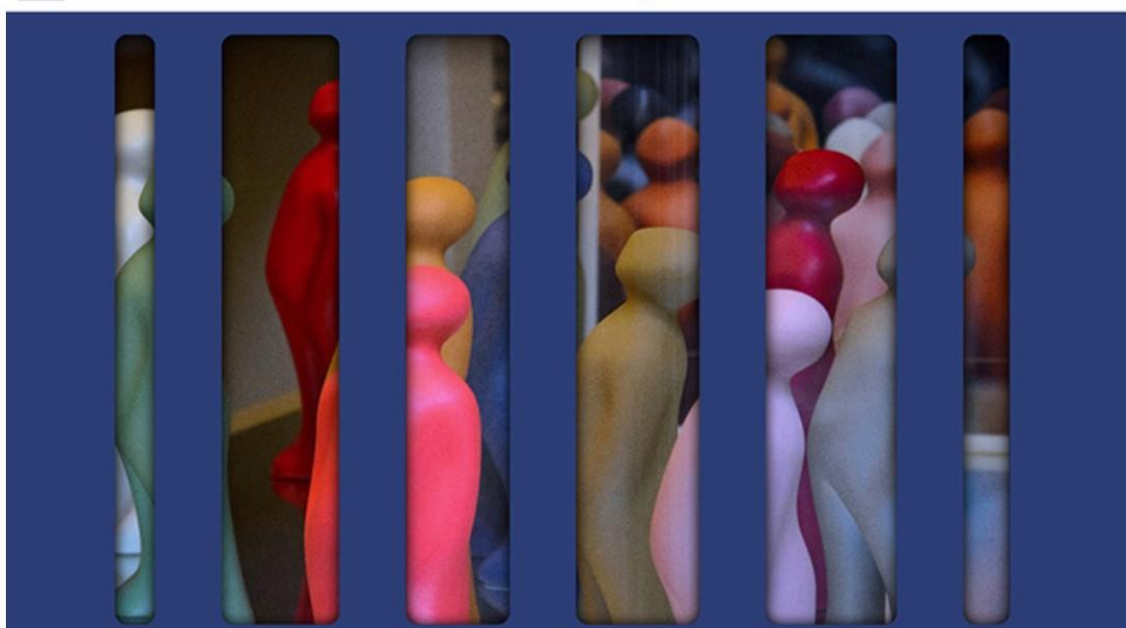
Conference Book

20th CiCea | 2nd CiCea & CitizED Joint
International Conference on

Citizenship & Identity in "Post-Truth" world

IBIS Old Town Hotel, Warsaw, Poland

May 10th - 12th 2018



20th Annual Children's Identity and Citizenship European Association and 2nd Joint CitizED Association Conference *Citizenship & Identity in a 'Post-Truth' World*

University of Warmia and Mazury in Olsztyn POLAND
10-12 May 2018

PROGRAMME AND ABSTRACT BOOK

**20th Annual Children's Identity and Citizenship European Association
and 2nd Joint CitizED Association Conference *Citizenship & Identity in a
'Post-Truth' World***

ISBN: 978-83-8100-127-4



This is draft version of conference program. The final conference abstract book will be placed on CiCeA website with ISBN number just after conference.



CiCea, established in 2006, is the Association focusing on citizenship education and identity formation in young people in Europe and the world. It is a dynamic and fast-expanding group of academics from across Europe, all engaged in research and scholarship on young people's social learning and their construction of identities. It is a subscription-based organization, whose members enjoy a number of distinct advantages:

Copies of our Journal: *Citizenship Teaching and Learning*

Citizenship Teaching and Learning is our academic referred journal, with material of citizenship education from all over the world. Produced three times a year, and published by the academic publishers Intellect, this is the essential journal for all academics in the field! Online access is available to all our members either Individual or Institutional.

Use of our European Research Centres

We have established eight European Research Centres across Europe - Association members can book individual study places, or group research meetings, with hosts who will help access your accommodation requirements and local education establishments for research purposes.

Access to our Research Support Grants

We run a Research Support Grant scheme, where we make supplementary funding available to help groups of members in collaborative research projects.

Eligibility for our Best Annual Publications Awards

We organise Best Publications Awards for the best research and practice publications of the year, authored by CiCea members.

Reduced rates to our Conferences

Members are eligible for a substantial reduction in the fees for our annual conference. For more details, please visit the Association website: <http://www.cicea.eu/>



CitizED was originally funded by the Training and Development Agency for Schools (TDA). as a collaborative initiative within higher education for all providers of initial teacher education in England.

It focused principally on teacher education in primary, secondary, cross curricular, post 16 and community involvement contexts with outputs in the form of conferences, seminars, workshops, research papers and practical resources for teaching. Currently it publishes, in cooperation with CiCea, the journal of *Citizenship and Teaching and Learning* and hosts the annual *CitizED International Conference* held in alternate years in Europe and Asia.

CONFERENCE INTRODUCTION

The ‘post truth’ world challenges dominant conceptions of citizenship. It has transformed political culture via emotionally-charged rhetoric that is disconnected from the realities of contemporary citizenship and governance. Factual and expert interventions into public debate are often marginalised in favour of the repetition of unsubstantiated or fabricated assertions, allowing previously ‘extreme’ beliefs and positions to enter the political mainstream. The ‘post-truth’ world has disrupted and discounted understandings of responsible civic participation and reasoned debate; appearance becomes more important than reality and the construction of division persistently erodes solidarity.

Despite these reservations, is it possible that the ‘post-truth’ world has re-engaged citizens with politics and public life in ways that could not have been anticipated? Or, are citizens being deceived by populists and new media? Wherever one stands, informal citizenship learning is being transformed with major implications for formal citizenship education.

The 2018 International CiCea is our 20th conference and 2nd with CitizED. The conference theme is ‘Citizenship & Identity in a ‘post-truth’ world’ and will focus on the discourse, research and praxis related to this theme. With these and other challenges in mind, we invite innovative interpretations from any academic discipline with respect to practice and/or research concerned with citizenship, identities and the conference theme to submit a presentation proposal. We welcome papers, posters, symposiums and workshops presented in person or virtually.

If you wish to be considered for 2018 Conference, please submit an abstract of no more than 300 words via the CiCea/CitizED proposal link [see below] on or before Friday 22nd December 2017. This conference accepts papers in English only.

Conference Organizing Committee

Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland
Martyna Kotyśko, University of Warmia and Mazury in Olsztyn, Poland
Małgorzata Obara Gołębiowska, University of Warmia and Mazury in Olsztyn, Poland
Julia Spinthourakis, University of Patras, Greece
Chris Gifford, University of Huddersfield, UK

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Despina Karakatsani, University of the Peloponnese, Greece
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Julia Spinthourakis, University of Patras, Greece
Chris Gifford, University of Huddersfield, UK
Susana Gonçalves, Instituto Politécnico de Coimbra, Portugal
Peter Cunningham, London Metropolitan University, UK

MY NOTES

This image shows a full page of dot grid paper. It features approximately 28 horizontal rows of small, evenly spaced black dots. The dots are arranged in straight lines across the width of the page, providing a guide for writing or drawing without solid lines. The background is white, and the overall appearance is clean and minimalist.

Conference Timetable

Thursday 10th May

Time	Session		
12.00 - 13.00	Conference Registration		
13.00 - 14.15 75' Room: Gaston/TinTin	Welcome and Opening Plenary Despina Karakatsani, CiCea President Kerry Kennedy, CitizED representative Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn Keynote Lecture: Why “more history” doesn’t [necessarily] lead to “better” citizens Carla Peck, University of Alberta, Canada		
14.15 - 14.45	Coffee break (30’)		
14.45 - 15.45 60' Room: Gaston/TinTin	Keynote Lecture: Motivation to study the past: How focus on the past promotes openness to diversity in the present. Maria Lewicka, Nicolaus Copernicus University in Toruń, Poland Discussion		
15.45 - 16.00	Break (15’)		
	Room Gaston	Room TinTin	Room Viktor
16.00 - 17.30 90'	Session 1- part 1: <i>Citizenship education and school</i>	Session 2: <i>Gender, mental health and skills</i>	Session 3 - part 1: <i>Media</i>
17.30 - 18.00	Poster session (30’)		
18.00 – 19:30	Reception (restaurant at the hotel)		

Friday 11th May

Time	Session		
9.00 - 10.30 90'	Panel Discussion: <i>Democracy in Retreat? An Asia - Europe Dialogue</i> Panel chair: Kerry Kennedy, The Education University of Hong Kong; Discussants: Yiping Wang, The Education University of Hong Kong; Zhenzhou Zhao, The Education University of Hong Kong; Eric Chong, The Education University of Hong Kong; Despina Karakatsani, University of Peloponnese, Greece; Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland; Chris Gifford, University of Huddersfield, UK		
10.30 - 11.00	Coffee break (30')		
	Room Gaston	Room TinTin	Room Blake
11.00 - 12.30 90'	Session 1 – part 2: <i>Citizenship education and school</i>	Session 4 – part 1: <i>Identity and Subjectivity</i>	Session 3 – Part 2: <i>Media</i>
12.30 - 13.30	Lunch (60')		
13.30 - 15.00 90'	Session 1 – part 3: <i>Citizenship education and school</i>	Session 5: <i>Diversity, community & culture</i>	Session 6: <i>Citizenship conditions</i>
15.00 - 15.30	Coffee Break (30')		
15.30 - 17.00 90'	Session 7: <i>Controversial issues</i>	Session 4 – part 2: <i>Identity and Subjectivity</i>	Session 8: <i>Political issues</i>
19.00	Conference dinner – <i>Kompania Piwna</i> Podwale str 25		

Saturday 18th June

Time	Session			
9.00 - 9.55 55' Room: Gaston/TinTin	CiCea Annual General Assembly (AGA) Chair: Despina Karakatsani – CiCea President and CiCea Executive Committee			
Break (5')				
	Room Gaston	Room TinTin	Room Spirou	Room: Viktor
10.00 - 11.30 90'	Symposium 1: <i>Tolerance</i>	Session 9: <i>Citizenship and history</i>	Symposium 2: <i>Traditions, Expectations, Media and Social Media in the Context of the Refugee Issues in Turkey</i>	Workshop: <i>Stories for democratic citizenship</i>
Coffee break (30')				
12.00 - 13.30 Room: Gaston/TinTin	Closing session: Despina Karakatsani, CiCea, Kerry Kennedy, CitizED, Beata Krzywosz-Rynkiewicz, UWM Keynote Lecture: <i>Three decades of youth activism in a post-socialist context: the Hungarian case</i> Marta Fülöp, Hungarian Academy of Science, Hungary			

Keynote Lectures and Plenary Sessions

Thursday 10th May Gaston/TinTin Conference Room

Prof. Carla Peck
University of Alberta, Canada

Why “more history” doesn’t [necessarily] lead to “better” citizens

We teach history to create better citizens. Or so the theory goes. This rationale has been used as a central defense of history education as a school subject for as long as we can remember. But what evidence is there that “more history” actually leads to “better” citizens? Might different approaches to history education lead to certain types of citizens? In this keynote presentation, I will explore key citizenship attributes and consider how a critical history education that focuses on procedural as well as substantive historical concepts may contribute to a citizenry that is better prepared to engage in societal controversies and debates.



Carla L. Peck is Associate Professor of Social Studies Education in the Department of Elementary Education and Associate Director (Curriculum) in the Centre for Teaching and Learning. Carla joined the Faculty of Education at the University of Alberta in 2007. Her program of research has two main foci: The first seeks to map the qualitatively different ways that teachers’ and students understand key democratic concepts such as diversity, and citizenship. The second area of her research is on students’ historical understandings, and in particular, the relationship between students’ ethnic identities and their understandings of history. Before moving west, Carla taught elementary school in New Brunswick.

Prof. Maria Lewicka

Nicolaus Copernicus University in Torun, Poland

Motivation to study the past: How focus on the past promotes openness to diversity in the present

Recent decades have witnessed growing interest in the adaptive functions of perceived continuity, both on the individual and the group level (Sani, 2007; Smeekes & Verkuyten, 2016). This focus on continuity implies that people take into account own and/or group's past. In this presentation I am going to present a series of studies, carried out in different countries of the Central-Eastern Europe, which demonstrate that declared interest in the local history (as contrasted with focus on the present) is not only a consistent predictor of place identification but that it is predictive of a number of social attitudes and social behaviors. People who declare interest in local history tend to be more tolerant of social diversity of places, display a lower ethnocentric bias in perception of the places' multicultural history, are more willing to commemorate the presence of the "other" in the city landscape, and show a smaller distance to other ethnic groups. They are also more prone to conceive of history in realistic terms as search for truth, even if this truth may be detrimental to the group self-esteem.



Maria Lewicka is a professor of social and environmental psychology, head of the Department of Psychology at the Nicolaus Copernicus University in Toruń, Poland. Her current research involves relationships between urban settings and people's behaviors, emotions and cognitions, in particular place attachment, place identity and place memory.

Friday 11th May. Gaston/TinTin Conference Room

Panel Discussion: *Democracy in Retreat? An Asia - Europe Dialogue*

Panel chair: Kerry Kennedy, The Education University of Hong Kong

Discussants: Yiping Wang, The Education University of Hong Kong
Zhenzhou Zhao, The Education University of Hong Kong
Eric Chong, The Education University of Hong Kong
Despina Karakatsani, University of the Peloponnese, Greece
Chris Gifford, University of Huddersfield, UK
Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in
Olsztyn, Poland

The growth of populist politics in Europe, North America and Australia suggests a turning point in democratic development. It is a sign that the new century, rather than bring a new settlement of peace and harmony, has in fact brought greater discord and conflict. Yet this populist turn has not manifested itself in the same way in Asia. In that context democracy continues to be less secure and strong handed governments keep a tighter rein on public protest and in some cases seek greater control over information and public opinion. This raises the issue of where democracy is headed and whether perhaps there is a convergence between Europe and Asia? Populist Europe would be a space where democratic ideas are more constrained, where economic growth and development are more nationally oriented and where tradition and conservatism will weigh against democratic aspirations. This would represent a 'democratic deficit' in Europe which would not be inconsistent with the way governments deal with their citizens in many parts of Asia. Ironically, Asia's rising in the twenty first century seems to coincide with a remaking of Europe towards less support for democratic values. These issues will be discussed by a panel of European and Asian scholars who will evaluate the scenarios outlined above, suggest possible alternatives where national contexts indicate different possibilities and indicate the implications for citizenship education and identity development.



Professor Kerry Kennedy is currently Advisor (Academic Development) and Senior Research Fellow in the Centre for Governance and Citizenship at The Education University of Hong Kong. He is also a Distinguished Visiting Professor of Curriculum Studies in the Faculty of Education at the University of Johannesburg. He is the Series Editor of Routledge's *Schools and Schooling in Asia Series*, the *Asia-Europe Education Dialogue Series* and the newly established *Perspectives on Education in Africa Series*. He is also Co - Series Editor of Springer's *Governance and Citizenship in Asia Series*. He is a Co-Editor of the *Handbook on Schools and Schooling in Asia* that will be launched May 2018.



Yiping Wang is an MPhil student in the department of Curriculum and Instruction at the Education University of Hong Kong. Yiping got her Bachelor degree in Education at Beijing Normal University in PRC. Her research interest includes citizenship education and youth civic engagement.



Dr. Chong King Man, Eric is an Assistant Professor in the Department of Social Sciences, Research Fellow in the Centre for Governance & Citizenship and Head of Resource Centre for Interdisciplinary and Liberal Studies at The Education University of Hong Kong. He is the author of the book entitled *From citizenship education to national education: Perceptions of national identity and national education of Hong Kong secondary school teachers* (Routledge Series on Schools and Schooling in Asia, 2017). His main research interests are citizenship education, Hong Kong and Macao SAR politics, and national identity. He has published journal articles in *Asian Education and Development Studies*, *Journal of Chinese Political Science*, and *Citizenship Teaching and Learning*.



Dr. Zhenzhou Zhao is Assistant Professor in the Department of Social Sciences at the Education University of Hong Kong. She specializes in sociology of education, and her research focuses on citizenship studies in education. Dr. Zhao co-edited a volume entitled *Citizenship Education in China: Preparing Citizens for “the Chinese Century”* (with Kerry J. Kennedy and Gregory P. Fairbrother, Routledge, 2014). She has also published articles in scholarly journals such as *Citizenship Studies*, *International Studies in Sociology of Education*, and *Cambridge Journal of Education*.



Dr. Chris Gifford is the Director of Postgraduate Taught Programmes at the University of Huddersfield. He is a political sociologist and has presented and published widely on British Euroscepticism. He is the author of *The Making of Eurosceptic Britain* (2014 Second Edition) and co-edited *The UK Challenge to Europeanization* (2015).



Despina Karakatsani is Professor at University of Peloponnese in Corinth-Greece, head of Department of Social and Education Policy. Currently she is President of Children Identity and Citizenship in Europe. She is involved in different research projects on citizenship education, human rights and democracy in formal and non-formal education and in prison (Steps, NECE, Grace). She is author and co-author of several articles and books on the field of citizenship education, child welfare and alternative education methods (Freinet). She is leader of a pilot programme of teacher training on alternative methods and citizenship education in Greece.



Beata Krzywosz-Rynkiewicz is Associate Professor at University of Warmia and Mazury in Olsztyn, head of Department of Psychology of Development and Education. She is author and co-authors over 70 articles and 6 books on the field of social and educational psychology. Her special interests are active citizenship and self-responsibility. She was a member of Scientific Committee of European Science Foundation in 2006-10. Currently she is a member of Executive Board of Polish Psychological Association and President Elect of Children Identity and Citizenship European Association.

Saturday 12th May. Gaston/TinTin Conference Room

Prof. Marta Fülöp, Hungarian Academy of Science, Hungary

Three decades of youth activism in a post-socialist context: the Hungarian case

Almost 30 years after the political changes which opened up the opportunity for young people to participate in a democratic society and become informed, engaged and active citizens it is worth to review how young Hungarians from the so called Omega-Alpha generation (the last children of the previous system and the first adults of the democratic changes) to the present day adolescents, who were born and socialized well after the system change, have been able and have wanted to live with these opportunities and what are the characteristics of those who became engaged citizens and those who are passive and apolitical. The Hungarian case will be presented in the context of current social-political processes in Europe reflecting an age, educational and place of residence divide among citizens in terms of their political attitudes and psychological characteristics.



Marta Fülöp is scientific advisor in the Institute of Cognitive Neuroscience and Psychology of the Hungarian Academy of Sciences heading the Social and Cultural Psychology Research Group. She is also a professor of social psychology in the Faculty of Psychology and Education of Eötvös Loránd University Budapest, heading the Social Interaction: Competition and Cooperation Research Group. She has been member of Executive Committee of CiCe and CiCe Jean Monnet Network between 2000 and 2017 and was chairing the annual Research Student Conferences since 2006. She has been Research and Publication Officer of CiCea since 2008.

Parallel Paper Sessions and Symposia

Thursday 10th May

Time	Authors	Title
16:00 – 17:30	Session 1– part 1: Citizenship education and school CHAIR: Susana Gonçalves	
	P. Skliri & D. Karakatsani	<i>Teachers' perception of citizenship education in Greek secondary education</i>
Room: Gaston	Z. Chehlova, I. Kevisa, M. Chehlov & I. Gode	<i>Teacher's Professional Competency – Essence and Structure</i>
	C. Fakitsa	<i>The importance of Korczak's work in a post-truth world</i>
	V. Sougles & D. Karakatsani	<i>Social justice and leadership in education within the post truth era. The case of Greek secondary education</i>
	K. Vickers-Hulse	<i>Developing trainee teachers' professional identify within a constantly shifting educational context</i>
	Session 2: Gender, mental health and skills CHAIR: Jana Stara	
16:00 – 17:30	C. Holligan	<i>Gender & Mental Health of Students in UK Universities</i>
Room: Tin/Tin	A. Mitsos, M. Doudoumi & A. Kalamatianou	<i>Is there liquidity in gender stereotypes? Perceptions of Greek students in a post-truth world</i>
	B. Gendron	<i>Emotional capital, positive psychology and mindfulness developments for Enabling's Teachers and Educators: A new way of approaching citizenship's learning and skills</i>
	W. Supwirapakorn, S. Sirithadakunlaphat & J. Haenjohn	<i>Using the Activity Package for Development Execu Function of the Students in Educational Welfare School</i>
	J. Haenjohn, W. Supwirapakorn & S. Sirithadakunlaphat	<i>Factors influencing Executive Functions of the brain of Thai Adolescents</i>
	S. Sirithadakunlaphat, W. Supwirapakorn & J. Haenjohn	<i>A Study of Students' Executive Functions in the Educational Welfare Schools in Thailand</i>
16:00 – 17:30	Session 3 – part 1: Media CHAIR: Martyna Kotyśko	
	A. Ross	<i>Consuming Social Media: Generational change and 'false news'</i>
Room: Viktor	L. Jerome	<i>Responding to fake news: the role of knowledge in critical media literacy</i>
	I. Karras, J. Spinthourakis, B. Kazoulli & M Katsillis	<i>Identity, Multilingualism, Efficacy and Allophilia: Filtering out Fake News</i>
	C. Fili & G. Nikolaou	<i>Cultural Identity through advertisement: A research approach to a main issue of post modernity</i>
	C. Gifford & C. Dick	<i>Brexit and the Media</i>

Friday 11th May

Time	Authors	Title
11:00 – 12:30	Session 1 – part 2: Citizenship education and school CHAIR: Alistair Ross	
	A. Mycock	<i>Emerging Geographies of Youth Citizenship and Democratic Education in England</i>
Room: Gaston	K. Strantzali & K. Tsioumis	<i>Citizenship education in the modern multicultural kindergarten: Social issues and social action. An action research</i>
	A. P. Almeida	<i>City Hall School: Researching the effects of an immersive civic education program on children's understandings of citizenship</i>
	M.T. Giannopoulou & G. Nikolaou	<i>Shaping educational expectations in a transient condition: The case of Syrian Refugee Youth in Greece</i>
	D. Sampermans & E. Claes	<i>Can schools close the civic knowledge gap? Observing track differences in the Flemish and Dutch ICCS 2016 data</i>
11:00 – 12:30	Session 4 – part 1: Identity and Subjectivity CHAIR: Andreas Brunold	
	R. Leighton & L. Nielsen	<i>Theorising young people's perceptions of their Citizenship Identity</i>
Room: Tin/Tin	M-T. Hue & M. J. Bhowmik	<i>Acculturation and identity in an Asian Context: The case of ethnic minority youth in Hong Kong</i>
	E.K-M. Chong	<i>A review of Hong Kong people's identity development and the controversies of national education</i>
	K. Dancs & L. Kinyo	<i>Patterns of Hungarian 11-12-year-old students' national enculturation – strength of national identification and national symbols</i>
	M. Autio-Hiltunen, U. Kiviniemi & L. Lestinen	<i>Conceptions of national cultural identity and Europeanness among young people in Finland</i>
11:00 – 12:30	Session 3 – part 2: Media CHAIR: Chris Gifford	
	M. Kotyško	<i>Metacognitive self and Facebook - do we make the same mistakes offline and online?</i>
Room: Blake	T. Pittinsky	<i>Faith in Science?</i>
	V. Mittendorf & A. Schmale	<i>Identity, social media and totalitarianism</i>
	A. Katrmpouza, J.-A. Spinthourakis & I. Kamarianos	<i>The role of the smartphone in modern immigration networks: a case study of refugees served by an NGO in Greece</i>
	***** 5-minutes virtual paper	A. Moschopoulou & D. Karakatsani <i>The systemic instructional design of in- school and out- school teaching parameters for Environmental Education via the interdisciplinary approach of Social Marketing Planning and Instructional design</i>

Friday 11th May

Time	Authors	Title
13:30 – 15:00	Session 1 – part 3: Citizenship education and school CHAIR: Peter Cunningham	
	H. Maitles	<i>Time to restate the arguments: education for citizenship back to the top of the agenda</i>
Room: Gaston	E. Papalexatou	<i>Education in the ‘Post-Truth’ era: The importance of Critical Literacy in the Greek EFL classroom</i>
	J. Tan	<i>Approaches to National Education in Singapore</i>
	S. Henderson & E. Gibbs	<i>‘Tracks’ of the Past: How can a place-responsive pedagogy support new understandings of industrial heritage and major economic change using a Curriculum for Excellence?</i>

5-minutes virtual papers	I. Mitsoula & M. Theodoropoulou	<i>Teachers' perceptions of their readiness to recognize and treat mental health issues of students</i>
	I. Baltazar	<i>Education for Citizenship. The school as a foundation of the European Construction</i>
	E. Vardalou, E. Karatzia-Stavlioti	<i>Evaluation of the degree of cross-curricular connections between the lessons of Home Economics and Citizenship in secondary education</i>
13:30 – 15:00	Session 5: Diversity, community & culture CHAIR: Miron Bhowmik	
	L. Kinyo & K. Dancs	<i>How do children perceive their peers? Commonalities of external and internal features perceived of other children in the responses of 10-11-year-old pupils</i>
Room: Tin/Tin	A. Grivopoulou, E. Papaloi & D. Karakatsani	<i>Depicting the role and impact of meaningful work in educational communities</i>
	T. Pittinsky	<i>Community and Cohesion: The Allophilia Project and the Need for More Ambition, Aspiration and Allophilia in Troubled Times</i>
	S. Chistolini & H. Verkest	<i>Decoding the Disciplines in higher education institutions and democratization of knowledge to contrast the gap between cultures</i>
	G. Goula, C. Kaloudi & G. Nikolaou	<i>Awareness about diversity: a teaching proposal based on the project method.</i>
13:30 – 15:00	Session 6: Citizenship conditions CHAIR: Monica Oprescu	
	B. Krzywosz-Rynkiewicz, A. Zalewska & M. Skład	<i>Citizenship activity of young people in countries with different economic status</i>
Room: Blake	C. Czech-Włodarczyk	<i>Resilient citizenship education in the neoliberal era- fantasy or necessity?</i>
	K. Tsioumis	<i>Refugees and Citizenship iEducation. Research and proposals for interventions at the University of Thessaloniki</i>
	I. Kamarianos, J. A. Spinthourakis & G. Gouga	<i>Re-regulating citizenship as a strategic narrative in post-truth environments</i>
	E. Sotiropoulou, K. Tsioumis & I. Vamvakidou	<i>The perception of citizenship by pupils in Greek schools: an educational research</i>

Friday 11th May

Time	Authors	Title
15:30 – 17:00	Session 7: Controversial issues CHAIR: Andrew Mycock	
	K. Kennedy & H. Y. Ng	<i>Radical civic engagement: motivations, strategies and outcomes</i>
Room: Gaston	S. Whitehouse	<i>Exploring controversial and sensitive issues with teachers of history</i>
	B. Liljefors Persson & I. Andersson	<i>Citizenship Education and Sexual and Reproductive Health and Rights: Questions of Identity, Values and Participation</i>
	M. Krawiec	<i>The Re-education of Exiled Poles in Post-war Britain: Myth, Messianism and Martyrdom</i>
*****	G. Gouga & J A Spinthourakis	<i>Post –truth politics, philanthropy and the crisis of the Welfare State: Theoretical insights under review</i>
5-minutes virtual papers	D. Sepczynska	<i>Post-truth. Perspective of Hannah Arendt</i>
	E. Karatzia-Stavlioti & A. Loukopoulos	<i>Political discourse analysis and “post-true” politics of the OECD-PISA</i>
15:30 – 17:00	Session 4 – part 2: Identity and Subjectivity CHAIR: Henry Maitles	
	M. Oprescu	<i>Language Identities - do foreign languages play a role?</i>
Room: Tin/Tin	D. Karakatsani & E. Rentzi	<i>Religious Education and Social Identity: new parameters and challenges in the Greek Curriculum</i>
	V. Mittendorf & A. Schmale	<i>Local identities and development of truth’s perception</i>
	Y. Wang	<i>The Relationship between Political Trust, Efficacy and Participation: A Comparative Study of Mainland China and Hong Kong Students</i>
	C. Peck & N. Reid	<i>City hall school: researching the effects of an immersive civic education program on children's understandings of citizenship</i>
*****	I. Vegiannis	<i>Development of children’s social – emotional competence in the modern era</i>
5-minutes virtual papers	A. Papakonstantinou, I. Dimakos, J. Spyralatos & J. A. Spinthourakis	<i>Empowering children identity through resilience framework</i>
	G. Dede & D. Koutris	<i>The conception of identity: a comparison between Greek and European identity towards cosmopolitanism</i>
15:30 – 17:00	Session 8: Political Issues CHAIR: Julia Spinthourakis	
	G. Weisseno & N. Grobshäuser	<i>Political Participation and Knowledge</i>
Room: Blake	M. Fülöp & E. Szabó	<i>Youth Activism in Hungary: is it decreasing or increasing?</i>
	S. Chistolini	<i>Political Identity and Citizenship of Italian Young New Europeans</i>
	L. Emerson	<i>Enabling the exercise of civil and political rights: the views of children</i>
	E. Panagopoulos	<i>Post-truth Democracy and Deliberative Democracy</i>

Saturday 12th May

Time	Authors	Title
10:00 – 11:30	Symposium 1: Tolerance	
Room: Gaston	S. Chistolini, E. Wołodźko & A. P. Almeida	<i>Tolerance as a value in citizenship education/Tolerance HR & Citizenship</i>
	E. Wołodźko & H. Arciszewska	<i>Students' understanding and experiences of tolerance - a phenomenographic research/ Tolerance HR & Citizenship</i>
	A. P. Almeida	<i>What about Tolerance? Voices of students and teachers about Tolerance</i>
	***** 5-minutes virtual papers	<div>V. Resvani & J. A. Spithourakis <i>Teaching diversity through multicultural literature</i></div> <div>A. Balta & A. Mavrogianni <i>The Case of the 132nd Public Primary School of Grava (Athens): a multicultural school that through its innovative practices cultivates its students, but also the local society, in diversity</i></div> <div>A. Sevi, J.A. Spithourakis & G. Nikolaou <i>"The refugee children's cultural capital and the Greek schools: a case study of a refugee family in the north-west of Greece"</i></div>
10.00 – 11:30	Session 9: Citizenship and history CHAIR: Todd Pittinsky	
	A. Brunold	<i>Holocaust Education at Memorial Sites</i>
Room: Tin/Tin	J. Kim, K. Kusahara, H. Kawaguchi & M. Komatsu	<i>The effect of historical background on peace education</i>
	P. Cowan, T. Jones & J. Griffiths	<i>"She's going to ask me 10 million questions": The impact of school-based Holocaust education across generations</i>
	W.L.D. Ho	<i>Facts often mean the least than ever before--The story of alt-right in the socio-political storm in Hong Kong</i>
	J. Stara & K. Stary	<i>Teaching contemporary history in primary education?</i>
10:00 – 11:30	Symposium 2: Traditions, Expectations, Media and Social Media in the Context of the Refugee Issues in Turkey	
Room: Viktor	N. Pembecioğlu	<i>Understanding the new generation & their choices passing through identity, flexibility & migration crisis</i>
	U. Gündüz & N. Pembecioğlu	<i>Social media in the context of the refugee issue</i>
	N. Pembecioğlu	<i>Making up a better future with their fair hands</i>
	N. Tuncer & M. Şenel	<i>A case study of street children and refugee children in Turkey</i>
10:00 – 11:30	Workshop: Stories for democratic citizenship	
Room: Viktor	S. Gonçalves	<i>Stories for Democratic Citizenship</i>

Poster Session

Thursday 10th May

Time	Authors	Title
17:30 – 18:00	Poster Session	
	G. Karountzou & E. Papadogiannis	<i>Digital citizenship in Greek primary schools in Peloponnese</i>
	R. Klamut	<i>The four-forms model of civic engagement as the tool for understanding the diversity of young citizens' activities</i>
	R. Klamut	<i>Civic attitudes and four-forms model of civic engagement</i>
	P. Petropoulos & G. Karountzou	<i>Citizenship education: a problematic concept or a myth?</i>

ABSTRACT BOOK

Abstracts are presented in alphabetical order by first author's surname

SYMPOSIA

SYMPOSIUM 1: Tolerance

Paper 1: What about tolerance? Voices of students and teachers about tolerance

ALMEIDA ANA PATRÍCIA, INSTITUTO SUPERIOR DE EDUCAÇÃO, PORTUGAL

ABSTRACT: In 1995, the UN emphasized in the Declaration of Principles of Tolerance, that tolerance is the respect, acceptance and appreciation of the richness and diversity of the cultures of our world, of our modes of expression and of our ways of expressing our quality as human beings. That it is fostered by knowledge, openness of mind, communication and freedom of thought, conscience and belief. That tolerance is harmony in difference. That it is not only an ethical duty; but also, a political and legal necessity. The origins of the word tolerance go back to the sixteenth and seventeenth centuries, specifically in the religious sphere, where difference was resignedly accepted for peace to be maintained. Recently, the concept of tolerance is increasingly used in many spheres – scientific, literature, politics, media and education. In fact, according to several authors school can and should promote values inherent to the social being in the educational process, such as respect for oneself and for others, and tolerance, fundamental to democratic coexistence in a multicultural society. At a time when the future is a challenge for everyone, it is up to the school and teachers a key role in mediating student and social, cultural and physical environment in order to allow the student to use all opportunities to access the culture of themselves and other groups, showing him everything he has to learn. These experiences should take place in an atmosphere of questionability that leads teachers and students to self-awareness and to stress their capacities for understanding and action. This study has an exploratory character, and more than seeking for results to be generalized, it pretends to open up the reflection about tolerance and the meaning of tolerance for students and teachers of intermediate and secondary schools and also to gather the opinion of teachers about their practices and focused actions on formation and development of tolerance. The preliminary data presented relate to the answers given from students in 3 schools located in the region of Lisboa and allow to demonstrate a certain ambiguity in the meaning of tolerance and differences according to gender and age.

KW: Tolerance, Students, Teachers, Teaching tolerance

Paper 2: *Tolerance as a value in citizenship education/tolerance HR & citizenship*

CHISTOLINI SANDRA, UNIVERSITÀ DEGLI STUDI ROMA TRE, ITALY

WOŁODŹKO ELŻBIETA, UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN, POLAND

ALMEIDA ANA PATRÍCIA, INSTITUTO SUPERIOR DE EDUCAÇÃO E CIÊNCIAS, PORTUGAL

ABSTRACT: Tolerance is a polysemic notion, defined by social and humanistic sciences. Philosophers distinguish positive and negative tolerance, as an acceptance and respect or contempt and passivity directed to people presenting ideas, behavior, attitudes different than ours. Sociologists define tolerance as a value which regulates people's social behavior in society. For psychologists' tolerance is an ability to forgive; consideration in regard of another man; respect for other people's rights and autonomy. Pedagogical understanding of tolerance means a conscious countenancing for people's different ideas even if they are not generally accepted. Pedagogues underline a role of education towards tolerance in today's very differentiated, multicultural world. The article presents data gathered through a phenomenographic research strategy and through a qualitative analyze. The authors made a reconstruction of meanings given to tolerance by children and youngsters from six schools (elementary, intermediate and secondary ones), located in the villages, small and a big city, in the eastern and northern part of Poland. The research started in Italy with a sample of adolescents of different country areas: Genoa for the North, Rome for the Centre, Catanzaro for the South. Considering the relevance of the theme according to Paris Declaration, 2015 it was spread out in China, Albany, Germany, USA, Latvia, Senegal and Portugal. The data demonstrated the ambiguity of students' understanding of tolerance and its connections with their age, gender, type of schools and local, cultural and social contexts of their life. Moreover, youths' written comments are proof of the deepness of feeling tolerant towards diversity. Consequently, we can reflect on worldwide premises of our democracies and on the value of inclusion. The authors share their reflections concerning the research and educational programs (action research) they plan to accomplish with the students, in aim to develop their understanding of tolerance and to build really tolerant attitudes.

KW: tolerance, comparative research, education, values, citizenship

Paper 3: *Students' understanding and experiences of tolerance - a phenomenographic research/tolerance HR & citizenship*

WOŁODŹKO ELŻBIETA, UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN, POLAND

ARCISZEWSKA JOANNA, UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN, POLAND

ABSTRACT: Tolerance is a polysemic notion, defined by social and humanistic sciences. Philosophers distinguish positive and negative tolerance, as an acceptance and respect or contempt and passivity directed to people presenting ideas, behavior, attitudes different than ours. Sociologists define tolerance as a value which regulates people's social behavior in society. For psychologists' tolerance is an ability to forgive; consideration in regard of another man; respect for other people's rights and autonomy. Pedagogical understanding of tolerance means a conscious countenancing for people's different ideas even if they are

not generally accepted. Pedagogues underline a role of education towards tolerance in today's very differentiated, multicultural world. The article presents data gathered through a phenomenographic research strategy and through a qualitative analyze. The authors made a reconstruction of meanings given to tolerance by children and youngsters from six schools (elementary, intermediate and secondary ones), located in the villages, little and a big city, in eastern and northern part of Poland. The data demonstrated the ambiguity of students' understanding of tolerance and its connections with their age, gender, type of schools and local, cultural and social contexts of their life. The authors share their reflections concerning the research and educational programs (action research) they plan to accomplish with the students, in aim to develop their understanding of tolerance and to build really tolerant attitudes.

KW: tolerance, citizenship, education, values, phenomenography

SYMPOSIUM 2: Traditions, Expectations, Media and Social Media in the Context of the Refugee Issues in Turkey

In the 21st century, the concept of migration and the situation of refugees are getting more and more a problematic and vague. Once these are regarded or presented as a 'problem' somebody must solve it since it's a multi-faced one including economic, political, cultural, educational perspectives. Some of the refugees are flexible enough and through their observations they succeed to get along with the new society and citizenship issues. Some are not flexible enough to compensate the problems and some are stick to their values, past, language and expectations too much. This symposium concentrates on the impact of traditions, expectations, media and social media on these newcomers and it summarizes the topic through four papers and evaluates them in the context of examples. One of the papers "Understanding the New Generation & Their Choices Passing Through Identity, Flexibility & Migration Crisis" by Nilüfer Pembecioğlu concentrates more on the children's perspective and the other "Making Up A Better Future with Their Fair Hands" concentrates more on the refugee women empowerment through traditional handicrafts. Uğur Gündüz concentrates on "Social Media in the Context of the Refugee Issue" putting all the blame on the media and how it shapes the youngsters. The paper of Nuran Tuncer and Mustafa Şenel is comparing and contrasting the conditions and perspectives under the title of "The Street Children vs Children Refugees". Altogether the papers aim to provide a setting for the refugee issues in Turkey.

Paper 1: Social media in the context of the refugee issue

GÜNDÜZ UĞUR, ISTANBUL UNIVERSITY, TURKEY

PEMBECIOĞLU NILÜFER, ISTANBUL UNIVERSITY, TURKEY

Abstract: The refugee issues are learned through the media in general. But which media puts the things into its right order and makes up the news in a neutral way. All are blamed to minimize or maximize the events occurring in different societies regarding the refugee policies of that society. Similar thing is true for the social media context since all the individuals and groups limit themselves through their pre-conceptions and long-established perspectives yet, putting all the blame on the media. Just wondering how this all shape the

youngsters, this paper concentrates more on the concept of the “other” in social media and how the refugee issue is considered and structured in social media. Since social media provides enough space and opportunity for reflections of the negative feelings such as hate speech and fear culture, the drawbacks appear as the children missing education or the school kids tend to become street kids.

As Syrian refugees’ crisis, increases its impact since 2011 not only in Turkey but also in other neighboring countries, the ones in European countries seeking asylum cannot adapt themselves into the welcoming society and are exposed to social exclusion. In the past, hate speech, which has become widespread in traditional and mainstream media, is now becoming more and more effective via new media technologies as well as new communication technologies. The hate speech that is produced in social media environments is produced easier and become more accessible due to the uncontrolled freedom of expression and speedy communication possibilities. These factors made it possible the hate speech to be produced widely in relation to many different topics and sub-sections affecting different clusters of the society. Generally speaking, Syrian refugees have been described as passive and victims acting as 'scapegoats' in social media.

The aim of this study is to find out the created images and social reflections and representations of the refugees related to social media. Throughout the research the social media users using hate speech is taken as the main data and the information gathered to be analyzed through a qualitative approach. Analysis of the data revealed by the social representation approach is important in terms of revealing the problems that Syrian refugees faced in the integration process. Mainly the hate speech also reveals the reasons for the social exclusion of Syrian refugees. The study also focuses on the refugee problem and the representation in social media with a critical point of view and evaluates in the light of examples.

KW: Refugee Issues, Social Media, Social Network, Public Opinion, Hate Speech

Paper 2: Understanding the new generation & their choices passing through identity, flexibility & migration crisis

PEMBECIOĞLU NILÜFER, ISANBUL UNIVERSITY, TURKEY

Abstract: Do we really know about the past or who really cares about the future? Why people would like to stick to the values or memories instead of starting life from the very beginning just like a child. Expecting for something concrete and something absolute would cause the brain to work in different ways. Even if we care much more about the children and provide almost everything they might need, the current generation and the past generation has a gap in between due to the valuing things in different ways. For those who suffered in their childhood, it seems to be too late to make sacrifices for the others throughout the rest of their lives since people have already closed their doors for differences or understanding.

The paper would be questioning the media perspective and how media played an important role in their development and evolving process. What are the media and schooling expectations of these youngsters or how media shaped these expectations? What values

have changed for them and who gave them the new ones? What are the flexible parts of their identity and how they make use of it to overcome the migration crisis?

This unique study concentrates on the individual stories of 20 children in Istanbul passing through the identity and migration crisis at their early ages. Due to the limitations of the study and the ethical issues considered, the direct questions were never asked to them instead providing them the game like situations is preferred. These simulations were aimed to assess their aptitude and attitudes for values of the past, present and future. Rather than the quantitative one, this study aims to concentrate on the qualitative approach, focusing more on the tete-a-tete data collection techniques, face to face interviews and focus group works.

KW: Migration Generation, Z Generation, Identity, Media

Paper 3: *Making up a better future with their fair hands*

PEMBECIOĞLU NILÜFER, ISTANBUL UNIVERSITY, TURKEY

Abstract: Organized, standardized schooling is giving its place to virtual, mobile, tailored and home-schooling type of education. New citizens are educated in different ways and the different levels of education pays back at each step-in life. Every expertise or each ability is reward at some time in life. Even if the world is so mechanized, standardized hand-made objects are still valued more than the mass-produced objects. In search for a better future and gaining some money to get along with the difficulties of life, most of the young girls and women find themselves in working conditions and neglecting even the compulsory education. Migrant families in Turkey lack some steps of education. Most of the families having no men at all or left behind, the female ones were forced to work under difficult conditions. Due to the problematic lives they carry out, these daily jobs merely provide a handful of money without security, taxes or qualifications. These are mainly not institutional, permanent jobs not much depending upon the qualified working skills. Usually, these are the ones that mainly apply the daily basics and exploiting the working hours as well as the energy of the migrants.

On the other hand, having their roots over the centuries, carpet or rug weaving has a lot to do with the Syrian culture. The old-fashioned way of carpet weaving is now carried on with a new and added value of migration and women. In most of the camps in the Southeastern Anatolia the rug weaving looms provide space specifically for young women and girls. Empowerment of the women provides the family a different style of life and new values to cope up with the difficulties. This paper concentrates on the handicrafts these migrants produce and how these are opening up a new door for the betterment of their lives. It's not only the mothers or elder sisters in the family but also the young girls are also taking their places in front of the looms to decorate their lives with bright colours after a half day schooling period. On one hand, the paper aims to provide the statistical data on how these traditional works are produced in a new way and how much time, energy was provided for those, if it is worthy or not. On the other hand, it provides the women perspective through the collection of interviews gathered during the camp visits. Due to the limitations of the study, timing in the target area and the ethical issues considered, the observations, and one to one question answer styles were preferred. Rather than the quantitative one, this study

aims to concentrate on the qualitative approach, focusing more on the tête-à-tête data collection techniques, face to face interviews and focus group works.

KW: Women, Girls, Citizenship, Education, Traditional Handicraft, Carpet Weaving

Paper 4: A case study of street children and refugee children in Turkey

TUNCER NURAN, ISTANBUL UNIVERSITY, TURKEY

ŞENEL MUSTAFA, ISTANBUL UNIVERSITY, TURKEY

Abstract: Specifically, after 2000s, Turkey is having the huge impact of an international migration. Within the incoming migration waves, there are now new groups that need to be handled with care and the most serious part of these waves is the child population. These young and vulnerable immigrants are war victims, either speechless or speakers of different languages of different regions. It is evident that the counter reactions to the immigrants in Turkey is basically stemming from the differences of language, culture, lifestyle and area (Oytun & Gündoğar, 2015) and all these have an impact on weaknesses of acceptance and adaptation process of the immigrants. However, the studies also prove that if the youngsters and infants could be adapted to socio linguistic differences hence, and if the potential of integrating into everyday life is increased, even if it is imperative due to the flow of events, social cohesion process gain a more powerful aspect.

In any country, the refugee children might have many physical, social, psychological and cultural problems and despite the high acceptance rate even if they remain in a calm corner, they might be confronted with problems such as racism or xenophobia and other negative attitudes such as exclusion or being over dominated by the others in the society. When the refugee behaviors of immigrant communities are examined; it is seen that the welcoming societies put a kind of cultural distance between themselves to the refugee communities. This distancing could be extended to such an exclusion that on one hand they are welcoming the immigrants due to the war conditions in their country but on the other hand the settled society becomes deeply worried about their own demographic changes, especially about losing their jobs and suffering due to loss of income. The concerns also include worries about the increase of house prices or schools gradually becoming more and more mixed with immigrant children. They also blame the refugees due to the emerging diseases, insufficient degree of health and public services or increasing crime and violence rates. All these negative reflections make refugee families more vulnerable to social harmony, but also raise the anxiety preventing their success in a new life or betterment attempts. Mainly the tendency of the immigrants is to grasp more money to maintain the life basics, including the children, almost all members of the family are seeking for work and these kids are a bit forced to work in the streets since the law prohibits them to work officially. Thus, it's even normalized to see children in the streets selling petty things outside their school hours or they are forced to work under unsuitable conditions. This means that street children and refugee children are under the risk including their health, education, physical and mental development conditions, which impede the development of basic skills, and depriving the child of its potential and honor.

The purpose of this study is to maintain the stability of the refugees by caring more about their problems specifically the children issues. The study exemplifies a project run in Tokat region, aiming to handle the case of 23 refugee kids, 13 girls and 10 boys, for improving their standards and awareness for sports, nature walks and thus improve their social

relationships making it more compatible with the community and using peer education methodology. The hypothesis is that the more their communication skills improve the better they would be able to express themselves eliminate the marginalization of the situation. The first step starts with the education of the 10 volunteers aiming to take part in the teaching modules for the refugee kids. After the training of the trainees, helping their peers they organize their time in streets, visiting the historical places, having nature walks, experiencing new sports and improving themselves in various sporting activities to make themselves visible in society.

KW: Refugee, Children, Street-Children, Sports, Culture

PAPERS

TITLE: CONCEPTIONS OF NATIONAL CULTURAL IDENTITY AND EUROPEANNESS AMONG YOUNG PEOPLE IN FINLAND

AUTIO-HILTUNEN MARJO, UNIVERSITY OF JYVÄSKYLÄ, FINLAND

KIVINIEMI ULLA, UNIVERSITY OF JYVÄSKYLÄ, FINLAND

LESTINEN LEENA, UNIVERSITY OF JYVÄSKYLÄ, FINLAND

ABSTRACT: The qualitative study based on socio-constructivist theoretical views investigated how young people living in Finnish cities consider their cultural identity, their Finnishness and Europeanness. Participants were 67 lower and upper secondary school students who had altogether 11 focus group discussions with the investigator. The transcriptions were analysed using methods of content analysis. The findings indicate that young people consider themselves more Finnish than European by their cultural identity. However, because of mobility and internationalisation their Finnishness is more open and diverse than that of older generations. The transnational young people identified themselves with one or two nationalities or in more global terms. The article argues that citizenship education in school should more profoundly and practically take into consideration topical issues of diversity and human rights in Finland and support identity work of students from the point of view cultural sensitivity. The research material was acquired as part of a research project 'Young Europeans' constructions of identity and Citizenship' conducted by prof. Alistair Ross.

KW: identity, nationality, European, transnationality, School

TITLE: THE CASE OF THE 132ND PUBLIC PRIMARY SCHOOL OF GRAVA (ATHENS): A MULTICULTURAL SCHOOL THAT THROUGH ITS INNOVATIVE PRACTICES CULTIVATES ITS STUDENTS, BUT ALSO THE LOCAL SOCIETY, IN DIVERSITY.

BALTA ANASTASIA, UNIVERSITY OF THE PELOPONNESE, GREECE

MAVROGIANNI AMANDA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: This study explores the particular educational practices of 132 Primary School of Grava and the rationale behind them, related to an effort for a more flexible management of cultural diversity within its school classrooms. This school is situated in a downgraded area of the capital and its population consists primarily of foreigners (21 different ethnicities and a percentage of 80% of non-native speakers) and children originate from poor family backgrounds. Several years ago, it used to be a school with low achievement scores, socially 'stigmatised'. The whole situation changed when a group of progressive teachers went through a successful attempt to organize actions that involved the entire school and local community, in order to satisfy both the needs of Greek and immigrant students, using diversity and multiculturalism in a way that benefits all. The on-site research revealed various actions taken (cooperation with operators, afternoon Greek or native languages

courses, classes for parents, multilingual texts, parents meetings with interpretation, pioneering pedagogical Freinet's methods) that managed to create a safe and creative environment. The findings revealed an improved cognitive performance of all students led to the rapid integration of the immigrant students, the active participation of their parents in the school procedures, as well as the elimination of any violent, xenophobic or racial acts among children and parents. The problematic that arises is the urgent necessity all these pioneering practices become part of the Greek state mono-cultural classroom in an effort to eliminate inequalities and exploit the diversity that characterises modern societies.

KW: multicultural, school, practices, inequalities

TITLE: HOLOCAUST EDUCATION AT MEMORIAL SITES

BRUNOLD ANDREAS, UNIVERSITY OF AUGSBURG, GERMANY

ABSTRACT: The system of the concentration camps of the national-socialistic terror regime show undoubtedly an infallible effigy of the totalitarian leader's state. The strictly hierarchical system of the camps, subordination, order and obedience as well as drill and arbitrariness are characteristic. Today countless findings of evidence can be recognized in memorials and their reminiscent cultures, either as in historically-authentic reports or in rebuilt monuments. To search and follow for such a trace of signs and symbols at the Holocaust sites means to be confronted with the mass destruction in the same moment of time. Beside of that, one has to make sure and to be aware of his own position. Excursions to the memorial sites of the Holocaust can therefore only be "approaches" to the history of the Holocaust. Visits to these memorials must be selected very carefully and be well prepared didactically. Necessary is the ability of the teacher to tie together both knowledge and emotional learning at one place and moment. In combination with political and civic education the pedagogical subject of Holocaust education in the context of History education has an outstanding importance in the school curricula of Germany. Therefore, this topic represents an important interdisciplinary cross-section area in fields of History and Politics. But the Holocaust education can also be derived out of the universally valid human rights. The following questions have to arise: What can be learnt at historical places in general? What can memorials perform and where are the borders of the didactic concepts? How reminiscence is changing with a growing temporal distance? What can historical learning contribute for the future? How can the apprenticeships from the Holocaust be updated for the following generations? Which consequences arise out of that for didactics of the education for human rights?

KW: Memorial Theory, Historical Learning, Anti-Semitism, Political Education

TITLE: TEACHER'S PROFESSIONAL COMPETENCY- ESSENCE AND STRUCTURE

CHEHLOVA ZOJA, UNIVERSITY OF LATVIA
KEVISA INGRIDA, LATVIAN ACADEMY OF CULTURE
CHELOV MIHAIL, INSTITUTE OF MANAGEMENT
GODE INA, UNIVERSITY OF AGRICULTURE, LATVIA

ABSTRACT: The 21st century is characterised by the emergence of new historical processes and movements. There can be observed more active globalization processes, the creation of united information and technological space and the united European labour market.

Serious transformations take place in the field of education as well concerning changes in the methodology of pedagogy. New person-centred concepts of pedagogy are developed, where education is regarded as a specific way of transforming individual's inherent qualities and abilities, where the key role is played not by the technological process, but the specific features of creating the material itself, its historical-cultural depth and spiritual universality. In these circumstances, the issue concerning teacher's professional competency becomes particularly topical.

The object of research: teacher's professional competency. The aim of research: to work out a model for the professional competency of a contemporary teacher. The methods of research: theoretical analysis, interpretation.

The results of research: 1. There has been created a model for the professional competency of a contemporary teacher including two aspects – the content and the procedural aspects. The new educational paradigm is based on the synthesis of didactics and culture. 2. In 2014-2016, the new model for teacher's professional competency was successfully tested in the educational process in Pushkin Lyceum and Zolitude Gymnasium in Riga, Latvia.

KW: competency, procedural aspects, interpretation, analysis, paradigm

TITLE: DECODING THE DISCIPLINES IN HIGHER EDUCATION INSTITUTIONS AND DEMOCRATIZATION OF KNOWLEDGE TO CONTRAST THE GAP BETWEEN CULTURES

CHISTOLINI SANDRA, UNIVERSITÀ DEGLI STUDI ROMA TRE, ITALY
VERKEST HUGO, VIVES, BELGIUM

ABSTRACT: Decoding the disciplines is an European project under the framework of Erasmus + KA2. It represents the current stage of development of the democratic vision of teaching at the university level with introduction of a dynamic sequence methodology, based on the understanding of the content of discipline taught and learned in classroom. All disciplines are involved: humanities, arts, sciences and social studies including citizenship education. The priority purpose is to understand what to teach about an academic discipline and to monitor students' learning and motivation, to bring out the bottlenecks, which hinder the achievement of knowledge and slow down the learning process leading to failure. Knowing how to teach at university requires to integrate the new monitored European key competences. Not all university teachers have the opportunity to follow an adequate teaching education, nor can they directly verify their ability to know how to teach and communicate the knowledge and the epistemological character of their discipline. The

growing disciplinary gap between teacher and students assumes the shape of progressive removal from scientific truth. The theory of humanistic Weltanschauung guides to think the qualification of a teacher in terms of responsible participation in building the identity process. The methodology in 7 steps refers to the impact of higher education on training in critical thinking, mainly in Belgian and Italian citizenship education, and notes the current important scientific acquisitions, with the eventual design of extension of the training of secondary school teachers. The project is coherent with the Council of the European Union of May 12, 2009 Conclusion, "ET 2020" and will use Open Educational Resources (OER). Decoding citizenship education will lead us to new horizons and challenges. Presentation of initial results aims to receive a feedback on our still in progress study or our work in progress

KW: Decoding, Democracy, Education, Citizenship, Motivation

TITLE: POLITICAL IDENTITY AND CITIZENSHIP OF ITALIAN YOUNG NEW EUROPEANS

CHISTOLINI SANDRA, UNIVERSITÀ DEGLI STUDI ROMA TRE, ITALY

ABSTRACT: Within the framework of the Erasmus Jean Monnet Academic Network Project for Children's Identity and Citizenship in Europe (CiCe), the research on the construction of identity and citizenship of young Europe in Italy discovers relevant assumptions of political awareness. Investigation is part of Alistair Ross scientific conversations with adolescents of South Europe and gives contents of building national and European identities in the perspective of learning how to develop social personality in a problematic future. The results are a breakdown of the world-wide reconsideration of different political identities of who are preparing to rule Europe. The maturing of a multiple membership in Europe that changes, the kaleidoscope of identities (Ross 2015), contingent and consistent, emerges as a relevant empirical data in the context of the guide to the methodology of social constructivism and the prevalence of speech on experiences (Goffman 1969; Corradini 1976; Beck 2002; Varoufakis 2017). Focus groups allowed teenagers to speak and record meaning of identity and citizenship by removing scholars from the static romantic idea of the nation state and from that nationalistic idealism of a past that sometimes suggests reappearing in disowned forms from the social and cultural maturation of young people. It is impossible to generalize, to be absent and silent towards political emergences which design a new shape of old Europe. The data processed show how and why adolescents feel at the same time unsure about politics and sure about fundamental values rooted in family and school. The socio-biographical conversation is not a sequence of quantitative numbers, nor a photography of present, nor a psychologic introspection. It is a living matter, an experience of political truth which leads to rethinking political formation of young people for participation beyond any absenteeism. This incontrovertible fact represents new instances of democratic citizenship with premises of social change.

KW: identity, citizenship, Europeans, political education, participation

TITLE: A REVIEW OF HONG KONG PEOPLE'S IDENTITY DEVELOPMENT AND THE CONTROVERSIES OF NATIONAL EDUCATION

CHONG ERIK KING-M, THE EDUCATION UNIVERSITY OF HONG KONG, HONG KONG

ABSTRACT: This paper reviews the identity development of Hong Kong people since the resumption of sovereignty by China in 1997. It argues that there has been a steady and then rising development of local Hong Kong's identity despite both Chinese Beijing and Hong Kong Special Administrative Region (SAR)'s government want to develop a Chinese national identity. Before 1997, Hong Kong people already developed a sense of local identity which emphasizes local cultures and economic achievements, while at the same time having a Chinese cultural identity as a reference. This dual or hybrid identity, however, distant itself from the Communist China. Since the early 2000s, the HKSAR government put significant efforts in media and the education sector to increase knowledge about China and build up a Chinese national identity. During education reform, national identity is regarded as one of priority values and budget has been given for schools to organize Chinese study tours and attend Chinese military training and practices of raising national flag ceremony. On the 20th anniversary of the HKSAR Establishment Day in 2007, Chinese President Hu Jintao called for more nationalistic education. Therefore, the government proposed a mandatory Moral and National Education curriculum aiming at national identity. However, it was opposed by parent concern groups and students in 2012 on the grounds of biased contents and indoctrination tendency. The Occupy and Umbrella Movement in 2014 was another watershed when tens of thousands of demanded genuine universal suffrage in electing all legislative councilors and the Chief Executive. After this political right's failure, a strong sense of local identity surfaced among young people to fight for self-determination. This confrontation between Hong Kong identity and Chinese national identity exert influences in elections and debates, interactions with mainland Chinese, and juxtaposed a puzzled identity in this globalization era but populists and nationalistic concerns surfaced world.

KW: local identity, national identity, controversies, Hong Kong, China

TITLE: "SHE'S GOING TO ASK ME 10 MILLION QUESTIONS": THE IMPACT OF SCHOOL- BASED HOLOCAUST EDUCATION ACROSS GENERATIONS

COWAN PAULA, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM

JONES TARA, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM

GRIFFITHS EWAN, NATIONAL HOLOCAUST CENTRE AND MUSEUM, UNITED KINGDOM

ABSTRACT: While school-based Holocaust education continues to develop and transform across Europe, it does so in a context where several European countries convey alternative narratives of the Holocaust (Cowan & Maitles 2017:61-68), and where protests such as those in Charlottesville, US (2017) that flaunt racist, antisemitic placards, reminiscent of Nazi Europe, justify Holocaust education in primary schools as a tool to support students' understanding of the world in which they live. The growing consensus that Holocaust education is an effective tool to teach citizenship is not conclusive, with studies reporting positive, null or paradoxical findings (Staratt, Fredotovic, et al, 2017:178-179). This paper will investigate the learning about the Holocaust that takes place at home—during primary students' study of the Holocaust at school. It provides insight into the impact of school-based Holocaust education and its relationship with citizenship education by analysing data

from oral feedback from a small group of parents whose children studied the Holocaust in their last year of primary school. Parent interviews were conducted combining grounded theory (cf. Charmaz, 2009) and interpretive phenomenological analysis (cf. Smith, Flowers & Larkin, 2010) approaches to data collection and analysis. In order to develop a robust and rich interpretation of the data two approaches to coding: in-vivo and values coding (see Saldaña, 2010), were employed and both involved several cycles of analysis and interpretation. Parents indicated that their children's learning about the Holocaust in school stimulated discussion in the home. Whilst parents felt they had personally not learned anything new, deeper analysis revealed that home discussions had, in extending their children's learning and engagement with the topic, extended parents' own understanding in terms of a new and different perspective of the Holocaust. It is concluded that Holocaust education in the primary school can provide opportunities for inter-generational learning and engagement.

KW: Holocaust, Citizenship, primary, parents

TITLE: RESILIENT CITIZENSHIP EDUCATION IN THE NEOLIBERAL ERA -- FANTASY OR NECESSITY?

CZECH-WŁODARCZYK CELINA, ADAM MICKIEWICZ UNIVERSITY, POLAND

ABSTRACT: The aim of this paper is to show how economic priorities of neoliberal ideology, especially the neoliberal concept of a citizen, have reframed the educational policy documents and conditioned the understanding of citizenship education in schools in EU countries despite their specific socio-economic and political context. The chief questions underlying my research were: to what extent has neoliberal ideology influenced the articulation and implementation of a new perception of the concept of citizenship in documents on educational policy of EU countries, especially in citizenship education and are there any examples of resilient citizenship education in EU countries which can help young citizens to secure their well-being in the face of neoliberalism? I support my research with earlier theoretical findings especially on concepts of "citizenship education" presented in Canadian literature by A. Sears and A. Hughes (1996) and Polish literature by Z. Melosik (1998), K. Przyszczykowski (1998, 1999, 2003), E. Potulicka (1993, 1996, 2010) and J. Rutkowiak (2008, 2010) (developed with similar research methods) and concept of "resilience" presented by P.A. Hall and M. Lamont in the book "Social resilience in the neoliberal era" (2013). The research was conducted in the interpretative paradigm. The study orientation was qualitative in nature. The objectification of a research process was guaranteed by methodological triangulation, triangulation of data and theories. The knowledge obtained from my study about global trends, citizenship characteristics, and educational strategies challenges us to go beyond political and economic conception of citizenship education. Citizenship education is not just about developing citizens who can produce and acquire more things or who exercise their voting rights in national elections. Rather, citizenship education revolves around societal (global) needs, development, and direction. At present, imperatives of neoliberal ideology determine most of the aims of citizenship education in EU countries.

KW: neoliberalism, citizenship, ideology, CDA

TITLE: PATTERNS OF HUNGARIAN 11-12-YEAR-OLD STUDENTS' NATIONAL ENCULTURATION – STRENGTH OF NATIONAL IDENTIFICATION AND NATIONAL SYMBOLS

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KINYO LASZLO, UNIVERSITY OF SZEGED, HUNGARY

ABSTRACT: The study investigated 751 Hungarian students' national identity and their knowledge related to national culture. The aim of the study was exploring the patterns of national enculturation in Hungary and the connection between pupils' identification and their knowledge. Students completed the Strength of Identification Scale (Barrett, 2007) and a test with 35 items which we have developed. The items were assessing their knowledge of national symbols (e.g. historical events, kings, famous authors, geographical places, etc.). The results indicate that there are no gender differences, while 6 graders show weaker national identification than younger students. They are less proud about being Hungarian, their identity is less important to them and they feel less happy about being Hungarian. Students' average performance on the test was 21 points in grade 5 and 25 points in grade 6 respectively. Boys' performance was better than girls in the whole sample, at the same time grade 6 students showed significantly better performance. Their performance is related to their satisfaction with school achievement ($r=0.27$, $p<0.001$). The connection between national identification and knowledge of national symbols was also investigated, there is a significant connection ($r=0.20$, $p<0.001$) in grade 5. In our interpretation the decline in national identification is the result of students' self-development; their self enriches and becomes more differentiated. This article calls attention to the need of investigating identity development in relation with pupils' self-development. The outcomes also highlight that students' identity and their cultural knowledge are related in certain cases.

KW: national identity, national symbols, online assessment

TITLE: THE CONCEPTION OF IDENTITY: A COMPARISON BETWEEN GREEK AND EUROPEAN IDENTITY TOWARDS COSMOPOLITANISM

DEDE GEORGIA, UNIVERSITY OF PATRAS, GREECE
KOUTRIS DIMITRIS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: In the global era, the perpetual human mobility along with the cultural, political and economic crisis has led to the quest for and reassessment of identity. On the one hand, national identities embodying the sense of belonging and brotherhood in a territorially bounded political community, continues to be the major legislative construction with exclusion and inclusion functions. On the other hand, the European Union as an ideal constitutes the most crucial institutional structure as for the majority of countries in the European sphere in and outside the continent. EU member countries participate equally in the formation and establishment of the European identity, which implies a unity of European citizens. The transformation of the nation-state, which has altered the notion of national identity along with the reemergence of nationalistic sentiments all across Europe, create a complex framework as for the prevalence of a supranational identity. This would be that of European identity, which would include cosmopolitan ideals, such as allegiance

to the worldwide community of human beings and could potentially lead to the implementation of cosmopolitanism. As a result, important questions arise as to the extent to which European identity may co-exist or collide with national identity, and to what extent European identity may be a stepping stone towards cosmopolitanism. In this paper we will present the findings of a quantitative research study that examined university students' perceptions on the concept of national, European and cosmopolitan identity. Our findings are based on the data collected through semi-structured questionnaires from university students in the Western Peloponnese. In our presentation we will highlight the problem, the theoretical framework, our methods and results of our research.

KW: national identity, European identity, cosmopolitanism, university students, perceptions

TITLE: ENABLING THE EXERCISE OF CIVIL AND POLITICAL RIGHTS: THE VIEWS OF CHILDREN

EMERSON LESLEY, QUEEN'S UNIVERSITY BELFAST, IRELAND

ABSTRACT: Enabling the exercise of civil and political rights: the views of children Context: Children not only have the same civil and political rights as adults (that is, freedom of expression, association and assembly and the right to information) but also bespoke associated rights (for example the right to have their views given due weight). The aim of this paper is to explore how children are enabled to exercise these rights, and in particular the barriers they face in doing so in, particularly in the current uncertain political climate. Theory and methods: The paper draws on findings from a mixed-method international research study which involved: an online survey (n= 937 children, 11 to 17 years old, from 58 countries); sixty-four focus groups (n = 669 children in total, 8 to 17 years old, across 12 countries). Findings: Children's exercise of their rights is often contingent upon the support of adults in their lives, including parents, teachers and community elders. Moreover, their rights are hindered when their views are not taken seriously or not consistently taken into account by adult decision-makers. This is evident particularly in contexts where children do not feel that adult-led structures of governance in local communities represent them and when access to regional and national structures is difficult. Further, children's ability to exercise their rights is in large part due to efforts made to build their capacity in relation to children's rights in general, and in relation to taking action in the public sphere. The support of adults is also crucial in order for children to feel safe in exercising their rights. Overall this study indicates that children can and do engage in civic action when they are well-supported. However, they meet a range of barriers, many of which would not exist to the same extent for adults.

KW: civil rights, political rights, children, participation, action

TITLE: THE IMPORTANCE OF KORCZAK'S WORK IN A POST-TRUTH WORLD

FAKITSA CHRISTINA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: Through this paper it will be discussed the major project of Janusz Korczak, one of the greatest educators of the twentieth century. Korczak worked with the purpose to create critical thinking and to give the right of free speech to all of his students. Moreover, he fought for children's rights. The Classroom Council and the Children's Court are some of

the actions that he thought and implemented in his classroom. All these happened in order to help children understand through experiential learning the meaning of citizenship and to create future active citizens. In the paper, will be reported recent examples of the implementation of Korczak's project and its results in Greece. We are going through an era, in which extreme right political parties are rising, refugee crisis was faced and mass media influence and reproduce erroneous news or falsified. It is remarkable that post-truth is considered the word of the year according to Oxford Dictionaries. So, it is crucial that from childhood, children have to learn to think critically and not to be misled, to understand the importance of freedom of speech, and to respect dialogue and democracy.

KW: Janusz Korczak, Classroom Council, Children's Court, Active citizens

TITLE: "CULTURAL IDENTITY THROUGH ADVERTISEMENT: A RESEARCH APPROACH TO A MAIN ISSUE OF POST MODERNITY"

FILI CHRYSAFO, UNIVERSITY OF IOANNINA, GREECE
NIKOLAOU GEORGE, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: Identity in contemporary society is oscillating between wear and tear. Cultural identity is considered to be a system of changes with ever changing, evolving characteristics, influenced by the environment. The present research deals with the issue of cultural diversity as this is presented by the media and especially by advertising. Given that human kind does not develop uniformly but in a variety of cultural forms, we are interviewing advertisers, in order to find out whether advertisement shows cultural pluralism or, on the contrary, is aiming at its simulation, sacrificing values and principles in favour of mass culture. The findings of the research prove that the truth is somewhere in the middle. On the one hand, there is a portion of advertisers who show respect, appreciation and embrace the identity and culture that each person carries. On the other hand, there is also the category of advertisers who are indifferent to values such as individuality and uniqueness and move towards the homogeneity and visibility of a common identity - a common communication channel for the benefit of globalization.

KW: identity, culture identity, diversity, advertisement, globalization

TITLE: YOUTH ACTIVISM IN HUNGARY: IS IT DECREASING OR INCREASING?

FÜLÖP MARTA, HUNGARIAN ACADEMY OF SCIENCE, EÖTVÖS LORÁND UNIVERSITY, HUNGARY
SZABÓ EVA, UNIVERSITY OF SZEGED, HUNGARY

ABSTRACT: The paper to be presented discusses the current status of youth activism in Hungary. Youth activism is defined mainly as political. The paper to be presented discusses the current status of youth activism in Hungary. Youth activism is defined mainly as political activism and interpreted also in the framework of active citizenship. Szabó and Kern (2011) identify three forms of active citizenship: 1. participation in elections, 2. organizational activism, 3. direct political activism. A summary is provided about the history of youth activism before and after the political changes in 1989 and recent research on the different types of activism including virtual activism and the role of the social media in different

political activities of young people. Activism is presented in relation to demographics (gender, age, education level, place of residence and political party preferences). The paper ends with a set of recommendations for education professionals about the education of politically conscious and active citizens of the future. This systematic analysis has been prepared for the Leverhulme International Network: Youth Activism, engagement and the development of new civic learning spaces.

KW: youth activism, active citizenship, social media

TITLE: EMOTIONAL CAPITAL, POSITIVE PSYCHOLOGY AND MINDFULNESS DEVELOPMENTS' FOR ENABLING'S TEACHERS AND EDUCATORS: A NEW WAY OF APPROACHING CITIZENSHIP'S LEARNING AND SKILLS

GENDRON BENEDICTE, UNIVERSITY PAUL-VALÉRY MONTPELLIER III, FRANCE

ABSTRACT: Context, Questions & Challenges: Education goals and curriculum objectives are not only about knowledge but also about developing soft or life skills as social and personal emotional competencies that are vital to the children and students' current and future lives as a citizenship. To know how to live together in a global and interconnected world or to live and accepting Other's differences in their close by areas, but whatever the frontiers, those skills matter as a French or EU or World citizen to behave in a proper manner in regards of Human rights and Humanities values. Therefore, classroom practices, teaching styles, active pedagogies are part of the success of empowering children and students to develop those social and personal emotional competencies referring to their emotional capital challenging citizenship issues. Thus, understanding, caring for and developing strong positive relationships and citizenships and responsible skills helping at living in peace with social cohesion respectful of Others' differences and diversities, and in such context revealing each person's potential and developing quality education are nowadays important challenges and variables in education.

Theory & Methodology & Results: To do so, this communication is questioning and looking at how schools and universities can, in this context of a 'post truth' world challenging dominant conceptions of citizenship, support 'enabling' teachers or educators to be equipped to respond to this challenge in their mission and work at preparing every child and student' to become active citizens of the world? How to prepare them and which innovative programs to respond to those challenges? Inspired from Sen macro-approach of capabilities and the emotional capital approach, "enabling" education, empowering students and children to be citizens of the world, is discussed through an experimental research action started in 2012 on 300 future teachers and educators in France and its outcomes. Based on active positive pedagogy using project 'management and mindful educational program- ACT'- Acceptance and Commitment Training- both combined, outcomes show that the emotional capital develops and empowers potentials and capabilities serving in an innovative way, citizenships skills and learning, respectful of the richness of identities.

KW: Emotional Capital, Emotional competencies, Enabling Education, Citizenship & Identities

TITLE: SHAPING EDUCATIONAL EXPECTATIONS IN A TRANSIENT CONDITION: THE CASE OF SYRIAN REFUGEE YOUTH IN GREECE

GIANNOPOULOU MARIA-THEODORA, UNIVERSITY OF PATRAS, GREECE
NIKOLAOU GEORGE, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: The last few decades have witnessed the shifting scenery of globalization with its postmodern assumptions of instability, fluidity and dispute of the established values. This has led to cutthroat competition between the stronger and the weaker countries of this world, resulting in conflicts and consequently in forced migration. Particularly, in this “post truth” context the concepts of citizenship are constantly being negotiated, as human flows have increased, bringing ambiguity to the world setting. As far as Europe is concerned more and more challenges are triggered, by the growing number of refugees, related to their settlement and management of their needs. Meanwhile, the reappearance of extreme beliefs, manifested through the closure of Western European borders turned Greece into an intermediate “waiting area”, rather than a gateway to Europe for a large portion of refugees. Staying for a long time in such a standby condition leads to refugee’s degradation and inhibits the meeting of basic needs, such as the education of refugee children. Taking into consideration the above, combined with education’s potential in promoting citizenship and belonging, the present paper seeks to give voice to 13 Syrian refugee children, temporarily settled in a Refugee Camp in Western Greece. In this paper, their aspirations about their future education are to be explored. More precisely, semi-structured interviews attempted to bring forth their views about both the significance of education and their desire for its continuation. The coding of the interview data, which were collected during a two-month period in 2017, and the following content analysis revealed how their educational experiences, before and during the temporary residence in Greece, contribute to the formation of their educational expectations. Finally, this paper reports the data acquired and emphasizes the deep desire of refugee children to return in a formal educational context, so as to quit refugee identity and regain a student identity, that was lost during their refugee journey.

KW: fluidity, refugees, education, transition

TITLE: BREXIT AND THE MEDIA

GIFFORD CHRIS, UNIVERSITY OF HUDDERSFIELD, UNITED KINGDOM
DICK CHARLES, UNIVERSITY OF HUDDERSFIELD, UNITED KINGDOM

ABSTRACT: The paper proceeds as follows. We begin by briefly discussing the core dimensions of British Euroscepticism before exploring how these have been represented in the press. We emphasise the dominance of a right wing Eurosceptic press in framing the debate of the UK’s relationship to European integration. The 2016 referendum is therefore viewed as a profound opportunity to express and amplify this hegemonic Euroscepticism. We go onto consider the role of the media in shaping Eurosceptic attitudes, drawing attention to some of the weaknesses of the current research. The methodological rationale is provided for an exploratory piece of research, which, despite acknowledged limitations, offers interesting findings on the Brexit vote and media interaction. We present the key quantitative and qualitative findings which highlight the differences in media use between

Remain and Leave voters in the referendum. The conclusion emphasizes the importance of pre-existing identities in shaping media use and how these relate to important political and cultural cleavages made manifest by Brexit.

KW: Brexit, the Media, Euroscepticism

TITLE: AWARENESS ABOUT DIVERSITY: A TEACHING PROPOSAL BASED ON THE PROJECT METHOD

GOULA GLYKERIA, UNIVERSITY OF PATRAS, GREECE
KALOUDI CHRYSA, UNIVERSITY OF PATRAS, GREECE
NIKOLAOU GEORGE, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: This paper presents a teaching proposal for young students aiming at experientially learning and accepting the diversity as a social reality. The entire planning is theoretically framed by the principles of Intercultural and Inclusive Education, while practically it is materialized through the project method. The project entitled “Awareness about diversity” is getting materialized in the city of Patras (Greece) with 13 first grade students in a primary school, which is attended by both ethno-cultural different students and students with special needs. It must be noted that the project is part of a larger Inclusive Education program, which the classroom is now attending with the cooperation of the Special Primary School for deaf and hard hearing students. The specific purpose of this project was for students to understand each one’s diversity and at the same time to realize that we are all equal and indiscriminately deserve acceptance and respect. The assessment so far reveals some encouraging data regarding the young students’ and future citizens’ empathetic capacity. It also reveals optimistic prospects for a broad and long-term implementation of similar teaching practices. Key – words: intercultural education, inclusive education, project method, experientially learning.

KW: intercultural, inclusive, project

TITLE: DEPICTING THE ROLE AND IMPACT OF MEANINGFUL WORK IN EDUCATIONAL COMMUNITIES

GRIVOPOULOU ANGELIKI, VOCATIONAL HIGH SCHOOL OF MESSOLONGHI, GREECE
PAPALOI EVANGELIA, HELLENIC OPEN UNIVERSITY, GREECE
KARAKATSANI DESPOINA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: In everyday life, people try to make sense and find a purpose that will mobilize and make them feel active, creative and happy. As long as working environment is considered to be the environment in which we “grow” (Steger & Dik, 2010), people appear to search for the meaning “in” and “at” their work, in order to satisfy various needs which, according to Maslow’s hierarchy of needs, may include biological, security needs, social needs, as well as needs for assessment and self-realization. For Pratt & Ashforth (2003), meaningfulness refers to the degree of importance of work for the person: it must allow the person performing, use his/her skills and judgement, demonstrate his/ her creativity in solving problems and, actively express his/her points of views on issues that affect him/her. These assumptions seem to be extremely interesting for the functioning and well-being of

educational communities. Undoubtedly, at school, meaningfulness at work appears to be a dynamic situation that positively affects teachers in terms of attitude and commitment to their work and makes them completely review their role, by emphasizing on practices and methods that encourage students' achievements, active citizenship and democratic participation (Karakatsani & Papaloi, 2017). The purpose of this research is: a) to analyse the meaning that teachers attribute to their work within educational communities b) to examine the way the perception of a meaningful work affect both, teachers and school units. Our sample consists of 162 primary and secondary school teachers throughout Greece. We have chosen the quantitative method and distributed questionnaires with closed-type questions. The results highlight that, there is a positive tendency regarding the way teachers perceive their work and role at school. More specific, the concept of meaningful work seems to be associated with the sense of justice and democracy, with active participation in decision-making processes concerning school management issues, as well as with school climate.

KW: meaningful, school teacher, democratic, participation

TITLE: FACTS OFTEN MEAN THE LEAST THAN EVER BEFORE--THE STORY OF ALT-RIGHT IN THE SOCIO-POLITICAL STORM IN HONG KONG

HO WAI LUN DAVID, TECHNOLOGICAL AND HIGHER EDUCATION INSTITUTE OF HONG KONG, HONG KONG

ABSTRACT: Among new terms in today, "Post-truth-world" emerges ahead of the pack and making irrational decisions can be regarded as one of the most common practices of it. Under this circumstance, neutral data and factual information have started to lose their influential power. Meanwhile, we also can see the rise of a new term "alt-right" which refers to "alternative right". With this background, the majority views June's Brexit vote and the US presidential election in 2016 as the core examples of "alt-right". In December 2017, the Legislative Council of Hong Kong encountered a similar dilemma: two camps involved which consist of Pan-democrats hopes to remain their channels of filibuster for retarding the poor policies on one hand; Pro-establishment wants to take measures to curtail filibustering on the other hand. Consequently, the opposition has lost the plot and the rules of procedure in the legislature underwent a significant amendment which makes any concession from the government become almost impossible, even if different political camps can join hands afterward. To a larger extent, the amendment may curb filibustering but the crux of the problem is the disparity of the reasons behind different camps in the case. Basically, the rise of "Post-truth-world" can be viewed as an inevitably trend of the decline of authority. The fundamental question arises is why we are more polarized now when we have more channels to access to facts, but facts often mean the least than ever before. This paper will base on the case of the Legislative Council of Hong Kong to review and preview the possible way-out.

KW: Hong Kong, Post truth, Pan-democrats, Pro-establishment

TITLE: GENDER & MENTAL HEALTH OF STUDENTS IN UK UNIVERSITIES

HOLLIGAN CHRIS, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM

ABSTRACT: Using Freedom of Information request data this research examines the disclosures made to the author by UK universities about the mental health status of young students. Studies in the sociology of mental health demonstrate consistent gender differences with females showing higher magnitudes of affective disorders, anxiety and depression are the most common. The data sets which include Oxbridge, the Russell Group and post-1992 sector universities. It embraces a range of mental health conditions which undergraduate students shared with higher education support services. The paper examines the range of the disclosures by classifying and theorizing them by reference to gender and 'liquid modernity'. In a so-called post-truth world Bauman's sociology of modernity offers us an inviting illumination of its disabling aspects and duplicity. These unsettling features of liquid modernity are drawn upon to help explain the mental health disclosures and explore their implications for citizenship. The young adults who shared their psychological conditions offer us a prism on how life in the 21st century UK impacts on the development of young people. It is proposed that the suffering they experience in their lives is connected a fractured social world which we know from Baroness Onora O'Neill's 2002 BBC Reith Lectures 'A Question of Trust' is characterised by deception, a dimension of the post-truth discourse, and how we place trust. It is concluded that active citizenship is premised upon trust and optimism, but the conditions of a putative post-truth world conspire not only to undermine this mentality, but also to contribute to the mental health difficulties experienced by young persons. Given the extensive nature of mental health problems encountered by children and young people in the UK the data set may help illuminate a wider, typically hidden world of suffering and disabling exclusion.

KW: mental health, students, universities, UK

TITLE: FACTORS INFLUENCING EXECUTIVE FUNCTIONS OF THE BRAIN OF THAI ADOLESCENTS

HAENJOHN JUTHAMAS, BURAPHA UNIVERSITY, THAILAND

SUPWIRAPAKORN WARAKORN, BURAPHA UNIVERSITY, THAILAND

SIRITHADAKUNLAPHAT SASINAN, BURAPHA UNIVERSITY, THAILAND

ABSTRACT: During of world changes in 21st century, young people need some cognitive skills; including social learning to construct of their identities. New trend of studies by integrative of psychology, neuroscience and education focus on enhance human cognitive functions that effects on learning abilities and identities. Executive functions (EFs) of the brain is as the cognitive functions, compose of the three important components: Inhibitory control, Working memory and Cognitive flexibility. Research studies have shown that EFs may have influence on academic achievement, coping skills and life success. EFs skills are developing according to the maturity of Prefrontal cortex, since 2 years old, school age, and during adolescent, it contribute the unique brain of individual. Previous research studies indicated that many factors influence on EFs development. The purposes of this study were to study the level and factors influencing EFs of Thai Adolescents. The research findings benefit to develop the program for enhancing EFs of adolescents. The sample was 1200 secondary school students., who were selected by the multi stage sampling and were

administered the BRIEF-SR; Thai version. The results revealed that gender, age, academic achievement, sleepiness, drug user, and mindfulness practice influenced on EFs of Thai adolescents significantly different ($p < .05$). Moreover, the contents analysis of 24 adolescents and 12 teachers shown that graduate and child-rearing practices of parents, teaching EFs skills in the classroom of teachers, and knowledge of EFs of students and teachers were the factors of development. It could be concluded that gender, age, academic achievement, sleepiness, drug user, mindfulness practice, education of parents, child-rearing practices, and knowledge were the factors influencing EFs of Thai Adolescents.

KW: Executive functions, Adolescent, Neurosciences

TITLE: ACCULTURATION AND IDENTITY IN AN ASIAN CONTEXT: THE CASE OF ETHNIC MINORITY YOUTH IN HONG KONG

HUE MING TAK, THE EDUCATION UNIVERSITY OF HONG KONG

BHOWMIK MIRON, THE EDUCATION UNIVERSITY OF HONG KONG

ABSTRACT: Context: Despite the growing number of ethnic minority population in Hong Kong little is known about their acculturation experiences and associated impacts on their psychosocial adjustment and identity. This presentation explores acculturation and identity of a group of ethnic minority youth in Hong Kong. Theory and methodology: Drawing on Berry's (2003) acculturation framework ethnic minority youths' experiences were examined in the face of intercultural contacts wherein a socioecological model (e.g. García Coll & Marks, 2012) helped understand their experiences in multiple contexts such as home, school and community. Further, Masten's (2001) resilience framework was used to identify individual's capacity to dealing with problems in difficult circumstances. Combining all provides a comprehensive lens to understand the full picture. The study employed qualitative research method in which in-depth interviews were conducted with 20 ethnic minority youths from Pakistani, Indian, Nepalese, Bangladeshi and Filipino heritages living in Hong Kong. The analytic strategies included coding data and creating salient themes to answer questions under investigation. Results and conclusions: The study found ethnic minority youths' experiences in four major domains including: (a) connection with family, intra-ethnic community and heritage culture; (b) connection with pan-ethnic and inter-ethnic community; (c) acculturative stress; and (d) coping strategies. Participants' accounts highlight that acculturation experiences exert influence on their psychosocial well-being and identity development. The findings have important implications for culturally responsive policy, practice, intervention, and research.

KW: acculturation, identity, socioecological, ethnic minority, Hong Kong

TITLE: ‘TRACKS’ OF THE PAST: HOW CAN A PLACE-RESPONSIVE PEDAGOGY SUPPORT NEW UNDERSTANDINGS OF INDUSTRIAL HERITAGE AND MAJOR ECONOMIC CHANGE USING A CURRICULUM FOR EXCELLENCE?

HENDERSON SUSAN, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM
GIBBS EWAN, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM

ABSTRACT: Since the 2008-9 financial crisis, informal employment has grown across Europe. In the UK alone, there are near a million workers in the UK on ‘zero hour’ or contracts of the ‘precariat’ (Standing, 2011); their conditions are a ‘live’ political issue, with many school pupils directly experiencing the economic and social effects of their families’ employment conditions (Monaghan, 2017). Moreover, educators and researchers frequently report the problem of learners’ inability to understand contemporary economic issues, particularly in terms of human rights and citizenship, and their relationship to the past (Biesta, 2009). Yet according to Gruenewald, Koppelman and Elam (2007), a place-responsive approach to theorising pedagogy can help teachers, their students and the local community relate past experiences of multinational enterprises during phases of major economic instability to our contemporary circumstances (see also Beames, Atencio & Ross, 2009).

This paper will report on the indicative findings of an ethnographic pilot study which aimed to identify how a place-responsive pedagogy can be developed to support a particular strand of citizenship education: industrial heritage and trade union activism as a form of global citizenship. It will report on the first phase of research engaging school pupils with the 103-day worker occupation against the closure of Caterpillar’s tractor factory in Uddingston, Scotland, during 1987 (Woolfson and Foster, 1987). The project aims to identify how a place-responsive approach to pedagogy can be theorised to create a citizenship curriculum that engages pupils in knowledge-making practices about present and past employment experiences. In the paper a unique sociomaterial analysis (Henderson & Dombrowski, 2017) is deployed to critique how Scotland’s *A Curriculum for Excellence* (CfE) (Scottish Executive, 2004) can provide an educational framework for teaching global citizenship rights and responsibilities in the context of Scotland’s industrial history and engagement with multinational enterprises.

The paper will conclude by proposing a ‘learning journey’ framework that allows pupils to apply enquiry-based learning to examine how past industries have shaped present-day communities and relate these stories to the present-day land-use of their local environment. Given that data collection is ongoing, the paper will seek to support this ‘learning journey framework’ with emerging results from focus group interviews with pupils, teachers and parents to assess their prior knowledge of local historical issues and the impact of the project on their understanding of broader social justice issues.

TITLE: RESPONDING TO FAKE NEWS: THE ROLE OF KNOWLEDGE IN CRITICAL MEDIA LITERACY

JEROME LEE, MIDDLESEX UNIVERSITY, UNITED KINGDOM

ABSTRACT: Context: In the UK recent media and policy attention has focused on building young people's resilience to extremist narratives and enabling them to spot 'fake news'. The critical media literacy suggested as the educational response is often discussed as a skill or set of skills. In this paper I argue that this approach is insufficient and that there remains an important role for teachers to build young people's political knowledge. Methods: The argument is developed from data collected from young people in ten schools who participated in focus groups reflecting on what they had learned in schools about terrorism, extremism and radicalisation. This was part of an evaluation of a Home Office funded project called 'Building Resilience' as part of the government's Prevent programme, to prevent radicalisation and terrorism. Findings: The data suggests there is a reciprocal relationship between political literacy and media literacy. Increased political literacy provides students with a baseline of knowledge and understanding which enables them to become more critical of the media and social media they encounter. Once they have a clear sense of what constitutes 'extremism' they understand the range of opinions people might hold about it, and they start to recognise the partial nature of individual media stories and explanations and to look for additional sources of information. But this relationship seems to go both ways, and the search for additional sources of media coverage, different perspectives, and rival explanations also deepens their political literacy. Such an approach also provides a clear role for teachers who, in the UK, are struggling to articulate an educational response to anti-extremism policy in addition to the surveillance role envisaged by the state. This also highlights the central role of high quality citizenship education in anti-extremism policy.

KW: citizenship, media, knowledge, extremism

TITLE: RE-REGULATING CITIZENSHIP AS A STRATEGIC NARRATIVE IN POST-TRUTH ENVIRONMENTS

KAMARIANOS IOANNIS, UNIVERSITY OF PATRAS, GREECE

SPINTHOURAKIS JULIA-ATHENA, UNIVERSITY OF PATRAS, GREECE

GOUGA GEORGIA, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: Questioning one of the main public assumptions that "post-truth world has disrupted and discounted understanding of responsible civic participation and reasoned debate, appearance becomes more important than reality...", this study aims at contributing to the understanding of the redefinition of citizenship not only as a result of 'emotionally' -charged rhetoric but also as part of a wider organizational change (regulation/deregulation/re-regulation of citizenship) can enable the analysis and interpretation of phenomena and the difficulties stemming from the current financial crisis to the extent that it gives meaning and redefines the retreat of the welfare state and the emergence of new forms of regulation of the activities of social subjects in the field of everyday political conceptualizations. The deregulation observed since the 1980s, based on the liberalization of the market and the economic relationship in the local and global worlds,

meant that the process of gaining public goods and taking part in decision-making that shapes the public sphere is no longer guaranteed by the role of the modern European Social State. The decline of the Social State, the rupture of micro-admission, the transformation of welfare capitalism into a liberal capitalist conception of the Agora, the removal of security, and, most importantly, the consciousness of the risk of societies, marked and manifests the rupture with linearity and the big narratives. More specifically, we argue that the debate on the importance of understanding the de/re-regulation process of the modern European citizenship is linked to the debate on the impact of strategic narratives in post-truth environments. Here, the reference to the strategic narratives refers to the dominance of market reason as an overriding cultural and social discourse in the public sphere and not to a labor market in connection with the pursuit of environmental, economic and social sustainability. Additionally, we would argue that an important part of shaping the post-truth environments and the subsequent re-regulation of social and political identities of social actions will be determined by the management of instruments such as Social Media. Their importance is not only economic but important socially and politically insofar as digital networks become social post-truth environments. With these instruments, differentiation, uncertainty, ambiguity, and, in particular, continuous change and transformation, both in subjective and structural terms, are greatly facilitated. In conclusion, this paper presents thoughts on the subject that aim at understanding the quality of the stakes of redefining citizenship under the impact of post-truth political arrangement, an understanding important enough to make sense of efficiency processes as well as efficacy as the final challenge of modern educational processes that will allow for the cohesion of the public sphere within the daily life of European democratic societies.

New Keywords: post-truth, trust, citizenship, public sphere-communication, social media

TITLE: RELIGIOUS EDUCATION AND SOCIAL IDENTITY: NEW PARAMETERS AND CHALLENGES IN THE GREEK CURRICULUM

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RENTZI EVITA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: Since the early 1960's, new pedagogical approaches to the study of religion have emerged which have also influenced religious education in Greece. This effort, which originated with the Anglo-Saxons, has overcome the narrow confessional character often found in religious classes and is headed toward religious education without the commonly held attitudes of exceptions and segregation. In the contemporary view regarding a person's identity, one's religious identity is directly related to moral and political education to which religious education aims. The most important change in the curriculum of this course occurred in 2016. However, it has divided the educational community and, to a large extent, Greek society, a modern multicultural society confronted in recent years with the arrival of refugees and their children's induction in public schools. In this presentation, the basic features of this new pedagogical proposal in the field of religious education will be analyzed. The starting point is the view that religion is a personal experience and religious education should not be limited to a dry re-transmission of the Bible and its doctrines but to build on students' experience in order to create the conditions for the development of their personal and social identity. The new curriculum for religious education provides the space needed for the students to believe critically and freely, to search for facts, to respect

diversity, and to avoid fanaticism, intolerance, dogmatic obsessions and ethicism. The learning process will not be exclusively cognitive, but through it the students will achieve cognitive, creative, moral and religious skills that contribute to religious literacy, citizenship and holistic development.

KW: Social Identity, Religious Identity, Religious Education, Literacy, Citizenship

TITLE: POLITICAL DISCOURSE ANALYSIS AND “POST-TRUE” POLITICS OF THE OECD-PISA: THE EXAMPLE OF CROSS-CURRICULARITY AND THE ROLE OF THE THEORY OF LEARNING OF BIOPEDAGOGISM TOWARDS CITIZENSHIP

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ABSTRACT: In the first decade of the third century a cross-thematic/curricular approach was applied in Greek compulsory education; first in the curricula and then, in the educational material and textbooks. Teachers undertook in service training on this innovation and they were encouraged to use the problem-solving and project approach in their teaching. The debate amongst educators became around the benefits that such teaching methodologies would bring to their students' democratic citizenship qualities. After 2003 the Program of International Student Assessment (PISA) OF THE Organization of Economic Corporation and Development (OECD) introduced a “new field” of evaluation, that of the cross-curricular competences of problem solving; the arguments put forward were that, the OECD ambitious Program, would move even further than the promotion of literacies; and all these in an effort to make students able to use and effectively apply the knowledge they acquire in school on everyday life problems and other issues. The aforementioned PISA exams reports were thought to express the policy truths regarding the educational systems of the governments whose countries participated in the Program. Politicians used those reports as a basis to put forward political proposals, which were not always “effective” as not necessarily based on the deep understanding hermeneutic of the exam results. Rhetoric on «post-truopolitics» was created, which we shall investigate by applying the method of political discourse analysis on the OECD-PISA reports. We expect that new truths will emerge with this analysis that would show the necessity of a new, of common ground learning theory that would bring together the biology of individual and social learning (Biopedagogism); finally, efficiency and quality would become qualities of our educational systems

KW: discourse analysis, OECD-PISA, cross-curricularity, biopedagogism, citizenship

TITLE: IDENTITY, MULTILINGUALISM, EFFICACY AND ALLOPHILIA: FILTERING OUT FAKE NEWS

KARRAS IOANNIS, IONIAN UNIVERSITY, GREECE

SPINTHOURAKIS JULIA-ATHINA, UNIVERSITY OF PATRAS, GREECE

KAZOULLI VASILEIA, UNIVERSITY OF THE AEGEAN, GREECE

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ABSTRACT: Identity in a post-truth world can be determined by many factors, such as how we view others and how we are viewed. Increased population mobility post-WWII led to linguistic/cultural diversity; however, recent large migrations have resulted in increased ethnocentric-beliefs. In other words, ethnocentric identity groups believe diversity is problematic and should be suppressed. More prevalent today than in the past is the perception that new migrants burden social educational systems of the countries they migrate to. In reality, these migrants do not want to stay, but cannot leave. As a result, they are reluctant to learn the language of the country in which they are forced to stay. The training of stakeholders who will try to assist linguistically/culturally-diverse students adjust to their new environment is not easy. On one hand, the migrants themselves want to migrate elsewhere; on the other hand, general populations are often reluctant to help and even opposed to providing assistance, in hopes migrants will somehow disappear. Fake news and over exaggeration of crises make things even worse. Although teacher preparation programs include courses on multiculturalism/bilingualism, L2 learning, etc. and promote foreign language learning, attempting to promote multilingualism, multicultural-efficacy (ME), intercultural-sensitivity (IS) and Allophilia (AL), questions remain on how effective they are. How do we prepare teachers to meet these new challenges? Do their attitudes towards multilingualism, ME, IS and AL interrelate? In order to answer these questions, we administered adjusted versions of a) Chen & Starosta's (2000) IS Scale, b) Guyton & Wesche's (2005) ME Scale, c) Pittinsky, Rosenthal & Montoya's (2011) Allophilia Scale and d) questions on perceived values related to communicating in additional languages to 400-third/fourth-year teacher-education- students in different geographically-situated Greek universities. We seek to determine if pre-service-teachers are prepared to work with linguistically/culturally-diverse student populations they encounter in the future and what can be done to help them acquire the skills needed.

KW: identity, multilingualism, efficacy, allophilia, fake-news

TITLE: THE ROLE OF THE SMARTPHONE IN MODERN IMMIGRATION NETWORKS: A CASE STUDY OF REFUGEES SERVED BY AN NGO IN GREECE

KATRIMPOUZA ANTONIA, UNIVERSITY OF PATRAS, GREECE

SPINTHOURAKIS JULIA-ATHINA, UNIVERSITY OF PATRAS, GREECE

KAMARIANOS IOANNIS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: In a post-truth world, the ever-increasing influence of digital technologies constitutes one of the main "catalysts" of global social and communicative changes in the modern world. The aforementioned rapidly evolving sector requires adequate and contemporary academic research, given its social consequences due to the 'extermination

of space' and 'death of distance'. A population group, which is currently at the heart of major political, social and economic debates worldwide and that can be effectively influenced and linked to digital technology, is that of refugees. Given the fact that Greece, as an "external" border of the European Union, constitutes an entry point for thousands of third-country nationals on an annual basis, the purpose of this research was to study the reasons for the use of the Internet and Social Media- which is achieved mainly through the use of smartphones- by both minors and adult unregistered refugees and unaccompanied minors, who temporarily lived or visited the reception centers of the NGO Praksis, in Greece. It also sought to examine possible variations in their online behavior between the residence time in their homeland and the period of their migration movement. The survey adopting both qualitative and quantitative methods of data collection and analysis resulted in the following findings. The refugee migrant population appears to resort to the use of the internet in order to, among other things, maintain contacts with close relatives or friends, gain access to informational material related to their final destination, watch news, navigate and organize their journey by utilizing Google Maps and GPS, learn the languages of European states through translation applications, avoid the boredom, that may result from the lack of proximity with loved ones. The findings, regarding both permanence and liquidity, seem to advocate for the radical and fundamental role, played by Social Media and the Internet in general, in modern immigration networks.

KW: smartphone, internet, social media, refugee crisis

TITLE: RADICAL CIVIC ENGAGEMENT: MOTIVATIONS, STRATEGIES AND OUTCOMES

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NG HOI YU, THE EDUCATION UNIVERSITY OF HONG KONG

ABSTRACT: Context Globally we are witnessing radical forms of civic engagement that bypass traditional democratic processes. In relation to Europe these forms are associated with right wing groups eager to challenge the European consensus and revert to a more nationalist orientation. This is true in countries such as Hungary, Poland and Austria as it is in the post-Brexit United Kingdom. A similar phenomenon is evident in Trump's reengineering of the social and political landscape in the United States. The globalization of communications technologies ensures that we receive never ending 'updates' about these global social movements. Yet little is known about grassroots engagement. This paper, therefore, will: explore the phenomenon of grassroots activists in Hong Kong striving against both the Central and local governments for greater democratic participation; highlight the motivations and strategies of these activists as well as their expected outcomes; and provide a 'bottom up' theoretical framework in which social movements based on radical forms of civic engagement can be better understood. Theory & Methodology The study to be reported here assumes that individual motivations for involvement in social movements will differ and that the coming together does not reflect a single ideological purpose but is more about achieving personal goals. Within this framework individual interviews were conducted with twenty-two self-identified activists. A narrative analysis of individual interviews was conducted to produce 'portraits' of each activist. Results & Conclusions There were four main themes emerging from the analysis: Disillusion with democratic processes that were seen to be associated with an older

generation; Socioeconomic disadvantage especially for young people; Anti –China feelings that were both political (against the Chinese Communist Party) and social (against Mainland Chinese tourists in Hong Kong). Violence was not ruled out as a tool for social and political change.

KW: civic engagement, youth, social movements, civic values

TITLE: HOW DO CHILDREN PERCEIVE THEIR PEERS? COMMONALITIES OF EXTERNAL AND INTERNAL FEATURES PERCEIVED OF OTHER CHILDREN IN THE RESPONSES OF 10-11-YEAR-OLD PUPILS

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DANCS KATINKA, UNIVERSITY OF SZEGED, HUNGARY

ABSTRACT: Several findings support the statement that a curriculum designed around concepts describing universal socio-cultural phenomena (so called cultural universals) can serve as a basis of students' social science education (Brophy & Alleman, 2008). In an online research project involving grade 5 pupils (N=1748), our focus was assessing children's ability to find one's way around in 21st century societies and cultures. The talk presents some of the results of the survey carried out in 2016. We are seeking to explore (1) the commonalities that pupils attribute to pictures of children of their age group, and (2) what views and attitudes can be mapped based on their answers. On a page of the online test, pupils could see the pictures of eight children with considerably different looks. We asked them to formulate their opinion about the common features of the children portrayed in the pictures. Our talk is based on the content analysis of the responses we received to our open questions. We found that 97% of the participants gave meaningful answers that we translated into 10 categorical variables based on their contents. Most responses (782 pupils, 44.7%) identified the persons portrayed by the pictures as children, it was followed by the recognition of an emotion (by 638 pupils, 36.5%). 307 pupils (17.6%) identified the children as their fellow human beings. 165 pupils (9.4%) gave answers that made references to the presumed places of living, while 121 respondents (6.95%) pointed out the fact that they were students. 55 pupils (3.1%) made references to their appearance, 50 respondents (2.9%) referred to their age, 29 (1.1%) to their skin colour, 25 of them (1.4%) to their genders. The educational application of the results is also discussed. This paper was supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences.

KW: cultural universals, online assessment, content analysis, social sciences

TITLE: THE EFFECT OF HISTORICAL BACKGROUND ON PEACE EDUCATION

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KUSAHARA KAZUHIRO, HIROSHIMA UNIVERSITY, JAPAN,
KAWAGUHI HIROMI, HIROSHIMA UNIVERSITY, JAPAN,
KOMATSU MARIKO, HIROSHIMA UNIVERSITY, JAPAN

ABSTRACT: This case study explores two students' journeys of deconstructing and reconstructing the notion of peace based on their individual and collective historical background. 38 students who came from 6 different countries participated in 2017 Hiroshima Summer School that aimed at considering what peace is through learning the tragedy of Hiroshima from diverse perspectives. We, all participated in the program as instructors and facilitators, took field notes, collected students' materials, and conducted semi-structured interviews after the program finished. The data of each student were coded by an individual researcher, and their process of their thinking journeys were illustrated after several times of peer check. In this presentation, we focus on two students' narratives; One is Yulia from Honolulu, Hawaii and the other is Yuka from Hiroshima, Japan; both cities were iconic victims of the WWII. While participating in the summer school, Yulia and Yuka moved from stereotypical "peace" images to more complexed and diverse notions of peace. However, the details were not the same. Yulia mainly focused on understanding multiple perspectives of Hiroshima, saying that she "want to find something else" to define her notion of peace. She approached to Hiroshima in a compassionate, yet calm tone and tried to redefine the narrative that portrays Hiroshima simply as a victim. On the other hand, Yuka tended to emphasize her meta-recognition about Hiroshima as a result of being exposed to other perspectives. Her emotion toward Hiroshima derived from her historical background impacted her learning experience of the summer school. From the comparison, we discovered that what students learn from peace education differed in deeper level influenced by students' historical background. Peace education may be able to create more fruitful learning by providing of dynamic interactions between students with different historical backgrounds.

KW: peace, identity, Hiroshima, case-study

TITLE: METACOGNITIVE SELF AND FACEBOOK - DO WE MAKE THE SAME MISTAKES OFFLINE AND ONLINE?

KOTYŚKO MARTYNA, UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN, POLAND

ABSTRACT: The subject of research is the area of social cognition and the associated process of social perception, and in particular its narrower issue which is the cognitive bias. With regard to this issue, a person may have a peculiar insight into bias in own behavior, which can be described as metacognition. Thus, the metacognitive self-will concerns the ability to recognize the application of bias rules present in the process of social perception - in other words, better metacognition, or knowledge about one's cognition, will translate into a more accurate recognition of the presence of bias (Brycz & Karasiewicz, 2011). The question then arises whether on Facebook, a social space governed by other laws than the offline world and very influential medium, people are also biased to the same extent? To get the answer to this question, it was necessary to develop a tool for measuring

metacognitive self on Facebook called the Facebook Metacognitive Self Scale. The inspiration for my own tool was the Metacognitive Self Scale developed by Brycz & Karasiewicz (2011). The procedure for creating the measurement tool covered four activities: (1) separating from 129 biases those that may be present when using Facebook, (2) developing a set of items mapping the content of a given bias, (3) evaluating items by competent judges, (4) conducting a pilot study to get information about psychometric properties of a new scale. Out of 129 biases, 25 were selected. On this basis, 42 items were developed, which were assessed by competent judges. The judges assessed the compliance of the question with bias. As a result, 14 items were rejected. An experimental version of the scale with 28 items was used for the pilot study. This stage is still ongoing and its results will be presented during the conference.

KW: Facebook, Cognitive bias, Social cognition

TITLE: THE RE-EDUCATION OF EXILED POLES IN POST-WAR BRITAIN: MYTH, MESSIANISM AND MARTYRDOM

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ABSTRACT: When the Polish Government-in-Exile realised that there would be no speedy return to their homeland they identified the need to preserve the “Polishness” of their youth as a top priority. This paper will explore how the exile Right-wing elites re-imagined their own past and used this distorted understanding of Poland’s past as a template for the education in exile of its youth. It will examine the use of religious rituals, customs and traditions as a backdrop to the teaching of a hybridised reading of Polish history. It will further investigate the use of youth groups along with scout and guides groups to reinforce this flawed teaching of Poland’s messianic past. Whilst embarking on this program of teaching the Ministry of Religion and Education ignored Poland’s diverse ethnic past, its tolerance of ethnic minorities and the contribution made by these groups to much of Poland’s success. By promulgating a Myth of Return the Polish Government-in-Exile hoped to replant the “pure” hybridised seed of exiled Polish youth back into a homeland corrupted by Soviet ideology and heathen practices. In doing so it hoped to re-establish the inter-war nationalist tendencies of the second republic.

KW: Nationalism, Education, Religion, Diaspora, Messianism

TITLE: CITIZENSHIP ACTIVITY OF YOUNG PEOPLE IN COUNTRIES WITH DIFFERENT ECONOMIC STATUS

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ZALEWSKA ANNA, SWPS UNIVERSITY, POLAND

SKŁAD MARCIN, UNIVERSITY COLLEGE ROOSEVELT, THE NETHERLANDS

ABSTRACT: The relationship between citizenship activity and economic status is examined and discussed in the article. We refer to the three-dimensional citizenship model by Zalewska and Krzywosz-Rynkiewicz: passive (patriotism and national activity), semi-active (loyalty and civic virtues) and active (political, social personal and action for change). A total of 4920 students aged 11–14 and 17–18 years from fourteen European countries were examined using the Citizenship Behavior Questionnaire. The results indicate that economic growth is linked to various forms of citizenship behaviours. The wealth and social development of a country are negatively correlated with passive and active citizenship, which is higher in less-developed states. The rate of economic growth and citizenship activity is bound by a curvilinear relationship. In countries with moderate rates of wealth accumulation, the levels of all forms of citizenship are significantly lower than those in countries with the lowest and highest rates of economic growth. The level of citizenship activity varies according to the level of social inequality: in the most stratified countries, citizenship activity is significantly higher than in countries with moderate and low levels of inequality, which do not differ from one another. Similar correlations are noted for passive and active citizenship. Only semi-active citizenship is lowest in countries with moderate levels of inequality.

KW: Citizenship, stratification, economic status, young people, international

TITLE: THEORISING YOUNG PEOPLE'S PERCEPTIONS OF THEIR CITIZENSHIP IDENTITY

LEIGHTON RALPH, CANTERBURY CHRIST CHURCH UNIVERSITY, UNITED KINGDOM

NIELSEN LAILA, JÖNKÖPING UNIVERSITY, SWEDEN

ABSTRACT: In preparation for our book, due in 2019, we recognise the need for clarity and consistency in understanding terminology and perceptions. We adopt a position within the paradigm of social justice, an essential element of which is to give voice to the powerless and unheard. We therefore focus on young learners in two countries with similar but different environments in order to identify what comes from their common Western structures and how and/or why they diverge. Sweden and England have moved from being driven by a sense of communality in the welfare states to the growth of neoliberal societal individualism. To give voice to those without the resources to deal with the responsibilities imposed by a neoliberal agenda, we must consider the nature of that agenda and of those responsibilities. To clarify citizenship in its real meaning (as opposed to the merely formal) we employ the concept of human capabilities (Amartya Sen and Martha Nussbaum) rather than human rights. As they both emphasize, the concept of capability is broader than rights. To have capability to do something it is not enough to have a right to it, prerequisites are required to enjoy that right. For example, although everyone has the right to an education

and to a dignified adult life as citizens, many live a life of powerlessness, of political, social and economic exclusion. Sufficient human capabilities are needed to receive the education necessary for citizenship in its real meaning. The three-part categorisation of citizenship proposed by Marshall (1949) provides us with a platform from which to develop insight and comprehension into how identities and belonging limit or enhance people's social citizenship. The intersectional approach as proposed by Yuval Davis (2011) enables us to interrogate such factors which combine, rather than viewing in them in isolation, while Ragin (1987) offers a useful methodological approach for this study.

KW: theory, human capabilities, intersectionality, formal/real

TITLE: CITIZENSHIP EDUCATION AND SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS: QUESTIONS OF IDENTITY, VALUES AND PARTICIPATION

LILJEFOS PERSSON BODIL, MALMÖ UNIVERSITY, SWEDEN
ANDERSSON IRENE, MALMÖ UNIVERSITY, SWEDEN

ABSTRACT: This paper takes its departure from an investigation of Sexual and Reproductive Health and Rights, SRHR, in teacher education programs throughout Sweden in 2016. It was a research mission from the Public Health Agency of Sweden. A survey of 875 syllabuses from all universities in Sweden was analysed through methods of qualitative textual analysis. The aim was to explore if and in which subject syllabuses SRHR as a knowledge area was visible. The theory behind is that syllabuses are composed according to the theory of constructive alignment. The result shows major differences between various universities regarding the field of knowledge of SRHR in different syllabuses, as well as in different educational programmes and levels. In the quantitative part graphs show a cluster of indicators with a high number of occurrences in the syllabuses. Some of these indicators are; ethics, gender, democracy, norms, norm criticism and core values, convention on the rights of the child, human rights, discrimination and offensive treatment. During the autumn in 2017 a social movement called #metoo, with subgroups, has gotten worldwide attention and has had a great impact in Sweden regarding sexual abuse. In connection to this, demands have been raised that sexuality and relation education must much more visible in compulsory school as well as in teacher education. It is clear that the #metoo movement has contributed to ongoing debate regarding the knowledge area SRHR. We will discuss the controversial issues connected to identity and values among engaged citizens thus touch on the relation between formal and informal learning in connection to the importance of media in citizenship education.

KW: identity, compulsory school, SRHR, teacher education, #metoo

TITLE: EMERGING GEOGRAPHIES OF YOUTH CITIZENSHIP AND DEMOCRATIC EDUCATION IN ENGLAND

MYCOCK ANDREW, UNIVERSITY OF HUDDERSFIELD, UNITED KINGDOM

ABSTRACT: Policy-makers in England has over the past five years initiated a programme of devolution which seen powers passed down from Westminster through the creation of a series of combined authority 'city-regions' with directly-elected mayors. It has also seen the principle of localism push powers down to local authorities to encourage innovation in the delivery of public services. This radical reform of local and regional forms of citizenship and place-based civic identities has open up new spaces for young people to learn about, engage with, and participate in democracy. This paper will consider recent research in Greater Manchester, Liverpool City Region, and West Yorkshire, assessing the extent to which devolution in England has encouraged new approaches to democratic education and other youth democratic socialisation programmes outside of schools.

KW: Democratic education, citizenship, youth, place-based identity

TITLE: TIME TO RESTATE THE ARGUMENTS: EDUCATION FOR CITIZENSHIP BACK TO THE TOP OF THE AGENDA

MAITLES HENRY, UNIVERSITY OF THE WEST OF SCOTLAND, UNITED KINGDOM

ABSTRACT: It is both 20 years since the impetus to develop education for citizenship in schools and the development of CiCe to champion this. In today's uncertain world, education for citizenship has not become less but more important. The results of European elections and the growth of both populist and far-right parties, including open neo-Nazis in parliaments; the challenge of openly neo-Nazi groups marching and organizing from Warsaw to Virginia; Brexit; the election of Trump; the continuing deaths of refugees in the Mediterranean; the developing fear of the 'other'; and challenges to basic human rights have all begun to suggest society is fracturing. Whilst there are many positive developments around the world, these developments pose huge challenges to citizenship. In schools, the continuing development of a neoliberal over emphasis on international testing, such as PISA, and an agenda suggesting that rote learning and discipline are key to international testing success, has taken the focus away from democracy and citizenship. Whilst there has been and continues to be excellent learning and activity about citizenship and democracy, across Europe and wider there is research evidence to suggest that much of the impetus on citizenship education has stalled and been side-tracked – it remains on the agenda of the school, but much further down the list of priorities. It has become harder for those of us committed to citizenship education to combat the imperatives of neoliberal education. Drawing on both large surveys and case study approaches, this paper looks at the dichotomy between the needs of a citizenship aware community, committed to human rights and the perceived needs of a competitive neoliberal economy. It further argues that we need to argue with policy makers and teachers and student teachers to reaffirm society's support for education for citizenship.

KW: citizenship, values, schools, priorities

TITLE: IS THERE LIQUIDITY IN GENDER STEREOTYPES? PERCEPTIONS OF GREEK STUDENTS IN A POST-TRUTH WORLD

MITsos ALEXANDROS, UNIVERSITY OF PATRAS, GREECE
DOUDOUMI MARIA, UNIVERSITY OF PATRAS, GREECE
KALAMATIANOU AMALIA, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: In all periods of human existence, the gender dimension and their role in society seems to have occupied international research. The position of two genders from antiquity to the present has undergone a series of successive changes. However, gender equality appears to remain as a constant in the centre of analysis, perhaps in the hope of explaining or even eliminating the existing stereotypes. Have young people's perceptions about gender roles changed in a postmodern society and within a post-truth world? Based on this question, the present research focuses on investigating the existence of stereotypes about the role of the two genders in the young people in Greek society. Particular emphasis is given in student's perceptions about the role of men and women within the family and society, as well as the mechanisms that influence their views. The questionnaire is the methodological tool that is used in the present research. Two were administered to 300 undergraduate primary school teacher education students at a university in Western Greece. The data collection is still in progress. The first questionnaire aims to examine the views and perceptions of young people for both sexes, while the second is to study the factors that affect their views. The results of the survey may help to better understand the existence of stereotypes for both genders and trigger further research on how to eradicate these concepts in modern times.

KW: gender role, stereotypes, influence mechanisms, post-truth

TITLE: LOCAL IDENTITIES AND DEVELOPMENT OF TRUTH'S PERCEPTION

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SCHMALE ANDRÉ UNIVERSITY OF WUPPERTAL, GERMANY

ABSTRACT: In this study we addressed the question, how perception of identity, citizen's role and participation motives can be found in local newspapers within discourse about specific municipal conflict issues. We defined a model of the relation between group-identity and citizenship as a condition for participation. In addition, we wanted to discover how perception of "truth" is set in political communication and which role it has in local referendum campaign in order to derive our empirical model from our data. Hence, we took local referendum cases in three German cities Dresden, Bonn and Potsdam from our database local referenda in Germany (<http://Datenbank-Buergerbegehren.info>) and built a corpus of newspapers' (online) reporting on each referendum. Thus, we could examine public debate as strategic discourse in form of "argumentation budgets", repeated statements and reasons, connected to both sides of referendum proponents. On the one hand, these statements are strongly connected to perception defining "local identity". On the other hand, these statements are expressed to motivate to vote for one option or the other or act otherwise as a citizen in regard to the referendum proposal. Finally, we tested the hypothesis that truth is a constitutive component of (group-) identity which itself is a constitutive component of

participation. The theoretical background for our analysis builds Paul Feyerabend and his assumption that there exists method pluralism which enables us to enlarge the empirical contents of our understanding (Sukopp 2007). The results underline that there is a significant relation between identity, citizenship and participation. Furthermore, the comparison between the three local referenda in Dresden, Bonn and Potsdam showed that there is a common structure of what can be seen as public part of identity-building and truth-setting.

KW: identity, participation, truth perception, text mining, citizenship

TITLE: IDENTITY, SOCIAL MEDIA AND TOTALITARIANISM

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SCHMALE ANDRÉ, UNIVERSITY OF WUPPERTAL, GERMANY

ABSTRACT: At the moment you can observe a tendency in describing the global development caused by the new communication tools as the 'Post-Truth' era, where fake-news and private opinions can influence what people perceive to be true. Therefore, we want to recommend some ideas of investigating the effect of the channels on which the new communication form takes place. Thus, this speech uses the concept of public and private sphere and its implication on totalitarianism from Hannah Arendt's book "The Origins of Totalitarianism" in order to develop an approach of theorisation the terms social media, totalitarianism and identity. We follow Arendt by arguing that there is necessity for a distinct private sphere which is a necessary condition for a "vita activa". In this assumption privacy is an opponent of public. Thus, we argue that social media as an interaction tool influences the proportion of privacy and public into that direction, that the public infiltrates privacy more and more: The companies which own the social media platforms more and more penetrate the private sphere of their users, on the one hand by gathering data on private habits and thoughts, on the other hand by setting incentives to expose their private life publicly. According to that we want to emphasise that people (often) perceive to post in private what can in fact be seen publicly, and in opposite that what is perceived to be action in public sphere de facto and de jure is colonized by a private company. In conclusion we want to point out that this constellation may lead to totalitarian tendencies which shows its effect in influencing identity by politicising privacy and that social media as a tool of interaction increases the probability of politicising privacy in that form that privacy has to be maintained more actively.

KW: identity, social media, truth's perception, totalitarianism

TITLE: LANGUAGE IDENTITIES - DO FOREIGN LANGUAGES PLAY A ROLE?

OPRESCU MONICA, WEST UNIVERSITY OF TIMISOARA, ROMANIA

ABSTRACT: The recent view on identity, the 20th century shift starts with Stuart Hall who, discussing the change of perspective observes that old identities are in decline, "giving rise to new identities, and fragmenting the modern individual as a unified subject" (Hall 1996:596), the crises of identity so specific for the modern age. Modern identities are de-

centered, fragmented, dispersed, as a result of the transformation of the society. Another theorist, Weedon sees identity as “subjectivity”, in relation to the thoughts and emotions of the self, giving a new way of understanding the world, being “precarious, contradictory and in process, constantly reconstituted in process each time we think and speak” (Weedon, 1997:32). However, nowadays this distinction has been re-discussed and the role of the language being reinforced: “identity is constructed and constructs by language”. (Norton 2006: 3). These are just some of the important theoretical perspectives on identity discussion linked to the field of cultural studies.

KW: identity, language, culture

TITLE: POST-TRUTH DEMOCRACY AND DELIBERATIVE DEMOCRACY

PANAGOPOULOS EPAMEINONDAS, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: A main problem which is pinpointed in the modern era is the deficit of Democracy. This issue has many facets. In this research study, I chose to explore the Post-Truth Democracy and how it affects citizenship at the present time. The term “Post-truth Democracy” means a counterfeit democratic frame in which politics sets its actions in order to converge almost completely with the public opinion. The term “citizenship” refers to the status of being a citizen. I chose for the elaboration of this research to rely on Jürgen Habermas’ position on communicative theory, as I believe it provides suitable tools by which to do the analysis of the data collected in relation to my research questions. Habermas seems to be very close to issues that concern the modern Democracy and at the same time he gives the citizenship the proper value in terms of civic participation. I will try to make a comparison between Post-Truth Democracy and Deliberative Democracy regarding the status of the citizens. This will be examined using the theory of discourse ethics and the theory of Deliberative Democracy. Concurrently, I will explore what character the citizenship possesses within the context of Post-Truth Democracy in modern times. The methodological tool used was the questionnaire and my sample were 3rd and 4th year students of a Pedagogical Department of Primary Education. Data collection is under way.

KW: post-truth, deliberative, citizenship, communicative-logic, democracy

TITLE: EDUCATION IN THE ‘POST-TRUTH’ ERA: THE IMPORTANCE OF CRITICAL LITERACY IN THE GREEK EFL CLASSROOM

PAPALEXATOU EVANGELIA, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: We are living in the so-called ‘Post-Truth’ world, where fake news and prevailing trends compete equally with peer-reviewed research. In response to the challenges of this world, teachers are faced with teaching students how to think objectively and be active consumers of knowledge. Therefore, modern language education should aim at developing critical thinkers who show a generalized critical stance. Based on strategies regarding the teaching and mastery of critical literacy, this paper outlines the rationale for designing and implementing activities aiming at developing students’ critical literacy in language reading

instruction in the EFL classroom. These activities are implemented to 7 sixth graders (aged 11- 12 years old) of a primary school in Greece. The main purpose was to provide insights into developing students' critical literacy skills as well as the importance of teachers' use of appropriate strategies to master it. This 'mini' project -which is still in progress – will be carried out in a total of 10 two-hour sessions. It will focus on students' personal practices on various thematic areas, which in conjunction with students' interviews will constitute the main tools. Samples of the students' writings and the researcher's personal notes will be provided along with the interpretation of data for a richer understanding of teaching, enacting and mastering critical literacy in the EFL classroom. The findings will serve a dual purpose; regarding teachers, steps to practice critical literacy in second/third language reading instruction as well as challenges involved will be delineated. Concerning students, their ability to see texts from a different perspective and reconstruct them according to their own experiences will be examined. Key Words: Critical literacy, second/third language reading instruction, English as a foreign Language

KW: Critical literacy, Reading instruction, EFL

TITLE: CITY HALL SCHOOL: RESEARCHING THE EFFECTS OF AN IMMERSIVE CIVIC EDUCATION PROGRAM ON CHILDREN'S UNDERSTANDINGS OF CITIZENSHIP

PECK CARLA, UNIVERSITY OF ALBERTA, CANADA

REID NATHALIE, UNIVERSITY OF ALBERTA, CANADA

ABSTRACT: The purpose of this research was to investigate the educational benefits, for grade 6 students (11-12 year-olds), of participating in a week-long, inquiry- and site-based experiential learning program in civic education called "City Hall School." Pre- and post-surveys were collected from 252 students, and 16 students participated in individual and small group phenomenographic interviews in order to further probe their understandings of aspects of citizenship generally and municipal government specifically. This work is premised on constructivist theories addressing the role of prior knowledge or cognitive schema in new learning. To our knowledge, this is the first study in Canada that focuses on elementary students' experiences in an educational initiative such as City Hall School. This work will be a first step in mapping the civic understandings of young children in Canada. In the U.S., limited work on elementary students' civic understandings (Blevins, LeCompte, Wells, 2014; Montgomery, 2014) has been conducted, but none in a setting similar to City Hall School. Preliminary findings indicate that students generally showed gains in their understandings of the various roles of certain actors within municipal governments (e.g., councilors, mayors) and how citizens can use their voices to effect change. Students also showed familiarity with Westheimer & Khane's (2004) citizenship framework (personally responsible, participatory, and social justice-oriented citizen). Finally, students' perceptions of the effectiveness of certain types of citizen engagement, such as participating in protests or writing a letter to a government official, often conflicted with their likelihood to engage in such activities in the future. Implications for other site-based, immersive civic education programs and social studies school curricula will be explored.

KW: civic education, children, citizenship, curriculum, phenomenography

TITLE: FAITH IN SCIENCE?

PITTINSKY TODD L., STONY BROOK UNIVERSITY (STATE UNIVERSITY OF NEW YORK)

ABSTRACT: Many observers of the citizenship dynamics of economically developed societies note an emerging “post truth” world, with political culture dissolving into an emotionally charged rhetoric increasingly disconnected from science and technology. In public debate, scientific experts often lose out to unsubstantiated or fabricated assertions, allowing previously “extreme” positions into the political mainstream. This is menacing because many developed societies rely on science and technology to improve material conditions in accord with social ideals. This poster argues that faith, not knowledge, is really what allies most of us with science (Pittinsky, 2015). Few of us know that much about how any given “scientific” truth has been proven. Rather, we believe in the scientific method as a valid way to come as close as human beings can to certain kinds of truth and have faith in the institutions that deploy it. That is what grants science an authoritative voice in public policy. For example, when most qualified scientists acknowledge conclusive evidence of human-caused global warming, many of us take that as a basis for action, as we would a warning that tainted seafood is poisonous. But others do not have this faith. Telling them that they are ignoring “facts” is useless if they do not grant the source of that “factualness.” The real challenge for scientists (and those who speak on scientists’ authority, such as policymakers, activists, journalists, and teachers) is to inspire trust in those who now lack it. This poster examines how this might be done. Scientists have enjoyed public trust for so long, they have forgotten that it once had to be earned and now has to be earned again. But if they want the public influence that their findings merit, this is what they must do.

KW: Science, Faith, Technology, Public Policy, Politics

TITLE: COMMUNITY AND COHESION: THE ALLOPHILIA PROJECT AND THE NEED FOR MORE AMBITION, ASPIRATION AND ALLOPHILIA IN TROUBLED TIMES

PITTINSKY TODD L., STONY BROOK UNIVERSITY (STATE UNIVERSITY OF NEW YORK)

ABSTRACT: The “post-truth” world has made it hard to pursue social cohesion amidst diversity. But this presentation argues that, in fact, we never tackled the whole task of social cohesion. We only took on the less-ambitious half of it: eradicating hate. Citizenship efforts in pluralistic countries typically combat negative prejudice and, to a lesser extent, try to make various groups feel as if they are all one group. But research on allophilia, a largely ignored positive dimension of intergroup attitudes, suggests that intergroup attitudes do not have to be negative (prejudice) or neutral (tolerance); they can be positive (allophilia). Allophilia takes five forms: affection, comfort, kinship, engagement and enthusiasm. Increasing allophilia has different antecedents and predicts different outcomes than decreasing prejudice does. For citizenship education, this defines two simultaneous goals: reducing existing prejudice and increasing allophilia. For over a decade, the allophilia project (www.allophilia.org) has been advancing the science and practice of such positive community. This presentation suggests that diverse countries must be more ambitious: ending prejudice is insufficient. Even advocates of multiculturalism often state their goal as bringing about the end of racism rather than promoting anything really positive. Or they

assume that positive feelings happen only when similarity, rather than difference, is acknowledged. Instead, citizenship programs could promote affection, comfort, kinship, engagement and enthusiasm—explicitly with respect to different groups. We want diversity and inclusion that is positive, constructive, and joyful—well beyond tolerance. This talk, like the Allophilia Project itself, will focus on the discourse, research, and praxis of approaching that goal.

KW: Cohesion, Community, Allophilia, Citizenship, Prejudice

TITLE: CONSUMING SOCIAL MEDIA: GENERATIONAL CHANGE AND ‘FALSE NEWS’

ROSS ALISTAIR, LONDON METROPOLITAN UNIVERSITY (EMERITUS)

ABSTRACT: The use of social media use has grown dramatically over the past decade, particularly by young people. There is much concern about the distribution of ‘false news’ via social media. This paper argues that young people are largely discriminating users of social media, particularly in their use of it to construct narratives of political identity. It is based on lengthy informal discussions with 340 small groups of 12 to 19-year olds from 29 European states. It is drawn from my forthcoming book, *Finding political identities: young people in a changing Europe*. Young people were active in collecting, assimilating and interpreting political information, and most were critical about the media. There was evidence of the use of critical filters; of comparing media to reconcile differences; and of awareness of media bias and manipulation. The content of much social media was often seen as useful, but most young people were alert to contradictory information, and had skills to identify inconsistencies. I give examples of both checking stories and the acceptance of false stories. Many argued that their social media use differentiated them as having a global perspective. Their use of social media was seen as a significant way in which they differed from older people. Differences centred around four interlocking themes about older generations: the extent of social media use; facility in using the technologies; attitudes to new media sources; and lack of understanding of a globalised society. O’Loughlin and Gillespie (2012) argue news consumption is ‘intrinsic to living and doing citizenship ... and to develop an understanding of what politics is’. While collective discussion and analysis of the news is an established practice of citizens, the terms of engagement have shifted towards new kinds of consumption, response and potential engagement (Livingstone 2005).

KW: Social Media, Generational Change, Political identities

TITLE: CAN SCHOOLS CLOSE THE CIVIC KNOWLEDGE GAP? OBSERVING TRACK DIFFERENCES IN THE FLEMISH AND DUTCH ICCS 2016 DATA

SAMPERMANS DORIEN, KU LEUVEN, BELGIUM

CLAES ELLEN, KU LEUVEN, BELGIUM

ABSTRACT: Educational effectiveness research has a longstanding tradition on school climate research and the observation of school climate influences on student outcomes (Thapa, Cohen, Guffey, & Higgins-D’Alessandro, 2013). A recent development in this

research field is to analyze how this school climate can close an achievement gap between students from a different socio-economic background (Berkowitz, Moore, Astor, & Benbenishty, 2016). In the political socialization research there is no such strong school climate tradition. Campbel and Niemi (2016) did some general research on how American civic knowledge testing can influence the civic knowledge gap among students with different SES backgrounds. We will perform a comparable research in Europe and observe how track differences in Flanders and the Netherlands can influence civic outcomes among students. In these countries tracking starts after the sixth grade. We will use the ICCS 2016 data of 8th grade students and perform a multilevel interaction analysis. Results provide evidence of important track differences. In the vocational track students report less activating teaching styles (participation in the school, classroom discussions, learning about citizenship topics). And when observing participation in school, school efforts in the vocational track do not benefit student's civic knowledge. This underlines the need for more attention on how schools can civically engage students from the vocational track.

KW: school climate, tracking, knowledge gap, participation, citizenship

TITLE: THE REFUGEE CHILDREN'S CULTURAL CAPITAL AND THE GREEK SCHOOLS: A CASE STUDY OF A REFUGEE FAMILY IN THE NORTH-WEST OF GREECE

SEVI ATHINA, UNIVERSITY OF PATRAS, GREECE

SPINTHOURAKIS JULIA-ATHENA, UNIVERSITY OF PATRAS, GREECE

NIKOLAOU GEORGE, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: The Greek multicultural mosaic has been enriched recently, due to the influx of thousands of refugees from the Asian countries. Schools are now educating more diverse kids of different origin and culture and teachers are applying an array of practices in order to ensure effective results in these settings. The present paper demonstrates a case study of a refugee family with a view to investigating their past social profile, its impact on the Greek grounds as regards their attitude towards school as a value and the inclusion of the refugee children in the Greek educational system. We are aiming at presenting the results of three semi structured interviews: with the refugee family- mother and two sons- and with two teachers who are currently teaching the younger of the two sons, an English and a Greek language teacher. The first interview, based on the cultural capital theory expressed by Bourdieu, provides valuable information and contributes to the interpretation of the students' performance and interaction on the school grounds, as this is elaborated by the two teachers' interviews, who are making an effort to interculturally approach the issue and implement feasible methods to enhance the children's inclusion in the new environment.

KW: refugee family, educational system, interculturalism, multiculturalism

TITLE: THE PERCEPTION OF CITIZENSHIP BY PUPILS IN GREEK SCHOOLS: AN EDUCATIONAL RESEARCH

SOTIROPOULOU ELENA, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE,
TSIOUMIS KOSTIS, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE,
VAMVAKIDOU IPHIGENEIA, UNIVERSITY OF WESTERN MACEDONIA, GREECE

ABSTRACT: The theories: According to Jochum (2005), the concept of citizenship is perceived through three dominant theoretical approaches that distinguish between a) a situation attributable to the state, b) an identity, and c) a practice that is determined by rights and obligations and is shaped by a common public culture. Following this three-dimensional theoretical scheme as well as postmodern pedagogical practices, we investigate the perception and social competence of pre-school and first-school pupils in terms of the value of citizenship in the prefecture of Florina in Greece (2016-2017). The researching material: The research questions that constitute this presentation concern the recognition of citizenship as: a) the ability to recognize social values in visual material, b) the ability to recognize political values. The case study was chosen as a research method for collecting the material. For the classification, analysis and processing of the multimodal material, we chose the mixed approach, ie (a) the semiotics and the interpretative method, and (b) quantitative and qualitative content analysis. The aim: The innovator in the research focuses on the two visual questionnaires and the oral language material, mainly for the infants, as well as for the pupils of primary education, which is been selected for the first time in a national case study.

KW: citizenship, social values, pupils

TITLE: A STUDY OF STUDENTS' EXECUTIVE FUNCTIONS IN THE EDUCATIONAL WELFARE SCHOOLS IN THAILAND

SIRITHADAKUNLAPHAT SASINAN, BURAPHA UNIVERSITY, THAILAND
SUPWIRAPAKORN WARAKORN, BURAPHA UNIVERSITY, THAILAND
HAENJOHN JUTHAMAS, BURAPHA UNIVERSITY, THAILAND

ABSTRACT: The purposes of this study were to 1) investigate the level of Students' executive functions in the Educational Welfare Schools in Thailand, and 2) compare the level of students' executive functions in the educational welfare schools in Thailand as classified by gender and class level. The samples consisted of 120 Primary grade1-6 students in 4 educational welfare schools which were selected by the means of Multi-stage random sampling. The research instrument was an executive functions score for primary students. The process of collecting data managed by the classroom teachers observing their behaviors as detailed in the executive functions score, processed level of executive functions by T-Score. Frequency and percentage were utilized for analyzing data and independent t-test sample was used for comparing those executive functions as classified by gender and class level. The research findings were revealed as follow; 1. Most primary students had gained the executive functions score at a moderate level (58.30%) and at a low level (35.80%). 2. Comparison those executive functions score as classified by class level, there were statistically significant at .05 level but when compared by gender, there were not found the significant difference. The results indicated that executive functions should

be developed in the Educational Welfare Schools in Thailand for providing higher levels by consideration of different classroom levels.

KW: Executive Functions, Welfare School Welfare School, Primary Student

TITLE: TEACHERS' PERCEPTION OF CITIZENSHIP EDUCATION IN GREEK SECONDARY EDUCATION

SKLIRI PANAGIOTA, UNIVERSITY OF THE PELOPONNESE, GREECE

KARAKATSANI DESPOINA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: The economic crisis in Greece, international developments and the constant transformation of diachronic principles and values tend to undermine the social cohesion and the stability of democracy. In these circumstances, education plays a decisive role as it becomes necessary to form a new democratic citizen who is harmonized with current requirements. In this context, the current study investigates, through 12 semi-structured interviews, the views of the Secondary Education teachers in understanding the implementation of citizenship in the modern educational environment in terms of their role, teaching tools and the purposes that provide the triptych of knowledge-values-attitudes. There are highlighted significant shortcomings in specialized staff, skill, continuing professional training and teaching tools. At the same time, values and attitudes that activate the citizen are being promoted, along with an 'identity' that balances between the national and pan-European models.

KW: Citizenship, civics, teachers, tools

TITLE: SOCIAL JUSTICE AND LEADERSHIP IN EDUCATION WITHIN THE POST TRUTH ERA. THE CASE OF GREEK SECONDARY EDUCATION

SOUGLES VASSILIOS, UNIVERSITY OF THE PELOPONNESE, GREECE

KARAKATSANI DESPOINA, UNIVERSITY OF THE PELOPONNESE, GREECE

ABSTRACT: The Greek education system in terms of organization, administration and the content of studies is centralized. However, the framework of action of a school leader may include actions of an activist nature, which consists, among other things, of promoting ethical practices that assist students develop critical capacity by linking knowledge to social and political reality. The prolonged economic and social crisis experienced by the Greeks is a fertile ground for the development of populist political discourse, and in this sense the promotion of "active citizenship" through education becomes necessary. Awareness of the political, social and economic deadlock requires the activation of citizens in the public space and their participation in social processes. In our paper, we argue that education for social justice is closely linked to the redefinition of the identity and the role of citizens in modern societies, as well as to the practices followed in education systems. This is of greater value if we take into consideration that the concept of justice in modern globalized frameworks is constantly being redesigned while political rhetoric attempts to "construct" a new way of thinking and is based on a fake version of reality where facts do not exist as realistic data. This study explores the perceptions of school leaders regarding their political and social role

in terms of promoting social justice. It is based on the qualitative analysis of 12 (twelve) interviews of school leaders in secondary education in the city of Corinth and focuses on three axes: a) school unit, b) educational system and c) school leadership. The expected results of the survey aim to highlight the role of education in promoting social justice and preparing citizens who will meet the requirements of modern times and the role of school leaders.

KW: school leadership, social justice, citizenship, post truth

TITLE: TEACHING CONTEMPORARY HISTORY IN PRIMARY EDUCATION?

STARA JANA, CHARLES UNIVERSITY, CZECH REPUBLIC

STARY KAREL, CHARLES UNIVERSITY, CZECH REPUBLIC

ABSTRACT: The paper will introduce the results of the empirical study that deals with school instruction in the third grade of elementary school regarding the events of the 17th November in 1939 and 1989. First, we put the topic in the context of the theoretical framework of the current international development of history education in primary schools, this will be followed by the description of the research methodology. Afterwards, we will introduce the main research findings. The qualitative, explanatory case studies of three teachers based on observations of their instruction, interviews with them, and analyses of written products made by pupils have shown that primary school age pupils are able to comprehend the meaning of historical events and values of life in a free society. Teachers can achieve these results by various means. However, they need to respect the developmental abilities of pupils and respond to specific demands connected with the history subject matter. These include the demands to grasp time periods, tendency to overestimate the role of well-known personalities (personification) and to introduce present-day ideas and perspectives into depictions or interpretations of the past (presentism). The study showed that the most effective methods are enquiry-based education methods, such as the oral history approach, and methods based on analyses of the free society life values including interviews in which people who lived in the times of oppression talked about their experiences and feelings.

KW: social studies, history, primary education, case study, contemporary history

TITLE: USING THE ACTIVITY PACKAGE FOR DEVELOPMENT EXECUTIVE FUNCTION OF THE STUDENTS IN EDUCATIONAL WELFARE SCHOOL

SUPWIRAPAKORN WARAKORN, BURAPHA UNIVERSITY, THAILAND

SIRITHADAKUNLAPHAT SASINAN, BURAPHA UNIVERSITY, THAILAND

HAENJOHN JUTHAMAS, BURAPHA UNIVERSITY, THAILAND

ABSTRACT: The objective of this study was to investigate the effects of enhancing the executive functions of 120 primary school students recruited from 4 Educational Welfare Schools that cater for disadvantaged students. The participants were divided into 2 groups: an experimental group (n = 61) that received executive function enhancement, and a control group (n = 59). The tools used in the study included a executive function

enhancement activity package and an executive function scales manual (for teacher). The study had 3 stages: 1) reviewing related literature and theories; 2) developing the activity package; and 3) investigating the effects of using the activity package on executive function. An independent t-test was used to measure differences in executive functions of both groups after the experimental group had completed the activities in the activity package. The findings indicated that after completing the activities, the experimental group had significantly ($p < 0.05$) better executive function than the control group. The findings suggest that using an executive function enhancement activity package can help to improve executive function among students. Hence, teachers should be encouraged to use such tools (e.g., in the context of “Teach Less, Learn More” projects) and to monitor the long-term benefits of the intervention.

KW: executive function, activity package, welfare schools

TITLE: APPROACHES TO NATIONAL EDUCATION IN SINGAPORE

TAN JEAN, MINISTRY OF EDUCATION, SINGAPORE

ABSTRACT: This presentation explores the role and approaches to National Education in Singapore, and how it is evolving to enhance student engagement. The study charts the context and genesis of National Education, its role and form in schools, and recent developments in response to Singapore’s changing demographic and socio-political context. The presentation includes findings from Focus Group Discussions conducted with 10-19-year-old students to understand their National Education experiences in schools and considers how the needs and interests of young people in today’s world have also influenced changes in the approach towards National Education. It also considers challenges for implementation going forward, such as in facilitating dialogue on contemporary issues.

KW: approaches, national, citizenship

TITLE: REFUGEES AND CITIZENSHIP IEDUCATION. RESEARCH AND PROPOSALS FOR INTERVENTIONS AT THE UNIVERSITY OF THESSALONIKI

TSIOUMIS KOSTIS, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

ABSTRACT: The refugee issue has occupied Greek society since autumn 2015 due to the arrival of a significant number of refugees from Syria and other countries through Turkey. The new reality has led Greece to the need to take certain measures for the care of refugees and the management of children. Since the end of 2016, the first measures have been taken for the employment and education of children. The Greek government has taken legislative initiatives to address the issue of refugee children's education and has begun to prepare for the attendance of these children in schools in the country. The adoption of the new law and the recruitment of special scientists to coordinate the project has boosted the effort. At the same time, various investigations were initiated at postgraduate and undergraduate level, but also at the level of pedagogical interventions aimed to integration of refugee children

and the building of citizenship. This presentation will approach the features of relevant research at the Aristotle University of Thessaloniki and attempts will be made to develop pedagogical approaches to the particular subject.

KW: Refugees, education, citizenship, Thessaloniki, multiculturalism

TITLE: DEVELOPING TRAINEE TEACHERS' PROFESSIONAL IDENTITY WITHIN A CONSTANTLY SHIFTING EDUCATIONAL CONTEXT

VICKERS-HULSE KARAN, UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL, UNITED KINGDOM

ABSTRACT: This paper explores the complexities of developing trainee teachers' professional identity within challenging educational contexts, particularly with the introduction of a number of different training routes by the UK government. The investigation looks first at the literature around professional identity formation and factors that may impact this in trainee teachers. The second section looks at case study examples from students on the PGCE core and school direct training routes in a UK higher education institution and explores the issues and challenges of developing professional identity via the perspectives and experiences of trainees on university and school led training routes. The initial findings reveal significant difficulties in negotiating shifting contexts however; the case studies demonstrate the positive impact that relationships and school learning communities can have on trainees' professional development.

KW: professional, contexts, communities, identity

TITLE: THE RELATIONSHIP BETWEEN POLITICAL TRUST, EFFICACY AND PARTICIPATION: A COMPARATIVE STUDY OF MAINLAND CHINA AND HONG KONG STUDENTS

WANG YIPING, THE EDUCATION UNIVERSITY OF HONG KONG

ABSTRACT: This study aims to test the relationship of political trust, efficacy and participation between Mainland China and Hong Kong secondary students with the quantitative and comparative methodology. Research questions are (a) What differences are there between Mainland China and Hong Kong students' intentions for future civic engagement? and (b) How do students' political trust and political efficacy influence students' intentions for future civic engagement (expected conventional political participation and protest behavior)? Studies on political attitudes and participation are mainly based in democratic countries and seldom are conducted in authoritarian or partial democratic societies like China and Hong Kong. By focusing on Asian students, the study has the potential to question existing Western models and the applicability in other cultural contexts. A healthy democratic society requires citizens actively and responsively participate in politics. Political efficacy and political trust as political attitudes are important components in influencing citizens' political engagement. This study utilizes secondary data analysis with large samples. Hong Kong data comes from ICCS 2009 with sample size 2902 and Mainland China data are from CCCS 2014 with sample size 1864. The findings are as

follows: Mainland China students' political trust, political efficacy and conventional participation are significantly higher than Hong Kong students, but there is no significant difference of protest behavior between the two groups; For both groups, students with high social economic status (SES) tend to show more conventional participation and students with low SES tend to show more protest behaviors; Male students than female are more active in protest behaviors; Political trust and political efficacy are positive predictors of the conventional political participation in both groups; Political trust not enters the model of protest behavior for both groups and high political efficacy only explains Hong Kong student' protest but not Mainland China students' protest.

KW: civic engagement, political attitudes

TITLE: POLITICAL PARTICIPATION AND KNOWLEDGE

WEISSENO GEORG, KARLSRUHE UNIVERSITY OF EDUCATION, GERMANY

GROBSHÄUSER NATALIE, KARLSRUHE UNIVERSITY OF EDUCATION, GERMANY

ABSTRACT: This paper makes use of data collected as part of a study undertaken in Germany. The study examines the construct of competence, the previous experience with political participation, and the participation disposition. A model of political competence (Detjen et al., 2012) has been developed in Germany which forms an indispensable foundation for identifying the skills pupils require for successful participation in politics classes. But teaching should serve not only the communication of knowledge, but also the ability to act politically and the development of problem-solving skills. The study's central question is concerned with political participation in politics lessons. The aim is to discover if previous experience with political participation influences knowledge and if knowledge has an effect on the participation disposition. Data were collected in 63 ninth grades classes in Realschulen (secondary schools) in Baden-Württemberg. The sample comprises 1,324 pupils, 48,2 % girls and 51,8 % boys. The knowledge test comprises 18 tasks relating to the factual and conceptual knowledge of several content areas. The present study also investigates political participation variables. The questions regarding previous participation comprises items from the program "Learning and living democracy" (Abs et al., 2007). A scale regarding participation disposition comprises items from the ICCS study (Schulz et al., 2011). Since the descriptive data analysis also largely confirms expectations and is satisfactory, path analyses can be modelled. Previous participation has a positive effect on participation disposition. The previous participation has no effect on knowledge, but knowledge a small effect on participation disposition. Socio-economic background has a positive impact on all participation variables. Gender (girls) has a negative impact on knowledge. Girls have less experience with participation and less participation dispositions. This paper argues that citizenship education must promote research and reflection on future political participation. Knowledge seems to be an important building block.

KW: political knowledge, participation, politics lessons, competence, path analyses

TITLE: EXPLORING CONTROVERSIAL AND SENSITIVE ISSUES WITH TEACHERS OF HISTORY

WHITEHOUSE SARAH, UNIVERSITY OF THE WEST OF ENGLAND, UNITED KINGDOM

ABSTRACT: This paper explores how teachers negotiate the teaching of sensitive and controversial issues in their classrooms. Previous research in this field has been considered and includes findings from Kitson and Mc Cully (2005) who were able to demonstrate that teachers could be categorised in their approach to teaching controversial issues, their categories were 'avoider'- those teachers who avoided teaching issues that were likely to be sensitive or controversial. The next categories were 'container'- where teachers explored the issues but on a surface level, the final category was of 'risk taker'- in this category teachers embraced the teaching of controversial issues. Similar research was done by Cockerall et al., (1999) who were able to identify teachers as 'transmitters', 'mediators' and 'transformers'. A methodological approach of case study has been used. The data was collected in different phases, Phase 1 was focused on group interviews, and Phase 2 focused on lesson observations and individual interviews. Initial findings from the research has identified that there are multiple factors that need to be considered in the teaching of sensitive and controversial issues which include, constructions of childhood, policy, the context of the school and teachers' own values and beliefs about the purpose of history.

KW: controversial, sensitive, history, teachers, issues

VIRTUAL PAPERS

TITLE: EDUCATION FOR CITIZENSHIP. THE SCHOOL AS A FOUNDATION OF THE EUROPEAN CONSTRUCTION

BALTAZAR ISABEL, NOVA UNIVERSITY OF PORTUGAL, PORTUGAL

ABSTRACT: This study aims to show the necessity of educating for European citizenship so that citizenship rights introduced in the Maastricht Treaty are actually benefited and experienced by citizens of Europe. It also urges to make known the Charter of the Fundamental Rights of Citizens. This reality would transform formal citizenship in active citizenship, and citizens of Europe in true European citizens. This is the meaning to celebrate a European Year of the citizens (2013): to show that there is still no real participation of Europeans in the current European construction and future Europe. For this utopia to come true, the challenge lies in education. Educating for European Citizenship.

KW: Europe, Citizenship, Education, Fostering, Competencies

TITLE: POST –TRUTH POLITICS, PHILANTHROPY AND THE CRISIS OF THE WELFARE STATE: THEORETICAL INSIGHTS UNDER REVIEW

GOUGA GEORGIA, UNIVERSITY OF PATRAS GREECE

SPINTHOURAKIS JULIA-ATHENA, UNIVERSITY OF PATRAS GREECE

ABSTRACT: The financial crisis and the retreat of the welfare state in most of the European Countries and especially in Greece, with its consequent impact on the sectors of Health and Education, entail, among other things, a particular re-allocation of the terms relating to the debate on citizenship. However, the apparent domination of economic neoliberalism over welfare capitalism, as best illustrated by the debt burden of the European Union, highlighted in the most emphatic way the antitheses preventing the prevailing of the political and the desired shielding of the social. Short-term individual selection contracts and the formation of subjective pathways, make short and discrete tool-based subjective strategies the predominant narratives of the social. The emergence of philanthropy as a regulatory argument will find its place following Market insights. The fundamental position of this study is that the shift towards philanthropy and charity as a result of the welfare State crisis under a post truth narrative, ultimately concerns the political definition of the social subject itself and the democratic composition of its action. In this context, philanthropy becomes a constitutive reason for action that is implied by the social biopolitics as a process of normalizing the pathology of social exclusion and not as a process of withdrawing it. Under this assumption, the detached post-truth narrative, implies an

answer to the social importance of the citizenship education concerning the quality and social cohesion of Western societies.

KW: post-truth, politics, philanthropy, welfare state, insights

TITLE: TEACHERS' PERCEPTIONS OF THEIR READINESS TO RECOGNIZE AND TREAT MENTAL HEALTH ISSUES OF STUDENTS

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ABSTRACT: Traversing a period of post-truth, where objective facts appear less influential than “opinions”, factual training takes on added importance. School environments are constantly changing thus affecting students’ mental health, therefore enhancing preparedness, knowledge/preparation of teachers for early recognition and treatment of mental health difficulties of children increases. We sought to investigate the self-assessing readiness of Greek primary school teachers to recognize and deal with the mental health issues presented by their pupils. According to literature, among issues related to pupils’ mental health disorders are: stress, depression, intimidation, divorce, mourning, physical abuse, learning difficulties, management of intercultural differences, students’ transition to new situations. Using random sampling methods, two hundred-and-fifty (250) Greek primary school teachers participated in our survey. A questionnaire of qualitative and quantitative variables that perceived teachers’ perception of their readiness to recognize and capability to deal with students’ mental health issues was administered. Demographic data also helped the researchers to predict teachers’ readiness. Five (5) key questions were conducted: 1. How prepared do teachers feel to effectively manage different mental health issues as teachers in the school environment? 2. Do teachers believe their education has prepared them to effectively manage mental health issues? 3. How important do teachers consider their involvement in counseling programs? 4. How important is teachers’ contribution to treat mental health disorders? 5. How involved do teachers believe mental health is in their pupils’ learning performance? The results indicate differing degrees of teachers’ perceptions of their knowledge / readiness and role recognizing and dealing with children's mental health issues in school and their role in recognizing and treating children's mental health issues. Teachers’ responses differed as to their perception of self-readiness in terms of years of experience, gender, level of education or specialization in identifying/dealing mental health problems presented by students. Emphasis was given on the importance of promoting retraining programs for the treatment of children's mental health problems.

KW: education, children, mental health, teachers, readiness

TITLE: THE SYSTEMIC INSTRUCTIONAL DESIGN OF IN- SCHOOL AND OUT- SCHOOL TEACHING PARAMETERS FOR ENVIRONMENTAL EDUCATION VIA THE INTERDISCIPLINARY APPROACH OF SOCIAL MARKETING PLANNING AND INSTRUCTIONAL DESIGN

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ABSTRACT: By pursuing not only the use of teaching process as a process with strategic importance for the interaction between “micro” and “macro” school environment but also the preparation of students as citizens of tomorrow, a new Instructional Model is emerged through an interdisciplinary approach of “Instructional Design” and “Social Marketing Planning” that is called Systemic Instructional Design. This research examines a student-socio systemic approach of teaching process as the Model of Systemic Instructional Design indicates in the lesson of Environmental Education. It is based on the findings which are given by the teacher who got involved in the presented research and was responsible for designing 14 lessons of Environmental Education in the 2nd Grade of a Primary School. The Case Study was used as the most convenient research method in which her instructional designs were written down and collected. In conclusion, the Model of Systemic Instructional Design is an alternative instructional approach that shows the way how teachers are able to combine the exploitation of in- school environment strengths and weaknesses and profit from out- school environment opportunities and threats. The Model of Systemic Instructional Design identifies a post-modern way of systemic incitement, transformation and upgrading for the in- school and out- school parameters while the focus is on the functional interaction between them in order to succeed the school’s social mission of citizenship. A connection of everyday life with that of school reality is achieved and society is emerging as one of the most important generating elements of education.

KW: Instructional design, Social Marketing, School Environment

TITLE: EMPOWERING CHILDREN IDENTITY THROUGH RESILIENCE FRAMEWORK

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ABSTRACT: Recent developments in school psychology demonstrate a different approach to mental health and prevention related not to the absence of problems or disorders, but rather to the development of social and emotional skills that contribute to positive adaptation and the mental wellbeing person. Concurrently, the increasing need for early identification and addressing the learning difficulties and psychosocial adaptation of pupils and schoolchildren to school and family make it imperative to have a different approach to mental health issues than it has been so far. A key role in this approach is the concept of mental resilience (MR), which refers to the process of positive adaptation of individuals despite the difficult situations they face. The post-truth world necessitates citizenry that can think critically and do so with strong mental resilience. In this paper we will be discussing the concept, theories and means of attaining mental resilience. MR in part refers to a dynamic process that indicates the person's ability to maintain and / or regain mental health within a context of challenges or adverse conditions using its available supportive

systems, something of critical importance. It includes a developmental pathway that incorporates new, positive and negative elements from everyday life of the individual and is a process of healthy development in a system of feedback with the environment that promotes personal, academic and social competence. At the same time throughout the world, young people are exposed to stressful and / or traumatic situations every day, even threatening to build up their own identities, and are identified as risk factors. However, a number of personal protective agents available to individuals can affect the quality of their psychosocial adaptation to difficult, stressful conditions and dangers. Intervention programs that strengthen personal protective agents are implemented in schools and can "shield" the identity of young people.

KW: school psychology, mental resilience, identification, psychosocial

TITLE: *TEACHING DIVERSITY THROUGH MULTICULTURAL LITERATURE*

RESVANI VASILIKI, UNIVERSITY OF PATRAS, GREECE

SPINTHOURAKIS JULIA-ATHINA, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: In times where there seems to be a growing primacy of emotion and opinion over fact and evidence, citizenship, identity and diversity take on added importance. The purpose of this presentation is to showcase the importance of children's and adolescents' literature on diversity and on the daily teaching in multicultural and multilingual classrooms. Many researchers have stressed the role of books and literature on teaching, in general (Livingston, 1993; Yokota, 2009). The study of literature on diversity and the foreign makes students more open to the different, the "other", as Martinez & Rodriguez have suggested (2013). By studying diversity in its various forms (as they appear in literary texts), teachers help their students to critically understand the text and to form their own opinions and attitudes towards the other, the foreign. Several studies have investigated such an approach to diversity via literature (cf., Belisle, 2008 Bonissome, 1998; Davis, 2005; Gibson, 2012; Ogletree, 2014; Rodriguez, 2016; Ruggs, 2012; Short, 2009; Szu-Yin Chu, 2016). However, the question still remains: how ready are teachers to approach diversity and what types of teaching methods do they employ in times where fact and evidence appear to take a back seat to emotion and opinion? In this presentation, we attempt to offer some preliminary answers to these questions based on the pilot phase responses of a larger project on the subject. The greater aim of this project is to investigate and to suggest methods for an enhanced introduction to diversity via literary texts (Greenfield, 2013).

KW: diversity, literature, multicultural

TITLE: *POST-TRUTH PERSPECTIVE OF HANNAH ARENDT*

SEPCZYŃSKA DOROTA, UNIVERSITY OF WARMIA AND MAZURY IN OLSZTYN, POLAND

ABSTRACT: The presented paper constitutes an attempt at analyzing the phenomenon of post-truth from the perspective of political theory, to be more precise the political thoughts of Hannah Arendt. The text discusses the following hypotheses: the problem of post-truth in politics had been described by Arendt before the term "post-truth" appeared, it is what

she called a modern political lie; post-truth in politics manifests itself and is accepted by the masses as replacing truth about facts with fiction, truth about facts with subjective opinion, political opinion with opinion of an interest group; post-truth was born together with modernity, subjugation of politics to economy, appearance and spreading of the masses and ideological thinking; the problem of post-truth in politics is part of axiological considerations on the topic of the place and function of truth in politics, and Arendt's view can be seen as belonging to one of the models of politics – truth relationship differentiated on the basis of these considerations (the problematic status of truth in politics). The applied methodology consists in analysis of source texts which is inspired by hermeneutics, history of ideas and Arendtian narrative on politics. The article is comprised of three parts. The first one is an attempt at addressing the questions: is post-truth a new phenomenon? what forms does it assume? the second part tries to answer the question: what are the causes of post-truth? While the third part refers to the question: in what way can post-truth be overcome? General conclusions and commentaries are collected in the conclusions.

KEYWORDS: Post-truth, Politics, Modern lie, Deliberate falsehood, Subjective opinion, Problematic status of truth

TITLE: CITIZENSHIP EDUCATION IN THE MODERN MULTICULTURAL KINDERGARTEN: SOCIAL ISSUES AND SOCIAL ACTION: AN ACTION RESEARCH

STRANTZALI KONSTANTINA, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE
TSIOUMIS KOSTIS, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

ABSTRACT: In the contemporary multicultural reality, where the crisis of values prevails, pre-school education and training, may be catalytic to shape tomorrow's active citizens and promote active social participation. This study presents an action-research which was conducted in a Greek multicultural kindergarten, based on citizenship education activities. Through the appropriate active and experiential teaching methods children undertake social action, develop problem-solving skills and cultivate values such as solidarity, empathy, justice, moral self-development, equality and respect for diversity. The activities intention was to sensitize children to the refugee issue and to give them the opportunity to take social action showing solidarity for social vulnerable groups and trying to find solutions for matters of their everyday life. Some of these include children's action to protect the environment through collecting and using recyclable materials in the classroom, as well as the demonstration in the neighborhood park against violence of stray animals. In addition, it includes children's mobilization to gather clothes and food for refugee families in Greece, as well as collecting signatures from their neighborhood citizens against the violation of human rights. Furthermore, it records children's clamming together to improve their schoolyard by sending a letter to the Mayor of their area, as well as their cooperation with the local institutions to donate a wheelchair to a person with mobility problems. This study is a practical demonstration of citizenship education effectiveness to promote active, democratic, creative and critical thinking future citizens.

KW: Citizenship, Education, Social Action, Active, Citizen

TITLE: EVALUATION OF THE DEGREE OF CROSS-CURRICULAR CONNECTIONS BETWEEN THE LESSONS OF HOME ECONOMICS AND CITIZENSHIP IN SECONDARY EDUCATION WITH EMPHASIS ON THE DEVELOPMENT OF SKILLS, ATTITUDES AND VALUES RELATED TO THE CONCEPT OF DEMOCRATIC CITIZEN

VARDALOU ELENI, SCHOOL OF EDUCATION PATRAS UNIVERSITY, GREECE
KARATZIA-STAVLIOTI ELENI, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: The basic pedagogic principle of cross-curricularity is found in the Hellenic National Curriculum and is included in the Cross Thematic Framework. It is connected to the need for the development and value of each pupil's "worldview" through the concept of an informed, critical and cooperative-active democratic citizen, as described by Basil Bernstein. Fostering well-informed critically thinking citizens through the development and implementation of teaching methods and materials that promote a critical worldview and thus takes on added value in a post-truth world. On this basis new educational material was produced. The aim of this study is the identification through the analysis on Gymnasium Citizenship and Home Economics texts of the possibilities to connect cross-curricularity (cross-thematically) the materials of Citizenship with that of Home Economics, two areas that provide real-life critical thinking skill sets. Text analysis is applied to texts of specially selected modules in each of the aforementioned courses, which are related to consumerism and are attributable to it in a multi-disciplinary way with a focus on citizenship. In this case, our text analysis concerns the Gymnasium Home Economics course lesson dedicated to "Consumer Behavior" and the "Social Problems" lesson in the Citizenship course. We will present a comparative analysis of the findings, the potential extensions of one lesson with the other, their pedagogical-educational effectiveness is highlighted, as well as their potential contribution to the student's development of critical thinking skills.

KW: cross-curricularity, home economics, citizenship, effectiveness, evaluation

TITLE: DEVELOPMENT OF CHILDREN'S SOCIAL – EMOTIONAL COMPETENCE IN THE MODERN ERA

VEGIANNIS IRINI, UNIVERSITY OF PATRAS, GREECE

ABSTRACT: In this world of quick changes and uncertainty we now live, people need to adapt to all these changes and make decisions about new situations in their everyday life, decisions seemingly not faced in the past. The issues raised by the emergence of a post-world reality have further exacerbated the situation. One group that has been continuously center stage in terms false representation and ill treatment as a consequence of post-truth influences are immigrants and refugees. The large numbers of immigrants and refugees, economic crisis, increasing inequality and the infringement of human rights have raised global concern. The need to be foster identities secure enough to challenge false representations and ill treatment can be seen as one of the reason why people need to develop themselves ethically, emotionally, personally, and socially in a healthy manner. Social – emotional competence (SEC) is considered a major factor of a person's personality. SEC is closely related to social, behavioral and academic outcomes that affect a child's healthy development and can be improved with various interventions. This paper analyzes

(a) the importance of SEC in the development of children's identity and (b) the construction of future research concerning children's SEC as just such an intervention. The model used is the CASEL (Collaborative for Academic, Social, and Emotional Learning) model, which focuses on five dimensions of SEC: self-awareness, social awareness, self-management, relationship management and responsible decision-making. The questionnaire presented is based on the Social – Emotional Competence Questionnaire (SECQ), while some ethical dilemmas are added, in order to investigate more closely children's decision making.

KW: Social Emotional Competence (SEC), children, decision making

WORKSHOPS

TITLE: *STORIES FOR DEMOCRATIC CITIZENSHIP*

GONÇALVES SUSANA, INSTITUTO POLITÉCNICO DE COIMBRA, PORTUGAL

ABSTRACT: The workshop departs from and expands a workshop offered previously in another CiCea conference. The aim is to help participants experience various uses of the pedagogical resources produced by CICEA: - the ‘post’card game “Stories for democratic societies” - the game of European Citizenship (a kit of images for group dynamics with youth) Through a sequence of practical, fun and stimulating activities, based on images, questions, quotes, debate and creative group work, participants will: - Identify possible uses of the games and experience some of the activities that can be development with them; - Expand their ideas on how to use image and photography in the classroom; - Develop ideas on how to promote active learning about democracy and European citizenship - Experience active methods, which connect the cognitive and the emotional sides of learning; - Share their own practices and findings about student centred learning.

KW: Citizenship, storytelling, educational games, teaching & learning, image

TITLE: *PUZZLE: A FILM ON SYRIAN REFUGEES IN TURKEY 101*

NILUFER PEMBECIOĞLU, ISTANBUL UNIVERSITY, TURKEY

ABSTRACT: Directed by Nilüfer Pembecioğlu & Adnan Kılınç, a 90 minutes documentary film “Puzzle” (screened in different occasions in Patras - Greece, Dubai - United Arab Emirates and New York – USA) aims to raise an awareness for the Syrian refugees in Turkey. Emphasizing that the issue of refugees does not only belong to the South East part of Turkey but it covers the whole country and including even the fringe points in the map of the world, the film aims to reflect the human side reaching to more than 3 million people (officially registered) in Turkey.

The documentary film “Puzzle” discusses the conditions that brought these people to Turkey and concentrates more on the problems such as fears, hopes, education, unemployment, immigration and coping up with other traumas of both societies. It mainly concentrated not only on the problematic issues such as immigration and war but also the issues such as the population, society, economy, culture, language, multiculturalism, multilingualism, education, politics,

The documentary crew travelled throughout the country including Malatya, Adana, Adıyaman, Osmaniye, Kahramanmaraş, Şanlıurfa, Kilis, Gaziantep and Hatay where the refugee camps were established and had interesting, fruitful interviews with the refugees as well as locals, media people, educators, etc. The documentary provides us slices of lives

of the Syrian refugees reflecting their past in their own country, their daily life here in Turkey and their expectations for an unknown future.

Stemming from the film, the workshop aims to rise an awareness for the refugee issues in Turkey. With its changing dynamics due to the Syrian war, Turkey now turned to be a country with 26 camps scattered around the country. The workshop will consider the international structure of the participants and benefit from them on the way to collect the reflections about the issue before, during and after the film screening.

KW: Puzzle, Documentary, Education, Refugees

POSTERS

TITLE: DIGITAL CITIZENSHIP IN GREEK PRIMARY SCHOOLS IN PELOPONNESE

KAROUNTZOU GEORGIA & PAPADOGIANNIS ELIAS, REGIONAL DIRECTORATE OF EDUCATION. TRIPOLI GREECE

ABSTRACT: Digital citizenship in Greek Primary schools in Peloponnese Georgia Karountzou, School Councillor, Regional Directorate of Primary and Secondary Education of the Region of Peloponnese Elias Papadogiannis, Director ICT, Regional Directorate of Primary and Secondary Education of the Region of Peloponnese Digital Citizenship refers to the ability to engage positively, critically and competently in the digital environment, drawing on the skills of effective communication and creation, to practice forms of social participation that are respectful of human rights and dignity through the responsible use of technology. The Council of Europe (Council of Europe, 2016) provides the starting point for this approach to digital citizenship, emphasizing on the competences which citizens need to acquire in order to participate effectively in a culture of democracy. These competences are not acquired automatically in schools but instead need to be learned and practiced. As such, education has a vital role to play in preparing young people to live as active citizens and helping them acquire the skills and competences needed. In primary schools of our region, our project aimed at cultivating a culture of digital citizenship by a network of teachers, noting the seamless integration of digital citizenship “across the curriculum, in an atmosphere of respect, integrity, sharing, trust, and service”. This paper Key words: digital citizenship, cross-cultural, fake news, civility, protective of everyone’s rights.

KW: digital citizenship, cross cultural, fake news, civility, rights

TITLE: THE FOUR-FORMS MODEL OF CIVIC ENGAGEMENT AS THE TOOL FOR UNDERSTANDING THE DIVERSITY OF YOUNG CITIZENS' ACTIVITIES

KLAMUT RYSZARD, RZESZÓW UNIVERSITY OF TECHNOLOGY, POLAND

ABSTRACT: Civic engagement is a complex set of activities, often classified into different forms. The poster shows the composite model captured the activities in four categories based on two criteria: area of engagement and course of action. The former distinguishes activities focused on service (helping others in need) and policy (influence of the authorities). The latter differentiates activities performed individually from those realized collectively. These forms of civic engagement are such as: social involvement (SI), social participation (SP), individual political activity (IPA), political participation (PP). Presented model refers to the activities undertaken by adult citizens, but it also includes activities of the young adults who begin their activity as citizens. The conducted research, which was carried out on a sample of the 942 respondents from various regions of Poland, confirms the existence of the indicated model at the empirical level. The obtained results show a diversity between the level of involvement in distinguished forms of engagement.

Individual activities (social involvement and individual political activity) are undertaken more frequently than social ones. Specific forms of civic engagement are also predicted by different aspects of national identification (patriotism and nationalism), social justification and age of the respondents.

KW: Civic, engagement, citizenship, Poland

TITLE: CIVIC ATTITUDES AND FOUR-FORMS MODEL OF CIVIC ENGAGEMENT

KLAMUT RYSZARD, RZESZÓW UNIVERSITY OF TECHNOLOGY, POLAND

ABSTRACT: The poster shows the relationship between civic attitudes and civic engagement undertaken by young adults in Poland. Considering the low level of civic engagement in Poland, as well as in many Eastern and Central European countries, civic attitudes are described as a model referring to the occupational burnout theory, and also taking into consideration the classical concept of attitude as a three-component phenomenon. Civic attitudes are characterised as trust others/society (emotional component), identity (cognitive component), and commitment (behavioral component). Civic engagement was portrayed by a different model that allows to categorize this type of activities into four forms. It is based on two criteria: the area of engagement (service or policy) and the course of action (individually or collectively). These forms of civic engagement are such as: social involvement (IS), social participation (SP), individual political activity (IPA), political participation (PP). The study was conducted on a sample of the 99 young Poles up to the age of 26. The obtained results indicate different relationships between particular civic attitudes and different forms of civic engagement.

KW: Civic, engagement, attitude, youth

TITLE: CITIZENSHIP EDUCATION: A PROBLEMATIC CONCEPT OR A MYTH?

PETROPOULOS PANOS, KAROUNTZOU GEORGIA, REGIONAL DIRECTORATE OF EDUCATION, TRIPOLI GREECE

ABSTRACT: Curricular changes in Primary and Secondary Education in Greece have reincorporated Citizenship Education to the School Curriculum with a special emphasis on History and Social Science. What happens when citizenship is related to intergroup dialogue, as a form of social justice, or as an approach to activist science or public art? What are some strategies for assessing the outcomes of this crucial yet not clearly defined concept? What lessons can be taken from best practices, and how can practitioners use the knowledge gained from these practices to strengthen their work? This paper aims at highlighting the basic elements of an Effective Citizenship Education as teaching is a complex process itself and the definition of Citizenship Education has proved problematic. Key words: citizenship education, civic education, cross curricular themes.

KW: citizenship, education, civics education, cross, curricular themes.

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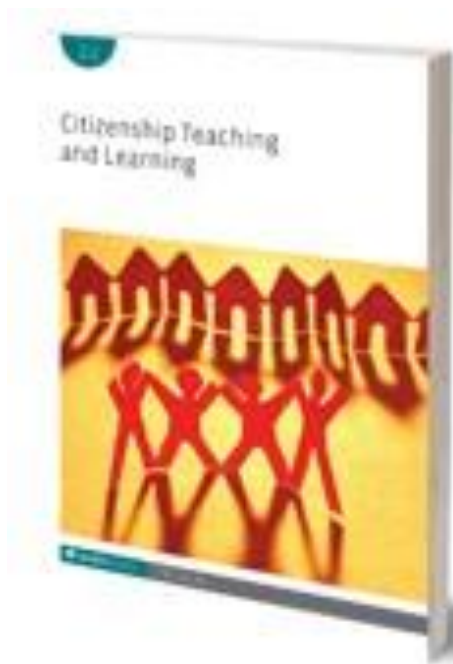
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