



FACULTY  
OF EDUCATION  
Charles University

# **21st Annual Children's Identity and Citizenship European Association CONFERENCE**

**Europe at a Crossroads: Rights, Values and Identity**

**9 – 11 May, 2019, Karolinum, Charles University**



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/>



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The Faculty of Education is one of the 17 faculties of Charles University. Charles University is the oldest university in the Czech Republic and in the Central Europe. It was perceived through its own history as an institution of European format. It was founded by the King of Bohemia and Emperor of the Holy Rome Empire, Charles IV in 1348. When Charles University was established it comprised of four faculties.

The foundation of the Faculty of Education was established after almost a hundred years proclamation demanded by Czech teachers and later on by the Czechoslovakian intelligence that university education is for all teachers at all school levels. This demand was expressed in the loudest way after the formation of an independent Czechoslovak state following the World War I. Only after the World War II the Dr Eduard Beneš presidential decree and the Law governing university education of teachers was accepted. This law established teaching on the same level as other academic professions. As a result, the Faculty of Education was formed in 1946 as part of Charles University.

Nowadays, the Faculty of Education is a professionally oriented faculty focused on a whole range of education – from pre-school to adult education. It has about 300 academic staff, 3000 three-year Bachelors, 1400 two-years Masters, 670 five-years Masters, and 280 PhD students.

Co-operation with universities in the EU, Russia, USA and Japan has a strong history within the Faculty of Education. The most common partner in research activities is the Slovak Republic, Germany and Poland. The Faculty of Education is very active in the ERASMUS+ program. It is involved in 240 bilateral ERASMUS+ agreements with universities from 28 countries. The Faculty of Education is a member of the International Consortium for STEM Education, co-ordinated by University of Education Freiburg (Germany). It is also involved in international activities of 4EU+ Consortium.

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# PROGRAMME AND ABSTRACT BOOK



FINAL PROGRAM

## CONFERENCE INTRODUCTION

Questions related to rights, values, citizenship and identity, in relation to language, culture, policy, practice and/or teaching, which take place at the crossroads we face in today's world, and not exclusively in Europe, make up the theme of this conference. Re-engaging in discussions on empirical research, praxis and theoretical considerations in a world of what appear to be multiple realities and where challenges and difficult decisions face us is fundamental to citizenship education. It is an opportunity to approach major issues through the lenses of education, psychology, political science, law, economics and history and to do so by exploring the present-day crossroads in which we find ourselves. We can do this by reflecting on the past, describing the present and/or proposing strategies for the future. One hope is that by doing so we will better understand how to face current and future challenges. This conference is just such an opportunity and the interest is high and getting higher.

Since its inception, CiCea has from a multi-disciplinary orientation, focused on citizenship education and identity formation in young people in Europe and the world. Those who follow us as well as those coming for the first time will see that its members and friends are engaged in research and scholarship on young people's social learning and their construction of identities as well as the role stakeholder's play.

Some would say that since this year's CiCea conference represents the 21st year of our organizing and hosting citizenship and identity international conferences, that we are entering adulthood. We see it as broadening as well as expanding our range and thus learning more and more as we grow!

This, as with our previous conferences, is an international refereed conference dedicated to the advancement of the discourse aligned with these and other complimentary issues and practices. CiCea promotes collaborative excellence between academicians and professionals across disciplines. The aim of the 21st CiCea International Conference is to provide an opportunity for interested parties from fields with cross-disciplinary interests linked with the various facets of rights, values, identity and citizenship to meet, present their research and practices, discuss and network thus promoting the advancement of the work being done in field.

The conference is held under the patronage of prof. Radka Wildova, Vice-Rector of Charles University for Conception and Quality of Education.

## **Conference Scientific Committee**

- Beata Krzywosz - Rynkiewicz, Uniwersytet Warmiński - Mazurski w Olsztynie, Poland
- Márta Fülöp, Eötvös Loránd Tudományegyetem and Hungarian Academy of Science Chris Gifford, University of Huddersfield, UK
- Susana Gonçalves, Escola Superior de Educação de Coimbra, Portugal
- Despina Karakatsani, Panepistimio Peloponnesou, Greece
- Henry Maitles, University of West Scotland, Scotland, UK
- Andrew Mycock, University of Huddersfield, UK
- Julia Spinthourakis, Panepistimio Patron, Greece
- Jana Stara, Faculty of Education, Charles University, Czech Republic
- Radka Wildova, Charles University, Czech Republic

## **Conference Organizing Committee**

- Jana Stara, Charles University, Faculty of Education, Charles University, Czech Republic
- Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland
- Julia Spinthourakis, Patras University, Greece
- Chris Gifford, University of Huddersfield, UK
- Tatiana Ďuricová, Lenka Scheithauerová, Anna Krátká, Tamara Ďuračková  
-Charles University, Czech Republic

**CONFERENCE TIMETABLE**  
**21st CiCea Conference, Prague 2019**

**Thursday 9th May**

TIME	SESSION		
12.00–13.00	CONFERENCE REGISTRATION		
13.00–13.20	<b>Welcome and Opening Plenary</b> <b>Person 1:</b> Beata Krzywosz-Rynkiewicz, CiCeA President <b>Person 2:</b> Radka Wildová, Prorector for concept and quality of educational activity, Vice-rector of Charles University <b>Person 3:</b> Michal Nedělka, Dean of the Faculty of Education, Charles University		
13.20–14.05	<b>Keynote Lecture 1:</b> Pavel Svoboda, Charles University, Czech Republic		
14.05–14.50	<b>Keynote Lecture 2:</b> Ian Davies, University of York, UK		
Room: Blue			
15.00–15.30	Coffee break (30')		
15.30–17.00	Session 1 <b>Big conference room</b>	Session 2 <b>Small conference room</b>	Session 3 <b>Small auditorium</b>
17.00–17.30	Poster session		
17.30–18.00	Concert (Big auditorium in Karolinum)		
18.00–19.30	Reception (reception areas in Karolinum)		

## Friday 10th May

TIME	SESSION		
<b>9.00–10.30 90'</b>  <b>Room: Blue Lecture room</b>	<p><b>Panel Discussion: Asia-Europe Dialogue II: Authoritarianism's challenges to liberal democracy: Lessons from Europe and Asia</b></p> <p><b>Convenors:</b> Beata Krzywosz-Rynkiewicz University of Warmia and Mazury, Poland , Kerry Kennedy, The Education University of Hong Kong;</p> <p><b>Presenters:</b> Ming Tak Hue (HK): Everyday authoritarianism in China's Hong Kong (HK), Kin Lin Wong: School principals' decision making about citizenship education in a restrained political context; Eric King-man Chong (HK): Liberal Studies in Hong Kong SAR, China: The fate of an innovative and inquiry learning school curriculum for encouraging multiple perspectives and critical thinking; Andy Mycock (UK): 'Not in my name': Youth Responses to Brexit in the United Kingdom; Despina Karakatsani (GR): Students' rebellions and reactions towards an authoritarian and populist approach of national identity. Challenges for citizenship education Beata Krzywosz-Rynkiewicz (PL): New authoritarianism's psychological world: why it is attractive for young people</p> <p><b>Discussant:</b> Kerry Kennedy (HK)</p>		
<b>10.30–11.00</b>	<b>Coffee break (30')</b>		
<b>11.00–12.30</b>	Session 4  <b>Big conference room</b>	Session 5  <b>Small conference room</b>	Session 6  <b>Small auditorium</b>
<b>12.30–14.00</b>	<b>Lunch (90')</b>		
<b>14.00–15.30</b>	Session 7  <b>Big conference room</b>	Session 8  <b>Small conference room</b>	Session 9  <b>Small auditorium</b>
<b>15.30–16.00</b>	<b>Coffee break (30')</b>		
<b>16.00–17.30</b>	Session 10  <b>Big conference room</b>	Session 11  <b>Small conference room</b>	Session 12  <b>Small auditorium</b>
<b>19.00</b>	<b>Conference dinner</b>		



## Saturday 11th May

TIME	SESSION		
8.45–9.45 60' Room: Small conference room	CiCea Annual General Assembly (AGA) <b>Chair:</b> Beata Krzywosz-Rynkiewicz		
10.00–11.30	<b>Big conference room</b>	<b>Small conference room</b>	<b>Small auditorium</b>
	Workshop 1	Workshop 2	Symposium 2
11.30–12.00	<b>Coffee break (30')</b>		
12.00–13.30 Room: Blue	<b>Closing session:</b>  <b>Plenary Lecture 3:</b> Andy Mycock, University of Huddersfield, UK  <b>Closing Plenary:</b> Beata Krzywosz-Rynkiewicz, CiCeA President Radka Wildova, Vice-rector of Charles University		



### **Doc. JUDr. Pavel Svoboda, Ph.D., D.E.A.**

Born in 1962, Prague. Graduated in law at the Charles University, Prague and in European law at the University of Social Sciences, Toulouse. Comes from an academic background; as a Professor of European law at the Law Faculty of Charles University in Prague. His former experience includes attorney of law, deputy Minister of Foreign Affairs, Ambassador of the Czech Republic to the Council of Europe and Minister and Chairman of the Legislative Council of the Czech Republic. He also served as visiting Professor at the University of Social Sciences in Toulouse. From 2015, he is a Chairperson of the Executive Board at the Academy of European Law (Europäische Rechtsakademie). His main policy domains in which he worked from the EU legal perspective are: free movement of goods, international trade, economic competition, intellectual property, electronic commerce, and EU international relations.

In May 2014, he was elected a Member of the European Parliament in which he was elected chairman of the Committee on Legal Affairs, thereby becoming the highest-ranking Czech EP. In May 2016, the magazine Politico introduced him among the most influential members of the EP. In January 2017, he was re-elected to the second half of the term, which has not yet been achieved by any Czech.

### **Paper Abstract**

#### **THE METHOD OF SUPRANATIONAL COOPERATION**

The fact that Europe is at a crossroads can also be seen at the level of respect for transnational cooperation. This contribution will be devoted to this method, because information about it and its understanding is the key to learning about the nature of European integration. While this method is the basis for the success of contemporary European integration, it is also the target of attacks by both nationalists advocating a nation-state concept of the 19th century and impatient politicians who want more European integration, faster than the supranational method permits.



## Ian Davies

Ian Davies is Professor in the Department of Education, University of York, UK. At York he teaches and supervises undergraduates, trainee teachers, masters and PhD students and is Director of the Centre for Research on Education and Social Justice. He has worked as an expert for the Council of Europe on education for democratic citizenship; is a past fellow of the Japan Society for the Promotion of Science; and, is Visiting Professor at the Hong Kong University of Education. He works with many colleagues from around the world to research and write.

Recent publications include:

- Davies, I., Peterson, A., Peck, C., Sant, E., Waghid, Y., Ho, L. C., & Kiwan, D. (2018). *The Palgrave Handbook of Global Citizenship and Education*. London, Palgrave Macmillan.
- Sant, E., Davies, I., Pashby, K., and Shultz, L. (2018). *Global Citizenship Education: a critical introduction to key concepts and debates*. London, Bloomsbury.
- Szczepek Reed, B., Said, F., Davies, I., and Bengsch, G. (2019). *Arabic Complementary Schools in England: language and fundamental British values*. *Language, Culture and Curriculum*, <https://doi.org/10.1080/07908318.2019.1569674>
- Brown, E., Szczepek Reed, B., Ross, A., Davies, I., Bengsch, G. (in press). *Constructing Europe and the European Union via Education: Contrasts and Congruence Within and Between Germany and England*. *Educational Media, Memory and Society*.

## Paper Abstract

### **Citizenship education and engagement in society: problems and possibilities (Or, suppositions, surprises and suggestions)**

Before we do research we make 'common sense' assumptions about what we will find. When we present research findings, these are often regarded as 'common sense' statements. I argue that cumulative research and careful critique are necessary to challenge those 'common sense' assumptions.

**There are 3 sections to this presentation:**

1. Background. I highlight in general terms the nature of so-called 'common sense' and emphasise the need to challenge it
2. Completed projects. I provide brief snapshots of recent research I have been involved with to highlight what has been surprising to me. I outline my challenge to my own 'common sense' and to the 'common sense' of others.
3. Current work. I summarize some arguments that are emerging from one ongoing project and raise questions in an attempt to go beyond the presentation of the seemingly 'obvious'.



### **Dr. Andrew Mycock**

Dr. Andrew Mycock is a Reader in Politics at the University of Huddersfield. He has a wide-range of experience working with governmental and non-governmental organisations across the UK and elsewhere. Academic research has explored areas such as youth democratic engagement and participation, citizenship education across the UK, voting age reform, youth-focused political party membership, National Citizen Service, history education, youth war commemoration, and youth citizenship policy-making. Dr Mycock was appointed to serve on the UK Government's Youth Citizenship

Commission between 2008-9 and led the follow-up project entitled Beyond the Youth Citizenship Commission in 2014. He is currently co-leading a Leverhulme Trust project on Lowering the Voting Age in the UK.

### **Paper Abstract**

#### **EDUCATION FOR ACTIVE YOUTH CITIZENSHIP IN EUROPE IN AN AGE OF POPULISM**

This lecture explores how we might develop education for active youth citizenship across Europe in response to the growing challenge of populism. Dr Mycock will draw on recent research to outline the diverse challenges facing young Europeans in a period of uncertainty and instability. He will explore the rich complexities underpinning and shaping contemporary forms of youth identity and active citizenship, arguing the challenges of populism offer new and significant opportunities for citizenship education.

The lecture will argue that there is need to a build a new consensus amongst young people, educators, academics, and policy-makers about active youth citizenship across Europe - and what it is to be European. Dr Mycock will state the case for networked approaches to youth democratic socialisation which begin in schools and local communities, but which embrace wider frameworks of activism available via social media across Europe and elsewhere. We must, he will conclude, embrace the proposition that young Europeans - regardless of whether they can vote or not - are both citizens of present \_and\_ the future.

# 2019 CiCea Prague Conference Abstract Review

**ANGELOPOULOU NIKOLITSA, UNIVERSITY OF PATRAS**

**TITLE:** THE EFFECTIVENESS OF TRANSLANGUAGING LANGUAGE PRACTICES IN BILINGUAL EDUCATION: A LITERATURE REVIEW (P)

**ABSTRACT:** As modern societies become more diverse and culturally complex bilingualism, biculturalism and biliteracy are considered to be important assets for the individuals. Bilingual individuals and those who have developed more than one cultural identity are considered able to adapt rapidly and effectively to different cultural contexts. In addition, this ability is thought to be an important and beneficial skill for the individuals, since it is required in the internationalized economy. Although, it seems that the language separation educational practices, which are the dominant concerning the bilingual education, do not tend to develop the three aforementioned characteristics (bilingualism, biculturalism and biliteracy) and do not contribute to the performance in both of the students' cultural identities in the classroom. The language separation approach claims that the mixing of two languages may be confusing and restrictive for the students' progress, but the effectiveness of this approach has been questioned. The last two decades, the hybrid language practices, such as translanguaging, which have been developed within the new perspective of viewing bilingualism as an interactive and flexible relation between two languages, are considered to be the ideal way to educate bilingual students in 21st century. In the present paper, it will be examined through a literature review how translanguaging practices contribute to the formation of dynamic bilingual students who use their whole linguistic repertoire in order to meet their communicative needs, perform in both their identities in the classroom, develop positive bilingual identities, experience the school environment in a positive way and can be academically competent by participating in the classroom and in the broader society.

**KW:** bilingualism, bilingual education, identity, language practices, translanguaging

**BALTAZAR ISABEL, IHC/NOVA UNIVERSITY OF LISBON**

**TITLE:** EUROPEAN VALUES EDUCATION AND MULTICULTURALISM IDENTITY (VP)

**ABSTRACT:** This presentation has as main objective to present the Guidelines for Education for Citizenship of the Portuguese education system, which this year has become a obligatory dimension of curricula of all schooling, instituting the discipline of Citizenship and Development in the first three cycles and being transversal to all disciplines in secondary education. Citizenship education aims to contribute to the formation of responsible, autonomous, and solidary people who know and exercise their rights and duties in dialogue and in respect for others, in a democratic, pluralistic, critical and creative spirit, with reference to values human rights and foster a multicultural identity.

The European dimension of education aims to educate children and young people aware of their rights and duties, ready to intervene directly and actively in the European construction project. The aim is to develop a European identity based on a set of values and a sense of belonging to Europe and the world.

This process includes the understanding of Europe, its history and its future, the development of human rights values and the deepening of democracy, providing an opportunity for European peoples to share and benefit from a diverse and rich heritage. This education for European values leads to a “Unity in Diversity”, the motto of Europe, in which multiculturalism is lived as a wealth and not as a confrontation of cultures. This is the path to peace and unity among peoples.

**KW:** Citizenship- Education- European

### **BOUCHAGIER ASIMINA, UNIVERSITY OF PATRAS**

**TITLE:** AT A CROSSROAD, CHOOSING THE WAY FORWARD TO ENCOURAGE CHILDREN’S EMPATHY TOWARD OTHERS (VP)

**ABSTRACT:** Educators often find themselves at a crossroads where decisions need to be made. It has been argued that schools should employ a more humanitarian approach. As such the purpose of the school should be not only the transmission of knowledge but also the emotional development of the student. This can be achieved when the teacher tries to reinforce the self-esteem of the student, to make them recognize their identity, hence their own self. By learning and recognizing oneself through group activities, they also learn about the other, sensing them and understanding that they have more similarities with them than differences. The shaping of the student’s identity and self-esteem help him / her to better appreciate himself / herself, to accept and, consequently, to accept others (empathy). The purpose of this paper is to outline and present the findings of an action research project seeking to look at whether a humanistic approach can positively impact students understanding of self and empathy towards others. To this end, in late fall 2018, an intervention project was conducted with primary school pupils of 1st, 3d and 4th grade, in an area near Patras. Our tool was group experiential exercises aiming to enhance students’ sense of self-awareness and self-esteem through an exchange of views and self-expositions for students to accept themselves as well as the “other”. Our intervention was conducted following Action Research principles. The experiential activities were adapted to the age and level of the students. In this presentation our findings will be presented and discussed with the hope that these can contribute to the academic discussion related to how we can engender a stronger sense of self and awareness of the other in our students as well as to strengthen their self-esteem. Samples of the student’s work and dialogues will be presented.

**KW:** identity, self-esteem, empathy



**BRUNOLD ANDREAS, UNIVERSITY OF AUGSBURG**

**TITLE:** CONCEPT MAPS AS A DIAGNOSTIC TOOL FOR ANALYSING STUDENTS' PERCEPTIONS OF THE GERMAN DIESEL SCANDAL (P)

**ABSTRACT:** The German diesel scandal – “Diesel Gate” is a prominent topic in German but also international media. In the given presentation this topical subject is used to prove the necessity of considering all dimensions (economical, ecological, social and political dimension) when talking about the latest development regarding mobility transition. A quasi-experimental trial will be introduced which analyses German grammar school students' perceptions by using concept maps as the diagnostic tool. By constructing a concept map which focuses on all named dimensions and their players, knowledge about the different groups and their (difficult) relationships are revealed. This is an essential first step for planning effective and adaptive lessons on the topic mobility transition – a topic which is a crucial and prominent subject in our time. For the study at hand three researchers working in the field of civic education and three grammar school teachers developed a concept map, which focuses on the different players and conflicting goals. German grammar school students of the 10th grade (n=322) were asked to complete the maps only by using their perceptions and previous knowledge. The tool CMap, a software to generate and analyse concept maps, and multi-level and mixed method ways were used to analyse the outcome of the survey instrument. The procedure and the results of the trial will be introduced in detail. In a second step, first implications of these results are going to be discussed.

**KW:** concept-maps, German Diesel-Gate, Sustainability, Mobility transition

**CHAN KI KEITH, THE EDUCATION UNIVERSITY OF HONG KONG**

**KENNEDY KERRY JOHN, THE EDUCATION UNIVERSITY OF HONG KONG**

**TITLE:** ONLINE PARTICIPATION, CIVIC ENGAGEMENT AND IDENTITY OF ETHNIC MINORITY STUDENTS IN HONG KONG (P)

**ABSTRACT:** Understanding Hong Kong ethnic minority (EM) students' perceptions of their online participation (OP), civic engagement (CE) and civic identity (CI) is important for enriching the lives of EM students in Hong Kong. This study explored the relationship between online participation, civic engagement and identity in selected Hong Kong EM schools using validated measures such as perception of OP, OP through online social media platform, civic awareness through OP, CI of “Hong Kong first”, CI of “emotional attachment to Hong Kong”, CE at school” and “CE in the community. In contrast with Hong Kong local school demographics, these schools are predominately EM students. Within the sample population (n=748), we expected that EM students would score higher on the measures of online participation compared with local students based on survey results, which suggests that online participation is strongly related to civic engagement and identity. On the contrary, Hong Kong local students scored higher on the domains of civic engagement and identity. Our results suggest that local students

perceived civic engagement and civic identity as their civic strengths, whereas EM students reported civic engagement and identity limited to their cultural group and expressed more confidence in online participation. This has policy implications for designing school citizenship education curriculum to promote civic engagement of EM student in Hong Kong.

**KW:** civic engagement, civic identity, ethnicity, online participation

**CHISTOLINI SANDRA, UNIVERSITÀ DEGLI STUDI ROMA TRE**

**TITLE:** PEDAGOGY OF NATURE BETWEEN OUTDOOR EDUCATION AND SUSTAINABILITY (P)

**ABSTRACT:** Outdoor education arises from the teacher training experience to school culture in the lawn. Often 3-10 years old children do not have direct contact with nature and are losing the value of being part of the natural environment. In postmodern societies virtual communication tends to be a substitute of human relations, education for sustainability considers the relevance of outdoor learning. Teacher education include direct experience on outdoor education to allow understanding the importance of living their pupils in outdoor learning as a first step towards education for environmental sustainability and active citizenship. Animals, plants and stones are the children's centers of interest but they are marginalized and reduced to virtual knowledge. Hence the image of transhumance, as migration from university to lawn and from lawn to school. The countryside offers green areas where it is possible to observe strength and beauty of nature. Outdoor learning experience recognizes traces of a common history from which scientific discoveries have become world heritage. Teachers in the open-air campus hall promote the pedagogical reconstruction of environments that in the past have represented a revolution in the concept of contemporary education, and in the present promise becomes fertile humus for the school regeneration. Experience of pedagogy of nature represents a vital moment of growing. The Meadow School project belongs to the field of the outdoor education studies. In its specific identity collected enthusiasm from teachers and students feeling school education without walls as the future of innovation and a real strategy intended to contrast the fragility of young people who are poor in several senses, economically and culturally speaking. The study confirms its validity and constitutes a true transformation of the way of teaching allowing the schools to open the door and explore the world with activities recognized as integral part of the curriculum.

**KW:** education, nature, outdoor learning, sustainability, active citizenship



**CHONG ERIC KING-MAN, THE EDUCATION UNIVERSITY OF HONG KONG**  
**TITLE: NATIONAL IDENTITY AND TEACHING: HONG KONG TEACHERS' PERCEPTION ON NATIONAL IDENTITY AND NATIONAL EDUCATION (P)**

**ABSTRACT:** This paper gives some preliminary analysis on the relationships between perceptions of national identity and national education by using quantitative data. A pilot-tested questionnaire has been sent to all civic education team teachers in Hong Kong secondary schools in 2018. Through quantitative analysis, it is found that some possible types of national education are adopted by teachers. The qualitative interviews with some teachers also reveal a diversified range of teaching methods on national education. All these findings can, hopefully, contribute to the existing literature. This study shall be useful for anyone interested in understanding how teachers perceive their national identity and national education in this post-materialistic and globalized world.

**KW:** national identity, national education, perceptions, Hong Kong

**CZECH-WŁODARCZYK CELINA, ADAM MICKIEWICZ UNIVERSITY**  
**TITLE: CITIZENSHIP EDUCATION AND THE GLOBAL IMPERATIVE IN THE COSMOPOLITAN TURN (P)**

**ABSTRACT:** The dominant processes of globalization brought about a change in defining the nation state, which gave rise to a discourse on citizenship, and consequently on the tasks of citizenship education. The role of a citizen in modern democratic societies is minimized, so we should ask ourselves: what purpose does citizenship education serve in such a society? Its main task should be to emancipate and form individuals who will not 'conform' to the existing society, but by stimulating their enthusiasm, imagination and intellect, will be able to challenge the social, political and economic forces imposed over their lives. This undeniably useful role which citizenship education can serve has attracted the attention of those who support the neoliberal ideology, and by taking action in the field of educational policy they try to influence the shape of educational programs. If so, the best example of this impact should be government documents concerning the core curriculum in citizenship education. The research aim of this presentation is to examine to what extent the dominant neoliberal discourse, inspired and fueled by international organizations and widespread by globalization, is present in the sector of education, in particular in one of its segments – citizenship education. The research aim is to show how neoliberal ideology, especially its concept of a citizen, reframes the core curriculum in civics and citizenship education (CCE) at schools in EU countries. This task will be carried out by striving to grasp the relationships between the neoliberal ideology, globalization processes, and activities of international institutions as reflected in official documents on educational policy in the selected EU countries. The main question is: 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 CCE?

**KW:** CCE, global imperative, cosmopolitan turn, curriculum, EU countries

**DOOLY MELINDA, UNIVERSITAT AUTÒNOMA DE BARCELONA**

**TITLE:** BRINGING DOWN BORDERS THROUGH “TECHNO-PEDAGOGICAL” SKILLS: OUT OF THE CLASSROOM AND INTO THE WORLD (P)

**ABSTRACT:** It is becoming increasingly common to hear of the need to educate ‘global citizens’. This idea is often promoted as key to bridging gaps on all levels – individual, regional, national – as imminent internationalization takes an increasingly stronger hold on social underpinnings. Many reports and studies underscore the notion that 21st century communities will hinge on collaborative relationships and social networking and a successful workforce will have individuals who can offer cross-border perspectives and solutions, apply tangible skills such as language proficiency, including sensitivity to differences, and openness to new ideas. Given the relevance of good communicative skills and intercultural awareness, it can be argued that language teachers have a pivotal role in ensuring that today’s students are responsible and critical ‘global citizens’ of tomorrow’s society. With the hopes of opening debate on the changing profile of educators, this talk will outline a sustained, 15-year telecollaborative experience in teacher education, provide examples of telecollaborative projects and open discussion regarding some of the challenges and opportunities facing teachers now and in the immediate future.

**KW:** telecollaboration, virtual exchange, teacher education, techno-pedagogical, global citizenship

**DVOŘÁKOVÁ MICHAELA, CHARLES UNIVERSITY**

**TITLE:** TEACHER’S SUBJECTIVE THEORIES OF CIVIC (P)

**ABSTRACT:** Reflection of social relations, thinking about values and expression of attitudes is fundamental component of civic education. Civics instruction is based on student’s experiences and their beliefs. Responding to student’s opinions, developing their attitudes is challenging task for teachers. The personal contribution of the teachers is considered an important part of civic education. Our paper presents the research focused on the eliciting and analysing the teacher’s subjective theories of civics as they emerged in interviews. Adequacy of detected theories was verified by comparing with the teaching practise of the selected teachers. The teachers were monitored and their subjective theories about didactic transformation in civics were analysed repeatedly, each time from a shifted perspective. Representation of subjective theories guiding the teacher’s behaviour is the result of research. Conclusion discusses findings, which may represent limits of professional development and searches the incentives for undergraduate teacher training.

**KW:** teachers, civics, constructivism theory, instruction

**FILI CHRYSAFO, UNIVERSITY OF IOANNINA**

**TITLE: CULTURE AND ADVERTISEMENT (VP)**

**ABSTRACT:** Nowadays, culture seems to be under negotiation. Culture is the sum of the knowledge accumulated and transmitted by mankind. It is the cluster of specific beliefs, achievements, beliefs and traditions that form the background of a society (Marcuse, 1994). With culture plunging into the strides of the 21st century, an attempt was made to investigate the way in which it is promoted through advertising. We tried to investigate whether the uniqueness and peculiarity of each culture are being promoted separately, or whether they all come together in a crucible of values and are assimilated thus ending up with a “mass culture” construct. That is why we surveyed advertisers from different cities of Greece. The results and views of advertisers vary and divide public opinion, as sometimes there is respect for each of the value systems that each of us “carries” and sometimes anything that seems “different” it is not required.

**KW:** culture, advertisement, uniqueness, difference, mass culture

**FORTLOUIS-WOOD LISA, UNIVERSITY OF PUGET SOUND (USA)**

**TITLE: TRAUMA, IDENTITY REPAIR, AND SUSTAINED RESILIENCE: LINKING TRAUMA-INFORMED CURRICULUM MODELS TO STUDENT VOICE (P)**

**ABSTRACT:** Recent theoretical models and empirical research concerning the effects of trauma in varied populations shed light on the ways that unresolved trauma symptoms may disrupt autobiographical memory, identity, and psycho-social functioning. These trauma-related impacts have been well documented in mental health research, and more recently in higher education studies, where the impact of campus traumas on identity have been targeted as critical areas for research and intervention (Boyle, 2017). Additionally, a growing body of research implicates the role of post-traumatic stress in a range of problems affecting students in university settings including: uncontrolled aggression, substance abuse, impaired social relationships, as well as mental health concerns including PTSD, depression, and anxiety. A variety of interventions have been developed to ameliorate the immediate impacts of trauma exposure, particularly through psychological interventions and support groups. In addition, many universities have developed co-curricular programming to address the needs of students with marginalized identities (e.g. race, ethnicity, gender, sexual orientation) and those who have experienced sexual assault or other forms of violence. These programs have created further avenues for students to take leadership roles in defining and enacting positive identities in relation to trauma-related vulnerabilities, activities that may increase aspects of resilience and that rely more fully on student perspectives and voice. Following these developments, this paper argues for combining curricular and experiential educational opportunities related to trauma studies, including a strong emphasis on empirical findings linking trauma to memory function, identity formation, social impairment, as well as resilience. In addition, the review

highlights examples and evidence supporting student led experiential initiatives as integral components of trauma-informed teaching and co-curricular development. A review of major concepts and theoretical models derived from social work and psychology provide theoretically and empirically validated models for teaching content and forging connections to varied settings (e.g. campus activities, internships, community activism, and employment).

**KW:** narrative, identity, neglect, repair, trauma

**FULOP MARTA, INSTITUTE OF COGNITIVE NEUROSCIENCE AND  
PSYCHOLOGY, HUNGARIAN ACADEMY OF SCIENCE AND EÖTVÖS  
LORÁND UNIVERSITY**

**DAVIES IAN, UNIVERSITY OF YORK**

**EVANS MARK, UNIVERSITY OF TORONTO**

**KIWAN DINA, UNIVERSITY OF BIRMINGHAM**

**PETERSON ANDREW, JUBILEE CENTRE FOR CHARACTER AND VIRTUE,  
UNIVERSITY OF BIRMINGHAM**

**SIM BOON JASMINE, NANYANG INSTITUTE OF EDUCATION, SINGAPORE**

**TITLE: YOUTH ACTIVISM IN SIX SOCIETIES: A COMPARATIVE PERSPECTIVE (P)**

**ABSTRACT:** The talk will present that comparative study which the six researchers, representing six different countries with different historical, economic and cultural background (UK, Australia, Canada, Hungary, Lebanon, Singapore) carried out as recipients of a Leverhulme Trust Grant. All participants reviewed the available research on the different forms of youth activism in their own countries which we compared along several aspects: who is considered to belong to the “youth” in each country, what kind of demographical variables (gender, educational level, urban-rural, parental background) are related to activism and what forms of activism are the most characteristic to young people. The talk will highlight the similarities (e.g. activism via social media) and the differences (e.g. open street demonstrations which exist in certain societies but do not exist in others) and interprets them in relation to the given cultural-historical-political background.

**KW:** youth, activism, comparison, citizenship, engagement

**GALANI MARIA MARO, UNIVERSITY OF PATRAS**  
**SPINTHOURAKIS JULIA ATHENA, UNIVERSITY OF PATRAS**  
**FLAMBOURA KATIE, PUBLIC SCHOOL TEACHER**

**TITLE:** APPROACHING THE CONCEPT OF SOLIDARITY AND EMPATHY TOWARD OLDER AND ELDERLY PERSONS BY MIDDLE SCHOOL AND UNIVERSITY STUDENTS THROUGH NARRATION AND DANCE THEATER (P)

**ABSTRACT:** How do we deal with the elderly, as a resource or are they seen persons as an afterthought? We argue that the ability to effectively interact with age and life-experience diverse groups is the foundation for positive intercultural interaction and active citizenship. Contact and support of older and elderly through art and performance writing as an expression of active citizenship rather than as acts of 'charity' can both support and enhance young adults' attitudes and actions in relation to the former. These can also help create the conditions for developing satisfaction in working with others, especially older members of society, those not usually at the forefront, but who represent a wealth of knowledge and experience. In this paper we present the design and implementation of a practical intervention in lower secondary and tertiary education which has as its goal the advancement of solidarity and empathy with members of the sensitive social group of the old and elderly. In its design and implementation, the intervention utilizes elements related to the culture of communication, means of motivating and enhancing individual interest and solidarity as well as empathy. The intervention was executed over several months during the academic year and was preceded by the administration of both a questionnaire to the participants and an interview to examine issues of empathy and satisfaction. The intervention revolved around several activities and brought together adolescents, young adults, performance artists and the elderly.

**KW:** dance theater, performance writing, intercultural, elderly, solidarity-empathy

**GOUGA GEORGIA,**  
**MARTINAKI SOFIA, 1ST PSYCHIATRIC CLINIC OF EGINITIO HOSPITAL,**  
**NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS**  
**ASIMOPOULOS CHARIS, UNIVERSITY OF WEST ATTICA**

**TITLE:** PREJUDICES, SOCIAL CHANGE AND DIVERSITY: THEORETICAL INSIGHTS UNDER REVIEW (VP)

**ABSTRACT:** Western democracies and subsequently educational systems have become increasingly concerned with diversity and inclusion. Today a common topic amongst sociologists, social policy experts, educators, politicians, etc. is the need of understanding the new cultural circumstances under which public servants, administrative staff or teachers all over South Europe and especially Greece, are coping within a multicultural context, mainly due to the influx of thousands of refugees from Asian and Sub-Saharan African countries. But the questions and the academic concern about conceptualization of diversity and prejudices

and most of all the importance of inclusion and the consequences of social exclusion are old. Mainly the last decades, since 1990, European Union social policies were focused on diversity and especially on the inclusion of the Roma. In contradiction and despite the intense concern of national and European policies and the effort of social workers and teachers in the classroom, publication of scientific findings and studies such as the European Union Minorities and discrimination Survey -EU MIDIS (2008), underline the discrimination experiences against Roma population. This paper reports on a study of 582 members of the medical staff. The research was undertaken at the Thrasio General Hospital of Elefsina. Additionally, it reports on 248 primary teachers and 117 employees of the municipality of Aspropyrgos that participated in this attitudes survey. All of them were Greek, 419 were women and 163 men. In conclusion, the present paper aiming at Introduction and integration of diversity of the Roma is a highly desirable but contested concept in social policy and an important challenge for the modern western Welfare State. Firstly, the deepening of the cohesion and quality of modern western societies depends on the success of the inclusion policies for diversity and especially for the Roma population but mainly on the understanding of the conceptualization of diversity. According to our study, the overwhelming of prejudices can reframe our social and political relations and characterize the quality of modern citizenship.

**KW:** diversity, Roma, prejudices, citizenship

**HOLLIGAN CHRIS, UNIVERSITY OF THE WEST OF SCOTLAND**

**TITLE:** SUFFRAGETTE PROTEST AND STRUGGLE FOR FEMALE CITIZENSHIP (P)

**ABSTRACT:** Truth Management by Political Elites A Historical Study of Militant Female Suffragettes in Britain This study examines the discursive strategies of leading political actors connected with responding to the issues of law and order that the political protests of female suffragettes presented to the British state at during the period 1900-1914. Utilising as its primary source House of Commons 'Sittings' which are recorded in Hansard the paper aims to reveal the reactions of Members of Parliament belonging to different political parties. The study is contextualised by reference to the historical period and challenges facing the Government and by reference to the distinctive problems that arose due to the gender and social class of most of the militant protestors. The paper argues that gaining political recognition and citizenship status entails self-sacrifice and a capacity to be resilient in the face of powerful resistance by a patriarchal political establishment determined to exclude women from the franchise. Data from the prison files of suffragettes is also used to illustrate the participation of medical power to suppress dissent.

**KW:** Suffragettes, militancy, prison, hunger, parliament



## **HUE MING-TAK, THE EDUCATION UNIVERSITY OF HONG KONG**

**TITLE:** PROMOTING CULTURAL RESPONSIVENESS AND MULTICULTURAL COMPETENCY IN HONG KONG SCHOOLS (P)

**ABSTRACT:** This presentation explores acculturation and identity of ethnic minority students in Hong Kong schools, and how they are associated to their learning needs in schools and to what extent culturally responsive classroom environment has been created for fulfilling their diverse learning and cultural needs. This study was qualitative in nature. Semi-structured interviews were conducted in three secondary schools where large numbers of ethnic minority students from low socio-economic backgrounds were enrolled. With school permission, thirty-two teachers were invited to attend one-on-one interviews. Eighteen were female and 14 were male. The enrolment of ethnic minority students was regarded by the teachers as one of the key factors which made the classroom more diverse and multicultural, with the range of diversity covering race, culture, religion, customs and socio-economic background. When fulfilling their students' needs, the teachers struggled with conceptualizing a new rationale for cultural responsiveness to diversity, developing intercultural sensitivity, promoting cultural responsiveness among the students, strengthening the home-school collaboration and broadening ethnic minority students' aspirations for their education and careers.

**KW:** Responsiveness, multicultural, Ethnic Minority

## **INCE BASAK, BILKENT UNIVERSITY**

**TITLE:** GENDER STEREOTYPING IN CIVIC EDUCATION TEXTBOOKS IN TURKEY THROUGHOUT THE REPUBLICAN HISTORY (P)

**ABSTRACT:** This paper examines gender stereotyping in civic education textbooks in Turkey from foundation of the Turkish Republic (1923) up to the present. In order to determine how accurately the civic education textbooks, reflect the status of women and men in Turkey a content analysis was conducted on civic education textbooks in Turkey throughout the Republican period. Despite the recent developments that indicate an increasing level of sensitivity to gender issues the findings suggest that the ideal of a truly balanced treatment of women and men has yet to be achieved and traditional 'masculine' understandings of citizenship appear to permeate civic education textbooks' in Turkey. The discussion shows there is an urgent need to employ gender and difference as categories of analysis in the creation of a more inclusive understanding of citizenship in Turkey.

**KW:** Turkey, citizenship, civic education, gender stereotyping

**KALAMATIANOU AMALIA, UNIVERSITY OF PATRAS**

**TITLE: CULTURAL SENSITIVITY IN NURSING STUDENTS:AN INITIAL REVIEW (P)**

**ABSTRACT:** One's identity and world view can be influenced by one's level of understanding of the other. Europe finds itself at a crossroads, and while the issues of intercultural sensitivity are frequently viewed as important in both global and domestic contexts, we tend to limit them to educational and business contexts. Cultural sensitivity is defined as having an awareness of cultural differences. People who work with people that come from different cultural backgrounds face various challenges. These differences make it challenging to offer appropriate health care. Chen and Starosta (2000) define intercultural sensitivity as the subjects' "active desire to motivate themselves to understand, appreciate, and accept differences among cultures". An area where cultural sensitivity has an important role is the provision of nursing care. It embodies knowledge, understanding and skills and is a component of cross-cultural communication skills which are highlight relevant in the health profession. This paper is a review of cultural sensitivity in nursing students, looks at their educational and training needs and the tools available to assess the aforementioned, as a precursor to implementing a research study. It focuses on cultural sensitivity, in terms of addressing all positive feelings that grow during or after the interaction and lead to recognition and respect for cultural differences. The presentation can serve as a venue for discussion on the issue of cultural sensitivity training in tertiary health profession education.

**KW:** cultural sensitivity, nursing students, cultural differences, culture, nursing care

**KARATZIA-STAVLIOTI ELENI, UNIVERSITY OF PATRAS**

**SPINTHOURAKIS JULIA ATHENA, UNIVERSITY OF PATRAS**

**ROUSSAKISYIANNIS, UNIVERSITY OF THESSALY**

**DEDE GEORGIA, UNIVERSITY OF PATRAS**

**TITLE: AT A CROSSROADS: REVISITING UNIVERSITY TEACHER INITIAL TRAINING PROGRAMS FOR INTERCULTURAL SENSITIVITY AND CITIZENSHIP (P)**

**ABSTRACT:** In terms of the visibility and questions surrounding the acceptance of diversity evident nowadays, Europe today is very different from the Europe of the first decade of the 21st century. At the time, the 'voiced' ideal sought was continued advancement of the goal of mutual understanding, cooperation and care for the other. Tertiary education programs were being looked at under the prism of the degree to which they included multiculturalism and diversity in their Program of Studies (POS) as well as the whether or not such competencies had a place in their mission. This focus was given with the belief that change could begin from within. Today, with increased immigration, growing populism and a upsurge of nationalism, the question that arises, is if tertiary teacher education programs have changed what they provide their students in this realm as a buttress to the growing ethnocentrism. The aim of this paper is to, ten years later, reexamine the POSs in a sample of four Greek University Pedagogical



Departments to evaluate the degree to which enrichment with intercultural education and citizenship subjects are evident in these POS. A basic theoretical argument underlying this investigation is that any “modernizing adjustment” of the university programmes of study and, even more, any emergence of a new cognitive fields such as intercultural education and citizenship, cannot be examined without taking into consideration the social, political and economic context of education. Using historical comparative methodologies, it investigates the way that the subjects close to intercultural education were introduced in a sample of four university departments through the study and content analysis of their Study Guides (every five years) from 2009 to 2019. The results of this study are expected to shed light on issues of “negotiation” on a time-cohort basis.

**KW:** teacher education, intercultural education, citizenship education, Program of Studies, Greece

**KINYO LASZLO, UNIVERSITY OF SZEGED**

**DANCS KATINKA, UNIVERSITY OF SZEGED**

**TITLE:** ELEMENTARY SCHOOL TEACHERS’ BELIEF AND CLASSROOM PRACTICES RELATED TO TEACHING CULTURAL UNIVERSALS (P)

**ABSTRACT:** Cultural universals are conceptual systems of categories (e.g. family, living place, clothing, holidays, transportation, communication, etc.) which are present in all human societies, but these categories have different meanings and characteristics across cultures (Alleman & Brophy, 2001, 2002, 2003; Reidel & Draper, 2013). In the United States these categories are the core social science topics which are studied by elementary school students. According to Hungarian studies elementary school teachers often feel that their university studies do not prepare them to teach social science topics such as cultural universals properly. The main aim of our study is to investigate elementary school teachers’ beliefs about cultural universals, their social science education related goals (e.g. reducing stereotypes, fostering tolerance, sensitising students to social issues) and their classroom practices to promote these goals. Data will be collected with two different methods. First, structured interviews are conducted with at least 10 elementary school teachers to collect data about their beliefs and their teaching methods. The result of the qualitative analysis will be used to develop an online questionnaire and to extend the investigation to broader sample size. At least 120 teachers will be participated in the study from different schools in Hungary. Data collection will be carried out with the eDia online electronic diagnostic system. The results of the study help to explore the elementary school teachers’ opinion on teaching cultural universals, their beliefs related to social science education and to collect the good practices. The outcomes are also valuable to reveal the country-specific characteristics of social science education and to improve teacher education.

**KW:** social studies, elementary school, teachers’ beliefs

**KOULIS ATHANASIOS, UNIVERSITY OF THE PELOPONNESE**

**BAGAKIS GEORGIOS, UNIVERSITY OF THE PELOPONNESE**

**TITLE:** INTEGRATED EDUCATION, LEARNING DISABILITY & EMOTIONAL DISORDERS;  
GREEK TEACHERS' PROFESSIONAL DEVELOPMENT NEEDS BEFORE NEW CHALLENGES  
(P)

**ABSTRACT:** In recent years, the increase of pupils' percentage diagnosed with learning disabilities and/or emotional disorders but still attending the general education classes of the Greek education system has posed new challenges for teachers on the level of instruction and managing the classroom in general. At the same time, the intense migratory flows that pass thru Greece, a main gateway to Western Europe, as well as the multiculturalism itself of the Greek society, have led to an increase in the number of foreign pupils attending the Greek schools. This is yet another phenomenon that presents new challenges for the Greek teacher. The purpose of this research was to investigate the Greek teachers' professional development needs relating to those two phenomena, that have arisen to a great extent in the Greek educational system. The findings of this research can serve as a springboard for the designing of appropriate professional development programs, tailored to the needs of teachers, with a view to improving their self-esteem, their job satisfaction, and ultimately the pupils' learning outcomes. Semi-structured interviews were conducted in a sample of 32 primary and secondary education teachers working in the prefecture of Achaia. The sample was selected through a stratified two stage cluster sampling. The interviews were completed in late 2018. The research demonstrated that there is a strong need, or at least desire, from the majority of teachers, for training in these two fields, namely the integrated education and supporting pupils with learning disabilities and/or emotional disorders. Another finding is that the intensity of this need depends on the teacher's years of service as well as on the characteristics of the school unit to which teachers serve. A key finding is the emerging need for massive and not only individual training, and for the cultivation of a collaborative culture among teachers.

**KW:** integration, disabilities, disorders, training needs

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

**TITLE:** "DOES MINE MEANS OURS"? – ANALYSIS OF VALUES IN THE CONTEXT OF  
INDIVIDUAL, NATIONAL AND EUROPEAN VALUES (P)

**ABSTRACT:** In the era of many economic and political changes that occur in the 21st century, there are many questions related to what is important to people, what are their values, and more precisely what is the hierarchy of these values. Shalom Schwartz (2003, p. 262) describes the values with six attributes. When compiling these attributes, we can say that values are: "beliefs", they "refer to desirable goals", they "transcend specific actions and situations", they "serve as a standard or criteria", they "are ordered by importance" and mentioned "relative importance of the set of relevant values guides action". On the basis

of this characteristic, one can see that values refer to both what is here and now, but also to what will be - how we will act in the future. The aim of the study is to compare the individual hierarchy of a person's values with his vision of the hierarchy proper for each Pole and himself/herself as a Polish citizen. In addition, in the study we would like to determine whether participants correctly identify the main EU values among other values and if those are used for describing own hierarchy. The basis of the study is Schwartz Theory of Basic Human Values (1992, 2012, 2017). Two measures related to this theory are used: The Portrait Value Questionnaire (PVQ) and modified Schwartz Value Scale (SVS) - the modification concerned the addition of several items related to EU values (e.g. democracy, rule of law). The PVQ is intended to measure individual values. With the modified SVS information about national values are gathered. Participants of the study are adolescents (high school level) and young adults (especially students). This study is still ongoing and its results will be presented during the conference.

**KW:** individual values, national values, EU, Schwartz theory

**KOUTRIS DIMITRIS, UNIVERSITY OF PATRAS**

**DEDE GEORGIA, UNIVERSITY OF PATRAS**

**TITLE:** THE ETHICS OF REFUGEE CRISIS: A THEORETICAL CONSIDERATION UPON REFUGEE ADMISSIONS IN GREECE (VP)

**ABSTRACT:** In the global era, the perpetual human mobility appears to be one of the major ethical, political and cultural issues. During the last decade refugee mobility has risen dramatically due to armed conflicts in the Middle East. European countries, which are the final destination of the refugee fleeing population, seem to face critical dilemmas over their treatment. Border protection, refugee mass admissions and asylum processing procedure have been left in the hands of individual Schengen countries and while a few countries have ruled themselves out, EU fails to reach an agreement over mutual treatment. Under these circumstances, many questions are left to be resolved concerning our moral obligations not only as a state, but as well as individuals. What exactly do we owe to refugees? Should we treat them as "others" (Zygmunt Bauman)? Or should we treat them as equally important human beings and help them fulfill the two dimensions of human dignity, the principle of intrinsic value and the principle of personal responsibility (Ronald Dworkin)? Consequently, a vital question arises as to the extent to which Greece, and as a result the European countries, should accept refugee admissions. In this paper we will present a theoretical consideration concerning the moral implications of refugee and asylum seekers admissions in Greece. In our presentation we will highlight the problem, the theoretical framework, our methods and results of our research.

**KW:** refugees, refugee admission, ethics, human dignity

**KRÁTKÁ JANA, CHARLES UNIVERSITY**

**TITLE:** EDUCATING CHILDREN AT CHILDREN'S HOME (Poster)

**ABSTRACT:** The contribution presents research focused on the education of children at a children's home, on the overall process of their schooling. A child living in his/her biological family is forty times more likely to achieve an academic degree than a child who passed through institutional care. This is due to unfavourable conditions for a start in life, as well as unfavourable genetic predispositions. The aim was to find out what is the highest level of education completed by the respondents, how they were motivated to study by their surroundings, and how they were evaluated at elementary school. In view of the target, a qualitative research strategy was chosen.

**KW:** education, institutional care, children's home, biological family, teacher's influence

**KRIŠOVÁ DAGMAR, MASARYK UNIVERSITY**

**TITLE:** GENDER AWARENESS OF STUDENTS OF EDUCATION (P)

**ABSTRACT:** The study explores the meaning of gender for students at a faculty of education who participated in a course on gender-sensitive education. In-depth interviews with nine participants of the course were conducted and analyzed using the Interpretative Phenomenology Analysis in order to investigate their experience with gaining a gender perspective on teaching. The results shed light on participants' understanding of gender-sensitive education and describe the impact of the course on their identity. The article claims that enhancing gender awareness of future educators is crucial for promoting the value of equal opportunities for men and women since educators play an important role in the development of pupils' identities and citizenship. When speaking about gender-sensitive education the theory of post-structural feminism is applied.

**KW:** gender sensitivity, future educators, experience

**KRZYWOSZ-RYNKIEWICZ BEATA, UNIVERSITY OF WARMIA WARMIA AND MAZURY IN OLSZTYN**

**KENNEDY KERRY JOHN, THE EDUCATION UNIVERSITY OF HONG KONG**

**HUE MING TAK, THE EDUCATION UNIVERSITY OF HONG KONG**

**WONG KOON LIN, THE EDUCATION UNIVERSITY OF HONG KONG**

**CHONG ERIC KING-MAN, THE EDUCATION UNIVERSITY OF HONG KONG**

**KARAKATSANI DESPINA, UNIVERSITY OF THE PELOPONNESE**

**TITLE: PANEL SESSION: ASIA-EUROPE DIALOGUE II: AUTHORITARIANISM'S CHALLENGES TO LIBERAL DEMOCRACY: LESSONS FROM EUROPE AND ASIA (SI)**

**ABSTRACT:** Populism and the “new authoritarianism” are growing in Europe and all over the world. Its politics seems to be clumsy, inept, illogical, contradictory, counter-effective leading to an inevitable catastrophe. In the United States the Trump administration, while democratic in name, also engages in practices that can be considered authoritarian such as its response to the ‘immigration caravan’ where the military was used to make sure asylum seekers did not enter the country. In Asia, however, authoritarianism is a feature of a number of regional governments including the military dictatorship in Thailand, the Communist Party on China or the ‘soft authoritarianism’ of Singapore. In many Asian countries, therefore, people have learned to live with authoritarianism. In Europe e.g., Poland and Hungary populists are criticized by the opposition and intellectuals for the suppression of public communication and judiciary, but do not lose supporters. Given the diversity of international experiences with authoritarianism, the purpose of the symposium is to explore the roots of the ‘new authoritarianism’ in Europe and the implications of everyday authoritarianism in Asia. Does Asia provide an image of where Europe is heading or is the “new authoritarianism” simply an interruption to Europe’s commitment to liberal democracy?

**KW:** authoritarianism, populism, young people, democracy, citizenship

**LILJEFORS-PERSSON BODIL, MALMÖ UNIVERSITY**

**TITLE: (S-)EXISTENTIAL QUESTIONS AMONG YOUNG STUDENTS: THE KNOWLEDGE AREA SEXUALITY AND RELATIONS AND SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS AS PART OF CONTROVERSIAL ISSUES WITH IMPORTANCE FOR CITIZENSHIP EDUCATION (P)**

**ABSTRACT:** This paper emanates from a research mission from the Public Health Agency of Sweden that I pursued together with a colleague during 2016. It was a mapping of Sexual education, relations and Reproductive health and Rights (SRHR) in the various Teacher Education programs throughout Sweden. A survey of 875 syllabuses from all universities in Sweden was analysed with qualitative textual discourse analysis. Results from this study was presented in a paper at the CiCea Conference in Warszawa in 2018. The theory behind the study is based on that syllabuses are composed according to the theory of constructive

alignment. The result shows major differences between various universities. In the quantitative part graphs show a great variation of the presence of indicators related to the knowledge area, such as i.e. ethics, gender, democracy, norms, norm criticism and core values, convention on the rights of the child, human rights, discrimination and offensive treatment. During 2018 questionnaires was conducted, together with a colleague, among 175 Teacher students from various Teacher Education Programs exploring what kind of educational insights they have met during their education. This questionnaire also contained questions regarding what content the students considered most important to include in the knowledge area SRHR. This paper aim to present and analyse these questionnaires and put them in the larger context of the debate of the knowledge area Sexuality and Relations and Sexual and Reproductive Health and Rights in Sweden today, and that involves actors as the Swedish ministry of Education, as well as the debate of honor related problems and of the #MeToo social movement. This is an urgent question and debate among the many controversial issues found in the context of (S-)Existential questions among young students in Sweden today, and thus considered to be an urgent part of an active citizenship education.

**KW:** (S-)Existential, SRHR, students, teacher education

## **LOUKOPOULOS CHRISTINA, HELLENIC OPEN UNIVERSITY**

**TITLE:** INVESTIGATION OF TRAINING NEEDS OF PRIMARY SCHOOL TEACHERS ON THE ART AND ITS USE IN THE EDUCATIONAL PROCESS (VP)

**ABSTRACT:** Education and the techniques used in it have changed through years and, as a result, teachers' educational needs change, too. Being educated is very important, not only for the upgrade of education, but also for teachers' personal and professional development. The same applies to the training in art. Teachers through their training in art evolve individually as autonomous and constantly maddening personalities, but also as teachers, knowing the contribution of art to the development of children's learning and character. This research focuses on which are the educational needs of primary school teachers in the Achaia prefecture in Greece about art, how they use it, the training they have had about the use of art in the educational process and what are their perceptions on the method "Transforming learning through aesthetic experience" as a proposed method of training them. This method highlights the role of aesthetic experience in the context of transforming learning by allowing the critical approach of various subjects through the systematic observation of works of art. The research methodology followed is action research. Didactic invention of this method was applied to 12 primary school teachers on the subject "Teachers' Association". A qualitative approach was then chosen for the same sample, using interview as a data collection tool. The results extracted are very important, as teachers claimed they have not received sufficient education about art, even though they would like to have. Moreover, they use art in the educational process in many ways, but they didn't know nothing about the method presented above. Their impressions about it were very positive and they said that they would like to be educated on it, as it would be a very helpful tool for them.

**KW:** training, teachers, art, transforming



**MAITLES HENRY, UNIVERSITY OF THE WEST OF SCOTLAND**

**COWAN PAULA, UNIVERSITY OF THE WEST OF SCOTLAND**

**TITLE:** “THIS TASK IS IMPORTANT...BUT I’M NOT DOING IT!”: HOW CAN WE BROADEN UNIVERSITY STUDENTS’ THINKING ON STEREOTYPING AND PREJUDICE? (P)

**ABSTRACT:** The teaching of controversial issues has been highlighted in various reports and research as being both apt and important as a way of developing skills of citizenship amongst school students. However, the same research also suggests that teachers need both strong understanding of the issues, confidence in their skills and an understanding of its importance. Along with many programmes in teacher education across the globe, the University of the West of Scotland has a long tradition of supporting student teachers in teaching controversial issues. This has included addressing stereotyping and prejudice in the primary (elementary) and high school classrooms. Students are required to complete online lectures, tasks, and participate in asynchronous online group discussions that focus on controversial issues pedagogy. Of the five online tasks that students were asked to complete, many students refused to engage with the task that focused on stereotyping. Paradoxically, students who did not participate in this task still acknowledged the relevance of the task to their teaching. The stereotyping task aimed to raise issues about stereotyping in general, and question students’ perceptions of Jewish people in particular. This encouraged students to reflect on their own understanding of Jewish people. This paper explores student responses and non-responses to this task as a means of evaluating and improving the task for future students. We analysed student responses using themes of ‘willingness to engage’; ‘reflection’; ‘research skills’. The findings to be reported at this CiCea conference demonstrate students’ attitudes to stereotyping, and deepens our understanding of the kinds of citizenship learning needed on initial teacher education programmes.

**KW:** stereotyping, controversial issue, school students, citizenship, ITE students

**MAITLES HENRY, UNIVERSITY OF THE WEST OF SCOTLAND**

**DAY STEPHEN, UNIVERSITY OF THE WEST OF SCOTLAND**

**TITLE:** POLITICAL LITERACY AND SCIENTIFIC LITERACY: WHERE ARE THE LINKS FOR TEACHERS? (P)

**ABSTRACT:** There is evidence from research that there are benefits from citizenship issues being understood as cross or inter disciplinary. Traditionally, there have been tensions between science and citizenship vis a vis their respective contributions to the development of understanding – in crude terms, science being ‘fact’ based and citizenship ‘opinion’ based. It is our contention that this is a false dichotomy, both in terms of the respective contributions and in terms of scientific honesty. This paper argues that because of similarities in aims, there is far more synergy between science and citizenship than is perhaps thought. We will explore

in this paper: similarities of distrust in scientific literacy and political literacy; similarities in minimal and maximal understandings of scientific literacy and political literacy; similarities in terms of multiple perspectives and rational skepticism in scientific literacy and political literacy; a fear from teachers of their handling of controversial issues, an opening of Pandora's Box (what we can call a personal epistemology) in scientific literacy and political literacy and finally the pressure on all teachers of a neoliberal agenda based on exam targets and league tables that can mitigate against the time needed to properly develop both scientific literacy and political literacy.

**KW:** citizenship, political literacy, scientific literacy, teacher competence

**MITTENDORF VOLKER, UNIVERSITY OF WUPPERTAL**

**SCHMALE ANDRÉ, UNIVERSITY OF WUPPERTAL**

**TITLE: POPULIST PARTY AND THE USE OF LANGUAGE (P)**

**ABSTRACT:** A seventh party entered the German “Bundestag” in the German federal elections in 2017. The party Alternative für Deutschland (Alternative for Germany) uses a political communication style that can be described as right-wing populism. Thus, Germany follows the general European trend of right-wing parties, that e.g. focus on nationalism and anti-elitism, elected into the parliaments. This has an effect on the political culture because such parties change the quality of the political discourse by reinterpreting common terms. Accordingly, this case study examines the use of the terms provided by the conference: rights, democratic values, and identity. Furthermore, we focused on the AfD in order to explore the use of language and to figure out the changing meaning of crucial terms, that the party has used since it has taken seats in the Parliament. From a theoretical perspective, we worked with the political concept of populism as a style of communication. In addition, we used the Critical Discourse Analysis for the interpretation of the language of the AfD that was used in social medium Twitter since entering the Bundestag. For obtaining data, we worked with the method of data mining and filtered the corpus to three terms rights, values and identity. Afterwards we applied a mixed-method approach analysis the tweets with a Qualitative Data Analysis (QDA) in order to categorise and code the tweets. This approach helped to interpret context and sense of language and to reinterpret a common sense. The results underline that one aim of the party appears in changing the meaning of a word respectively in bringing in a new sense into the political discourse, which can be described as prerogative of interpretation.

**KW:** populism, communication style, data mining, text mining, QDA



**MOK FRANCIS, THE EDUCATION UNIVERSITY OF HONG KONG**

**TITLE:** AN EXAMINATION OF THE UNDER-EXPLORED VALUE OF SELF-SUFFICIENCY IN DEBATING POPULATION FLOW ACROSS COUNTRIES (P)

**ABSTRACT:** The contemporary world can be characterized by constant population flow. Refugees, immigrants, and foreign labour trying to cross the border has become a perennial issue in North America, Europe, and some developed South East Asian countries. While people from outside the border is striving to claim a right to enter, those within the border is trying to defend a right to reject.

Admission or rejection of outsiders is an extremely controversial issue because it involves conflict of interests as well as conflict of values. Instead of providing an empirical account of the conflict or suggesting a historical or cultural explanation of the conflict, what will be done is to present a normative inquiry into the merits and limitations of the core values underlying the prevailing claims and counter-claims in the debate over admission or rejection of outsiders. The most common language among stakeholders in the debate is probably the utilitarian one. Utilitarian's often tend to welcome outsiders, especially those who are willing to take up jobs and positions people within the border are reluctant to assume. Starting with the premise that tight border control is an importance source of initial injustices (Carens 1987; Lomasky 2001), the liberals would defend a right to enter and support relaxation of border control. Whereas the communitarians would stress that while utilities may be maximized and fairness may be enhanced, cultural distinctiveness of the country may be undermined by a relaxed border control (Wellman & Cole 2011). Hence it should be an important concern in defending a right to exclude. After examining the adequacy of the values in the debate over population flow (e.g. liberal, utilitarian, and communitarian), I will proceed to the core component of the article: uncovering the importance and implications of self-sufficiency as an under-explored value to the debate over admission and rejection of outsiders. In this presentation, I am also going to examine the problems of missing this under-explored and long-forgotten value of self-sufficiency.

**KW:** population, self-sufficiency, social justice, border

**MOSCHOPOULOU AIKATERINI, UNIVERSITY OF THE PELOPONNESE**

**KARAKATSANI DESPINA, UNIVERSITY OF THE PELOPONNES**

**TITLE:** ENVIRONMENTAL EDUCATION AND SUSTAINABILITY IN THE GREEK CURRICULUM: CITIZENSHIP EDUCATION AND ACTIVE CITIZENSHIP (P)

**ABSTRACT:** The inclusion of Environmental Education, as a teaching subject in the curriculum of the Greek elementary school, from the first moment, did not confine itself to an "addition" between the existing educational and pedagogical structures, but brought changes in the epistemology of educational thinking and practice, with the perspective of cultivating active citizens who support the sustainable development (Sterling, 2004: 49-50).

The use of ideas and tools of systemic thinking (Sterling, 2004: 49-50) has also contributed to these changes, once it has established the educational and pedagogical approach of this teaching subject. This presentation is a systemic approach to educational and philosophical background of the Environmental Education, a lesson of the Greek elementary school, in order to highlight whether the way of balancing human needs and their environmental impacts meets the criteria of environment's systemic perception. In particular, the study of the relevant discussion, developed by the scientific community on the transition from objective to critical subjectivity, from reductionism to holism, and from relativity to relational study of the environment (Sterling, 2004: 51), in order to highlight the degree of its impact on the corresponding Greek curriculum and on the formation of a critically thoughtful and active citizen. The research method used is the historical review of the relevant literature.

**KW:** system, environment, citizen, teaching, curriculum

**MYCOCK ANDREW, UNIVERSITY OF HUDDERSFIELD**

**LOUGHRAN THOMAS, UNIVERSITY OF HUDDERSFIELD**

**TITLE:** PREPARED TO VOTE? LOWERING THE VOTING AGE AND YOUTH DEMOCRATIC SOCIALISATION (W)

**ABSTRACT:** 'Over the past Twenty years lowering the voting age to 16 has become an increasingly salient policy proposal across Europe for addressing the growing concerns regarding youth political disengagement and non-participation. A number of countries, including Austria, Germany, Norway, Scotland and Wales have enacted the policy for either some or all elections and many others appear on the brink of doing so. The provision of citizenship education to prepare young people to vote, whatever the voting age, is an essential component of voting age reform. However, research highlighting it is often peripheral or overlooked by politicians and others seeking to introduce 'votes at 16'. This workshop will contribute to a Leverhulme Trust-funded research project on lowering the voting age in the UK. The project has engaged extensively with citizenship education teachers and researchers to ascertain what are the most appropriate and effective ways to democratically socialise young people so that they feel prepared to vote. The workshop will comprise of two sections. First, Dr Tom Loughran will provide an overview of the initial findings of the Leverhulme Project, drawing on extensive qualitative and quantitative evidence on what citizenship education specialists, politicians, youth civil society organisations and young people believe are the best ways to prepare them to vote. He will outline how UK specialists understand the concept of democratic socialisation in the context of voting age reform. Second, Dr Andy Mycock will facilitate a workshop with participants, drawing on their extensive expertise to collate data on how democratic socialisation is approached across Europe and what comparative lessons exist for policy-makers and others interested in voting age reform. The workshop will collate the findings into a report which will be submitted to the European Youth Forum, the Education for Democratic Citizenship and Human Rights Education, and the Leverhulme Trust project.'

**KW:** voting, education, socialisation, citizenship, participation

**NATH LEDA, UNIVERSITY OF WISCONSIN (USA)**

**PEDRIANA NICK, UNIVERSITY OF WISCONSIN (USA)**

**GIFFORD CHRIS, UNIVERSITY OF HUDDERSFIELD**

**MCAULEY JIM, UNIVERSITY OF HUDDERSFIELD**

**FULOP MARTA, INSTITUTE OF COGNITIVE NEUROSCIENCE AND  
PSYCHOLOGY, HUNGARIAN ACADEMY OF SCIENCES AND EÖTVÖS  
LORÁND UNIVERSITY**

**TITLE:** ATTITUDES ON IMMIGRATION NUMBERS: THE FAMILIAR VERSUS THE NOVEL  
APPEAL (P)

**ABSTRACT:** Social scientists of various stripes have built a comprehensive research program studying public attitudes towards immigrants. Immigration is currently among the most contentious political issues in the United States and Europe—evidenced in part by the election of Donald Trump, the UK's Brexit vote, and the recent rise of nationalist parties on the continent. Drawing from the moral foundations' theory perspective (Haidt 2013) and the entrenching and the persuasion hypotheses (Day, Fiske, Downing, and Trail 2014), we conducted experiments to see how effects of political orientation on US immigration attitudes may be moderated by differently morally framed pro-immigration appeals. Results revealed opposite effects to what entrenching and persuasion hypotheses would predict. Results may better be explained using the amplification hypothesis (Clarkson, Tormala and Rucker 2008) coupled with work on novel information by Petty, Tormala, Brinol and Jarvis (2006). Implications and recommended changes for future research to be conducted this Spring 2019 in the UK and Hungary are also covered.

**KW:** immigration, attitudes, values, moral foundations. Experiment

**NETSOVA RADOSTINA, INSTITUTE OF CULTURAL DIPLOMACY, BERLIN/  
BUCHAREST UNIVERSITY**

**TITLE:** EUROPEAN INTEGRATIVE CULTURE: GAME-BASED EDUCATIONAL PROGRAM  
(P)

**ABSTRACT:** "European Integrative Culture" is the topic and main concept of my PhD project which is inspired by the apparent necessity for establishment of common European identity based on mutual knowledge and shared values for all societies within European Union in order EU to cope with the big variety of contemporary challenges - economical and political, ethical and cultural, local and global. The theoretical aim of this work is to objectify European Integrative Culture as a dynamic and interactive system which include three major dimensions – Individual European Culture, Interpersonal European Culture and Integrative European Culture. The understanding of complex interconnections between these psycho-

social forms is a main factor for successful and sustainable personal and public development and good base for common European identity elaboration. The ambitious practical aims of that research are by three level analysis /comparative analysis of the existing national governmental educational programs, content analysis on the cross-governmental practices of European Union and Council of Europe and case study analysis of major non-governmental international projects/ to identify which are the most significant social and scholastic aspects of European Integrative Culture within EU member states, to structure this useful knowledge from different sciences, to translate it in a popular for young people language, to embody the result in an interactive game-based educational program and to offer it to the Directorate General for Education and Culture of the EU as foundation for a future subject, which to be taught in the secondary schools in all EU countries. Indicative list of topics included in the educational program:

### **Individual European Culture:**

- Supportive Environment for Healthy Lifestyle
- Self-understanding and Self-managing
- The Power of Inner Motivation

### **Interpersonal European Culture:**

- Communication and Cooperation
- Cultural Diversity and Acceptance
- Basic and Universal Human Rights

### **Integrative European Culture:**

- European Values
- European Citizenship
- European Identity

**KW:** identity, values, citizenship, civic education, culture

**OPRESCU MONICA, WEST UNIVERSITY OF TIMISOARA**

**TITLE:** CULTURAL IDENTITIES IN TODAY'S WORLD. A CASE STUDY OF A GROUP OF ROMANIAN STUDENTS IN ENGLISH (P)

**ABSTRACT:** A change in the manner identities are perceived is brought about by Stuart Hall (1996) who, discussing the change brought about by the modernity of the 20th century, 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 identities of learners have been a subject of interest for some time, derived from poststructuralism, considered to be influenced by the social and cultural context (Norton 2008, Ortega 2009). Individuals are defined by categories based on social class, religion, education, family, peer groups, but, most of all, "they are shaped and formed by their "culture" (Block, 2007: 12). The aim of the present research is to investigate the cultural identities of students going through an English language programme and identify if their characteristics. There is a serious research gap in the area, the subject having been investigated mostly theoretically. Starting from constructivist theories of the dispersed, de-centered, shifting identities, the purpose is to inquire students' cultural identities with reference to their culture and other cultures related/taught and also the manner these cultural issues are addressed in teaching. As our society, education and methodologies have changed, students' cultural identities are obviously influenced by all these elements. First of all, documents (course syllabus) will be analysed. The inquiry aims at identifying elements related to culture/cultures. Secondly, classes based on various subjects related to cultural issues will be observed. As a third stage questionnaires will be filled-in by students and similarly specific students will be involved in focus groups on the topic of cultural identity related to the classes taught. The issues of cultural identity will be further explored, with reference to the class's students attend, education in general, but their own personal experience will be considered, as well.

**KW:** cultural identity, English programme, influences

**PANAGOPOULOS EPAMEINONDAS, UNIVERSITY OF PATRAS**

**ADAMOPOULOU ANTHI, UNIVERSITY OF PATRAS**

**KALAMATIANOU AMALIA, UNIVERSITY OF PATRAS**

**KAMARIANOS IOANNIS, UNIVERSITY OF PATRAS**

**TITLE:** THE TRUST OF THE POTENTIAL TEACHERS IN THE INSTITUTIONS AND THE UNIVERSITY (P)

**ABSTRACT:** This study attempts to present and analyze the notions, meanings and conceptualizations of trust developed by future teachers. More concretely, we consider the approach of this issue to be important, as the social, economic and political context in Greece is volatile in recent years. Therefore, it is essential to outline how citizens are taking on structural procedures and how they transform that into a degree of trust in institutions

and especially in education. The study is based on a comparative quantitative research of 710 research subjects, conducted between 2006 and 2016. We attempt to approach the relationship that develops between subject's identity and organizational culture, between the institutions and the public sphere. Trust is a highly desirable but contested concept in organizational culture. However, little is known about how future educators perceive and experience it, as this could have a significant impact on how students learn about democracy and citizenship and become involved in it. In December 2018 110 undergraduate students of the Department of Primary Education, University of Patras, were asked to complete a questionnaire containing 41 questions. The findings will be compared to the results of our previous study, conducted between 2006 and 2016. The research is in progress. The analysis of meanings and conceptualizations of Trust amongst future teachers is of twofold significance, as they not only affect the quality of the educational good, but at the same time are important for the political process of democracy and citizenship. This process takes place through social integration and involves the acquisition of the characteristics necessary for the formation of a citizen capable of coping with the conditions of European societies.

**KW:** trust, university students, university institutions, European societies

**PAPAKONSTANTINOPOULOU ARTEMISIA, UNIVERSITY OF PATRAS**

**SPINTHOURAKIS JULIA ATHENA, UNIVERSITY OF PATRAS**

**DIMAKOS IOANNIS, UNIVERSITY OF PATRAS**

**NIKOLAOU GEORGIOS, UNIVERSITY OF PATRAS**

**TITLE:** PSYCHOSOCIAL DEVELOPMENT IN THE CONCEPT OF INTERCULTURAL EDUCATION (VP)

**ABSTRACT:** In the context of modern multicultural societies, the axes and strategies that will lead to the management of diversity in the classroom and promote intercultural education are set out. Diversity appears as a result of both individual characteristics and family, school and sociocultural factors that can all act as risk factors for the individual and sometimes as protective factors. The promotion of pupils' psychosocial development is imperative when the reflection of diversity in the classroom takes the form of stressful, aggressive, degrading behaviors, learning difficulties, lack of self-image and self-confidence, even bodily disability, and aims at reducing risk factors while increasing of the protective agents. At the same time, the main goals-principles of intercultural education promote student education for empathy, solidarity, intercultural respect, and education against the nationalist way of thinking. The role of the teacher is important in these efforts, as his / her empathy, acceptance, active listening may be the one that will lead to the development of positive emotional ties with his / her pupils necessary for the smooth development of the individual. In addition, by creating clear and distinct boundaries, learning social skills, providing care and support, high expectations and clear expressions, and enabling students to participate in it, they will be able to overcome any difficulties they may experience and continue successfully. Experiential learning in the



context of innovative classroom activities, including engaging, activating, debating, decision making, conflict management exercises appear to contribute effectively to the process of managing diversity and promoting resilience.

**KW:** diversity, education, resilience

**PAPALEXATOU EVANGELIA, UNIVERSITY OF PATRAS**

**ZORBAS VASILIOS, HELLENIC OPEN UNIVERSITY**

**TITLE:** PROBING INTO THE CULTURAL IDENTITY OF ROMA STUDENTS: A CASE STUDY IN THE GREEK EFL CONTEXT (P)

**ABSTRACT:** In today's globalized world and in any given educational setting, students represent a wide array of cultural and social identities. It is also true that since learners' identities are established upon core values related to gender, language, religion and so on, it is more often than not difficult for EFL teachers to merge such characteristics in the culturally and linguistically diverse classrooms. Based on the Social Location Theory and the concept of a Social Location Map, this paper outlines the rationale for designing activities aiming at crafting students' cultural identities in the EFL classroom. These activities address sixth graders of a primary school in Kato Achaia, a Western area in Greece, predominantly inhabited by Roma people. This 'mini' project -which is in progress – will be carried out in separate sessions. It will focus on students' personal social location maps, which in conjunction with their drawings will constitute the main tools to reveal the context which they put themselves in. The findings will serve a dual purpose; regarding teachers, practices on how to best deal with diverse cultural identities will be delineated. Students, on the other hand, will be provided with deeper insights into developing their cultural identities in an EFL setting and will become more familiar with the notion of interculturalism. What is more, implications of this process for second/foreign language pedagogy, with respect to linguistic diversity and cultural identity, as well as the role the English language plays (either as a second or a third language), when it comes to forming students' identities, will be discussed. Keywords: Social Location Maps, Identity, Inter/Multicultural Awareness, English as a Foreign Language, Linguistic Diversity.

**KW:** identity, social location maps, linguistic diversity, interculturalism, EFL

**PAVLOS CHRISTOS, UNIVERSITY OF THE PELOPONNESE**

**TITLE:** GREEKS, GERMANS OR EUROPEANS? THE VIEW OF STUDENTS OF THE GREEK HIGH SCHOOL IN STUTTGART ON ISSUES OF IDENTITY (P)

**ABSTRACT:** At a time when Europe faces a series of social, political and financial problems, the issue of the citizen's identity seems quite complicated. Living in a place other than their place of origin might have or not an impact on the way individuals come to perceive their identity. Furthermore, apart from questioning whether or not the individual feels and to what extent that he/she is a citizen of their place of residence or their place of origin, the issue

becomes further complicated if we add to the picture the fact that an individual granted the citizenship of a European state acquires also the identity of the European citizen although different European states attach various degrees of importance to this identity. Greek young immigrants, who were forced to follow their families in their effort to earn a livelihood in a country like Germany where securing a job is still possible, seem to share these questions about identity. Greeks, Germans or Europeans? For the purposes of this paper two hundred students of the Greek High School at Stuttgart were questioned as to how they might feel. We also attempt to pinpoint whether and to what extent this feeling is connected with the way the German state has received them. In addition, we seek to look into the question whether the attitude of the German state would be different (better or worst) if the European society and by implication Germany as well were not that socially and financially strained due to factors that will be analyzed throughout our paper. Finally, we will examine the relationship that their identity has with the rights they have been granted or not.

**KW:** identity, citizen, country of origin, rights, country of reception

**PEMBECIOGLU NILÜFER, ISTANBUL UNIVERSITY**

**GÜNDÜZ UGUR, ISTANBUL UNIVERSITY**

**ŞENEL MUSTAFA, KAFKAS UNIVERSITY**

**TUNCER NURAN, GAZIOSMANPASA UNIVERSITY**

**AKIN AYDOGDU, ISTANBUL UNIVERSITY**

**GENÇER ARZU AKAR, KIRKLARELI UNIVERSITY**

**TITLE:** POLICY MAKERS, EDUCATORS AND PARENTS UP FOR MEDIA LITERACY AT THE CROSSROADS OF RIGHTS, VALUES AND IDENTITY (S2)

**ABSTRACT:** This symposium concentrates on the changing the concept of media literacy and how it's been changing throughout the years causing the change of the curriculums at school, change of behaviours or choices in daily life and developing the understanding of the parents, educators and kids. The traditions, expectations, media and social media have a lot to do with the new media habits and one of the papers concentrates on the media expectations of the parents dwelling on more their children and regulating their media diet. One of the papers, "Leaving a Note for The Media by Nilüfer Pembecioğlu" concentrates on the reflections of more than 850 individual interviews regarding their media diet as well as the attitudes and expectations. The second paper discusses the way the children are named. The paper titled as "Naming Children Regarding The male/female names recommended by the Wall calendar pages by Mustafa Şenel & Nilüfer Pembecioğlu" discusses the changing tendencies and traditions of naming children. Another paper "Cartoons and their importance regarding media literacy by Ugur Gündüz & Nilüfer Pembecioğlu" discusses the importance attributed to the once fashionable activity of reading comics and its handicaps nowadays compared to the new media. One other paper "Can Digital Detox Prevent Digital Addiction? by Nilüfer Pembecioğlu & Aydogdu Akın" concentrates on the importance of the media



literacy questioning the types of digital detox in different ways and if it could prevent digital addiction or not. The paper discusses the hypothesis through the 50 interviews with parents, specialists and kids between 8-14 to find out more about the problem and ways of solution. The project of “Self Realization by Nuran Tuncer and Arzu Akar Gençer” discusses the ways the youth could be enriched through flourishing main communication skills involving them into a curriculum to develop their self-confidence, communication skills, empathy, taking responsibility, discipline and regularity, teamwork adaptation, problem solving skills, developing the whole self, self-expression, self-management, decision-making, making choices, persuasion and developing the self.

**KW:** media detox, identity, media literacy, media choices, social media

• **PEMBECIOGLU NILÜFER, ISTANBUL UNIVERSITY**

**TITLE:** LEAVING A NOTE FOR THE MEDIA

**ABSTRACT:** The 6th TRT International Children’s Media Conference 2018, aimed to enhance children’s media discussed the topic of “Content Selection and Managing Children’s Screen Time”. The topic was quite challenging and the audience was highly interested in the new research findings. Thus, having the collaboration of Turkish Ministry of Education and Istanbul University a two months’ survey is planned. The main aim was to check if the ‘Media Literacy’ courses were satisfying enough to regulate the media and children relationship consciously. In order to find out the answers, some face to face and group interviews were planned with the 8th grade kids regarding their media relationship. 8th grade was an important subject group in general as a whole because ‘Media Literacy’ courses were provided only at this level as an elective course. Yet, due to the limitation of the number of equipped media literacy teachers, these courses could only be provided for those lucky schools.

The study aimed to reach to both parts of the groups having media literacy courses and lacking them questioning if there would be any distinctive factors having an impact on their relationship with media. Thus, on both sides of Istanbul, both in Asian and European part, 3 schools having media literacy courses and 3 schools lacking the courses were chosen with the MEB support. Thus, aiming these total 12 schools a questionnaire format is prepared as well as media literacy seminars for the schools. The seminars aimed not only the students but also the educators, school managers and the parents. The study concentrated on the reflections of more than 2000 individuals. The questions regarding their media reflections as well as the attitudes and expectations were yielding quite interesting responses. Most of the adults were not only talking about their individual habits reflecting their observations and experiences throughout time but their choice of media, the reasons, the trust issues and their general attitude to media. They also talked about the negative and positive impact of the media on themselves and on their children.

Content analysis of the data indicated how various factors could be effective and how these tiny little details could cause big important impacts. Regarding the collected data, the interviews

were also analysed through the Six Thinking Hats system of Edward de Bono to describe the group discussions under certain headings.

**KW:** Media Literacy, TRT, Six Thinking Hats, Impact of TV and Computers

• **ŞENEL MUSTAFA, KAFKAS UNIVERSITY**

**PEMBECIOGLU NILÜFER, ISTANBUL UNIVERSITY**

**TITLE:** NAMING CHILDREN REGARDING THE MALE/FEMALE NAMES RECOMMENDED BY THE WALL CALENDER PAGES

**ABSTRACT:** In the earlier times, the wall calendars were the main source of information for those having nothing to read or follow. These humble type of media were intervening everywhere ranging from the fringe houses in the far away villages up to the central ones in the mainlands. Having a separate page for each day of the year these calendar pages were providing daily meal suggestions such as the soup of the day. These were also a part of the reading culture of their time, having serial short stories or the tip of the day. Those include some information pinpointing the history, would be reminding the meaning and importance of the day in the past. Usually the tiny information comes with the suggestions for those were for born that day. The names of boys and girls for the newborns were acclaimed a lot in those years, so much that most of the families preferred these names instead of the family decisions or traditions and named their children making use of these offerings. This paper is an attempt to have an analysis of the media literacy strategies of the time and with the media influence, the changing of the preferences and tastes as well as traditions and expectations.

**KW:** Naming, Naming Children, Calenders, Cultural Impact on Naming

• **GÜNDÜZ UĞUR, ISTANBUL UNIVERSITY**

**PEMBECIOGLU NILÜFER, ISTANBUL UNIVERSITY**

**TITLE:** CARTOONS AND THEIR IMPORTANCE REGARDING MEDIA LITERACY

**ABSTRACT:** This study mainly discusses the importance attributed to the once fashionable activity of reading comics and its handicaps nowadays compared to the new media. People at first mainly concentrated on generally the positive impact of mass communication tools, yet, later on occurred the side effects and negative impact. On the days of their first appearances the cartoons and comics were also blamed to be the tools slowing down the reading habit, involving slang or causing violence. Most of the addicts of the time were hiding their comics in their regular books just to give the impression that they were reading an ordinary book. The youngsters were consuming the cartoon serials published weekly or monthly and the ones who could not purchase them all were just exchanging the read ones with the unread ones among friends, establishing a kind of anonymous library. Many years later those poor kids would be buying the special editions and glided collections of those comics.

This situation has changed a lot today. Nowadays the youngsters equipped with the technology

do not need to exchange books or talk about them. The blamed comics of the past seem to be too naïve today compared to the figures of the modern age. The computers, tablets and mobile phones in combination with the and millions of apps occurring everyday. In a sense, the mass communication media looting, children and people to choose their own culture or personality has become a state. In other words, messages sent through mass media have turned into culture and personality conflict (Can, 1996: 75). While comics have similar qualities with other mass media in terms of their functions, they have significant advantages in terms of education. Education starts at a young age and comic strips may be attractive to those in the group, so they can be used as a means of communication for educational purposes.

In today's modern societies, comics are regarded as a contemporary art branch. Comic book is a drawing style which is drawn by hand and consists of pictures which are integrated and printed with a text in a certain continuity. By identifying these features, we prevent confusion that may arise with branches such as illustration, cartoon, cartoon-movie, cinema and photo-novel. Instead of fighting and ignoring comic strips, developed societies have chosen to take control of the educational field and benefit from their social effects, yet there are some side effects as well. This study concentrates on the readers of comics, their changing attitudes and reflections in the face of new media having a sample group of around 200 youngsters comparing and contrasting the old and new styles as well as the traditional and new media.

**KW:** Cartoons, Media Literacy, Traditional Media, New Media, Comics

• **PEMBECIOGLU NILÜFER, ISTANBUL UNIVERSITY**

**AKIN AYDOGDU, ISTANBUL UNIVERSITY**

**TITLE:** CAN DIGITAL DETOX PREVENT DIGITAL ADDICTION?

**ABSTRACT:** Most of the families in nowadays think of or advised limiting children's "Media Diet" due to several reasons. Some argue that the radiation level of the technological equipment is somewhat dangerous for the youngsters. Some believe that the children forget about the traditional way of gaming when they meet the screens. However, the screen culture is capturing each and every child from time to time and not only the parents but also the doctors, educators and psychologists are struggling with this new situation. Most of the contradiction dwells on the phenomenon of digital detox as a reaction to technology. To Miksch & Schulz (2018) if the young adults are not convinced enough why they need to have a digital detox they do not understand the motivations behind. Valentine talks about the weighted identities (2018) of the youngsters attributing to the individuals under the media influence. The media diet, nowadays is a very popular term and Lynskey makes use of the term referring to the media followers who decide for themselves what to consume. The media, enriching the technologies and ways of consumption is having an easier Access than before and leaking and infiltrating into the lives of the people more than ever. The addiction to certain programs for the adults might be interpreted as their way of escaping reality. However, the kids becoming more and more addicted to the digital games and digital media is putting extra weight into the discussion.

This study is questioning the types of digital detox in different ways and if it could prevent digital addiction or not. The paper discusses the hypothesis through the 50 interviews with parents, specialists and kids between 8-14 to find out more about the problem and ways of solution. concentrates on the importance of the media literacy questioning the types of digital detox in different ways and if it could prevent digital addiction or not. The paper discusses the hypothesis through the 50 interviews with parents, specialists and kids between 8-14 to find out more about the problem and ways of solution

**KW:** Media Literacy, Media Detox, Media Diet, Impact of Media

• **TUNCER NURAN, GAZIOSMANPASA UNIVERSITY**

**GENÇER ARZU AKAR, KIRKLARELI UNIVERSITY**

**TITLE:** RISING AWARENESS AND SELF REALIZATION

**ABSTRACT:** This paper discusses the ways the youth could be enriched through flourishing main communication skills involving them into a curriculum to develop their self-confidence, communication skills, empathy, taking responsibility, discipline and regularity, teamwork adaptation, problem solving skills, developing the whole self, self-expression, self-management, decision-making, making choices, persuasion and developing the self.

One of the most effective factors that can accelerate the development process of economies of developing countries is the professional intermediate employees. In the economy, human resource needs like this are covered by Vocational High Schools every year. Vocational High Schools are the schools where knowledge and skills are developed in a certain professional field. The mission of Vocational Schools is to train skilled labor force, which is one of the biggest needs of a country according to the needs of the modern age.

Students who arrive at these schools to be educated and trained as skilled labor force are usually from various disadvantaged areas thus they have to cope with the stresses and difficulties of living in this new environment and alone in their new lives. The ability of these students in coping with these situations also plays an important role in shaping their perspectives on life and on their universities. Helping to these young people by guiding and providing opportunities when they are struggling with the difficulties they have to deal with outside the area they receive education and training and providing them with activities that will guide their personal development and present their potentials means that they will continue their lives as individuals who are open to continuous improvement, who are enthusiastic about technological innovations, who are self-confident and who fulfill their responsibilities and add value to themselves after their graduations.

To ensure all these, 50 girls and 50 boys, a total of 100 students were supported to receive seminars, handcraft courses, cinema and theater activities in the field of effective communication and personal development for 15 months through effective drama, and their development and self-confidence, gaining skills to adapt to social life abilities were supported, and thanks to these skills, they were encouraged to become individuals who express themselves better.

The awareness of these young people on the environment was increased through various cultural trips to enable them to think bigger and develop their confidence when planning their future. The budget project was supported by the Ministry of Youth and Sports. The activities carried out along the project will be transferred in the conference through visuals.

**KW:** Vocational High Schools, Rising Awareness, Empowering Students, Drama

**RESVANI VASILIKI, UNIVERSITY OF PATRAS**

**SPINTHOURAKIS JULIA ATHENA, UNIVERSITY OF PATRAS**

**TITLE:** TEACHERS' PERSONAL AND PROFESSIONAL BELIEFS ON DIVERSITY (VP)

**ABSTRACT:** The study investigates the personal and professional beliefs of elementary and secondary school teachers in Greece. Teachers' attitudes have been shown to play an important role in the educational process (Amodeo & Martin, 1982; Byrnes & Kiger, 1989; Pazares, 1992). In a multicultural and diverse society, the need for well-prepared teachers able to manage students from diverse ethnic and cultural backgrounds (Columnia, 2010; Leeman, 2006; Greenfield, 2006; Russell & Russell, 2014; Secru, 2003). However, in order for teachers to be able to work successfully with such a diverse audience, they must be certain about their actions and in-class activities. Furthermore, their personal and professional attitudes should be equally open towards the "other". Therefore, the purpose of this study was to report on the findings of a short survey on teachers' personal and professional beliefs towards diversity. Ninety-six teachers (13 males and 83 females) participated in the study. Their personal beliefs were assessed using the Personal Beliefs about Diversity Scale (Pohan & Aguilar, 2001), while their professional beliefs using the Professional Beliefs about Diversity Scale by the same authors. The PerBaDS is a 15 – item 5-point Likert-type scale where 1 = strongly disagree and 5 = strongly agree. Similarly, the ProBaDS is a 25 – item 5-point Likert-type scale using the same anchor points. Both scales have excellent psychometric qualities as reported by their authors. Results suggested that teachers were rather open and acceptable towards "others" in their professional beliefs. However, their personal beliefs were not as friendly. The implications of the findings with regard to multicultural classrooms and schools is considered with suggestions on how to improve teachers' efficacy in today's schools.

**KW:** diversity, beliefs, teacher attitudes

**ROSS ALISTAIR, LONDON METROPOLITAN UNIVERSITY**

**TITLE:** YOUNG EUROPEAN'S CONSTRUCTIONS OF IDENTITIES: EUROPE, STATE AND NATION (P)

**ABSTRACT:** Young European's constructions of identities: Europe, State and Nation // Alistair Ross // London Metropolitan University (retired) // Context // This study addresses how young Europeans (11 to 19 years of age, 29 countries, n=2000) construct identities around Europe and their country, and how they discuss nationalism and national identities in



their discourse. Europe has historically been constructed around the idea of ‘nation states’, in parts of the west since the 16th century, and much of the rest since the mid-19th century. However, the growth of the European Union, particularly over the past 20+ years, has seen states subsume some of their sovereignty, and become increasingly diverse in terms of their ethnic composition. Have these been reflected in the way that young people construct their political identities around these terms? // Theory and Methodology// Some 324 small group deliberative discussions were held in 104 different locations in the 29 states, each lasting about 45 minutes. Deliberative discussion, with minimum intervention and control by the investigator, is particularly appropriate in eliciting young people’s use of these terms, allowing them to set the parameters of their debate, in free-ranging debate that is not intended to reach a conclusion. A wide range of views are trawled, but necessarily they cannot be categorised or statistically analysed.// Results and Conclusions// Analysis suggests that a significant majority of young people are sceptical about their ‘national’ identity, and about nationalism as being significant in their futures. Most retain an affection and sense of identification with their country, and the institutions of the state, but their location in settings of diversity mean that for many of them ‘national’ identities have little meaning. For many of them, the ‘nation state’ no longer exists (if it ever did). The paper will address possible reasons for such reactions, around changes in their lifetime in political settings, demographic changes, and the rise of the world wide web and social media.

**KW:** social construction, political identities, nations, states, young people

**SARRI KONSTANTINA, UNIVERSITY OF PATRAS**

**NIKOLAOU GEORGIOS, UNIVERSITY OF PATRAS**

**TITLE:** INCLUSION OF IMMIGRANT STUDENTS IN THE GREEK EDUCATIONAL SYSTEM: A CASE STUDY (P)

**ABSTRACT:** This paper, under the title “Inclusion of immigrant students in the Greek educational system: a case study of Patras”, refers to a study that was conducted under the aegis of the Department of Primary Education of the University of Patras. The aim of this study was to investigate the attitudes and views that teachers hold toward the specific, individualized needs of immigrant students, as well as to present the practices applied in their teaching of these types of students. The sample of the survey consisted of 72 primary school teachers and 34 immigrant students from various districts of Patras. Moreover, in this study a quantitative research protocol was applied. Questionnaires (used in past published scientific surveys) were employed as a research instrument to collect data and the SPSS program was implemented in order to analyze and process the statistical analysis. Overall, the results of the research indicated that teachers hold a positive attitude towards both the inclusion methodologies and the CRT (Culturally Responsive Teaching) practices proposed. The results of this survey did not seem to agree at all points with the statements of current literature. In conclusion, teachers did not seem to already have developed positive attitudes toward

inclusion and CRT. Instead, they seemed to be using limited educational methods aligned with the CRT philosophy, even if they have not obtained any kind of further education in this field, so far.

**KW:** attitudes, practices, interculturality, inclusion, CRT

**SCHMALE ANDRÉ, UNIVERSITY OF WUPPERTAL**

**LIPANGA FRANCISCA, UNIVERSITY OF WUPPERTAL**

**TITLE:** ABSENCE OF BLACK IDENTITY IN EUROPEAN PARLIAMENTS? (P)

**ABSTRACT:** This paper conducts research on the absence of black identity in European politics by analysing the 28 European Parliaments and their members as well as the European Parliament. Thus, we qualified the use of language in order to examine crucial topics. Furthermore, we have focused our research on the questions, how many black female politicians are there in European parliaments and what topics do they bring into political discussions. In general, we work with the hypothesis, that an absence of women in politics appears. Following the research question, we examined the members of the 28 European Parliaments and built a corpus which consists of two speech recourses: First, we tried to consider parliamentary speeches of the female politicians. Second, we examined, if the female politicians use a social medium and if, qualified their use of language. We exemplified the use of language with the help of the Critical Discourse Analysis which is seen to be a qualitative method of research. We assume that the use of language expresses the frames, from which we will derive the concept of identity. Besides the CDA, we will follow the theoretical approach of the cultural studies in order to interpret the construction of blackness. This case study was realised with a triangulation of methods, as we gain the data with the help of data mining. Alongside the more qualitative approach of the CDA, we analyzed the parliamentary speeches with the help of text mining methods. The results suggest that there appears an absence of women as well as an absence of black identity within the several European countries.

**KW:** identity, female politicians, blackness, European Union, text mining

**SEVI ATHINA, UNIVERSITY OF PATRAS**

**GLYKERIA GOULA, UNIVERSITY OF PATRAS**

**NIKOLAOU GEORGIOS, UNIVERSITY OF PATRAS**

**TITLE:** REFUGEE CHILDREN'S ATTITUDES TOWARDS THE GREEK PUBLIC SCHOOL (P)

**ABSTRACT:** The recorded history of humanity quite frequently describes harsh events which result in population displacement. The political instability in the Middle Eastern countries and the recent war in Syria have triggered the greatest influx of refugees in Europe since World War II, as these people were made to massively abandon their countries to save their lives. To be more specific, in the last three years, Greece, as a host country, has offered



hospitality to more than 180.000 refugees, 36% of whom are children. The Greek State, abiding by the constitutional articles and the international conventions, provides twelve-year mandatory education to refugee children, taking into consideration both their needs and the special education circumstances. The question that arises, though, is how these children, who have struggled hard to reach the European ground, feel about the Greek public schools. The present paper is aiming at answering the above question interpreting the refugee children's attitude towards their attendance in the Greek schools. 30 refugee children who are in their first year of studies have participated in this experimental effort. The theory of attitudes has been applied in this study and its implementation has been realized in the prefecture of Epirus, Greece. The research methodology includes techniques suggested in attitude studies, among which are free expression through art and induction sketches. The children's attitude is decoded based on the affective, behavioural and cognitive attitude aspects. The results of the study are presented and suggestions for further research are made.

**KW:** refugees, refugee students, theory of attitudes

## **SJÖLANDER JONAS, PEDAGOGISK INSPIRATION, MALMÖ MUNICIPALITY**

**TITLE:** EDUCATIONAL MAPS – LEARNERS AS HUMAN SUBJECTS AND THE EXISTENTIAL RELEVANCE OF HISTORICAL EDUCATION (P)

**ABSTRACT:** The purpose of this contribution is to discuss the importance of historical knowledge of people and phenomena in history teaching, often hidden in traditional history writing, or regarded as unimportant in general. I will present two ongoing history teaching projects at two schools in Malmö. The paper is a part of an ongoing anthology-project, that I am editing together with Anne Harju (Malmö university) entitled "Children and adolescents in Malmö". It is necessary to find new forms of learning that affect both teachers and learners involved in the search for knowledge. I advocate a break with the alienated and segregated school. One attempt to achieve such a break can be that teachers and learners together explore local history and the city's geographical, social and chronological boundaries together. My point of departure is simply that everyone who has lived, lives and lives in Malmö is a part of and owns the rights to the city's history, contemporary and future. The dominant discourse about the suburbs in Swedish urban environments as parallel communities, areas of exclusion with its own norms, rules and social codes, also affects and deepens school segregation. The inhabitants of segregated and disadvantaged suburbs are implicitly or explicitly regarded as problems. Expectations on children and young people are strongly characterized by a perspective of failure and images where residents in all districts are constituted as carriers of shortcomings. In this paper I will argue for the necessity to teach history with learners as included subjects. I emphasize the meaning of history as emancipatory tool to cross and overleap segregationally patterns and structures.

**KW:** segregation, space, place, learners, inclusion

**SMARO CHIONA, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**TSIOUMIS KONSTANTINOS, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**TITLE: THE RECOGNITION OF REFUGEE STUDENTS' IDENTITY AS AN ELEMENT OF MANAGEMENT OF THEIR EDUCATION. A GREEK EXPERIENCE (P)**

**ABSTRACT:** As a result of the massive arrival of refugees in Greece that has taken place since 2015, both the Greek educational system and its educators have had to face various challenges, taking into account the fact that one third of refugees are school age children. As a result, a new educational institution was introduced, called Reception Facilities for Refugee Education, which operated in school buildings during afternoon hours. Teachers were appointed to those Facilities, after applying in order to teach refugee students at the Primary and Secondary level. This study, as an attempt to discover whether and to what extent children's identity is taken into account, focuses on ideas and attitudes as they were expressed by teachers of refugee students in their endeavour to teach the latter and include them in a new and yet unknown schooling system. The terms and concepts of culture, mother tongue, diversity, national and religious identity were examined along with educational systems of the counties of origin of the refugees. In order to come to conclusions regarding the ways in which teachers included the refugee students' identity, twenty-five interviews were taken from teachers, asking them about the way they viewed the needs of refugee students, their culture and their behaviour. According to the teachers' opinions, the refugee students bring certain cultural elements by which they express their identity at school, such as the persistence to traditional gender roles and family relationships, as well as the nostalgia for their traditional music or food. At the same time, they observe lack of discipline, aggressiveness and an unexpected familiarity with corporal punishment. Of course, most of the teachers recognize the importance of the students' mother tongues and linguistic capital as their religion.

**KW:** refugee education, citizenship education, interculturalism, recognition, identity

**STARÝ KAREL, CHARLES UNIVERSITY**

**LAUFKOVÁ VERONIKA, CHARLES UNIVERSITY**

**STARÁ JANA, CHARLES UNIVERSITY**

**TITLE: HOW DO YOUNG PEOPLE UNDERSTAND THE MEANING OF THE ASSASSINATION OF HEYDRICH (P)**

**ABSTRACT:** The goal of the research was to learn what is the historical awareness of 15 years old people about an important act of Czechoslovak resistance during World War II - the assassination of Heydrich. Instruction of history is to a considerable extent a tool for developing values and political thinking (Wils & Verschaffel, 2012). More emphasis in teaching history is being given to a historical methodology in teaching; a pupil is supposed to learn how to think "historically", how to analyse and interpret historical facts. (Van Sledright 2011; Lévesque 2008). The subject matter of history curriculum is valuable especially because

it provides knowledge which enables to understand the contemporary world, the objective of history education is not the historical reality itself, but the historical awareness (Brophy, Alleman&Halvorsen, 2013; Ercikan, Seixas, 2015; KÖrber, 2015). Our research to some extent refers to the results of the leading pupils to historical awareness. We asked the respondents not only to express their opinion about this act but also to formulate relevant arguments. We asked 6132 students in the last year of their school attendance. The test task was supplemented with factual information about this historical event. The specific wording of the assignment was: Was the assassination of Heydrich a terrorist act? Please explain. Respondents' answers were analyzed using MAXQDA qualitative analysis software. The study has shown that many young people understand the importance of the assassination of Heydrich. A detailed analysis revealed that a significant part of the respondents did not understand the meaning of the resistance, and even if they are provided with factual information, they are not able to explain the substance. The answers reflected the features of superficial presence when the historical event was interpreted regardless of the context. Radical views also emerged that questioned and relativized the importance of resistance.

**KW:** historical awareness, history education

**THEOCHAROPOULOS NIKOS, UNIVERSITY OF PATRAS**

**KATSILLIS MICHAEL, UNIVERSITY OF OXFORD**

**MICHALOLIAKOU THEODORA, UNIVERISTY OF PATRAS**

**KAMARIANOS IOANNIS, UNIVERSITY OF PATRAS**

**TITLE:** NOTIONS, CONCEPTUALIZATIONS AND MEANINGS OF PARENTAL EXPECTATIONS AMONGST PUPILS FROM DIFFERENT EDUCATIONAL ENVIRONMENTS (P)

**ABSTRACT:** Early research on the impact of parental expectations argued that parents with high expectations both set high standards and make high demands of their children which in turn result in high academic achievement and influences the choices they make. Recent research also notes that parental aspirations and expectations are critical factors. How students understand these expectations therefore becomes increasingly relevant. This study aims to present and analyze the notions, conceptualizations and meanings of parental expectations amongst pupils from different educational environments. We seek to present specific aspects of social capital differentiation's between pupils from Greek Vocational High School and those in General High School. The quantitative survey focuses on the relation between trust and selection of a specific educational career. According to recent research parents' expectations and strategies have significant importance to the pupil's educational career selections. It is also vital to take into account the significance of pupils' conceptualization of parental strategies and expectations. Our survey took place in four high schools (2 vocational and 2 general high schools) in two Greek cities. The main research hypothesis is that there is a difference in pupils' conceptualizations of parental expectations between students attending vocational

schools and those attending General Lyceum. The first outcomes underline that final formation of meaning and conceptualizations is a result of a certain degree of trust. Thus, according to our main hypothesis, the relationship between trust -as an important factor of Social Capital - and education is important in the efficient functioning of the modern economies but also of the modern western societies (Fukuyama 2000).

**KW:** parental expectations, social capital, trust

**TSE THOMAS, THE CHINESE UNIVERSITY OF HONG KONG**

**TITLE:** EDUCATION OF NATIONAL IDENTITY: SOME PEDAGOGICAL SUGGESTIONS FOR EDUCATORS (P)

**ABSTRACT:** Under the prevailing political order of nation-states, national identity is considered a prominent collective membership or group attachment. Against the particular post-colonial situation of “one country, two systems” and the fierce debates about the national education in Hong Kong in recent years, this article proposes some pedagogical suggestions for educators when conducting learning activities related to national identity. We have to be clear “what sort of education”, “what sort of national identity” and “what sort of nationals or patriots” we want and the article starts with clarification of key concepts, and proceeds with six specific recommendations in light of the insights from Psychology and Cultural Studies. The related literature remind us that identity or identification is a complex psychological, interpersonal and socio-cultural phenomenon and involves rich and diverse experiences and processes across different levels of one’s identity. I argue that national identity education should be built upon political literacy, international understanding, popular sovereignty, critical national history, self-understanding, and a deep reflection on the ideal individual-community relationships. 1. We need to process necessary knowledge of basic political concepts and distinguish the relevant political concepts clearly. 2. International education could also be employed as a way of national identity education. 3. Nurturing democratic consciousness and values like participation, autonomy, equality and freedom provides the basis for developing the qualities of ideal national citizens. 4. Since national identity is a historical phenomenon and a social product, we have to be very skeptical towards national history and adopt a broader historical perspective instead. 5. We also need to respect self-authorship as identity formation is a creative self-making project. 6. As national identity is the bondage between the individual and her political community and between fellows of the same community, we need to address these core issues by introducing social and political philosophy to students.

**KW:** national identity, nationalism, patriotism, Chinese, international education

**TSEZOU ATHINA-SPYRIDOULA, UNIVERSITY OF PATRAS**  
**SPINTHOURAKIS JULIA ATHENA, UNIVERSITY OF PATRAS**

**TITLE:** THE PROFESSIONAL IDENTITY OF THE MODERN TEACHER AS A STUDENT  
TEACHER'S MENTOR (Poster)

**ABSTRACT:** Modern Europe calls for a new value system in which the 'anthropos' citizen transcends political ideologies and geographical borders, without jeopardizing the national identity of every people, giving weight to human rights, respect for diversity, the environment, peace, democracy and development. To do this, citizens must have received the appropriate education at all levels in order to have the necessary skills required by the labor market throughout Europe. In order to achieve the above goal, strategies are being developed that govern the whole educational system often by collaborating on many levels. In this effort, the basic gear is the teacher in a role that is constantly expanding and enriched with new competences and challenges. In order to be able to meet these requirements, ongoing training both at the theoretical level and in practical applications of new pedagogical methods is needed. An area of teacher training that has the potential to lead teachers to enhance their identity by taking on a new professional role is that of the mentor. Training for this is available to tenured teachers by courses of study at Greek university Primary Education Departments at a national level. This provides a possibility for tenured primary school teachers who, after successfully completing a compulsory introductory course, to become mentors for third- and fourth-year students to help ease their school-based practicum teaching experiences by linking theory and practice. This role strengthens the learning outcomes that European students are looking for in tenured teachers, while at the same time giving the mentor a new professional profile. This paper presents the results of research analyzing the motivation of teachers who take on the role of mentor as there are no tangible rewards for this.

**KW:** teachers, mentors, professional identity, motivation

**TSIOUMIS KONSTANTINOS, ARISTOTLE UNIVERSITY OF THESSALONIKI**  
**LELEGIANNI MARIA, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**TITLE:** GREEK SECONDARY EDUCATION TEACHER'S VIEWS ON CITIZENSHIP  
EDUCATION (P)

**ABSTRACT:** Greek secondary education teachers' views on citizenship education Today, more than ever, it is imperative for active and critically minded citizens. In a world governed by an economic, political and social crisis, change may be the result of active citizenship. Naturally, education cannot be impartial, but it has to help in this direction, since it has an important role in the transmission of skills, knowledge, attitudes and values to make citizens effective within the global community. That is why I considered it appropriate to investigate the attitudes of teachers, the pillars of the educational process, regarding the issue of citizenship, both

the theoretical and the practical level. The purpose of this study is to investigate teachers' perceptions of citizenship and its functionality as an educational tool in the classroom. In particular, their views on citizenship, education on citizenship and how they were taught were studied. The survey was conducted in spring 2018 in secondary school teachers and the research tool was the questionnaire, which consisted of closed-ended questions. The research involved 214 teachers. The categories of the questionnaire include, in addition to demographic data, the following: First, in the view of teachers about the characteristics of the active citizen. Secondly, their view of the relationship of education to citizenship with the curriculum. The third category refers to the practices they apply to the classroom. Similar correlations have also been made.

**KW:** citizenship, citizenship education, active citizenship, intercultural practices

**TSIRTSI KATERINA, UNIVERSITY OF THE PELOPONNESE**

**KARAKATSANI DESPINA, UNIVERSITY OF THE PELOPONNESE**

**TITLE:** ERASMUS STUDENTS AND INTERCULTURAL UNDERSTANDING: A RESEARCH ON GREEK ERASMUS STUDENTS' EXPERIENCE (P)

**ABSTRACT:** This aim of this presentation is the analysis of the results of an empirical research based on 20 student semi-structured interviews. These students have participated during their studies at the University of Peloponnese in an Erasmus program for a traineeship or internship. This Erasmus program lasted from two to twelve months and took place in different Universities and institutions in Europe. Our research questions are oriented towards the impact of this mobility on students' intercultural understanding and learning. First of all, students are going to evaluate the role of the Erasmus program in individual and social level. Then Erasmus student interviews and their Reports on this experience will be further analysed in order to give answers to the following questions: A) which is the role of intercultural communication, B) how the intercultural learning has influenced their interpretation and understanding of different cultures, religions and education systems, c) how important is networking, professional development and intercultural exchange, d) which are the learning benefits through this intercultural experience.

**KW:** Erasmus students, learning, exchange, networking



**VALLEJO RUBINSTEIN CLAUDIA, UNIVERSITAT AUTÒNOMA DE BARCELONA**  
**MOORE EMILEE, UNIVERSITAT AUTÒNOMA DE BARCELONA**  
**DOOLY MELINDA, UNIVERSITAT AUTÒNOMA DE BARCELONA**

**TITLE:** REFLECTING ON MULTILINGUAL EDUCATION FOR THE 21ST CENTURY:  
A PARADIGM OF CRITICALLY-ENGAGED COLLABORATION (P)

**ABSTRACT:** This presentation will reflect on current approaches to multilingual teacher education for promoting meaningful and inclusive schooling and social equity. Stemming from our own experience and understanding of research and educational practice, we will propose a paradigm of critically-engaged collaboration, as key for empowering teachers, children and youth, student-teachers, researchers and teacher educators. As a point of departure, we will reflect on current, opposite conceptions of multilingual education as framed by a) a neoliberal approach (as documented by Block, 2014; Codó, 2018; Ricento, 2015; among others), which conceptualizes (socially prestigious) languages as a commodity linked to market values of efficiency, productivity and flexibility of labour force (Flores, 2013), enhancing social inequality, and b) a critical and socially engaged approach interested in promoting meaningful and inclusive multilingual education, which may contribute towards social inclusion by preparing engaged global citizens through caring, criticality and collaboration. The paradigm we present is based on three pillars: social commitment, collaboration and moving beyond the classroom. After outlining this approach of collaborative teacher research, we will then provide examples from our current research in schools that aims to empower all participants to become agents of change.

**KW:** empowerment, collaboration, social inclusion, multilingualism

**VANJA LOZIC, MALMÖ UNIVERSITY**

**NAZAR GUSTAVO, PEDAGOGISKA INSPIRATIONEN, MALMÖ CITY**

**TITLE:** NARRATIVES ABOUT EXCLUSIONARY PROCESSES AND NORMS: RECOGNISING  
CHILDREN'S EXPERIENCES (P)

**ABSTRACT:** The aim of this paper is to illustrate children's and adolescents' own narratives about norms, hierarchies and conflicts that frame their life at school and identifications. Additionally, educators' experiences of interpellations between students are portrayed. The gathering of children's narratives and the interviews with educators have taken place in urban areas of Swedish city of Malmö. The areas have a large proportion of low-income population, with migration background. The underlining premise is that in order to act in the best interests of the child (Article 3 of the UNCRC), educators need to interpellate children and adolescents as subjects, recognising and acting upon exclusionary processes that permeate their experiences and narratives. The paper is a part of an ongoing book-project entitled "Children and adolescents in Malmö". The analysis is based on intersectional analytic framework and it demonstrates that children and adolescents are highly conscious



of social hierarchies, not least how Swinishness, whiteness, economic assets, styles of clothing, religious affiliation, desirable and normative masculinity and femininity, and the absence of personal migration experiences (the privileging of stationary population) are privileged forms of identification. However, it could be argued that normative and provided subject positions may differ in different social and urban contexts. Furthermore, children and adolescents are aware that those who, for instance, are racialized, do not speak acceptable Swedish, wear non-normative clothing-styles, lack normative economic resources are “disrespected” as fully flagged citizens and interpellated as being in the “basement” of society/social pyramid, and they feel “shame”. A consequence of not “all children being equal” is that they may have different and unequal future opportunities and social positions. Instead of placing responsibility on the individual (the child itself), several children in our analysis ask for the changes in social structures that limit, exclude and discriminate.

**KW:** norms, conflicts, children, school, power relations

**VASILEIADIS GERMANOS, UNIVERSITY OF WESTERN MACEDONIA**

**TSIOUMIS KONSTANTINOS, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**VAMVAKIDOU IFIGENEIA, UNIVERSITY OF WESTERN MACEDONIA**

**SAILAKIS ILIAS, UNIVERSITY OF WESTERN MACEDONIA**

**TITLE:** REPRESENTATIONS OF THE GREEK-GERMAN RELATIONSHIP IN THE DECADE OF CRISIS (2008 – 2018): A CASE STUDY ON THE GREEK PUBLIC HISTORY MAGAZINE “THE ILLUSTRATED HISTORY” (P)

**ABSTRACT:** Germany’s tough negotiating tactics during Greek economic crisis, in which harsh austerity measures were imposed in Greek citizens, had produced a bad mood between the relations among the two states and their citizens. This mood is strengthened by the mass media, changing the Greek conception about Germany and E.U. in general. In this research we study on the magazine named as “The History Illustrated” which is the first Greek magazine of public historical material published since 1968 by Papyros editions. Public history as a “nonacademic narrative” plays an important role in the modern construction of national or historic consciousness which create the image of the “other”. The research material is analysed as a multimodal, narrative and visual “text” which describes the past events in many diverse forms of historical narratives. We focus on the choices of the editor using the method of narrative analysis, so as to exact results about what image is formed about Germany and Europe. The research material is structured on (5) references-covers and the historical texts that are representing the Greek-German relationship (Issue 506: August 2010, 524: February 2012, 535: January 2013, 540: June 2013, 544: October 2013).

**KW:** crisis, public history, Greece-Germany

**VEGIANNIS IRINI, UNIVERSITY OF PATRAS**

**TITLE:** THE EFFECT OF ORIGIN ON CHILDREN'S SOCIAL-EMOTIONAL COMPETENCE (VP)

**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 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 can be seen as one of the reasons 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. This paper analyzes the effect of cultural differentiation upon children's social-emotional competence. More specifically, the importance of origin, either children's or their parents' while forming SEC is presented. 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), which is then correlated to the factor of origin. The results extracted are very important and impressive, as mother's origin affects much more positively children's social-emotional competence than father's origin. This concerns children who are born in Greece and one of their parents comes from abroad. On the other hand, the lowest scores of social-emotional competences were done by children who were born abroad both they and their parents.

**KW:** SEC, origin, culture, differentiation

**VICKERS-HULSE KARAN, UNIVERSITY OF WEST OF ENGLAND**

**WHITEHOUSE SARAH, UNIVERSITY OF WEST OF ENGLAND**

**TITLE:** BRITISH VALUES IN A DIVERSE BRITAIN (W)

**ABSTRACT:** This workshop will explore the challenges of embedding the concept of British values in a diverse British society. It will consider the complexities of this issue with regards to implementing British values in a primary classroom in England.

We will look at the policy drivers behind the implementation of British Values in the English education system such as the PREVENT strategy and the Teachers' Standards. PREVENT was introduced in response to recent acts of terrorism in the UK and is a statutory requirement for schools in England. We aim to explore definitions of values in the British context and the possible divisive nature of the term itself.

**KW:** British, Values, Diversity, Tolerance, PREVENT

**WEISSENO GEORGIOS, UNIVERSITY OF EDUCATION KARLSRUHE**  
**BÖKER EVANGELIA, UNIVERSITY OF EDUCATION KARLSRUHE**  
**OBERLE MONIKA, UNIVERSITY OF GÖTTINGEN**

**TITLE:** PROFESSIONAL COMPETENCE OF POLITICS TEACHERS AT GERMAN GYMNASIUM (P)

**ABSTRACT:** Political didactics is a field that has long resisted examination of teaching efficacy. Of particular importance are questions concerning what teaching personnel know and where their content-based expert knowledge comes from, what is to be taught and how teachers deal with problems in understanding content. Teachers' professional knowledge can be divided into "content knowledge" (CK), "pedagogical content knowledge" (PCK) and pedagogical knowledge (Shulman 1986). Quite dependently of beliefs regarding teaching and learning processes, pupils have active or passive, receptive or constructive roles ascribed to them. These roles are generally distinguished as the basic positions of constructivist and transmission-based concepts of teaching and learning. This study collected the results for German Gymnasium teachers (N= 196). 38.6% of respondents in the present partial study were female. The average age of respondents stands at 43.5 years old (SD= 11.4). The assumptions about the structure of subject-specific professional knowledge are checked by comparing a one-dimensional IRT model with various multidimensional ones. The model comparison shows a statistically significant model improvement for the two-dimensional model distinguishing between CK and PCK. PCK can be divided into normative political didactic discourses in one dimension and lesson-based items in a second dimension. Investigation of the structural assumptions shows that politics teachers' beliefs on teaching and learning can be integrated into overlapping belief syndromes. Cognitive constructivist orientations go hand in hand with greater subject interest, while transmission-based orientations tend to be related to less interest in politics. There is a slightly significant small negative correlation between a constructivist orientation and lesson-based knowledge. Those who have been teaching for a long time attain lower scores in the subject-specific didactic part of the test. Participation in further training only has an impact on normative and not on lesson-based knowledge.

**KW:** teachers' knowledge, competence, orientation, interest in politics

**WONG KOON LIN, THE EDUCATION UNIVERSITY OF HONG KONG**  
**KENNEDY KERRY JOHN, THE EDUCATION UNIVERSITY OF HONG KONG**  
**LEE CHI KIN JOHN**

**TITLE:** AN ANALYSIS OF THE ROLE OF HONG KONG SCHOOL PRINCIPALS  
IN SUPPORTING THE TEACHING OF CIVIC EDUCATION (P)

**ABSTRACT:** Given substantial school autonomy in Hong Kong, different school leadership practices can yield different school environments for teachers, different degrees of teacher empowerment, and different civic teaching approaches. Principals can influence their school environment in civic learning and allocate resources to support civic education. Considerable attention has been given to the concept of ‘leading for learning’ (Goker, 2006) but there has been little attention given to civic learning in schools and how it might be facilitated by principals (Xu and Law, 2015). Given the volatile and uncertain external environment that students as future citizens face, civic learning must now be considered a priority. Kennedy, Li and Chan (2015) and Kennedy and Li (2017) have shown that school level factors can influence students’ civic learning, although the results are somewhat mixed, clearly this requires further investigation. This study extends this line of research by examining how principals create school civic teaching environments and how these influence teachers in their roles as civic educators. The results showed that the complex historical-cultural and socio-political contexts of Hong Kong have influenced school leadership when it comes to teaching civics, and the researcher has highlighted three main patterns of school leadership needed for civics teaching. When school leadership lacked a clear vision of citizenship education (pattern 1), most teachers were compliant and avoided discussing sensitive political topics with their students. When school leadership mediated the diverse needs of students and balanced the different expectations of school stakeholders (pattern 2), there were both compliant and critical teachers. When school leadership had a clear vision of the school’s civic mission (pattern 3), the results differed across schools. These findings implied that principals have to significantly shift their understanding of the purposes of citizenship education and of their own roles, in order to provide greater autonomy for teachers.

**KW:** self-efficacy, autonomy, empowerment, citizenship, leadership

**ZACHOS DIMITRIOS, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**AKOUARONE ANASTASIA, ARISTOTLE UNIVERSITY OF THESSALONIKI**

**TITLE: TEACHERS AS WARM DEMANDERS: PRESERVICE TEACHERS' BELIEF BEFORE AND AFTER THEY LEARN WDP PERSPECTIVE (P)**

**ABSTRACT:** Warm demanders are named those teachers who insist on all of their students' success, no matter of their culture. The term warm demander is connected in literature with culturally responsive pedagogy and culturally responsive classroom management. Warm demanders teachers (WDT) achieve their students' success by having high expectations for all of them and accepting nothing less than their highest performance. WDT provide a supportive, structured and disciplined classroom environment to their students, which is based on Care, Authority and Insistence. These are the three characteristics that distinguish WDT from the rest of the teachers who also have faith and high expectations from their students. WDT succeed in supporting their students warmly and strongly. As a result, the students feel their support and respect them. WD support their students by caring for each one of them, for their interests, their families and their cultures. This atmosphere in the classroom allows WDT to express their dissatisfaction if a student does not meet their expectations; to demand the fulfillment in a non-negotiable way and to impose sanctions. Our proposed contribution to the conference is based on an ongoing research that aim to explore Preservice teachers' beliefs about WDT before they began their classroom management course and learn about this perspective (WDT) and then again, at the end of their internship. Our research techniques are a structured questionnaire and a number of in-depth semi-structured interviews.

**KW:** pre-service teachers, school practices, social variations

**ZEMANOVÁ BLANKA, CHARLES UNIVERSITY**

**TITLE: ATTITUDES AND VALUES OF PRIMARY SCHOOL PUPILS TO ENVIRONMENT PROTECTION (P)**

**ABSTRACT:** Attitudes and values of primary school pupils to environment protection emphasizing their real behavior and action is described by 1) reasons why pupils hold certain attitudes and values; 2) factors influencing certain attitudes and values of pupils; and 3) crucial information and their sources. Aim is to gather data describing what stimulate pupils to action and identify factors influencing pupils thinking. Semi-structured interview with group of primary school pupils were conducted. Data were collected by series of stimuli based open questions. Interview design is based on „The assessment of global competence in PISA 2018“ and „Special Eurobarometer 468 – Attitudes of European citizens towards the environment. “ with parameters optimized for target group second-grade and fifth-grade pupils. We verified the main influencing factors of attitude development were parents, teachers and classmates, as expected, but we discovered growing importance of school ethos.

**KW:** attitude, value, development, environment

# DETAILED TIMETABLE

21st CiCea Conference, Prague 2019

## Thursday 9th May

12:00 – 13:00	Conference Registration
13:00 – 13:20	Welcome and Opening Plenary (Blue Lecture Room) Person 1: Beata Krzywosz-Rynkiewicz, CiCeA President Person 2: Radka Wildová, Prorector for concept and quality of educational activity, Vice-rector of Charles University Person 3: Michal Nedělka, Dean of the Faculty of Education, Charles University
13:20 – 14:05	Keynote Lecture 1: Pavel Svoboda, Charles University, Czech R.
14:05 – 14:50	Keynote Lecture 2: Ian Davies, University of York, UK
15:00 – 15:30	Coffee Break (30')
15:30 – 17:00	

### Big conference room

#### Session 1 – **CITIZENSHIP, HISTORY & POLITICS**

Chair: Henry Maitles

POLITICAL LITERACY AND SCIENTIFIC LITERACY: WHERE ARE THE LINKS FOR TEACHERS? (P)

Maitles Henry, Day Stephen

YOUTH ACTIVISM IN SIX SOCIETIES: A COMPARATIVE PERSPECTIVE (P)

Fulop Marta, Davies Ian, Evans Mark, Kiwan Dina, Peterson Andrew  
Sim Boon Jasmine

SUFFRAGETTE PROTEST AND STRUGGLE FOR FEMALE CITIZENSHIP (P)

Holligan Chris

HOW DO YOUNG PEOPLE UNDERSTAND THE MEANING  
OF THE ASSASSINATION OF HEYDRICH (P)

Starý Karel, Laufková Veronika, Stará Jana

REPRESENTATIONS OF THE GREEK-GERMAN RELATIONSHIP  
IN THE DECADE OF CRISIS (2008-2018): A CASE STUDY  
ON THE GREEK PUBLIC HISTORY MAGAZINE "THE  
ILLUSTRATED HISTORY" (P)

Vasileiadis Germanos, Tsioumis Konstantinos, Vamvakidou Ifigeneia,  
Sailakis Ilias

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Small conference room Session 2 – **VALUES IN A DIVERSE WORLD**

Chair: Martyna Kotyśko

„DOES MINE MEANS OURS?“ – ANALYSIS OF VALUES IN  
THE CONTEXT OF INDIVIDUAL, NATIONAL AND EUROPEAN  
VALUES (P)

Kotyśko Martyna

AN EXAMINATION OF THE UNDER-EXPLORED VALUE  
OF SELF-SUFFICIENCY IN DEBATING POPULATION FLOW  
ACROSS COUNTRIES (P)

Mok Francis

POPULIST PARTY AND THE USE OF LANGUAGE (P)

Mittendorf Volker, Schmale André

ATTITUDES AND VALUES OF PRIMARY SCHOOL PUPILS TO  
ENVIRONMENT PROTECTION (P)

Zemanová Blanka



Small auditorium

Session 3 – **TEACHERS' BELIEFS AND NEEDS**

Chair: Julia-Athena Spinthourakis

TEACHERS' PERSONAL AND PROFESSIONAL BELIEFS  
ON DIVERSITY (VP)

Resvani Vasiliki, Spinthourakis Julia Athena

ELEMENTARY SCHOOL TEACHERS' BELIEF AND CLASSROOM  
PRACTICES RELATED TO TEACHING CULTURAL UNIVERSALS (P)

Kinyo Laszlo, Dancs Katinka, University of Szeged

TEACHERS AS WARM DEMANDERS: PRESERVICE TEACHERS'  
BELIEF BEFORE AND AFTER THEY LEARN WDP PERSPECTIVE (P)

Zachos Dimitrios, Akouarone Anastasia

GENDER AWARENESS OF STUDENTS OF EDUCATION (P)

Krišová Dagmar

GENDER STEREOTYPING IN CIVIC EDUCATION TEXTBOOKS  
IN TURKEY THROUGHOUT THE REPUBLICAN HISTORY (P)

Ince Basak

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17:00 – 17:30

Poster session

EDUCATING CHILDREN AT CHILDREN'S HOME  
Krátká Jana

THE PROFESSIONAL IDENTITY OF THE MODERN TEACHER  
ASA STUDENT TEACHER'S MENTOR  
Tsezou Athina-Spyridoula, Spinthourakis Julia Athena

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17:30 – 18:00

Big Auditorium in Karolinum    Concert

18:00 – 19:30

Reception areas in Karolinum    Reception

# Friday 10th May

9:00 – 10:30

Blue Lecture Room

Panel session: **ASIA-EUROPE DIALOGUE II: AUTHORITARIANISM'S CHALLENGES TO LIBERAL DEMOCRACY: LESSONS FROM EUROPE AND ASIA**

Krzywosz-Rynkiewicz Beata, Kennedy Kerry John, Hue Ming Tak, Wong Koon Lin. Chong Eric King-man, Karakatsani Despina

10:30 – 11:00

Coffee break

11:00 – 12:30

Big Conference Room

Session 4 – **CITIZENSHIP EDUCATION I**

Chair: Andreas Brunold

CONCEPT MAPS AS A DIAGNOSTIC TOOL FOR ANALYSING STUDENTS' PERCEPTIONS OF THE GERMAN DIESEL SCANDAL (P)

Brunold Andreas

TEACHER'S SUBJECTIVE THEORIES OF CIVIC (P)

Dvořáková Michaela

ENVIRONMENTAL EDUCATION AND SUSTAINABILITY IN THE GREEK CURRICULUM: CITIZENSHIP EDUCATION AND ACTIVE CITIZENSHIP (P)

Moschopoulou Aikaterini, Karakatsani Despina

CITIZENSHIP EDUCATION AND THE GLOBAL IMPERATIVE IN THE COSMOPOLITAN TURN (P)

Czech-Włodarczyk Celina

AN ANALYSIS OF THE ROLE OF HONG KONG SCHOOL PRINCIPALS IN SUPPORTING THE TEACHING OF CIVIC EDUCATION (P)

Wong Koon Lin, Kennedy Kerry John, Lee Chi Kin John

Small Conference Room

Session 5 - **CULTURAL IDENTITIES**

Chair: Monica Opreescu

PROBING INTO THE CULTURAL IDENTITY OF ROMA STUDENT: A CASE STUDY IN THE GREEK EFL CONTEXT (P)

Papalexatou Evangelia, Zorbas Vasilios

ABSENCE OF BLACK IDENTITY IN EUROPEAN PARLIAMENTS? (P)

Schmale André, Lipanga Francisca

CULTURAL IDENTITIES IN TODAY'S WORLD. A CASE STUDY OF A GROUP OF ROMANIAN STUDENTS IN ENGLISH (P)

Opreescu Monica

EUROPEAN INTEGRATIVE CULTURE: GAME-BASED EDUCATIONAL PROGRAM (P)

Netsova Radostina

CULTURE AND ADVERTISEMENT (VP)

Fili Chrysafo

Small auditorium

Session 6 – **PSYCHO-SOCIAL FUNCTIONING**

Chair: Beata Krzywosz-Rynkiewicz

TRAUMA, IDENTITY REPAIR, AND SUSTAINED RESILIENCE: LINKING TRAUMA-INFORMED CURRICULUM MODELS TO STUDENT VOICE (P)

Fortlouis-Wood Lisa

NARRATIVES ABOUT EXCLUSIONARY PROCESSES  
AND NORMS: RECOGNISING CHILDREN'S EXPERIENCES (P)

Vanja Lozic, Nazar Gustavo

NOTIONS, CONCEPTUALIZATIONS AND MEANINGS  
OF PARENTAL EXPECTATIONS AMONGST PUPILS FROM  
DIFFERENT EDUCATIONAL ENVIRONMENTS (P)

Theocharopoulos Nikos, Katsillis Michael, Michaloliakou Theodora,  
Kamarianos Ioannis

THE EFFECT OF ORIGIN ON CHILDREN'S SOCIAL-EMOTIONAL  
COMPETENCE (VP)

Vegiannis Irini

PSYCHOSOCIAL DEVELOPMENT IN THE CONCEPT  
OF INTERCULTURAL EDUCATION (VP)

Papakonstantinopoulou Artemisia, Spinthourakis Julia Athena,  
Dimakos Ioannis, Nikolaou Georgios

12:30 – 14:00

Lunch

14:00 – 15:30

Big Conference Room

Session 7 – **NATIONAL AND CULTURAL IDENTITIES**

Chair: Alistair Ross

NATIONAL IDENTITY AND TEACHING: HONG KONG  
TEACHERS' PERCEPTION ON NATIONAL IDENTITY  
AND NATIONAL EDUCATION (P)

Chong Eric King-man

YOUNG EUROPEAN'S CONSTRUCTIONS OF IDENTITIES:  
EUROPE, STATE AND NATION (P)

Ross Alistair

THE RECOGNITION OF REFUGEE STUDENTS' IDENTITY  
AS AN ELEMENT OF MANAGEMENT OF THEIR EDUCATION.  
A GREEK EXPERIENCE (P)

Chiona Smaro, Tsioumis Konstantinos

EDUCATION OF NATIONAL IDENTITY: SOME PEDAGOGICAL  
SUGGESTIONS FOR EDUCATORS (P)

Tse Thomas

GREEKS, GERMANS OR EUROPEANS? THE VIEW OF STUDENTS  
OF THE GREEK HIGH SCHOOL IN STUTTGART ON ISSUES  
OF IDENTITY (P)

Pavlos Christos

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Small Conference Room Session 8 – **ROLE OF THE TEACHER, ERASMUS PROGRAM**

Chair: Veronika Laufková

PROFESSIONAL COMPETENCE OF POLITICS TEACHERS  
AT GERMAN GYMNASIUM (P)

Weissenö Georgios, Böker Eva, Oberle Monika

THE TRUST OF THE POTENTIAL TEACHERS IN THE  
INSTITUTIONS AND THE UNIVERSITY (P)

Panagopoulos Epameinondas, Adamopoulou Anthi,  
Kalamatianou Amalia, Kamarianos Ioannis

BRINGING DOWN BORDERS THROUGH “TECHNO-  
PEDAGOGICAL” SKILLS: OUT OF THE CLASSROOM AND INTO  
THE WORLD (P)

Dooly Melinda

ERASMUS STUDENTS AND INTERCULTURAL  
UNDERSTANDING: A RESEARCH ON GREEK ERASMUS  
STUDENTS' EXPERIENCE (P)

Tsirtsi Katerina, Karakatsani Despina

INVESTIGATION OF TRAINING NEEDS OF PRIMARY SCHOOL  
TEACHERS ON THE ART AND ITS USE IN THE EDUCATIONAL  
PROCESS (VP)

Loukopoulos Christina

Small auditorium

Session 9 – **CULTURAL AND GENERAL SENSITIVITY  
TO OTHERS**

Chair: Michaela Dvořáková

“THIS TASK IS IMPORTANT...BUT I’M NOT DOING IT!”:  
HOW CAN WE BROADEN UNIVERSITY STUDENTS’ THINKING  
ON STEREOTYPING AND PREJUDICE? (P)

Maitles Henry, Cowan Paula

CULTURAL SENSITIVITY IN NURSING STUDENTS: AN INITIAL  
REVIEW (P)

Kalamatianou Amalia

APPROACHING THE CONCEPT OF SOLIDARITY AND  
EMPATHY TOWARD OLDER AND ELDERLY PERSONS  
BY MIDDLE SCHOOL AND UNIVERSITY STUDENTS  
THROUGH NARRATION AND DANCE THEATER (P)

Galani Maria Maro, Spinthourakis Julia Athena, Flamboura Katie

PREJUDICES, SOCIAL CHANGE AND DIVERSITY:  
THEORETICAL INSIGHTS UNDER REVIEW (VP)

Gouga Georgia, Martinaki Sofia, Asimopoulos Charis

AT A CROSSROAD, CHOOSING THE WAY FORWARD  
TO ENCOURAGE CHILDREN’S EMPATHY TOWARD OTHERS (VP)

Bouchagier Asimina

15:30 – 16:00

Coffee Break

16:00 – 17:30

Big Conference Room

Session 10 – **IMMIGRANTS, REFUGGES  
AND ETHNIC MINORITIES**

Chair: Marta Fulop

ATTITUDES ON IMMIGRATION NUMBERS: THE FAMILIAR  
VERSUS THE NOVEL APPEAL (P)

Nath Leda, Pedriana Nick, Gifford Chris, McAuley Jim, Fulop Marta

INCLUSION OF IMMIGRANT STUDENTS IN THE GREEK  
EDUCATIONAL SYSTEM: A CASE STUDY (P)

Sarri Konstantina, Nikolaou Georgios

REFUGEE CHILDREN'S ATTITUDES TOWARDS THE GREEK  
PUBLIC SCHOOL (P)

Sevi Athina, Glykeria Goula, Nikolaou Georgios

PROMOTING CULTURAL RESPONSIVENESS  
AND MULTICULTURAL COMPETENCY  
IN HONG KONG SCHOOLS (P)

Hue Ming-Tak

INTEGRATED EDUCATION, LEARNING DISABILITIES  
& EMOTIONAL DISORDERS; GREEK TEACHERS'  
PROFESSIONAL DEVELOPMENT NEEDS BEFORE  
NEW CHALLENGES (P)

Koulis Athanasios, Bagakis Georgios

Small Conference Room

Session 5 – **FORMS OF EDUCATION**

Chair: Sandra Chistolini

EDUCATIONAL MAPS – LEARNERS AS HUMAN SUBJECTS  
AND THE EXISTENTIAL RELEVANCE OF HISTORICAL  
EDUCATION (P)

Sjölander Jonas



PEDAGOGY OF NATURE BETWEEN OUTDOOR EDUCATION  
AND SUSTAINABILITY (P)

Chistolini Sandra

REFLECTING ON MULTILINGUAL EDUCATION  
FOR THE 21ST CENTURY: A PARADIGM  
OF CRITICALLY-ENGAGED COLLABORATION (P)

Vallejo Rubinstein Claudia, Moore Emilee, Dooly Melinda

THE EFFECTIVENESS OF TRANSLANGUAGING LANGUAGE  
PRACTICES IN BILINGUAL EDUCATION: A LITERATURE  
REVIEW (P)

Angelopoulou Nikolitsa

THE ETHICS OF REFUGEE CRISIS: A THEORETICAL  
CONSIDERATION UPON REFUGEE ADMISSIONS IN GREECE (VP)

Koutris Dimitris, Dede Georgia

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Small auditorium

Session 12 – **CITIZENSHIP EDUCATION 2**

Chair: Karel Starý

GREEK SECONDARY EDUCATION TEACHER'S VIEWS  
ON CITIZENSHIP EDUCATION (P)

Tsioumis Konstantinos, Lelegianni Maria

ONLINE PARTICIPATION, CIVIC ENGAGEMENT AND IDENTITY  
OF ETHNIC MINORITY STUDENTS IN HONG KONG (P)

Chan Ki Keith, Kennedy Kerry John

AT A CROSSROADS: REVISITING UNIVERSITY TEACHER INITIAL  
TRAINING PROGRAMS FOR INTERCULTURAL SENSITIVITY  
AND CITIZENSHIP (P)

Karatzia-Stavlioti Eleni, Spinthourakis Julia Athena, Roussakis Yiannis  
Dede Georgia

(S-)EXISTENTIAL QUESTIONS AMONG YOUNG STUDENTS:  
THE KNOWLEDGE AREA SEXUALITY AND RELATIONS AND  
SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS AS PART  
OF CONTROVERSIAL ISSUES WITH IMPORTANCE FOR  
CITIZENSHIP EDUCATION (P)

Liljefors-Persson Bodil

EUROPEAN VALUES EDUCATION AND MULTICULTURALISM  
IDENTITY (VP)

Baltazar Isabel

19:00

Conference diner

## Saturday 12th May

8:45 – 9:45

Small Conference Room

Plenary Session – CiCea Annual General Assembly (AGA)

10:00 – 11:30

Big Conference Room

Workshop 1: **PREPARED TO VOTE? LOWERING  
THE VOTING AGE AND YOUTH DEMOCRATIC  
SOCIALISATION**

Mycock Andrew, Loughran Thomas

Small Conference Room

Workshop 2: **BRITISH VALUES IN A DIVERSE BRITAIN**

Vickers-Hulse Karan, Whitehouse Sarah

Small Auditorium

Symposium: **POLICY MAKERS, EDUCATORS  
AND PARENTS UP FOR MEDIA LITERACY  
AT THE CROSSROADS OF RIGHTS,  
VALUES AND IDENTITY**

Pembecioglu Nilüfer, Gündüz Ugur, Şenel Mustafa,  
Tuncer Nuran, Akin Aydogdu, Gençer Arzu Akar

11:30 – 12:00

Coffee Break

12:00 – 13:30

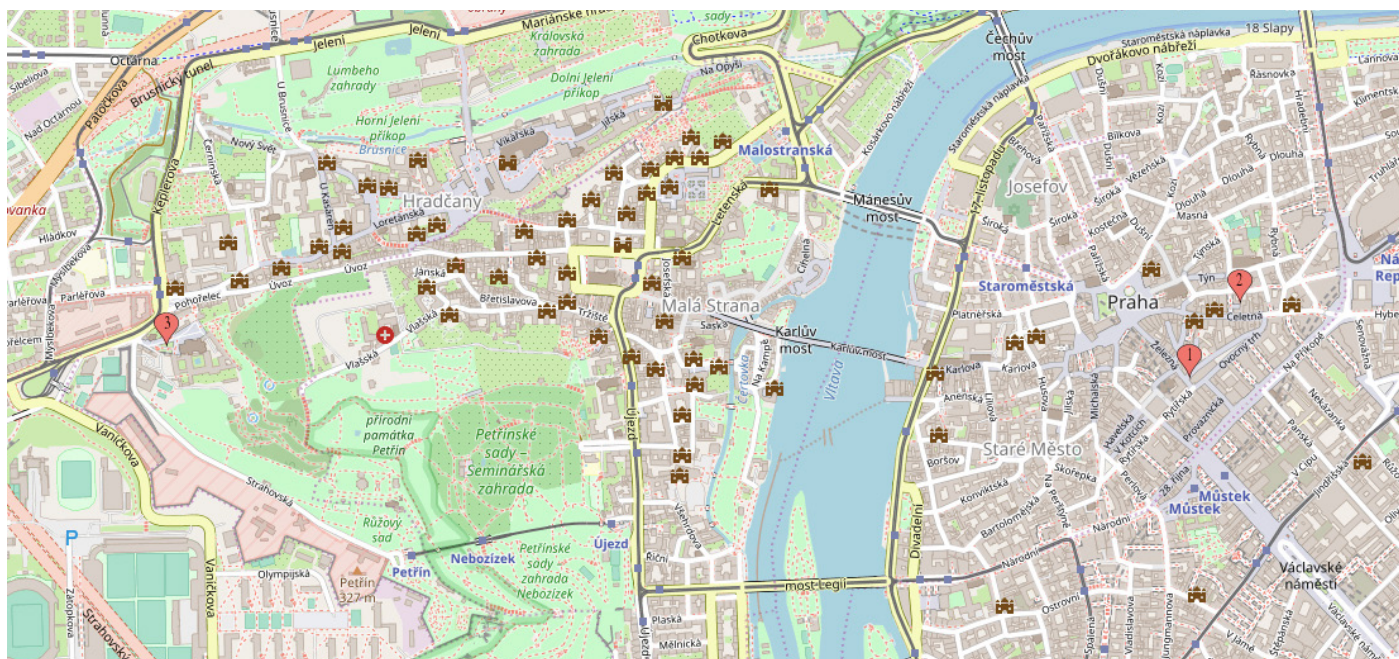
Closing Session

Blue Lecture Room

Plenary Lecture 3:

Andy Mycock, University of Huddersfield, UK

Closing Plenary: Beata Krzywosz-Rynkiewicz, CiCeA President  
Radka Wildova, Prorector for concept and quality  
of educational activity, Vice –rector of Charles University



# MAP

[https://www.mapcustomizer.com/map/CICEA\\_2019](https://www.mapcustomizer.com/map/CICEA_2019)

- 1 **KAROLINUM - CONFERENCE VENUE, ALL SESSIONS, THURSDAY CONCERT + RECEPTION**  
Ovocný trh 560/5, Staré Město, 110 00 Praha 1  
-200 m from Metro station „Můstek (line A or B)
  - 2 **Pivnice ŠTUPARTSKÁ - FRIDAY LUNCH**  
Štupartská 745/9, Staré město, 110 00 Praha 1  
**WEB:** [www.pivnicestupartska.cz](http://www.pivnicestupartska.cz)
  - 3 **KLÁŠTERNÍ PIVOVAR STRAHOVA SV. NORBERT - FRIDAY DINNER**  
Strahovské nádvoří 301, 118 00 Praha 1  
**WEB:** [www.klasterni-pivovar.cz](http://www.klasterni-pivovar.cz)
- 250 m from tram stop „Pohořelec“ ; Tram 22 or 23, (both trams go through the centre of Prague and many metro stations)