CiCea Children's Identity & Citizenship
European Association

MALMÖ UNIVERSITY

"Education, Citizenship, and Social Change: Building Bridges"

25th Annual CiCea International Conference

Faculty of Education – Malmö University,
Malmö Sweden
June 13th through 15th 2024

Malmö stad

MALMÖ UNIVERSITY

CONFERENCE PROGRAMME & BOOK OF ABSTRACTS

25th Annual CiCea International Conference 2024

"Education, Citizenship and Social Change: Building Bridges"

Faculty of Education - Malmö University, Sweden

13-15 June 2024

CiCea would like to express its appreciation to the
Malmö University for organizing and hosting the conference

Conference Organizing Committee
Marta Fülöp – CiCea President, Hungary
Vanja Lozic, Malmö University, Sweden
Liliana Jacott – Autonomous University of Madrid, Spain
Bodil Liljefors Persson, Malmö University
Emma Hall, Malmö University

Conference Scientific Committee
Marta Fülöp – Károli Gáspár University of the Reformed Church, Hungary
Vanja Lozic, Malmö University, Sweden
Liliana Jacott – Autonomous University of Madrid, Spain
Andrew Mycock – University of Leeds, United Kingdom
Chris Gifford, University of Leeds, United Kingdom
Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn, Poland
Julia Athena Spinthourakis, University of Patras, Greece
Sarah Whitehouse, University of the West of England, Bristol
Damlasu Temizel, University of Istanbul
Bodil Liljefors Persson, Malmö University, Sweden
Emma Hall, Malmö University, Sweden

Introduction

The Children's Identity and Citizenship European Association (CiCea) is the academic association for the study of young people's citizenship education and identities. We have individual and institutional members in most European countries. We have a shared interest in how young people develop their identities and in citizenship education in the European context. Many of us are involved in the education of professionals who work with children and young people.

The Association aims to:

Promote, strengthen and develop education and training for those who will work professionally with children and young people providing citizenship education and education to promote social identity in a European and world context; Develop networks of information, research and dissemination; Promote and organise conferences, training and events that develop research in citizenship education; and Provide a network resource for organisations and individuals in education and training for citizenship.

Membership benefits: Copies of our Journal: *Citizenship Teaching and Learning,* Use of our European Research Centres, Access to our Research Support Grants, Reduced rates at CiCe Conferences, Webinar Series, Access to all our publications, Newsletters, Eligibilty for our Outstanding Achievement as well as Best Publication Awards, Vote and stand for Election.

How to join:

Visit http://www.cicea.eu for further information (including subscription rates and application forms)

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E-mail: ciceassociation@gmail.com

Malmö University

Malmö University is an urban, innovative University in the heart of Malmö offering a wide variety of programmes and courses. The university currently has over 20 000 students and close to 300 PhD-Students. The university research profile is characterized by global engagement, community involvement, and a multidisciplinary and challenge-based approach.

Faculty of Education and Society

The Faculty of Education and Society offers professional training in the fields of schools, culture, leisure, and sport. The faculty runs one of Sweden's largest teachers training programmes, offering students a choice of four degrees: preschool teacher, primary teacher, secondary teacher or vocational teacher. The faculty also offers second and third-cycle programmes, freestanding courses, continuing professional development and contract education.

With a strong commitment to society, we conduct multidisciplinary research. The research spans the field of educational studies with a focus on various subjects and forms of education, including teacher training, the broad fields of history and cultural studies, and also sports studies.

Our research often takes place in relation to and in collaboration with society, for example, schools, museums, sports associations, and idea-based organizations. In this way, the faculty contributes, together with other actors, to long-term and scientifically-based solutions for community and school development.

All conference rooms are located in the University building Niagara, at Nordenskiöldsgatan 1. Use the online tool Mazemap to find rooms at the University (_click on the following link_):
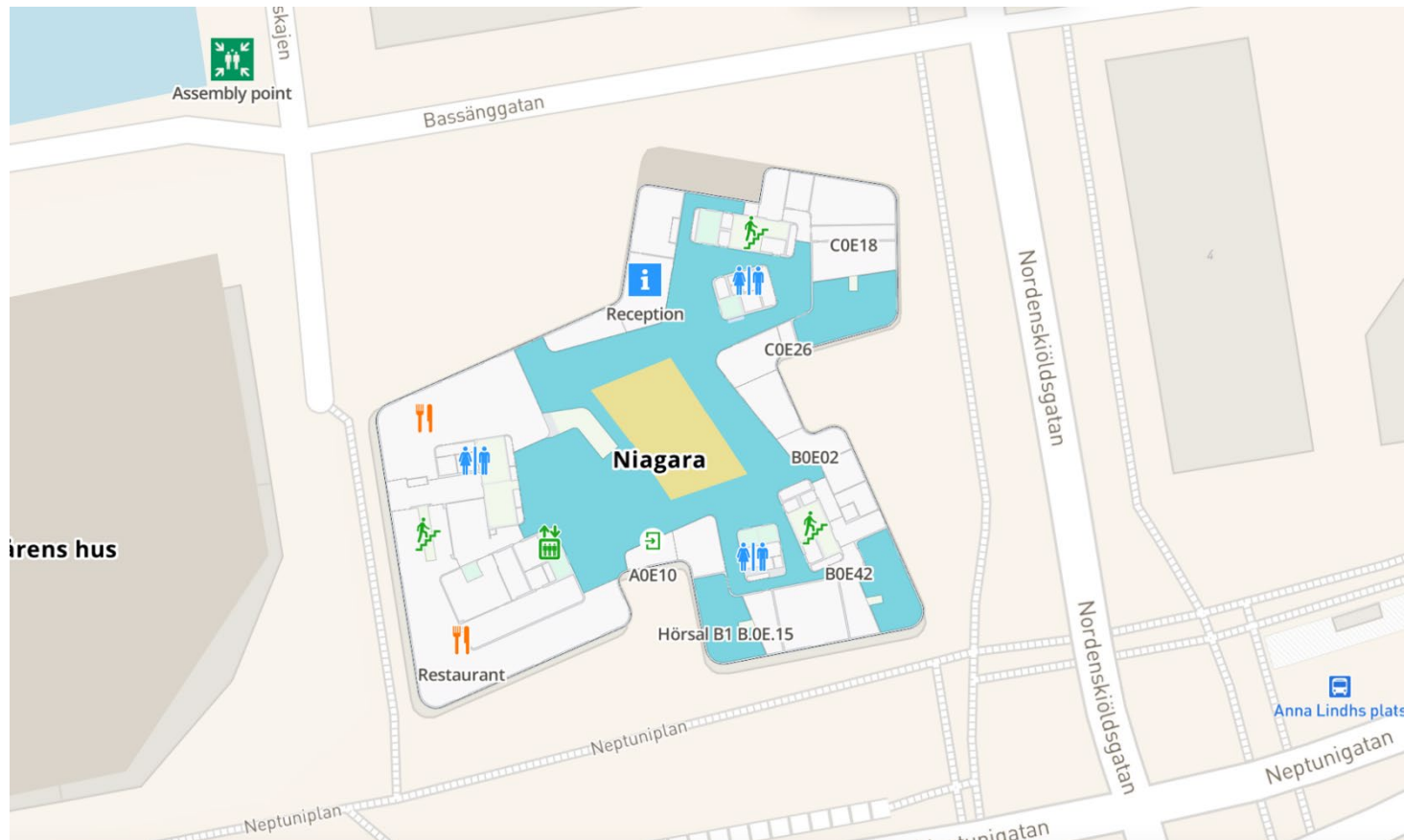
25th Annual CiCea International Conference 2024
"Education, Citizenship and Social Change: Building Bridges"
Conference Programme

	Opening Day
	Thursday June 13th

12-17.00	Reception Area: Registration Location: NI: A0E00	
13-13:40	WELCOME GREETINGS Location - NI: B0E15 Meeting ID: 687 9406 0420	Kerstin Tham, Vice-chancellor at Malmö University. Márta Fülöp, President of CiCea. Vanja Lozic, Bodil Liljefors Persson and Emma Hall, Organizing committee at Malmö University.
13.45-14.35	Opening Keynote Speaker Meeting ID: 687 9406 0420	Gustavo Nazar: Malmö City, Pedagogic inspiration "Give racisms the red card! - The human rights of the children: representation and the right to learn about it!"

14.35-15.00	Coffee Break Location: NI: A0E00			
SESSIONS 1-4	SESSION 1 Curriculum, education policy and governance: a critical approach	SESSION 2 Controversial Issues and challenges in educational contexts	SESSION 3 Education in multicultural and diverse contexts	SESSION 4 Exploring the learning process: film, social media and creative pedagogy
Time	15.00-16.15	15.00-16.15	15.00-16.15	15.00-16.15
Room	NI:B0314	NI:C0319 (Hybrid-room)	NI:C0315 (Hybrid-room)	NI:B0317
ZOOM meeting ID	Meeting ID: 639 7924 8376	Meeting ID: 687 9406 0420	Meeting ID: 654 5577 4434	Meeting ID: 252 387 2900
Participant and paper title	CHAIR: Vanja Lozic 1. Empowering Free Doubters: Fostering Critical Thinking in Today's Education System **Dr. Karmen Mlinar**	CHAIR: Bodil Liljefors Persson 1. Israel's Ultra-Orthodox Jewish Community and Civic Studies – a Challenging Encounter **Dr. Merom Kalie** Tel Aviv University, Israel mkalie@tauex.tau.ac.il	CHAIR: Julia A. Spinthourakis 1. Bridging trust gaps in school units **Dr. Epameinondas Panagopoulos** University of Patras, Greece epameinondaspanagopoulos@gmail.com **Mrs. Anthi Adamopoulou** University of Patras, Greece **Prof. Ioannis Kamarianos**	CHAIR: Nilüfer Pembecioğlu 1. Emotive action and reaction in citizenship education **Dr. Katarina Blennow** Lund University, Sweden katarina.blennow@uvet.lu.se 2. Historical Films as A Means of Sociology of Nostalgia

University for Continuing Education Krems, Austria Karmen.Mlinar@donau-uni.ac.at 2. Travelling agents of change: Shifting practice theory to overcome 'past failures' **Dr. Vanja Lozic** Malmö University, Sweden vanja.lozic@mau.se 3. Teacher's autonomy and critical thinking in decision-making: Bridging theory for effectiveness and education practical integrity **(online presentation)** **Mrs. Susana Oliveira** Lusófona University susanaroxo@gmail.com **Mrs. Olga Ribeiro** Lusófona University, Portugal	2. Controversial Issues and Powerful knowledge related to Active Citizenship – critical reflections and suggestions for democratic and inclusive educational contexts. **Prof. Bodil Liljefors Persson** Malmö university, Sweden bodil.liljeforspersson@gmail.com **Prof. Olof Franck** Gothenburg university, Sweden 3. Education - a fundamental human right or just a "mere" liberty **Dr. Raluca Colojoară** West University of Timișoara, Romania raluca.colojoara@e-uvt.ro	University of Patras, Greece 2. Effecting Social Change: School, Refugee and Immigrant Reception. **Dr. Asimina Bouchagier** University of Patras, Greece abouchagier@windowslive.com **Dr. Julia A. Spinthourakis** University of Patras, Greece spinkats@gmail.com **Mr. Konstantinos Georgopoulos**, Open University of Cyprus. 3. Fostering a sense of global citizenship among students in the Greek EFL classroom **Dr. Evangelia Papalexatou** University of Patras, Greece evelpap@upatras.gr	**Prof. Nilüfer Pembecioğlu** Istanbul University, Turkey niluferpembecioglu@gmail.com 3. Exploring Film Production as Expansive Learning in Social Studies at Upper Secondary School **Dr. Dennis Augustsson** Malmö University, Sweden dennis.augustsson@mau.se

Sessions 5-8	Session 5: Civic education from a teacher´s perspective	Session 6: (Pre-recorded presentations)	Session 7: Overcoming obstacles and facing challenges: pedagogy in higher education	Session 8: Education in diverse educational settings: resilience and developing strategies
Time	16.30-17.45	16.30-17.45	16.30-17.45	16.30-17.45
Room	NI:B0314	NI:B0317	NI:C0315 (Hybrid-room)	NI:C0319 (Hybrid-room)
ZOOM meeting ID	Meeting ID: 654 5577 4434	**Will not be live-streamed**	Meeting ID: 687 9406 0420	Meeting ID: 639 7924 8376
Participant and paper title	**CHAIR: Chris Gifford** 1. Civil and Uncivil Strategies for Social Action: A Cross-National Comparison of Teachers' Perspectives **Dr. Keith C. Barton** Indiana University, USA kcbarton@indiana.edu **Prof. Li-Ching Ho** University of Wisconsin-Madison, USA	**CHAIR: Ioannis Kamarianos** 1. Storytelling for Social Change: Gender and Citizenship Education in Preschool Age **Dr. Eleni Sotiropoulou** University of West Attica, Greece esotiropoulou@uniwa.gr **Dr. Sofia Kelesidou** University of Thessaly, Greece	**CHAIR: Nilüfer Pembecioğlu** 1. New Global Mindset: Building Bridges between People, Processes, Purpose and Prosperity for Successful Present and Sustainable Future **Ms. Radostina Netsova** New Global Mindset, Germany radostina.netsova@gmail.com 2. Civic and Citizenship Education in Teacher Education-A Case Study of	**CHAIR: Miquel Àngel** 1. School-community relationships for equity and inclusion. Building a common shared project. **Dr. Miquel Àngel Essomba Gelabert** Universitat Autònoma de Barcelona, Spain miquelangel.essomba@uab.cat **Dr. Anna Tarrés Vallespí**

2. How can teachers encourage students to have an honest dialogue about social issues? **Dr. Noboru Tanaka** Gifu University, Japan tanaka.noboru.h4@f.gifu-u.ac.jp 3. Leadership and Citizenship: Embedding Teaching and Learning About the Holocaust (TLH) in Scottish Schools **Prof. Henry Maitles** University of the West of Scotland, United Kingdom henry.maitles@uws.ac.uk **Dr. Elysha Ramage** University of the West of Scotland, United Kingdom Elysha.ramage@uws.ac.uk **Dr. Paula Cowan** University of the West of Scotland, United Kingdom **Dr. Andrew Killen**	2. Teaching global citizenship in higher education: Social integration with ethnic minorities in Hong Kong **Dr. Eric King-man Chong** Hong Kong Metropolitan University, Hong Kong kmchong@hkmu.edu.hk 3. Photographs and Social Justice: An Alternative Exploration Methodology in a Greek school class **Prof. Maretta Sidiropoulou** Democritus University of Thrace, Greece masidiro@psed.duth.gr **Ms. Zoi Kriari** Democritus University of Thrace, Greece 4. Perspectives of education for active citizenship and sustainable development in the Curriculum of Civic Education in Italy **Prof. Andrea Porcarelli** University of Padova, Italy andrea.porcarelli@unipd.it	Teacher Beliefs and Pedagogies in Assam, India. **Ms. Parvati Chatterjee- Mazumdar** University of Vienna, Austria rini_mazumdar@yahoo.com 3. A History Course Designed to Develop the History-Related Epistemic Beliefs of University Students **(Online Presentation)** **Dr. Katinka Dancs** University of Szeged, Institute of Education dancs@edpsy.u-szeged.hu 4. Sustainable citizenship approaches in Teacher Education and Teacher Training Research **(Online presentation)** **Prof. Guadalupe Francia** Högskolan i Gävle, Sweden guadalupe.francia@hig.se	Universitat Autònoma de Barcelona, Spain **Ms. Maria Nadeu Puig-Pey** Universitat Autònoma de Barcelona, Spain 2."My best friend is from another country" – Participatory Visual Method for Studying Cross-Ethnic Friendship Ties in Schoolchildren **Eva Medin** R&D Sjuhärad Welfare, University of Borås, Sweden eva.medin@hb.se **Dr. Göran Jutengren** Østfold University College, Norway 3. Permacrisis: The embedding of risk and the resilient actions **Prof. Georgia Gouga** University of Ioannina, Greece **Dr. Epameinondas Panagopoulos** University of Patras, Greece epameinondaspanagopoulos@gmail.com **Dr. Michael Katsillis** Otto-von-Guericke-University, Germany

	University of the West of Scotland, United Kingdom 4. Means of identifying anti-discrimination in educators to begin building bridges (Online presentation) **Dr. Asimina Bouchagier** **Dr. Michael Katsillis**		
18.00-19.00	**Conference Reception** **Niagara café, Niagara, Malmö University**		

	Friday, June 14th		
Sessions 9–11	**Session 9:** European values and education	**Session 10:** Inclusive education in intercultural and global contexts	**Session 11:** Sustainability and education in times of crisis
Time	09.00-10.15	09.00-10.15	09.00-10.15
Room	NI:B0314	NI:C0315	NI:C0319
ZOOM meeting ID	Meeting ID: 674 5671 4829	Meeting ID: 62233531141	Meeting ID: 631 5803 2525
Participant and paper title	CHAIR: Ioannis Kamarianos 1. Developments in technical vocational education in Greece in the context of the civics education. Teachers' perceptions of the 2020 reform **(Online presentation)** **Dr. Eleni Karachontziti** University of Rouen Normandie, France elkargr@gmail.com **Mr. Palaiologos Douros** University of Patras, Greece	CHAIR: Julia A. Spinthourakis /Melinda Dooly 1. Broadscale Intercultural Communication and Self Disclosure in Higher Education Through Digital Tools: Building Bridges Between Local and International Students and Exploring Innovative Paths for Overcoming Marginalization **Dr. Damlasu Temizel** Istanbul University, Turkey damlasutemizel@gmail.com **Dr. Julia A. Spinthourakis** University of Patras, Greece	CHAIR: Marta Fulop 1. What prevents people to be good citizens in terms of taking action in relation to climate change? **Dr. Marta Fulop** HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Research Centre of Natural Sciences **Dr. Adam Kun** Eötvös Loránd University, Department of Plant Systematics, Ecology and Theoretical Biology **Ms. Adrienne Kral** Institute of Evolution, Centre for Ecological Research, Eötvös Loránd University 2. The Plastic Waste crisis in the EU: Options for European Sustainability and Education Policy

2. The impact of debate clubs in forming citizenship in Generation Z **(Online presentation).** **Ms. Chrysanthi Tsioumi** Aristotle University of Thessaloniki, Greece **Prof. Kostis Tsioumis** Aristotle University of Thessaloniki, Greece ktsioumi@edlit.auth.gr 3. The Persona Dolls Approach in culturally diversified educational backgrounds **(online presentation)** **Dr. Charikleia Pitsou** University of Patras, Greece xpitsou@upatras.gr **Ms. Aikaterini Pouta** University of Patras, Greece **Dr. Zoe Karanikola** University of Patras, Greece 4. Teachers' perceptions on teaching in current multicultural classes in Greece (pre-recorded presentation) **Mrs. Theodora Alexa** University of Patras, Greece ntalexa@hotmail.com **Dr. Michael Katsillis** Otto-von-Guericke-University, Germany	2. Global Classrooms: A telecollaborative Project Uniting OP Language, AI, and Advocacy in Youth-Driven Citizenship Education **Ms. Maria Mont Algamasilla** Universitat Autònoma de Barcelona, Spain maria.mont.algamasilla@uab.cat **Mr. Ese Emmanuel Uwosomah** Universitat Autònoma de Barcelona, Spain **Dr. Melinda Dooly** Universitat Autònoma de Barcelona, Spain 3. Intercultural Communication of civil servants: A bridge towards social change and an empowered citizenry **(Pre-recorded)** **Dr. Dimitra Thanopoulou** Ionian University, Greece dthanopou@gmail.com **Dr. Julia A. Spinthourakis** University of Patras, Greece **Dr. Ioannis Karras** Ionian University, Greece	**Prof. Andreas Brunold** University of Augsburg andreas.brunold@phil.uni-augsburg.de 3. The challenges of AI in the digital citizenship era. A qualitative study on Romanian teachers' understanding and engagement with AI **Dr. Ileana Rotaru** West University of Timisoara, Romania ileana.rotaru@e-uvt.ro **Dr. Anca Velicu** Institute of Sociology, Romanian Academy, Romania **[Pre-recorded]**

10.15-10.40	**Coffee Break** NI: A0E00			
10.40-11.40	**Second Keynote Lecture** **NI: B0E15** **Zoom Meeting ID: 631 5803 2525**		**Christina Johnsson,** Malmö University: "Human Rights Education as a Response to the Current Time"	
Sessions 12–15	Session 12: **(Pre-recorded presentations)**	Session 13: Youth, education and identity	Session 14: Social change, resistance and participation	Session 15: **(Pre-recorded presentations)**
Time	11.45-13.00	11.45-13.00	11.45-13.00	11.45-13.00
Room	<u>NI:B0314</u>	<u>NI:C0315</u>	<u>NI:C0319</u>	<u>NI:B0317</u>
ZOOM meeting ID	Will not be live-streamed	Meeting ID: 622 3353 1141	Meeting ID: 631 5803 2525	Will not be live-streamed
Participant and paper title	CHAIR: Beata Krzywosz-Rynkiewicz 1. Forgotten humanism in the development of inclusive education in Latvia	CHAIR: Emma Hall 1. Curricula policy in education: framing Israeli citizenship **Ms. Lamia Yasin**	CHAIR: Liliana Jacott 1. Emancipatory education within social studies - to create democratic active citizens **Prof. Mats Greiff**	CHAIR: Marta Fulop 1. Cooperative Competition and Business Citizenship **Mrs. Andrea Trattner**

Dr. Sandra Rone, Dr.paed., Riga Technical University, Institute of Digital Humanities sandrarone@yahoo.com **Dr. Māra Vidnere,** Dr.oec.,Dr.habil.psych.,International Higher school of Practical Psychology 2. Emerging Adulthood, Intercultural Romantic Relationships, and Cultural Adaptation of International Students in Hungary **Mr. Fatih Akyüz** Eötvös Loránd University, Hungary akyuzzfatih@gmail.com **Dr. Marta Fulop** HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Research Centre of Natural Sciences, Hungary 3. Can childhood education and care programs help build bridges towards positive social development of children? **Ms. Kanella Tartari** University of the Peloponnese kanellatar@yahoo.com	University of Padova- Human Rights Center "Antonio Papisca" lamia.yasin@phd.unipd.it 2. Movements: Shifting identities, participation and agency in the wake of the so called "refugee crisis" in 2015. **Dr. Emma Hall** Malmö University emma.hall@mau.se 3. European Identity – A Success Story? - The Depiction of the EU In European Election Posters in Germany 1979/1984 and their value for European Identity **Prof. Andreas Brunold** University of Augsburg, Germany andreas.brunold@phil.uni-augsburg.de **Mr. Ulrich Kerscher** von Stetten Institut 4. Citizenship Education and Youth Identities in Singapore: Between the Individual and the Nation **(Online presentation)** **Ms. Nur Diyanah Anwar** National Institute of Education, Nanyang Technological University (NIE), Singapore nie19.nda@e.ntu.edu.sg	Malmö University, Sweden mats.greiff@mau.se 2. Youth participation workers as social and institutional interpreters **Mr. Roy Smith** University of Huddersfield, United Kingdom roy.smith@hud.ac.uk 3. Education for social justice: Working with Cañada Real **Dr. Liliana Jacott** Autonomous University of Madrid, Spain liliana.jacott@uam.es **Dr. Tatiana García-Vélez** Autonomous University of Madrid, Spain **Dr. Peter Cunningham** London Metropolitan University 4. Cultivating and fostering child rights through school textbooks **(Online presentation).** **Dr. Charikleia Pitsou** University of Patras, Greece xpitsou@upatras.gr **Dr. Zoe Karanikola** University of Patras, Greece	Eötvös Loránd University, Hungary andreatrattner@yahoo.com **Dr. Marta Fulop** HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Research Centre of Natural Sciences, Hungary 2. Means of identifying anti-discrimination in educators to begin building bridges. **Dr. Asimina Bouchagier** University of Patras abouchagier@windowslive.com **Dr. Michael Katsillis** Otto-von-Guericke-University, Germany _____

	4. Shaping Spaces for Justice: The Influence of Learning Environments on Social Justice Awareness in Early Childhood Education **Assistant Prof. Eleni Sotiropoulou** University of West Attica, Greece esotiropoulou@uniwa.gr **Assistant Prof. Despina Kalessopoulou** University of West Attica, Greece **Prof. Tryfeni Sidiropoulou,** University of West Attica, Greece			

13.00-14.00	LUNCH - NI: A0E00			
Sessions 16–19	Session 16: **(Pre-recorded presentations)**	Session 17: **Symposium:** The audacity of empathy: socially transformative education through design thinking	Session 18: Socialization, solidarity and solidarity across generations	Session 19: Citizenship Education and Social Action: Towards Emancipatory Education
Time	14.00-15.15	14.00-15.15	14.00-15.15	14.00-15.15
Room	NI:B0314	NI:B0317	NI:C0319 (Hybrid-room)	NI:C0315 (Hybrid-room)
ZOOM meeting ID	Will not be live-streamed	Meeting ID: 622 3353 1141	Meeting ID: 674 5671 4829	Meeting ID: 631 5803 2525
Participant and paper title	CHAIR: Ioannis Kamarianos 1. Exploring the course of Greece in the European Community. An applied interdisciplinary teaching scenario **Dr. Nikolaos Manesis** University of Patras, Greece nmanesis@upatras.gr **Mr. Christos Karakasis** University of Patras Parental 2. Parental involvement and Gender Socialization: Exploring	CHAIR: Henry Maitles 1. Societal challenges, education, and the design thinking concept of empathy 2. Using empathy as the basis of transformative curriculum and portfolio development 3. The useful challenge of empathy for educational practitioners	CHAIR: Marta Fulop 1. Networking in Higher Education Didactics for Joint Actions in Fostering Remote learning and Hybrid Sustainability Outreach. **Dr. Birgitta Nordén** Malmo University, Sweden birgitta.norden@mau.se 2. The Milk Question: Building Social Bridges	CHAIR: Vanja Lozic 1. Can questions change your world? Fostering multiperspectivity through philosophical dialogue about controversial issues **Dr. Ama Amitai** Odisee, University of Applied Sciences, Belgium ama.amitai@odisee.be 2. Tween Democracy: A qualitative analysis of 9–12-year-

the Implications of Citizenship in Preschoolers **Dr. Sofia Kelesidou** University of Thessaly, Greece sofkelesidou@gmail.com **Dr. Eleni Sotiropoulou** University of West Attica, Greece 3. Media Education, Disinformation and Citizenship **Dr. Theodora Katsamori** University of the Peloponnese, Greece dkatsamori@iit.demokritos.gr **Prof. Despina Karakatsani** University of the Peloponnese, Greece despikar@yahoo.gr 4. Moderation effects of minoritized students' civic activism of online participation on the relationship between their self-perception and civic awareness of online participation, civic engagement and identity **Dr. Keith Ki Chan** The Education University of Hong Kong, Hong Kong chankic@gmail.com **Prof Cher Ping Lim** The Education University of Hong Kong	4. Planning for citizenship learning through an empathy lens **Dr. Marcus Bhargava** Kingston University London, United Kingdom m.bhargava@kingston.ac.uk **Dr. Daryl Maisey** Kingston University London, United Kingdom **Ms. Rebecca Smith** Kingston University London, United Kingdom **Mr. James Wright** Kingston University London, United Kingdom	**Ms. Sara Abutaleb** Eötvös Loránd University, Hungary abutaleb.sara@yahoo.com 3. Building bridges between generations through the valorisation of cultural heritage. Why and how children learn to love people by looking at their objects **(Online presentation)** **Prof. Sandra Chistolini** Università degli Studi Roma Tre - Italy and Associazione per la diffusione del Fondo Pizzigoni sandra.chistolini@uniroma3.it 4. The adaptation dynamics of Arab students in Hungary: The role of competitive and cooperative relations **(Online presentation)** **Ms. Mariem Jebali** jbelimariemaini@gmail.com Eötvös Loránd University, Hungary **Dr. Marta Fulop** HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Research Centre of Natural Sciences, Hungary	olds perspectives on the organization of society **(online presentation)** **Dr. Julie Ane Ødegaard Borge** NLA University college julieaneodegaard@gmail.com **Dr. Pia Mikander** University of Helsinki 3. Citizenship Education and social disadvantaged groups; the case study of a Second Chance School in the prison **(online presentation)** **Dr. Theodora Katsamori** University of the Peloponnese, Greece dkatsamori@iit.demokritos.gr **Prof. Despina Karakatsani** University of the Peloponnese, Greece despikar@yahoo.gr

15.15-15.30	Coffee Break -NI: A0E00		
Sessions 20–22	Session 20: Intercultural education in diverse educational settings	Session 21: Human rights, citizenship and education	Session 22: **Symposium** Social change as fostered by participatory experiences: a look on inclusive, democratic and transformative educational practices (Live and online presentation)
Time	15.30-16.30	15.30-16.30	15.30-16.30
Room	NI:B0314	NI:C0315	NI:C0319 (Hybrid-room)
ZOOM meeting ID	Meeting ID: 622 3353 1141	Meeting ID: 674 5671 4829	Meeting ID: 631 5803 2525
Participant and paper title	CHAIR: Henry Maitles 1. European values in education **Prof. Isabel Baltazar** ISEC LISBOA, Portugal isabel.baltazar@iseclisboa.pt 2. Shaping citizenship in highly diverse classes through inclusive educational practices in Greek Thrace. **(Online presentation)**	CHAIR: Beata Krzywosz-Rynkiewicz 1. Young people citizenship activity and personality determines **Dr. Beata Krzywosz-Rynkiewicz** University of Warmia and Mazury in Olsztyn Poland beata.rynkiewicz@uwm.edu.pl	CHAIR: Liliana Jacott **Prof. Leanete Thomas Dotta** Lusófona University, Portugal leanete.thomas@ulusofona.pt Presenters/ Authors of Paper 1: **Dr. Thiago Freires*,** The University of Porto, **Dr. Daniela Pinto**, The University of Porto **Dr. Ana Cristina Torres**, The University of Porto **Mr. Artur Oliveira affiliation**, The University of Porto

Prof. Kostis Tsioumis Aristotle University of Thessaloniki, Greece ktsioumi@edlit.auth.gr **Ms. Konstantina Nikoltsioudi** Aristotle University of Thessaloniki, Greece 3. Teachers' perspectives about promoting Human Rights Education in Multicultural Classrooms in Greek Primary Education **(Online presentation)** **Dr. Vassiliki Pliogou** University of Western Macedonia, Greece vpliogou@uowm.gr **Dr. Sophia Tromara** University of Western Macedonia, Greece	2. Human Rights Education in the Albanian educational system: the role of the teacher in human rights climate in school **(Online presentation)** **Dr. Heliona Miço** Epoka University, Albania hmico@epoka.edu.al **Dr. Jonida Cungu** The University of Elbasan "Aleksander Xhuvani 3. Children´s and teachers´ agency in mobile preschool placemaking processes **Dr. Carina Berkhuizen** Malmö University, Sweden carina.berkhuizen@mau.se	Presenters/Authors of Paper 2: **Mr. Wilson Bento** & **Dr. Ana Paula Silva*** Lusófona University, PORTUGAL Presenters/Authors of Paper 3: **Leanete Thomas Dotta***, Lusófona University, **Dr. Thiago Freires***, University of Porto & **Dr. Fátima Pereira**, University of Porto, PORTUGAL
16.30-16.50	**Walk to St. Peters Church, where the guided tour starts.**	
16.50-17.55	**Guided city tour with Roger Johansson, Lund University**	
18.00-20	**Conference Buffet dinner at Town Hall sponsored by Malmo City**	

	Saturday 15th June	
09.00-09.45	General Assembly and award ceremony NI: B0E15 Meeting ID: 878 4916 4147 Passcode: 025899	Conference Scientific Committee Martha Fülöp Julia Athena Spinthourakis Chris Gifford Beta Krzywosz-Rynkiewicz
10.00-11.00	Workshop: "Theory to Practice: How to Run a Deliberative Discussion Group with young people about citizenship and values, and what they (and you) will get from this." NI: A0307 Zoom Meeting ID: 631 5803 2525	Alistair Ross and Nanny Hartsmar
09.45-10.00	Coffee Break -NI: A0E00	
11.00-11.40	Third Keynote Lecture NI: B0E15	Liliana Jacott Jimenez: "Transformative resistance in schools: Counter-narratives for social justice"

	Zoom Meeting ID: 631 5803 2525	
11.45-12.00	**Conference Closing** NI: B0E15 Zoom Meeting ID: 631 5803 2525	Marta Fulop and Vanja Lozic

CiCea
European
Association

Keynote Lectures

Opening Keynote Lecture

Gustavo Nazar

Malmö City, Pedagogic inspiration

"Give racisms the red card! - The human rights of the children: representation and the right to learn about it!"

How do we talk about what isn't there? How can we give a voice to the non-existent? What is a movement, and who embodies it? Moving from racism to racisms? Who has knowledge about human rights, and why? Who do I think I am, and who is really teaching whom? These are some of the questions we are currently trying to answer. These are also questions that haven't been asked and could not be asked?

Today, we live in a world where "the marginalised" are demanding their rights and their human rights! They are showing racism the red card – advocating for the equal value of all.

Second Keynote Lecture

Christina Johnsson, Malmö University

"Human Rights Education as a Response to the Current Time"
Christina Johnsson is an associate professor of constitutional law and human rights, working in the teacher training programs at the Faculty for Education and Society at Malmö University. She has a background in

international academic human rights capacity building internationally and in Sweden with Human Rights Education and research in human rights for thirty years. In her keynote, she discusses Human Rights Education and the benefits of having a global normative foundation for Global Citizenship Education.

Third Keynote Lecture

Liliana Jacott, Universidad Autónoma de Madrid

"Transformative resistance in schools: Counter-narratives for social justice"

The study of narratives and forms of resistance is currently a very powerful tool in the field of educational research. It is a tool that allows us to problematize the situations of injustice experienced by different groups from a global approach that takes into account the structures of domination together with the understanding of the ways in which it is exercised and suffered by the most affected groups. At the same time, it is also about knowing that these groups are not passive victims but creative subjects and communities with original knowledge, wisdom and experiences, who struggle to resist and liberate themselves. In this way, it constitutes a powerful tool to know in depth the voices of the people who resist and the possibilities of transformation. We start from a broader research project that we are currently conducting at UAM on narratives of transformative resistance in schools. From the theoretical construct of transformative resistance and from a critical approach to qualitative and participatory research and social justice, we seek to know and analyze some of the narratives and forms of resistance that are generated by students, families and schools in situations of injustice, exclusion and discrimination.

ABSTRACTS

#1: Empowering Free Doubters: Fostering Critical Thinking in Today's Education System
Presenter(s): Dr. Karmen Mlinar, University for Continuing Education Krems, Austria
Keywords: free doubters, critical thinking, activism, ideology, education system

ABSTRACT: One of the most important pedagogical tasks of educators should be to promote critical thinking in students. However, today's education system is often compared to a factory that serves as an ideological state apparatus, in which there is room mainly for uniformity and standardisation dictated by certain ideologies. A space in which, according to Gert Biesta, the "learnification of education" takes place. This means that students, parents and even educators too often focus primarily on the quantification of knowledge rather than the full development of the student's personality, which includes critical thinking. We argue that this paradigm needs to be changed so that the pluralistic and justice-based society of the future can be built by responsible, caring and critically thinking generations who dare to express doubt and disagreement. And above all, who develop a critical awareness of what is happening in society and who have the desire to take action against injustices that occur at school or in everyday social life. However, in order for educators to be able to educate in this way, they themselves must first understand the intricate interplay between society and its power relations and the school system, as well as the associated ideologies that are concealed in their teaching. The aim of the paper is therefore to explore the ethical and professional responsibilities of teachers in challenging these issues. Specific strategies and examples for fostering critical thinking in students will be examined as well. In doing so, we will draw particularly on the ideas of Lamberto Borghi, who emphasised the crucial role of teachers in educating "free doubters" who will shape the school into a "community of free doubters", and of Louise Derman-Sparks and Julie Olsen Edwards, pioneers of the anti-bias approach, which aims to educate critically thinking and activist children.

#2: Travelling agents of change: Shifting practice theory to overcome 'past failures'
Presenter(s): Dr. Vanja Lozic Malmö University, Sweden
Keywords: knowledge circulation, education policies, critical analysis, governance

ABSTRACT: Aiming at solving perceived failures of top-down, centralised, silo-organised and decontextualised educational policies, theories and research, teachers are governed towards shifting their theory of practice so that they may engage in collaborative learning and realise interpersonal capacity and their agentic power and responsibility for school improvement. In Sweden and elsewhere, we have witnessed the rise of co-learning, underpinned by the argument that collaborative, local and bottom-up inquiry-based learning is crucial for the effectiveness, emancipation and democratisation of school improvement and personal and collective development and learning. As teachers are increasingly governed towards new professional identities and schools are adopting and facilitating these changes, there is a need to critically address the circulation of new knowledge and ideas from the international and national levels to a local educational context, as well as the circulation of people who advocate these changes. The paper focuses on mapping the distribution of agents of change in a large Swedish municipality. In this paper, I explore how ideas and people travel and how experts adapt them to the local context. I portray and critically analyse the ways the current educational system and school cultures are problematised and the ways this problematisation is used to argue for "turn of sight", new "knowledge and skills that are needed in the society of the future", and "finding the paradigm of the future". The results show governance towards the following shifts: from "fragmentation" to "holistic thinking", from "state responsibility" to "local community & joint and individual responsibility", from "silos,

fragmentation and isolation" to "networks, partnerships, co-creation and collaboration", from "hierarchies" to "horizontal associations", from "durable knowledge" to "provisional", from "rigidity & prescribed roles" to "adaptive and flexible individuals" and last but not least from "autonomy" to "dependence".

#3: Teacher's autonomy and critical thinking in decision-making: Bridging theory for effectiveness and education practical integrity
Presenter(s): Mrs. Susana Oliveira, Lusófona University & Mrs. Olga Ribeiro, Lusófona University, Portugal
Keywords: educational studies, subjectiveness, teacher agency, critical thinking, theory of education

ABSTRACT: In the second half of the XX century, theory of education saw its role valued as an instrument for the international institutions' aspirations for the future of economy and technological development (James & Pollard, 2011). An education focused on erasing the risk of failure, on behalf of what efficiently works (Biesta, 2016; 2023), spread into the world, by the neoliberal ideology for schooling, to boost competition on economic markets, workforce development, and innovation (Organization for Economic Cooperation and Development [OECD], 2000; Ministério da Educação [ME], 2017; 2018). The instrumentalization of concepts as critical thinking, teacher agency, and autonomy (Freire, 1997; Giroux, 2023), associated with the need to secure the students results on evidence-based systems for learning, centred on two of the three dimensions Biesta´s refers as "qualification", and "socialization", neglecting the third: "subjectification". Arendt refers to the homo faber (2018), as the human unnatural dimension related with the world of work; and the banality of evil (2006), as the Human failure to critically think on his actions. Portuguese teachers must act accordingly with the responsibility to prepare the students for the key-competences (ME, 2017), and the league tables results, but do they have space for decision-making to act critically on behalf of the student's subjectiveness? This study aims at developing a theoretical and epistemological approach on the teacher's autonomy for decision making balancing Biesta's (2020) three dimensions of education, relating teacher agency, integrity of education, with the future of Public Education (Biesta, 2023; Biesta & Säfström, 2023), through a literature review problematizing Priestley et al. (2015) Teacher Agency Ecological Model with Arendts' (2006; 2018) homo faber and banality of evil concepts. this study expectation is to constructively contribute for the subjectiveness of the teacher as an individual responsible for the educational future of his students, and the public school. KW: educational studies, subjectiveness, teacher agency, critical thinking, theory of education.

#4: Israel's Ultra-Orthodox Jewish Community and Civic Studies – a Challenging Encounter
Presenter(s): Dr. Merom Kalie, Tel Aviv University, Israel
Keywords: Israel, Ultra-Orthodox (Haredi) Jews, citizenship education

ABSTRACT: In my presentation, I will discuss the educational challenge faced by the Ultra-Orthodox (Haredi) Jewish community in Israel, who wish to integrate into the general Israeli society to some extent, while adhering to their unique identity and religious values. I will do so by examining study material within the Haredi community that pertain to civic education. Haredi Jews perceive themselves as the keepers of the authentic traditional Jewish religious values, and therefore hold complex attitudes towards the modern state of Israel. Most of them participate in Israel's political system, but some of their religious views, for example regarding the unique character of the Jewish people and God as the ultimate sovereign (rather than the people), stand in tension with mainstream democratic ideas. Citizenship education aims to shape students' identity and values as citizens of a modern democratic state, and not only to provide civic knowledge. Thus, it poses some serious challenges to Haredi teachers and students. Haredi teaching-material in civic studies therefore has a dual purpose: to provide Haredi students with important civic knowledge and skills, while ensuring that students hold on to their Hardi identity and are not influenced by values that contradict those of their community. In my presentation, I will discuss how Haredi study material in civic studies tries to deal with this tension, for

example by emphasizing civic skills and knowledge rather than democratic values, by discussing Hardi political concerns and dilemmas, and by emphasizing the difference between mainstream and Haredi values in order to strengthen the unique Haredi identity.

#5: Controversial Issues and Powerful knowledge related to Active Citizenship – critical reflections and suggestions for democratic and inclusive educational contexts.
Presenter(s): Prof. Bodil Liljefors Persson, Malmö university & Prof. Olof Franck, Gothenburg university, Sweden
Keywords: controversial issues, powerful knowledge, active citizenship, cultural diversity, social science classrooms

ABSTRACT: This presentation focuses on how teaching controversial issues could be a fruitful approach to educate students in developing active citizenship based on democracy and inclusion in various educational contexts. Also, teaching based on powerful knowledge may contribute to challenges in the classrooms rooted in the cultural diversity with different norms and value systems. Over the past twenty years, an increasingly committed interest has emerged, not least among researchers in the Nordic countries (Flensner 2020; Franck 2023; Liljefors Persson 2023), in how teaching on controversial issues should be planned and implemented, in the subjects of Social Science, not the least in Religious Education classrooms, today? How can an objective and comprehensive education that respects children's and young people's divergent views, based on traditions and beliefs that characterize their background and family discourse and/or in personal standpoints formed in independence from previous experiences and patterns of opinion, be conducted? The American researcher Diana E. Hess (2004) has developed a model for how teachers distinguish between four strategies for teaching controversial issues can be interpreted. Hess argues that the teacher has a responsibility to create conditions for pupils to develop an awareness and knowledge of how to take a personal, well-founded standpoint, which requires a willingness to familiarise oneself with different ways of relating to and arguing about such issues and this presentation aims to critically discuss these four strategies. This presentation highlights 1) the need for a thorough analysis of how to define the concepts of "controversial issues" and "powerful knowledge" (Hand 2018; Young 2014), 2) a critical discussion of Hess´ four strategies, and of powerful knowledge, and 3) a proposal for further research on teaching controversial issues in Social Science classrooms.

#6: Education - a fundamental human right or just a "mere" liberty
Presenter(s): Dr. Raluca Colojoară, West University of Timișoara, Romania
Keywords: human rights, education, law, society

ABSTRACT: Certain rights are fundamental while some are just "mere" fundamental liberties, meaning that the latter can be limited by the state. The present paper would like to analyse whether the right to education is a fundamental human right actually or just a mere liberty. The difference between the two consists in the fact that while as a fundamental right it would be possible to be imposed, while as a liberty it rests at the choice of the state if someone must attain education. As such, if it is a fundamental right the question that rises is what can the international, regional, and why not national society do to help those that are being denied this right. And if it is not a fundamental human right, we will try to give reasonable arguments why it should be.

#7: Cultivating and fostering child rights through school textbooks
Presenter(s): Dr. Charikleia Pitsou University of Patras, & Dr. Zoe Karanikola, University of Patras, Greece
Keywords: rights of the child, anthological texts, Greek primary textbooks, teaching, thematic analysis

ABSTRACT: In recent decades, Child's Rights have increasingly become the focus of international policy, international organizations as well as educational institutions from pre-school to higher education. This is a result of a long process of defending the Rights of the Child under the Convention on the Rights of the Child 1989. Education plays a key role in the learning and enjoyment of the rights of the child through the progressive acquisition of knowledge, skills and attitudes, aimed at developing a democratic culture. The acquisition of democratic skills through education can also be developed through literature, as literature educates, and introduces the reader to cultural understanding and perception of identity. Literature in primary school is mainly taught through Anthologies. The aim of this study is to investigate through the thematic analysis of the anthological texts of the primary school taught to students in Greece whether there are explicit or implicit references related to Child's Rights in their content. Three thematic networks emerge from the data analysis. The first thematic network concerns the right to protection - family care and alternative care, the second concerns the right to protection from deprivation of liberty by factors that threaten the security of their country and the third concerns the right to protection from discrimination on the basis of distinctive characteristics of individuals. Overall, we find that there are significant references to child's rights and more specifically to that of protection. The discussion shows that the teaching of these texts should sensitize students to universal values and contemporary social problems. This will be achieved if the approach of appropriately trained teachers does not remain only at the level of knowledge but extends to the level of skills and attitudes.

#8: Bridging trust gaps in school units
Presenter(s): Dr. Epameinondas Panagopoulos. University of Patras; Mrs. Anthi Adamopoulou, University of Patras & Prof. Ioannis Kamarianos
University of Patras, Greece
Keywords: trust, crisis, strategies

ABSTRACT: It is common ground in international studies that school culture and trust within a school are linked. But at the same time, it emerges that the crisis of trust overshadows both the institution of education and, in many cases, school units through broken relationships between teachers and the headteacher. Of particular importance for the teacher, as well as for the headteacher, seems to be the culture of trust, the prevailing organisational culture of the organisation is firmly based on approaches and behaviours of teachers, but also of the principal, that highlight and stimulate trust. By adopting a sociological lens, we aim to analyze the intricate interplay of various factors influencing trust dynamics in school units. This article will explore the impact of school management and communication as primary catalysts for the lack of trust between teachers and school headteachers. Starting from the pathway mentioned, we seek to identify actionable strategies for rebuilding trust within school units.

#9: Effecting Social Change: School, Refugee and Immigrant Reception.
Presenter(s): Dr. Asimina Bouchagier, University of Patras, Dr. Julia A. Spinthourakis, University of Patras, Greece & Mr. Konstantinos Georgopoulos,
Open University of Cyprus, Cyprus
Keywords: skills workshop, refugee, immigrant, primary school, diversity

ABSTRACT: One of the principal objectives of the school is the provision of equitable opportunities and the fostering of respect for diversity. In recent years, a new and innovative course, namely the Skills Workshop, has been incorporated into the school's curriculum. The primary aim of the course is to cultivate in students the capacity to transcend passive reception of knowledge. Instead, the goal is to empower them to effectively utilize the knowledge imparted, autonomously discover new insights, establish objectives, collaborate proficiently with peers, and demonstrate initiative. Within the section entitled "Engage and Act: Social Awareness and Responsibility," endeavors are undertaken to foster a culture characterized by mutual respect and the embracement of diversity. Educators in Greek schools are called upon, through these workshops, to instill in their student's social life skills and to develop codes of communication and behavior grounded in principles of equality, avoidance of discrimination, and respect for diversity in their daily lives. To facilitate the research, semi-structured interviews were administered to seven (7) educators from a primary school located in Patras. This educational institution serves as a reception center for Ukrainian refugees, with its student body comprising individuals of diverse linguistic backgrounds, including both non-native speakers and local residents. The examination of the interviews will elucidate the educators' viewpoints regarding the extent to which the Skills Workshop facilitated their students in the equitable and unbiased treatment of all individuals. It will also shed light on the establishment of conducive conditions fostering respect for diversity and inclusion. The study aims to highlight how this innovative course serves as an agent of social change, ensuring collaboration among all students in the class, including refugees, immigrants, and locals, within a school environment where the principles of social justice prevail. KW: skills workshop, refugee, immigrant, primary school, diversity.

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#11: Fostering a sense of global citizenship among students in the Greek EFL classroom
Presenter(s): Dr. Evangelia Papalexatou. University of Patras, Greece
Keywords: English as a Foreign Language (EFL), Education for Democratic Citizenship (EDC), Intercultural Communicative Competence (ICC), Intercultural Citizenship Education (ICE)

ABSTRACT: In a world of constant change and increasing diversity, the need for responsible and well-informed citizenry is greater than ever. The role of education, therefore, in creating such active and critical citizens is now globally acknowledged.

In this light and based on the fact that the English language plays an important role in creating a global community, this case study aims to explore the development of citizenship education in the foreign language classroom based on the framework proposed by Byram (2008) for 'intercultural citizenship education'. Following an action-research methodology, the main purpose is to provide insights into developing students' intercultural competence -with the power they hold as language learners- while developing all four language skills at the same time.

This 'mini' project, which is due to last for four months in total, focuses not only on the researcher's interpretive observations, rationale and self-reflection but also on students' personal practices, thoughts and written records based on specially designed activities. The ultimate aim of the research is to show that the foreign language teaching as well as learning context, when accompanied with intercultural- and civic-driven activities and initiatives can be the ideal means to mold young people's education and identity as future citizens.

#12: Emotive action and reaction in citizenship education
Presenter(s): Dr. Katarina Blennow, Lund University, Sweden
Keywords: emotion, citizenship education, social science education.

ABSTRACT: Emotions are prominent in the construction of notions of citizenship (Zembylas 2013). A good citizen for instance cares about others, copes with differences and trusts the political system. Increasing political polarization challenges teachers to prepare youth as citizens who can navigate ideological and affective boundaries (Keegan, 2021). Emotions also play an important part in the drawing of symbolic boundaries between 'us' and 'them' in the classroom: boundaries are drawn between different students and teachers through what they feel in relation to a specific content or issue, and by feeling similarly or differently, they either approach or withdraw from each other (Blennow, 2019). We live in a time when the split-second emotional response is highly valued (Davies, 2019; 2020). This paper discusses how students encounter emotive action and reaction in contemporary politics and social media and how this affects what happens in the social science classroom. It draws on preliminary results from an ongoing ethnographic study of emotive action and reaction in the classroom as well as their social and educational consequences. The fieldwork that the study is based on is conducted in two social science classes with two different teachers at upper secondary level in Sweden.

#13: Historical Films as A Means of Sociology of Nostalgia
Presenter(s): Prof. Nilüfer Pembecioğlu, Istanbul University, Turkey
Keywords: Nazi films, nostalgia, true story, reliability, digital cinema

ABSTRACT: People appreciate hearing stories from the past and reflecting on the possible lessons they have acquired from them. Movies, in contemporary terms, vividly convey to us the stories of the past, with numerous details, pictures, music, and characters that we lack. The technological infrastructure of film production, as well as the mystique of movie theaters, are giving way to home-based cinema equipment, digital cinema, and new electronic platforms where movies can be seen on demand. This, however, not only inhibits the consumption of what is watched one after the other but also destroys the capacity to control who can watch what and meet a similar cultural framework. History can be told in a variety of ways. Nowadays, where there is little variation in genre, film stories can intersect and bring together different stories from different eras. This study focuses on Nazi films, which are now considerably more diverse in cinema. These films, both war images, which are assumed to be produced with political content or to better understand the past, feature a lot of new information with the line ""based on a true story"" instead. On the one hand, the study takes a descriptive approach to the film's content. On the other side, it provides more detailed information such as audience demographics, box office income, and film costs. However, the product's principal aim is to use a qualitative model with a semi-structured interview frame to find out more about the impacts of the film on the audience and the public's expectations. The study aims to be useful for future films as well as for the spectators of such films.

#14: Exploring Film Production as Expansive Learning in Social Studies at Upper Secondary School
Presenter(s): Dr. Dennis Augustsson, Malmö University, Sweden
Keywords: media literacy, activity theory, film production, upper secondary school

ABSTRACT: This paper explores the potential and challenges of filmmaking within educational settings as a means of fostering agency, promoting active citizenship, and empowering young people to engage in social action. Drawing on activity theory, a theoretical framework that emphasizes the dynamic interplay between individuals, social context, and cultural artifacts, this paper examines the complexity and socio-cultural processes involved in filmmaking projects in social studies at upper secondary schools. The activity theoretical concept of expansive learning is used to describe how learning in this way can expand beyond knowledge of subject matter content and create agency and engagement in social actions. Based on a constructivist pedagogy, filmmaking has the potential to encourage active engagement with social studies topics by requiring students to research, analyze, and interpret historical events, cultural phenomena, and societal issues in the world outside the classroom. Instead of passively consuming information, students become active participants in the learning process, constructing their understanding of complex social studies concepts through hands-on exploration and creative expression. However, film production is a complex form of activity that requires both linguistic and technical tools. Both are needed to explore and represent subject content matter. Addressing these challenges requires a comprehensive approach that supports both teachers and students in developing the necessary skills and competencies to achieve curricular goals. Drawing from three different projects in upper secondary school this paper presents a model for analysis and planning of film production as a tool for learning with focus on three levels of the activity: the use of digital technology, media literacy and subject matter content. Being aware of these three levels and how they are interconnected can prepare teachers and students for challenges when engaging in film production in social studies and evaluate projects and highlight different needs of competence development.

#15: Civil and Uncivil Strategies for Social Action: A Cross-National Comparison of Teachers' Perspectives
Presenter(s): Dr. Keith C. Barton, Indiana University, USA
Keywords: civic activism of online participation, self-perception and civic awareness of online participation, civic engagement, identity, minoritized students

ABSTRACT: This qualitative study focuses on 16 teachers' perspectives and understandings of civility, incivility, and social action across four national contexts (Ireland, New Zealand, Singapore, and the United States). These four countries represent a range of political, cultural, and educational contexts as well as diverse traditions with regard to public social action. Cross-national comparisons of teachers' understandings of civility and public social action are particularly important because teachers' ideas are shaped by their economic, political, and social contexts (e.g., Baildon & Sim, 2009; Ho et. al., 2017), and because of the importance of such contexts specifically to norms of civility and incivility. Although norms of civility are present in all societies, their specific form varies across communities. Similarly, acts of incivility, including those that challenge unjust social conditions, are defined, categorized, and received differently in different national contexts, and have varying levels of credibility, legitimacy, and effectiveness. Forms and methods of social action, therefore, can diverge widely across settings, and a public social action strategy that will be accepted or deemed civil in one place may be completely rejected in another. The researchers conducted task-based, open-ended, in-person interviews with the participating teachers, utilizing an interview protocol that consisted of an elicitation task in which participants are asked to select, from a group of 12 scenarios, 6 examples that they would like to see included in a hypothetical new curriculum in their country on "taking part in social action." Interviews were analyzed both deductively, based on the elements of civility and incivility identified previously, and inductively, to identify patterns in the participants' thinking. Preliminary findings indicate that teachers from different countries drew on a diverse range of rationales such as political effectiveness and credibility as well as legal and moral legitimacy to justify their decision making. KW: social education, civic education, civility, social action, teacher preparedness.

#16: How can teachers encourage students to have an honest dialogue about social issues?
Presenter(s): Dr. Noboru Tanaka, Gifu University, Japan
Keywords: social issues, philosophy for children, dialogical learning

ABSTRACT: "This presentation examines the potential of 'philosophy for children' in teaching children to dialogue about social issues.
P4C is an interactive learning theory developed by Matthew Lipman. It is a way of engaging students in the classroom by using dialogue. Currently, 'students running away from learning' is being discussed in many countries. p4c could be a prescription for this. This presentation will summarise how dialogue learning on social issues differs from traditional learning, along with the transformation of children. It will also consider how to create a curriculum that engages children.
 The research method is Phenomenographic. This method used for this study were qualitative because of the need to "obtain the intricate details about phenomena such as feelings, thought processes, and emotions" (Strauss & Corbin, 1998) of the students and teachers who participated in the classrooms that we were researching. In particular, it draws from the work of Denis Harper (2000) who provides methods and guidelines for "collecting and analyzing visual data materials".   This research focuses on lessons that consider school rules. Dialogue-based lessons will be conducted in Japanese junior and senior high schools to examine how children perceive the real world through school rules and how this has changed over the course of the lessons.

#17: Leadership and Citizenship: Embedding Teaching and Learning About the Holocaust (TLH) in Scottish Schools
Presenter(s): Prof. Henry Maitles, University of the West of Scotland, Dr. Elysha Ramage, University of the West of Scotland, Dr. Paula Cowan
University of the West of Scotland & Dr. Andrew Killen, University of the West of Scotland, United Kingdom

ABSTRACT: In all countries, the crowded school curriculum means that topics or areas have to stake a claim for inclusion. This is even more challenging where topics such as the Holocaust is not mandatory in the curriculum and is reliant on teachers and schools that choose to teach it (Cowan & Maitles, 2010, 2015). This applies to Scotland where the Scottish Government funded, national Schools' programme Vision Schools Scotland supports Holocaust teaching and accredits schools that demonstrate good practice in this teaching. Providing evidence of encouraging responsible citizenship through issues raised in teaching and learning about the Holocaust (TLH) is one requirement of this programme. Findings from secondary schools in England (Pearce et al., 2019:157) that only a small minority of 11–16-year-olds appeared to have any understanding that Jews had been victims of persecution in Europe for two millennia, and that many students perceived Hitler as the man who began 'antisemitism', further support teaching Citizenship through TLH. Drawing on findings from research in Scotland (n=16 schools), this paper provides insight into ways in which Citizenship Education (CE) is developed though TLH and raises questions about antisemitism education in schools. This paper additionally demonstrates that TLH is not exclusively delivered by teachers of History, and that the range of continued support in TLH from the school's Senior Management is significant.

#18: Means of identifying anti-discrimination in educators to begin building bridges
Presenter(s): Dr. Asimina Bouchagier, University of Patras. Greece & Dr. Michael Katsillis, Otto-von-Guericke-University, Germany

ABSTRACT: Occurrences of racism and discrimination targeting groups identified as "different" manifest within the realm of education. This prompts the inquiry into whether educators in schools are cognizant of racial incidents within the school environment and the methods through which manifestations of racism occur among their students. Schools and educators among others, bear the responsibility of bridging divides and fostering unity among all students. Therefore, looking into their stance on certain issues may assist in developing effective strategies to offset certain issues. The purpose of this paper is both present and elaborate on the processes we employed in such an instruments development and its feasibility to identify teachers attitudes towards racism and diversity. We developed a questionnaire after a comprehensive literature review with the conviction that educators ought to be equipped to preempt and address instances of racism within their classrooms. This questionnaire was subsequently distributed to educators in primary education across Western Greece. We sought to acquire descriptive data for a descriptive classification of educators' attitudes towards racism and its mitigation through closed-ended questions. The functionality of the questionnaire was assessed through a pilot application to identify and rectify any errors and/or omissions and generally contributed to the refinement of the research tool (02/2019-03/2019). Thereafter, the questionnaire was piloted a second time (05/2019-06/2019) to gather experiences and insights that would enhance the effectiveness of the main research and as such sought to determine whether the tool was characterized by practicality and efficiency. The main research was conducted from October 2019 to January 2020. The questionnaire developed, tested and employed proved an effective tool in collecting data thus laying the groundwork for future research in the specific scientific field of racism, aiming to assist scholars in exploring and furthering the discourse on the topic.

#19: Storytelling for Social Change: Gender and Citizenship Education in Preschool Age

Presenter(s): Assistant Prof. Eleni Sotiropoulou, University of West Attica & Dr. Sofia Kelesidou, University of Thessaly, Greece

ABSTRACT: Storytelling for Social Change: Gender and Citizenship Education in Preschool Age shifts the lens from exploring the overall influence of storytelling in preschool education to a detailed analysis of narrative elements that either foster or challenge the development of empathy, inclusiveness, and social awareness in young children. This study concentrates on dissecting themes, characters, plots, and settings within popular storybooks used in ECEC settings, scrutinizing how these aspects either reinforce traditional gender roles and societal norms or contribute to a more equitable understanding of gender and social justice. The methodology employs a content analysis approach, delving into the subtle messages and underlying themes present in these narratives. This analysis seeks to uncover how storytelling can shape children's perceptions regarding citizenship values and gender roles. The focus is on identifying narrative strategies that effectively promote gender equality, social justice, and the cultivation of responsible, empathetic citizens from a young age. The findings from this research are anticipated to have significant implications for early childhood education practices and policy-making. By identifying key elements within storybooks that influence children's understanding of complex societal concepts and sex stereotypes, the study aims to offer actionable insights for educators and curriculum developers. It advocates for a more conscious selection and use of storybooks in preschools, emphasizing narratives that champion inclusivity and diversity, thereby fostering a more just and empathetic society.

#20: Teaching global citizenship in higher education: Social integration with ethnic minorities in Hong Kong
Presenter(s): Dr. Eric King-man Chong, Hong Kong Metropolitan University, Hong Kong

ABSTRACT: This presentation will discuss the experience of conducting a service-learning project aiming at achieving social integration with ethnic minorities in Hong Kong. The author collaborated with an international non-governmental organization and implemented a small-scale service-learning project to be delivered by a mix-cultural background of university students for 21 local Hong Kong Chinese primary school students in 2023. Key concepts and skills such as social integration, second-language acquisition, cultural values, cross-cultural understanding, and service learning were adopted in this service-learning project. The findings revealed that not just the primary school students can be benefited from the activities provided by the university students, but the inter-group cultural exchange between the university students also contribute significantly to their mutual understanding and cooperation. It is recommended that service learning can be adopted not just for cross-age service-learning participants, but it is also beneficial for cross-cultural understanding of a diversified service delivery group.

#21: Photographs and Social Justice: An Alternative Exploration Methodology in a Greek school class
Presenter(s): Prof. Maretta Sidiropoulou, Democritus University of Thrace & Ms. Zoi Kriari, Democritus University of Thrace, Greece

ABSTRACT: The paper examines the connection of the work of the photographer Vivian Maier (1926-2009) with issues of social justice in educational practice. It is based on research carried out in a class in an elementary school in the Attica region (March, 2023). Fifteen students from aged 10-11, participated in the study. This study aimed to explore whether a dedicated course incorporating Maier's photography, focused on creative writing and collage-making, influenced students' perspectives on dimensions of diversity-related issues. These dimensions focus on Material conditions (social class-place of residence-family), Physical characteristics (age-race-biological sex and sexuality-physical and mental abilities) and Symbolic differences (culture-language-social gender-social relations and personality). This paper focuses on the dialogue that emerged from the collaborative interpretation of the photos. Motivated by two central questions, the research explored perceptions emerging during the analysis of images and discussions about diverse identities. It also investigated whether these perceptions underwent challenges or alterations, unveiling new insights throughout the study. The initial research stage involved photo-elicitation to prompt discussions and reflections on the social world as represented in Maier's photos. Subsequently, under the guidance of the educational researcher, students collaboratively worked in three groups, analyzing specific photographs by Maier. In the project, each group received the same set of photographs, tasked with reconstructing them into collages during a cooperative creative process, ultimately presenting different artworks. The analysis of research findings highlights the discernible influence of the didactic approach on improving the understanding of otherness, fostering empathy towards cultural diversity, nurturing narrative imagination, and developing critical visual literacy skills. These outcomes align with topics related to social justice, such as inclusivity, understanding diverse perspectives, and addressing cultural differences.

#22: Perspectives of education for active citizenship and sustainable development in the Curriculum of Civic Education in Italy
Presenter(s): Prof. Andrea Porcarelli, University of Padova, Italy
Keywords: civic education, sustainable development education, curricular design, paideia, human rights

ABSTRACT: The debate on civic education in Italy has its roots in the debate of the Constituent Assembly and in the conviction that the Constitution of the Italian Republic contains not only the principles of state life, but also a Paideia for social and civil education. Over the years, various solutions have been identified, all of which have ambitious educational objectives, while the institutional position has been weak. The current curriculum design of civic education provides for cross-curricular teaching, to which all teachers can contribute. Such teaching must be guaranteed for at least 33 hours per year and requires an independent assessment. The curricular guidelines issued in 2020 by the Ministry of Education provide an educational program divided into three areas. The first area concerns the national and European identity, starting from the Constitution of the Republic and with reference to the main international documents. The second area concerns sustainable development, with reference to Agenda 2030. The third area concerns digital citizenship and the ability to live responsibly in digital and online communication spaces. In this paper we focus mainly on the second of these areas, highlighting how the curricular guidelines re-launch the main objectives of Agenda 2030 and try to recover the best practices already achieved by schools and teachers in previous years. All this fits into a typical pedagogical logic of a transversal teaching that involves all teachers, but also has some weaknesses that lead us to formulate hypotheses for the further development of the curriculum design. Our hypothesis is that a strengthening of the institutional position of teaching would bring great benefits to curricular design and teacher training.

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#24: New Global Mindset: Building Bridges between People, Processes, Purpose and Prosperity for Successful Present and Sustainable Future
Presenter(s): Ms. Radostina Netsova, New Global Mindset, Germany

ABSTRACT: New Global Mindset is an international interdisciplinary initiative which aim is to create competencies and solutions based on science and sustainability by combining contemporary concepts, that navigates current complex changes and overcomes cross-continental concerns.
New Global Mindset is a demand for different definitions - worldwide society is facing fast modifications and tremendous transformations which brings significant need for development of personal and professional new perspective of thinking. This initiative strives to develop and raise awareness of the theory and practice of new mindset on global goals in regard to the growing interdependency between nations, communities and individuals, as well as on new models for well-being and well-living. New Global Mindset as a model is concentrated on strengthening and maintaining international exchange, innovative activities, global initiatives and research related to the major challenges of our century. Its ultimate goal is to promote transformative mindset and a new paradigm of thinking by actively supporting transnational social, cultural and academic relations at all levels. Nowadays' high dynamic of life-work-learn integration and constant social change requires to unite in construction of powerful New Global Mindset that is building bridges between people, processes, purpose and prosperity in paving successful present and sustainable future for all citizens, with a special focus on children and youth education and identity formation. Among the main pillars of New Global Mindset initiative is the Magnum Modus Mindset Method (described in my upcoming book) - a scientifically grounded and practically oriented innovative multidimensional mentorship framework that combines ancient philosophical wisdoms, modern business research and

established psychological principles. During the session, in more details will be presented the four modalities of the Magnum Modus Mindset Method and their social and educational applications within the four levels of the New Global Mindset Model.

#25: Civic and Citizenship Education in Teacher Education-A Case Study of Teacher Beliefs and Pedagogies in Assam, India.
Presenter(s): Ms. Parvati Chatterjee- Mazumdar, University of Vienna, Austria
Keywords: Civic and Citizenship Education, Teacher education, Teacher beliefs

ABSTRACT: This paper examines teacher beliefs about national and global Civic and Citizenship Education (CCE and GCE) in Assam, a state in North-East India with immense ethnic, religious and linguistic diversity and a contested history of citizenship issues. Teacher beliefs are of vital importance for teacher education since beliefs determine the way teachers develop their meaning making and decision making about curriculum and pedagogies. Employing post-colonial and decolonial approaches the paper explores and interrogates teacher beliefs and pedagogies about CCE and GCE. The research study adopts an empirical, qualitative and interpretative research design with a bottom-up approach which foregrounds the voices of teachers and their lived experiences. Methods of data collection are semi-structured, in- depth one on one interviews, focus groups, and field observations. The purposeful sample of 28 participants include pre-service and in-service teachers and teacher educators. The analysis and findings of subjective teacher beliefs demonstrate how teachers are responsible for the transmission of distinct cultural values and dominant statist ideology reiterated in the static concept of loyal and obedient "good citizens." Teacher education colleges, both government and private, prioritize teacher-centric approaches. The curriculum is theory oriented rather than inquiry or project based. While group discussions and debates occur, they avoid addressing real-life issues such as prevailing inequalities, unequal power relations, elite dominance, and citizenship concerns for minorities and marginalized groups in order to prevent discord among students. The pedagogical approach to teacher education in India continues to be largely based on the banking concept. This paper argues that unless critical pedagogy is experienced by teachers in their own education the project of transformative CCE and GCE for learners in schools is bound to fail. My research aims to contribute toward shaping CCE and GCE curriculum and pedagogies in teacher education in both national and global contexts. KW: Civic and Citizenship Education, Teacher education, Teacher beliefs,

#26: A History Course Designed to Develop the History-Related Epistemic Beliefs of University Students
Presenter(s): Dr. Katinka Dancs, University of Szeged, Hungary
Keywords: history education, historical thinking, epistemic beliefs, inquiry-based learning.

ABSTRACT: In the world of overflowing information, choosing and criticising information is essential. History education aims to develop the skills of students needed to select and interpret reliable historical sources and understand the historical inquiry process. Epistemic beliefs related to history are the basis for historical thinking. It does matter if students hold naive ideas about the immutable nature of history or they have nuanced beliefs, meaning that they understand the interpretative and volatile nature of history (van Drie és van Boxtel, 2008; Stoel et al., 2015). The development of students' epistemological beliefs can be achieved successfully by discussing epistemological issues, inquiry-based learning (Stoel et al., 2022), and self-reflection activities (Fives & Buehl, 2017). This work examines the impact of a university history course designed to develop the epistemic beliefs of the participants. During the semester, the students did self-reflection, read about the changing paradigms of historical inquiry, and learnt about the steps of historical research. Furthermore, they had an inquiry-

based learning task: they analysed historical sources in groups. 14 university students completed the Hungarian version (Majkić, 2022) of the questionnaire developed by Stoel and his colleagues (2017). In general, these results suggest that the course had a positive impact on epistemic beliefs related to history. 4 students had nuanced beliefs at the beginning and at the end of the semester. 5 participants were identified as transitional because their beliefs were mixed. Finally, five students were found who had mixed beliefs before, but the course helped them support nuanced beliefs. The results reported here confirm that self-reflective and inquiry-based learning activities support the development of epistemic beliefs. Analysis of the participants' self-reflective documents can give us a better understanding of the impact of the course.

#27: A History Course Designed to Develop the History-Related Epistemic Beliefs of University Students
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This work examines the impact of a university history course designed to develop the epistemic beliefs of the participants. During the semester, the students did self-reflection, read about the changing paradigms of historical inquiry, and learnt about the steps of historical research. Furthermore, they had an inquiry-based learning task: they analysed historical sources in groups. 14 university students completed the Hungarian version (Majkić, 2022) of the questionnaire developed by Stoel and his colleagues (2017). In general, these results suggest that the course had a positive impact on epistemic beliefs related to history. 4 students had nuanced beliefs at the beginning and at the end of the semester. 5 participants were identified as transitional because their beliefs were mixed. Finally, five students were found who had mixed beliefs before, but the course helped them support nuanced beliefs. The results reported here confirm that self-reflective and inquiry-based learning activities support the development of epistemic beliefs. Analysis of the participants' self-reflective documents can give us a better understanding of the impact of the course.

#28: Sustainable citizenship approaches in Teacher Education and Teacher Training Research
Presenter(s): Prof. Guadalupe Francia, Högskolan i Gävle, Sweden
Keywords: sustainable citizenship, sustainability, sustainability consciousness, teacher education, teacher training

ABSTRACT: This contribution analyses and discusses different approaches to sustainable citizenship in teacher education and teacher training research. With this purpose this study starts from the following research questions:
• Which kind of conception of sustainable citizenship are present in the selected research studies?
• Which kind of conceptions of sustainability are present in the selected research studies?

• Which kind of conceptions of sustainability consciousness are present in the selected research studies?

• Which is the role of teacher education/training for the development of sustainability citizenship entails different conceptions of sustainability and sustainability consciousness?

This research starts from a conception of teacher education as a form of political culture (Giroux & McLaren 1986) as well as from a critical perspective of social ecological approaches (Sandin 2023). It is based on a research synthesis of 9 peer reviewed articles published in databases EBSCO-ERIC, Web of sciences and Scopus. The search of these publications included de combination of the words "sustainable citizenship" "sustainability", "sustainability consciousness", and "teacher education or teacher training or teacher preparation or pre-service or preservice or student teacher". The inclusion criteria were the following: peer reviewed articles in academic journal found with full text by searching with this combination of words and published during 2015-2023. The dominated conception of citizenship in the selected articles focused on the ecological/environmental dimension of sustainability. Even if changes in knowledge levels, attitudes, values, and behaviors appear as central conditions to develop sustainable citizenship, these changes are often focused on the individual level. Teacher education and teacher training political dimension appear only sporadically as central actor to develop sustainability citizenship.

#29: School-community relationships for equity and inclusion. Building a common shared project

Presenter(s): Dr. Miquel Àngel Essomba Gelabert, Universitat Autònoma de Barcelona, Dr. Anna Tarrés Vallespí, Universitat Autònoma de Barcelona, Ms. Maria Nadeu Puig-Pey, Universitat Autònoma de Barcelona, Spain
Keywords: community education, pandemic, equity, inclusion, educational leadership

ABSTRACT: This paper aims to highlight the main achievements of the INCLUEDUX research on the relationships between the school and its community in order to guarantee equity and inclusive education for all. This 3-years research started in 2021 to find out the renewed challenges in school practices after the pandemic within high social risk contexts. The role of the community and communitarian stakeholders appear as key elements to manage some hidden consequences of the pandemic. The systemic consequences seem to be positive: the lockdown, instead of promoting isolation, reinforced the communication and the bonds between teachers and parents; increased the coordination between schools, associations and the administration; and better coordination among the staff was shown up. However, the individual consequences are negative: the students show lower levels of language development, some difficulties to interact with others and critical mental health issues (mainly among teenagers). To overcome this dimension, the joint creation of educational programmes between schools and community stakeholders is revealed as a priority to catch up an inclusive and equalitarian system. Some practical examples came up from desk research, observation and interviews, and some lessons are learned on how to match schools and communities in a single ethos, with a special focus on educational leadership. KW: community education, pandemic, equity, inclusion, educational leadership.

#30: "My best friend is from another country" – Participatory Visual Method for Studying Cross-Ethnic Friendship Ties in Schoolchildren

Presenter(s): Eva Medin, University of Borås, Sweden & Dr. Göran Jutengren, Østfold University College, Norway
Keywords: Childhood Friendship; Cross-Ethnic Friendship; Participatory Visual Method; Friend Nomination; Social Integration

ABSTRACT: This study investigated cross-ethnic friendship ties in schoolchildren in a diverse school setting in Sweden. Twenty-three elementary students, half with immigrant background, were included in a participatory visual method of friend nomination (drawing a picture depicting "My friends and I at recess")

as well as individual interviews about their drawings and friendships. This was complemented by the collection of survey data on the participants' and their classmates' demographic backgrounds, which allowed for the triangulation of study findings. This developmentally appropriate approach provided a detailed picture of individuals' and groups' patterns of cross-ethnic friendship and social integration and conceptions of friendship while avoiding common ethical problems in this area of research. The study revealed that elementary students had stronger friendship ties to others sharing the same or similar ethnic or language backgrounds, despite their belief that their friendships were simply based on common interests, activities, and gender. This study also highlighted factors related to more significant cross-ethnic friendship ties and inclusion. Notably, this study can offer guidance regarding developmentally appropriate research methods for investigating multiethnic social integration and cross-ethnic friendship in schoolchildren as well as other sensitive topics with children.

#31: Permacrisis: The embedding of risk and the resilient actions
Presenter(s): Prof. Georgia Gouga, University of Ioannina, Dr. Epameinondas Panagopoulos, University of Patras, Greece & Dr. Michael Katsillis
Keywords: risk, resilience, permacrisis

ABSTRACT: The paper addresses the issue of learning and teaching about the European Union, using the example of plastic waste in the context of Education for Sustainable Development (ESD). The paper is part of an EU-Jean Monnet project that focuses on the "European Green Deal" and circular economy. The connection between plastic production and consumer is obvious, with the "cradle to cradle principle" being considered as a viable solution. Climate change and global warming are significantly influenced by plastic production, not to mention the problem of pollution of water bodies and the world's oceans. With the Basel Convention regime, the EU is only at the beginning of being able to put a stop to this global problem. Lobby interests of the recycling and plastics-producing industry have their own economic interests by plastic waste export. What is necessary is both increasing the recycling rates and the reduction of plastic waste worldwide. The paper shows that the knowledge of European citizens about the EU is not adequate and that the topics and the causal relationships between climate change, plastic waste, circular economy and "cradle to cradle strategies" offer a high motivational potential for learning processes. The educational and the didactic impetus is directly linked to UN- Sustainable Development Goal No. 12, which is dealing with responsible consumption and production necessities. What matters here is the increase in knowledge as well as the political judgement, action and decision-making skills to EU related learning. The lecture also presents a simulation game with which the topic of the plastic waste crisis can be practiced didactically for teaching in schools.

#32: The Plastic Waste crisis in the EU: Options for European Sustainability and Education Policy
Presenter(s): Prof. Andreas Brunold, University of Augsburg, Germany
Keywords: European Green Deal, plastic waste, Education for Sustainable Development, Circular Economy, cradle to cradle

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#33: The impact of debate clubs in forming citizenship in Generation Z.
Presenter(s): Ms. Chrysanthi Tsioumi, Aristotle University of Thessaloniki & Prof. Kostis Tsioumis, Aristotle University of Thessaloniki, Greece
Keywords: citizenship, debate clubs, critical approach, social problems, human rights

ABSTRACT: Generation Z, widely known as people born from late 1990s to 2000 is an age group which is not politically involved. Debate clubs, which Gen Zs often select as an extracurricular activity, are considered as a habit of discussing topics of utmost importance. Various concerns are scrutinized by young people that form two separate teams, one that argues standing up for a specific position, such as the necessity of military service and the other that expresses the opposite opinion. Debates are developed by having a speaker of each group alternately to the podium which allows each speaker to point out the mistakes or deficient arguments that his competitor has presented before him. That occurs on purpose in the beginning of his speech, to exercise pressure on his 'opponent'. In this context, serious topics that occupy the political stage are discussed, such as the refugee and migratory issue, the measures that should be imposed to countries which do not conform to human rights legislation, the conditions under which asylum should be granted or current affairs, concerning energy crisis, mandatory vaccinations and even the changes that modern universities should apply. During each speech, the members of the opposing team are encouraged to pose questions, questioning intentionally the validity of the contention that has been presented. This intellectual process forces younger people to keep up with political developments in their country or worldwide, to empathize more and offer practical solutions for society's well-being which is necessary in comprehending citizenship. By searching for a specific topic, they become more aware and prepared, to deal with a social problem and constructively criticize governmental strategies about it. This procedure allows them to express their view on social problems, which actively enhances citizenship.

#34: The Persona Dolls Approach in culturally diversified educational backgrounds
Presenter(s): Dr. Charikleia Pitsou, University of Patras, Ms. Aikaterini Pouta, University of Patras & Dr. Zoe Karanikola, University of Patras, Greece
Keywords: Persona Dolls Approach, diversity, preschool teachers, interviews, training

ABSTRACT: The existence of people from different cultural backgrounds is undoubtedly a reality that education should recognize and exploit for the benefit of all students. The pedagogical tool Persona Dolls can approach and optimize the concept of diversity in order to be treated as an element of enrichment in the educational process. The purpose of this research is to examine the contribution of the Persona Dolls Approach methodology in the management of cultural diversity by exploring the representations of 8 Greek pre-school teachers on its implementation in the educational process. The qualitative method was considered appropriate for the study of this topic and the semi-structured interview was used as a data collection tool. The survey data were processed using the method of thematic analysis. According to the results, the teachers consider the Persona Dolls Approach methodology to be an innovative and effective pedagogical tool, which enables them to effectively manage the cultural heterogeneity of the student population and approach issues of human rights advocacy.

What this research has highlighted is the need to educate and train pre-school teachers in innovative teaching methods, which in the context of a collaborative culture will promote the development of personal, social and emotional skills in children, so that they can become responsible and active citizens of the modern world.

#35: Teachers' perceptions on teaching in current multicultural classes in Greece
Presenter(s): Mrs. Theodora Alexa, University of Patras, Greece & Dr. Michael Katsillis, Otto-von-Guericke-University, Germany
 Keywords: multicultural self-efficacy, experiences with diversity, multicultural education

ABSTRACT: The increase in immigration, wars and invasion has led to an ever-changing number of migrants and refugees. Multicultural and intercultural education is considered a pillar of empowerment of students from various cultural backgrounds. In Greek society, the role of teachers in this direction is decisive. As teachers can be instrumental in helping children build bridges, their self-efficacy affects their teaching strategies and attitudes. The need for multicultural self-efficacy is a special field of teachers' self-efficacy regarding their ability to adjust in different needs of students that originate from different linguistic and cultural environments. The purpose of our research was to investigate the multicultural self-efficacy of primary education teachers in the prefectures of Aitoloakarnania and Achaia of Western Greece. Our research questions were whether teachers feel multicultural effective and an attempt to determine the factors that affect their multicultural self-efficacy. The research tool used in this study was a questionnaire, delivered electronically to 104 participants. We used Multicultural Efficacy Scale (Guyton & Wesche, 2005) in conjunction with other questions which gave us information about teachers' awareness of cultural diversity and teaching experience in multicultural classes, as our research tool. The findings of this study identified multiple factors that may affect multicultural efficiency. Past experiences with diversity, attitude and general information about diversity and its impact on education, have a significant impact on multicultural self-efficacy.

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#37: Broadscale Intercultural Communication and Self Disclosure in Higer Education Through Digital Tools: Building Bridges Between Local and International Students and Exploring Innovative Paths for Overcoming Marginalization

Presenter(s): Dr. Damlasu Temizel, Istanbul University, Turkey & Dr. Julia A. Spinthourakis, University of Patras, Greece
Keywords: intercultural communication, higher education, identity, digital tools, student marginalization.

ABSTRACT: The concept of broadscale intercultural communication is an emerging trend for the higher education institutions as they are in search of developing quality assets and objectives while thousands of new international students enroll in universities each year. However, the conventional emphasis, mainly on the cultural identity or academic success of every individual international student, doesn't provide an aggressive catalytic change in the context of international students' self-identity disclosure, language and marginalization-related problems. When it comes to cultural diversity, the use of technology and digital tools for an enhanced understanding of cultural values, language barriers and student communities' inclusion patterns of foreign students, can make a higher education institution accurately calculate innovative and effective ways of overcoming intercultural communication challenges. The purpose of this paper is to present the qualitative findings of our study of the unique personal perspectives of two groups, one of local and the other of international students in the same Higher Education Institution while examining their common and separate aspects in the context of broadscale intercultural communication as a means of overcoming potential marginalization. A two-group approach is adopted in the showing of how working with both groups enhances the idea of building bridges through digital tools and discovering innovative paths regarding the fundamentals of multiculturalism, self-identity disclosure and overcoming marginalization in higher education. Finally, the study highlights the mutual role of local and international students in the challenging of above-mentioned barriers that unfavorably influence student identity while uncovering concrete solutions and suggestions for higher education institutions for better broadscale intercultural communication strategies.

#38: Global Classrooms: A telecollaborative Project Uniting OP Language, AI, and Advocacy in Youth-Driven Citizenship Education

Presenter(s): Ms. Maria Mont Algamasilla, Universitat Autònoma de Barcelona, Mr. Ese Emmanuel Uwosomah, Universitat Autònoma de Barcelona & Dr. Melinda Dooly, Universitat Autònoma de Barcelona, Spain
Keywords: Sustainable Development, Telecollaboration, Global Citizenship Global North/Global South, Project-Based Learning

ABSTRACT: This paper examines the Young Activists' Adventure, a transformative initiative in citizenship education that blends language learning, AI application, and sustainable advocacy among children from diverse cultural backgrounds. This initiative engaged students from Spain (ages 9-10) and Nigeria (ages 10-14) in a collaborative effort to tackle the UN's Sustainable Development Goals (SDGs), specifically focusing on the global water crisis (SDG6). Through this project, students enhanced their English language skills, confronted and dismantled stereotypes, and developed empathy, thereby fostering both global citizenship and environmental responsibility. The project not only connected theoretical learning about global challenges with practical, hands-on activities like creating campaign posters and engaging in dialogues with policy advocates but also served as a bridge between diverse institutional levels of education across different geographical and cultural contexts. Qualitative data derived from in-class video recordings, screen captures, student projects, and interviews with teachers and researchers were analyzed to assess the impact and effectiveness of this approach. Preliminary results indicate that integrating language education

with AI-driven exploration of real-world issues not only significantly enhances student engagement and understanding but also inspires active participation in societal issues, laying a foundation for emancipatory engagement and leadership among young learners. This comparative analysis underscores the role of technology in creating more equitable learning opportunities and bridging the gap between educational practices in the Global North and Global South. Our presentation will detail the project design and share key insights from our initial data analysis, arguing that equipping children with language skills, AI proficiency, and a commitment to global citizenship prepares them for a proactive and sustainable future. Through collective efforts and enthusiastic participation, even the youngest learners can effect profound social change.

#39: Intercultural Communication of civil servants: A bridge towards social change and an empowered citizenry
Presenter(s): Dr. Dimitra Thanopoulou, Ionian University, Greece, Dr. Julia A. Spinthourakis, University of Patras, Greece & Dr. Ioannis Karras
Ionian University, Greece
Keywords: Intra and Intercultural Communication Competence, Civil Servants, Immigrants, multicultural experience

ABSTRACT: As Europe expands, so does its diversity. European cities are becoming more cosmopolitan and multicultural and therefore, services provided to all citizens must rise to meet the challenges these changes represent. As such, civil servants (CS) need to move from a monocultural orientation to one where clients' cultural differences are taken into consideration. Since the 1990s, Greece, while traditionally a country of emigration, has become a country attracting immigration. As such, the 2020s has seen its population move to be characterized as comprising a "complex migration scene" (Prague Process, 2023). CS can build bridges and thus play a prominent role in making the integration of both long-standing immigrant groups as well as those newly arrived a positive experience. CS intercultural communicative competence (ICC) though may well be a deciding factor on whether or not they are able to effectively work with the culturally and linguistically diverse, but also the mainstream population. Therefore, with increasing population diversity, examining the ICC of CS appears warranted. In this paper we present findings from a mixed method research study that examined the relationship between (a) components of intercultural communication competence, (b) multicultural experience and (c) intercultural training as influencing factors on the behaviors exhibited by Greek Civil Servants. Due to Covid restrictions, the participants in the qualitative portion of research were 13 civil servants in positions of heightened responsibility and were interviewed online. Thematic analysis was employed to analyze the interview texts to examine the topics, ideas and patterns of meaning related to intra and intercultural communication (Guba & Lincoln, 1985). For the quantitative portion, 262 civil servants completed an ICC Modified Instrument 21 item questionnaire and the commensurate statistical analysis was conducted. Contributing to the discourse through discussion.

#40: What prevents people to be good citizens in terms of taking action in relation to climate change?
Presenter(s): Dr. Marta Fulop, HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology,
Dr. Adam Kun, Eötvös Loránd University & Ms. Adrienne Kral, Eötvös Loránd University
Keywords: environmental citizens, psychological barriers, active citizenship, competitive attitude, university students

ABSTRACT: Environmental Citizenship is strongly associated with a „citizen's capacity to act in society as an agent of change" (Reis, 2020). A previous study (Fülöp, Kun, Kral, 2023) conducted with Hungarian university students investigated the relationship between intentions to act in relation to climate change and competitive, cooperative attitudes and social activism. It was found that students who are higher in hypercompetitive attitude or who avoid competition due

to fear of losing and who study computer science are less willing to act as citizens in relation to climate change. The goal of the present study was to extend the understanding of the gap between climate change beliefs and actions and investigate other psychological constructs and barriers to explain the attitude-value gap. 700 Hungarian university students of different major participated in the research. Climate change attitude was measured by the Climate Change Attitude Survey (Christensen & Knezek, 2015). In addition to the previous Citizenship Behaviour Questionnaire (Krzywosz-Rynkiewicz et al, 2018) a series of citizenship questions from the Euroepan Social Survey (2012) were added. To measure competitive attitudes the Multidimensional Competitive Orientation Inventory (Orosz, Fülöp et al., 2018) was applied and to be able to focus on the hypercompetitive attitude a specific questionnaire, the Multidimensional Hypercompetitiveness Scale was applied (Fülöp & Bartek, 2023).The Dragons of Inaction Psychological Barrier (DIPB) scale (Lacroix, K., et al. 2019) was used to measure the psychological barriers across six environmental domains: food choices, transportation, energy use, water use, purchasing, and waste. Results will be discussed in relation to demographics (gender and university major), active citizenship, competitive attitudes and psychological barriers (negation of the necessity to act, conflicting goals and aspirations, social disapproval, lack of reliable information and tokenism).

#41: Developments in technical vocational education in Greece in the context of the civics education. Teachers' perceptions of the 2020 reform.
Presenter(s): Dr. Eleni Karachontziti, University of Rouen Normandie, France & Mr. Palaiologos Douros, University of Patras, Greece
Keywords: vocational education and training, citizenship, reform, teachers' perception, model vocational high schools

ABSTRACT: The continuous changes in the labour market require the upgrading of vocational education and training and the preparation of professionals who will meet the needs of the labour market and of the European democratic society (Simmons, Connelly, and Thompson 2020; Blossfeld, 1992)
   The present research examines vocational education in Greece and its developments under the influence of European educational policies. The research around vocational education is skewed to those that see the vocational education and training mainly as a matter of vocational training and preparation for the labour market (Bishop, 1989; Blossfeld, 1992; Bol & Van De Werfhorst, 2013), and to those who see it as a continuation of the hierarchical differentiation of students into qualitatively distinct groups (Hanushek et al., 2017; Shavit and Müller, 2000). In this presentation, which is an extension of postgraduate research, the vocational education will be examined in the light of citizenship education. In Greece, as the most recent restructuring, a new type of school was introduced, in the secondary education, the Model Vocational High School. The aim of the latter, among others, is to reinforce the students' citizenship. Our goal is to highlight teachers' perceptions of the reform and whether it contributes to the cultivation of young people's citizenship. The research was conducted in the first semester of 2022 and is based on a qualitative method. The results, based on ten semi-structured interviews with instructors of the vocational high schools of Greece, highlight the need for upgrading vocational education in means of citizenship. However, it does not appear that the institutionalisation of Model Vocational High schools and their operation so far, leads in this direction.

#42: The challenges of AI in the digital citizenship era. A qualitative study on Romanian teachers' understanding and engagement with AI
Presenter(s): Dr. Ileana Rotaru, West University of Timisoara & Dr. Anca Velicu, Romanian Academy, Romania
Keywords: digital citizenship, AI technology, teaching digital citizenship, online civic engagement

ABSTRACT: The concept of digital citizenship (DC) has been around for a while, but despite a flourishing literature around it in the last years, it still lacks a unitary definition or a single perspective from which to look at it (Jäger, 2021; Richardson et al., 2021; Fuchs, 2023). One attempt to systematize the field found four conceptualizations of DC as: ethics or responsible behaviour online; media and information literacy (that encompasses access and digital and non-digital skills); online participation/engagement; and critical resistance and promoting of social justice (Choi, 2016). Although the majority of studies pertains to the second conceptualization, the technological development (e.g. ML, datafication, algorithms) poses new challenges to the concept of DC, especially the citizen part of it (Calzada, 2023; Hintz et al., 2019). While teachers are in a privileged position to teach children DC, they are not always prepared for this task, their own level of DC varying greatly (Choi et al., 2018). In this context, our exploratory qualitative study aims to delve into Romanian teachers' understanding and engagement with AI technology in their professional life. More exactly, we focus on their knowledge and opinion on AGI and how AI positively and/or negatively impacts their teaching process. We rely on data collected from 10 semi structured interviews with secondary-school teachers that will be thematically analyzed to understand how AI challenges and enriches the concept of DC.

#43: Forgotten humanism in the development of inclusive education in Latvia
Presenter(s): Dr. Sandra Rone, Riga Technical University, Dr. Māra Vidnere, International Higher school of Practical Psychology, Latvia
Keywords: inclusive education, forgotten humanism, teacher professionalism, special needs, life goals, learning disabilities

ABSTRACT: In adopting the State Reform Plan, Latvia has set out to move towards implementing inclusive education, developing the education system by the UN Conventions on the Rights of the Child and the Rights of Persons with Disabilities. Today, the ineffective implementation of inclusive education in Latvian schools, which is difficult for teachers to implement, is becoming a topical issue. The main problems faced in the context of inclusive education in Latvia are: the necessity to promote cooperation between teachers, students, and parents, as well as to educate society to dispel the negative attitude towards the Other - a student with special needs, by providing recommendations and implementing the skills necessary for the inclusion of students in classes. The concept of the importance of the humane approach in improving the inclusive education process is presented. The results of the research on the awareness of life goals of students with special needs and the differences in attitudes between students with and without special needs are presented, based on the results of the work of the Jurmala Inclusive Education Development Center, based on which new self-regulation strategies are proposed for work with students with special needs. All students have the right to equal access to appropriate education and an integrated lifestyle of their choice. The goal and direction of educational activity: on the one hand, the other hand, education together: different nationalities, and subcultures - is the inclusion of the entire educational process. The problem is no longer attributed to the individual, but the educational environment itself investigates the causes and seeks humane solutions. To successfully implement support measures for students' inclusion, it is necessary to learn how to develop a humane and strong support policy to change and evaluate inclusive education.

#44: Emerging Adulthood, Intercultural Romantic Relationships, and Cultural Adaptation of International Students in Hungary
Presenter(s): Mr. Fatih Akyüz, Eötvös Loránd University & Dr. Marta Fulop, HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Hungary
Keywords: international students, intercultural romantic relationships, acculturation, adaptation, Hungary

ABSTRACT: The purpose of the proposed presentation is to explore how young adults who temporarily live in Hungary for their studies cope with the need for a romantic partner in a transient context filled with uncertainties. As Erikson (1968) pointed out, some of the main developmental tasks of a young adult are intimacy, a sense of commitment, forming a romantic relationship, and marriage. Troubles in these domains will likely make young adults isolated and lonely. Like their peers back home, international students pass through this developmental stage. However, Delevi and Bugay (2010) emphasize that the difference between these young adults and their peers is that they experience this developmental stage in a foreign country, often with little social support and language barriers, while their acculturation process is unfolding. This qualitative study employs in-depth interviews with Turkish and Arabic origin students living in Hungary to shed light on their experiences regarding their intercultural romantic relationships. Given that both Turkish and Arabic cultures predominantly exhibit characteristics of collectivistic cultures with varying degrees and the cultural expectations in relation to romantic relationships may differ profoundly from Hungarian or other international students of European origin, this study also explores the potential tensions arising from intercultural romantic relationships. Specifically, it examines how individuals negotiate these tensions with their partners, family members, and others within their broader heritage culture. While existing studies often prioritize communication barriers, perceived discrimination, academic adaptation, or financial problems of international students in their acculturation process, we seek to contribute a novel perspective on acculturation studies regarding international students. By presenting 2 case studies the talk will highlight the inner negotiation processes young people experience when facing the triple challenge of becoming an adult and establishing close romantic relationships in a culturally different context.

#45: Can childhood education and care programs help build bridges towards positive social development of children?
Presenter(s): Ms. Kanella Tartari, University of the Peloponnese, Greece
Keywords: social development, citizenship, early childhood education programs, care programs

ABSTRACT: With globalization in the forefront, the social development of the children takes on increased importance. Behavioral problems in childhood are risk factors for difficulties throughout childhood, adolescence and beyond. Numerous programs that investigate the impact of childhood education and care programs on the social development of children exist Frequently they focus on the impact on children from socio-economically disadvantaged families. Considering the importance of developing social and emotional skills during early childhood, this paper will focus on presenting selected research that highlights the importance of childhood education and care programs, which can help build bridges towards healthy social development. The criteria used to select the programs were that they (a) conform to internationally recognized early childhood education programs characteristics, (b) been implemented in Greece and (c) been implemented from 2019 through 2024. Our review and analysis of these selected programs was conducted through qualitative research methods and specifically document analysis and where possible small focus groups. We analyze the data obtained from several sources, in this case the literature, documents, and a focus group (Creswell, 2007). Studies such as this one are carried out to determine the effectiveness of a program, product or its as well as its generalizability (Patton, 2002). Our review findings appear to support the premise that recent early education and care programs had estimable positive short-term effects and smaller long-term effects on cognitive- social development of the children. Thus, strong indications exist showing children from socio-economically disadvantaged families made as much or subtle progress than their more advantaged peers. This paper attempts to further the discourse on the impact of early childhood education programs effect on children's social development.

#46: Shaping Spaces for Justice: The Influence of Learning Environments on Social Justice Awareness in Early Childhood Education

Presenter(s): Assistant Prof. Eleni Sotiropoulou, University of West Attica, Assistant Prof. Despina Kalessopoulou, University of West Attica & Tryfeni Sidiropoulou, Professor, University of West Attica, Greece

Keywords: early childhood social justice, childhood equality education, formal and informal learning environment, inclusive learning environments, learning environment design

ABSTRACT: The study investigates the influence of learning environments in Early Childhood Education on social justice awareness among young children. Focusing on the educators' perspective, the research utilizes a questionnaire as the primary tool to gather insights into how the physical organization and design of learning spaces contribute to or hinder the cultivation of social justice principles. Aiming to explore critical elements such as spatial layout, inclusivity of play materials, and representation of diverse backgrounds, the study assesses these factors' influence on children's understanding of social justice. It investigates how educators' perceptions and implementation of these environmental aspects can either support the development of values like equality, fairness, and respect, or inadvertently sustain existing societal norms and biases. The questionnaire seeks to capture a comprehensive range of educator experiences and observations. It focuses on discerning the effectiveness of different environmental setups in fostering a social justice mindset among children during their formative years. Key areas of inquiry include the educators' strategies in using physical spaces to teach social justice concepts, the challenges they face in this endeavor, and their perceptions of the impact of these environments on children's learning outcomes. The findings from this study are expected to provide critical insights into the role of physical environments in early childhood social justice education. This research aims to offer practical guidelines and recommendations for educators and policymakers to enhance learning spaces of both formal and informal education, making them more conducive to fostering social justice awareness from a young age. The ultimate goal is to contribute to the development of more equitable and socially conscious learning environments in early education.

#47: Curricula policy in education: framing Israeli citizenship

Presenter(s): Ms. Lamia Yasin, University of Padova- Human Rights Center "Antonio Papisca", Italy

Keywords: citizenship, curriculum, Israel, education, identity

ABSTRACT: This paper aims to explore the role of the education systems in divided societies, specifically the Israeli education system, and how it can foster the notion of citizenship either as a cohesive and inclusive concept or segregated and marginalised ones. Citizenship is a legal status conferred by a state, which has the power to transform people. It represents a sense of belonging and solidarity within a community. As many authors have emphasised, citizenship encompasses both exclusionary and inclusionary aspects. On the one hand, it is connected to ideas of individual entitlement, and on the other hand, it is linked to attachment to a particular community. In modern societies citizenship inherently embodies the essence of identities combined with the broader concept of collective identity. This is particularly true in societies that are divided (i.e., organised in segmented cleavages), such as the Israeli one. The education system plays a significant role in shaping society's understanding of this concept. This is achieved through the teaching of specific subjects, such as civic education and the structure of the education system, for instance whether it has integrated or segregated schools. This research integrates the analysis of curricular policies developed in Israel after the Israeli 2018 National Law, that impacted the policy of citizenship referring to the relationship between citizenship and national identity.

#48: Movements: Shifting identities, participation and agency in the wake of the so called "refugee crisis" in 2015.
Presenter(s): Mrs. Emma Hall, Malmö University, Sweden
Keywords: social change, unaccompanied minors, identity, education

ABSTRACT: The presenttaion will highlight how young people, with experiences of being categorized as unaccompanied minors in Sweden between 2009-2021, understand themselves in relation to different contexts in time and space. By following the metaphor of movement, the poster will connect the physical movements made by the participants to the assumption that movement characterizes the process of remembering past experiences. It also relates to the conclusion that civil society and different educational contexts and agents play a significant role in the social movement initiated by the young people themselves. The poster relates to the thesis, "Between movement and stillness. Memory and forced migration in young people's narratives 2009-2021" (Hall 2023) and shows that despite the fact that the participants make a heterogenous group, there are a number of shared historical contexts of importance. When the participants arrived in Sweden, migration policy underwent significant changes that led to consequences for the participants themselves. Furthermore, those labelled unaccompanied minors were at the center of the migration policy debate in the wake of the so called "refugee crisis" in 2015. An important conclusion is that to a large extent, movements in time and space have led to a development of how the participants understand themselves. In addition to this, the social context in Sweden between 2009-2021 effect how the young people perceive themselves as a specific group and experience a sense of belonging. Movement therefore also connects to the idea of learning and agency.

#49: European Identity – A Success Story? - The Depiction of the EU In European Election Posters in Germany 1979/1984 and their value for European Identity
Presenter(s): Prof. Andreas Brunold, University of Augsburg & Mr. Ulrich Kerscher, von Stetten Institut, Germany
Keywords: European Elections, Election Posters, European Identity, Civic Education, Political Parties

ABSTRACT: Targeting at a critical discourse analysis, the first part of the presentation focuses on the interactive analysis of six election posters published by German political parties during their election campaigns for the European Elections of 1979 and 1984. The election poster analysis generally aims at the evaluation of the EU conveyed by the political parties in the posters. The presentation also pays special attention to the design media used to either construct a European or national identity, the historical context of the election posters and the aesthetics of reception on the part of the casual beholder. Against this background, the second part draws on the didactical potential of these election posters for civic education in general and more particularly for EU-related learning beyond the analysis of the posters itself. As an example, the presentation introduces a questionnaire evaluating the cognitive and affective assessment of the European Union by citizens in the present. The election posters function as visual impulses and thematic anchor points for the questionnaire. The third part encompasses the presentation and discussion of a study based on the election posters and the questionnaire introduced before. The study was conducted by the chair for Civic Education of the University of Augsburg in the run-up to the European Election 2019. Generally speaking, more than forty years after the first European elections, the study points to a decreasing European identity concerning people younger than thirty years among others.

#50: Citizenship Education and Youth Identities in Singapore: Between the Individual and the Nation

Presenter(s): Ms. Nur Diyanah Anwar, Nanyang Technological University (NIE), Singapore

ABSTRACT: Character & Citizenship Education (CCE) is a subject and programme within the Singapore education system that provides an "integrated approach to addressing [students'] development of values, character, social-emotional well-being, and citizenship dispositions" (MOE, 2020, p. 4). It was recently reviewed in 2021 to renew the goals of its curriculum and remain relevant to current times. These goals are to develop in students: (i) Good character; (ii) Resilience and social-emotional well-being; (iii) Future readiness; and (iv) Active citizenship. CCE also focuses on self-reflection in terms of students' self-identity and self-concept; their relationships and interactions with their environment; and the choices or decisions they make. In essence, the CCE curriculum attempts to inculcate values and skills necessary for students' holistic development "leading to positive life outcomes" (MOE, 2020, p. 4). In molding students to be "active citizens", CCE seeks to "develop a strong national identity based on a sense of belonging to the nation" (MOE, 2020, p. 8). However, findings from a case study conducted based on qualitative semi-structured interviews with upper secondary students showed that the "Singaporean" identity did not feature strongly in youth's self-identity. Rather, they viewed their identities in "humanistic" and "aspirational" terms that is focused on individual personality and character, as well as individual success. While these may arguably satisfy the other goals of CCE (i.e., having good character, resilience and being future ready), the seeming disidentification with being "Singaporean" should be a cause for concern, and calls into question the overall efficacy of Singapore's citizenship education. More importantly, it highlights the paradox between youths having individual priorities and "identities", versus identifying as part of the larger "nation". This abstract is based on a larger doctoral study investigating identity formation through Singapore's "multicultural education", focusing on the upper secondary Social Studies and CCE curriculums in mainstream schools.

#51: Emancipatory education within social studies - to create democratic active citizens
Presenter(s): Prof. Mats Greiff, Malmö University, Sweden

ABSTRACT: Teaching about democracy in Swedish schools often focuses on how the democratic system with all its different institutions works. There are obvious risks that students' view of democracy is limited to citizens going to the polls every four years, after which the elected representatives manage the democratic processes. This is clear, for example, in the teaching material that the Riksdagen (parliament) publishes. The material does not contribute to creating democratically aware and capable people, but instead risks contributing to a passivation of young people. With inspiration from German historians and education researchers such as Klaus Bergmann and Annette Kuhn, I plead instead that democracy must be regarded as something that must be constantly recaptured by active actors and not something that God, nature or past generations have given us. Therefore, the young generations must be trained to an ability to analyze their own and others' lives and the structures - social, economic and cultural - that keep them in a subordinate position in society. Every young person must be given opportunities to understand that it has been and is possible to change society, but that in a democratic society this happens through people's active actions. "Revolution starts in your own backyard". Therefore, they must gain confidence in their own ability to influence both their own lives and the lives of others in the struggle for economic, social and ecological sustainability. In this presentation, I discuss how this can happen in teaching.

#52: Youth participation workers as social and institutional interpreters

Presenter(s): Mr. Roy Smith, University of Huddersfield, United Kingdom

Keywords: youth participation work; young people; democratic socialization;

ABSTRACT: In England, Youth work exists on the fringes of professional practice, both struggling for political recognition and suspicious of attempts to control and set its agenda. It is often associated with informal and organic approaches to work with young people that are people-centred and support them to influence their world. Yet, youth work is often funded and directed by state or faith-based institutions that prioritise control and safeguarding over support for young people's democratic learning and engagement. Their unique position places youth workers on a fault line between the 'lifeworld' and 'system' (Habermas, 1987). In participation work, they act as part of and aim to influence the 'system' and are concerned with defending the 'lifeworld' of young people, often acting as interpreters between the two. Similarly, youth participation work navigates various 'ecologies' (Bronfenbrenner, 1979), connecting the broader systems surrounding young people with their lived experiences. This paper explores the thoughts and experiences of young people and youth participation workers from across England who took part in a year-long series of collaborative co-inquiry workshops that considered how to make participation work more meaningful and inclusive and explored the role of supportive adults. The participants of this study placed a high value on 'organic' approaches and were often critical of their institutional settings (including local authorities, schools, health, and voluntary sector organisations.) They saw a need for greater transparency about their aims and methods, ensuring that both young people and organisations understand the scope and democratic intentions of their practice. This paper concludes that participation workers navigating between 'lifeworld' and 'system' across the various 'ecologies' benefit from ongoing reflection and supervision to develop sensitive and considered judgement within their practice. Increasingly varied and networked approaches to participation work allow opportunities for greater flexibility and inclusion while enabling more 'organic' and people-centred approaches.

#53: Education for social justice: Working with Cañada Real

Presenter(s): Dr. Liliana Jacott, Autonomous University of Madrid, Dr. Tatiana García-Vélez, Autonomous University of Madrid, Spain & Dr. Peter Cunningham London Metropolitan University

Keywords: marginalisation, social justice, exclusion, resistance, citizenship

ABSTRACT: This paper is focused on an initiative devoted to build a bridge between education and action community for social change that was carried out on a MA module on Human development and social justice as part of the Master in Education for Social Justice at UAM. Based on theory of social justice proposed by Nancy Fraser (2006, 2012) and Iris Marion Young (2000, 2014), and in the framework of critical theories and critical participatory action research developed by Michelle Fine and Maria Elena Torre (2021), our aim was to build a critical project for working collaboratively and respectfully with a marginalised community of Madrid, Cañada Real. A community that has been active struggling for more than three years to denounce and transform the injustices faced by its inhabitants since electricity was cut off from their homes. Working closely with community activists and local politicians several activities were initiated to have specific focus on Cañada Real. Among these activities were diverse meetings with the inhabitants of this community (youth, women, families, activists and social entities), round tables with young people from Cañada and community and civil associations that support their struggle and actions of transformative resistance, the presentation of a play created and performed by women of Cañada, and an open-air exhibition presented on the university campus. One of the main objectives of these activities was to ask critical questions about the systems and practices that shape people´s lives, and to critically reflect on the situations

of power, oppression, inequality and exclusion to which the residents of this community are subjected. As well as reflecting on the different forms of resistance, specifically on transformational resistance to injustice (Solórzano and Delgado Bernal, 2001) and the sense of social justice that guides its action. In this paper we describe and reflect on this collaborative process of engaging in critical actions with this community interested in documenting, challenging, and transforming their living conditions of social injustice. Along with this, the pedagogical implications of this type of projects for both course development and praxis within the community are discussed.

#54: Cooperative Competition and Business Citizenship
Presenter(s): Mrs. Andrea Trattner, Eötvös Loránd University & Dr. Marta Fulop, HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Hungary
Keywords: business citizenship, co-opetition, cooperative competition, business leaders, focus group

ABSTRACT: There are numerous examples when two or more business entities simultaneously compete and cooperate to create mutual benefit. The opportunity for cooperation arises when market players in a particular industry, who are also competitors, believe that by collaborating, they can all create greater value while preventing the competitive process from turning destructive. Co-opetition, an expression created by Brandenburger & Nalebuff (1996) highlights the importance of both cooperation and competition in the business world. They focused on pragmatic, financial gains, and business expansion and emphasized the need for companies to collaborate in order to create a larger market, while also competing to gain a larger share of that market. However, the combination of cooperation and competition not only can create more profit for the business actors but also create a different interpersonal and intergroup dynamic. Cooperative competition (Fülöp & Takács, 2013) among business partners creates a constructive competitive process instead of a destructive one (Fülöp, 1992) and contributes to a kind of „business citizenship" that is a trustful and fair process focusing on jointly creating more resources for all involved parties instead of eliminating them from the market. The goal of the present study was to explore how leaders of business organizations in Hungary perceive their own and their business partners' competitive-cooperative strategies, how they perceive their presence in the Hungarian business life, and what kind of human environment these strategies create. Participants were 23 business people (17 men, 6 women) representing leading companies in Hungary. Method: 3 focus groups were conducted. The focus group sessions were video recorded and transcribed verbatim and analyzed based on Braun & Clark's (2006) thematic analysis. The talk will focus on how a cooperative competitive process shapes business relationships and what kind of psychological climate it creates as opposed to the lack of cooperation, trust and application of unfair means (NKFIH- OTKA-K 135963).

#55: Intercultural Communication of civil servants: A bridge towards social change and an empowered citizenry
Presenter(s): Dr. Demetra Thanopoulou, Ionian University, Dr. Julia A. Spinthourakis, University of Patras & Dr. Ioannis Karras, Ionian University, Greece
Keywords: Intra and Intercultural Communication Competence, Civil Servants, Immigrants, multicultural experience

ABSTRACT: As Europe expands, so does its diversity. European cities are becoming more cosmopolitan and multicultural and therefore, services provided to all citizens must rise to meet the challenges these changes represent. As such, civil servants (CS) need to move from a monocultural orientation to one where clients' cultural differences are taken into consideration. Since the 1990s, Greece, while traditionally a country of emigration, has become a country attracting

immigration. As such, the 2020s has seen its population move to be characterized as comprising a "complex migration scene" (Prague Process, 2023). CS can build bridges and thus play a prominent role in making the integration of both long-standing immigrant groups as well as those newly arrived a positive experience. CS intercultural communicative competence (ICC) though may well be a deciding factor on whether or not they are able to effectively work with the culturally and linguistically diverse, but also the mainstream population. Therefore, with increasing population diversity, examining the ICC of CS appears warranted. In this paper we present findings from a mixed method research study that examined the relationship between (a) components of intercultural communication competence, (b) multicultural experience and (c) intercultural training as influencing factors on the behaviors exhibited by Greek Civil Servants. Due to Covid restrictions, the participants in the qualitative portion of research were 13 civil servants in positions of heightened responsibility and were interviewed online. Thematic analysis was employed to analyze the interview texts to examine the topics, ideas and patterns of meaning related to intra and intercultural communication (Guba & Lincoln, 1985). For the quantitative portion, 262 civil servants completed an ICC Modified Instrument 21 item questionnaire and the commensurate statistical analysis was conducted. Contributing to the discourse through discussion.

#56: Moderation effects of minoritized students' civic activism of online participation on the relationship between their self-perception and civic awareness of online participation, civic engagement and identity
Presenter(s): Dr. Koon Lin Linnie Wong, The Education University of Hong Kong & Prof Cher Ping Lim, The Education University of Hong Kong, Hong Kong
Keywords: civic activism of online participation, self-perception and civic awareness of online participation, civic engagement, identity, minoritized students

ABSTRACT: This study focuses on the minoritized students in Hong Kong secondary schools. It addresses citizenship issues related to their civic engagement and identity in the new online environment and how these issues are related to the developments in contemporary democracies in Hong Kong. In particular, it examines how do their civic activism of online participation relates to their civic awareness and self-perception of online participation, their civic engagement and identity. Minoritized students include those ethnic minorities born in Hong Kong or immigrated from other South Asia and Southeast Asia countries. A total of 419 minoritized students participated in the questionnaire survey using the purposeful stratified sampling method. It was hypothesized that minoritized students' civic activism of online participation is assumed to moderate the relationship between (i) identity and civic engagement, and (ii) self-perception and civic awareness of online participation, and civic engagement. The results of this research indicated that the civic activism of online participation played a negative role in moderating the identity to influence minoritized students' civic participatory behavior. It suggested that minoritized students, who were frequently using the Internet to join in protest or social movement, expressing their opinions about civic issues online, and discussing civic issues in social networking apps/sites, perceived Hong Kong and its people less favorably. In conclusion, minoritized students shared civic information and discussed civic affairs, their civic activism of online participation in the cyberspace acted as a moderator on their perception of Hong Kong and Hongkongers for their engagement in civic activities. The findings have implications for policy, practice, and theory in connection with minoritized students, their citizenship and identity, particularly as these relate to the influence of civic activism of online participation. KW: civic activism online, self-perception and civic awareness of online participation, civic engagement, identity, minoritized students.

#57: Means of identifying anti-discrimination in educators to begin building bridges.
Presenter(s): Dr. Asimina Bouchagier, University of Patras, Greece & Dr. Michael Katsillis, Otto-von-Guericke-University, Germany
Keywords: questionnaire development, racism, education, diversity, teachers

ABSTRACT: Occurrences of racism and discrimination targeting groups identified as "different" manifest within the realm of education. This prompts the inquiry into whether educators in schools are cognizant of racial incidents within the school environment and the methods through which manifestations of racism occur among their students. Schools and educators among others, bear the responsibility of bridging divides and fostering unity among all students. Therefore, looking into their stance on certain issues may assist in developing effective strategies to offset certain issues. The purpose of this paper is both present and elaborate on the processes we employed in such an instruments development and its feasibility to identify teachers attitudes towards racism and diversity. We developed a questionnaire after a comprehensive literature review with the conviction that educators ought to be equipped to preempt and address instances of racism within their classrooms. This questionnaire was subsequently distributed to educators in primary education across Western Greece. We sought to acquire descriptive data for a descriptive classification of educators' attitudes towards racism and its mitigation through closed-ended questions. The functionality of the questionnaire was assessed through a pilot application to identify and rectify any errors and/or omissions and generally contributed to the refinement of the research tool (02/2019-03/2019). Thereafter, the questionnaire was piloted a second time (05/2019-06/2019) to gather experiences and insights that would enhance the effectiveness of the main research and as such sought to determine whether the tool was characterized by practicality and efficiency. The main research was conducted from October 2019 to January 2020. The questionnaire developed, tested and employed proved an effective tool in collecting data thus laying the groundwork for future research in the specific scientific field of racism, aiming to assist scholars in exploring and furthering the discourse on the topic.

#58: Exploring the course of Greece in the European Community. An applied interdisciplinary teaching scenario
Presenter(s): Dr. Nikolaos Manesis, University of Patras & Mr. Christos Karakasis, University of Patras Greece
Keywords: teaching situations, European Union, Social and Political Education

ABSTRACT: Teaching scenarios serve as plans or guides for educators on how to teach a specific subject to students. With the help of scenarios, educators can organize their lessons coherently and purposefully, emphasizing the appropriate methods and resources to be used. This paper presents an applied interdisciplinary teaching scenario in 6th grade of a primary school. The aim was to educate and inform students about the structure and role of the European Union as well as the route of Greece in E.U. Students engaged in creative activities and utilized worksheets to delve deeper into the subject, employing an approach that combined various scientific disciplines and learning methods, utilizing the ICT tools.

#59: Parental Involvement and Gender Socialization: Exploring the Implications of Citizenship in Preschoolers
Presenter(s): Dr. Sofia Kelesidou, University of Thessaly & Dr. Eleni Sotiropoulou, University of West Attica, Greece
Keywords: parental involvement, citizenship, gender socialization, preschool children

ABSTRACT: This research aims to investigate the intricate interplay between parental involvement, gender socialization, and the consequential implications for citizenship development in preschoolers. Additionally, it seeks to unravel the multifaceted dynamics that shape a child's understanding of gender roles and citizenship values during their formative years. By employing a qualitative approach, this research examines how parental involvement influences a child's

grasp of citizenship values in relation to gender. The study investigates the strategies employed by Greek parents to instill notions of civic responsibility and participation in their preschoolers. It engages parents in reflective interviews, probing their perceptions of their roles in shaping gender norms and expectations. Additionally, it explores instances where parents actively promote gender equality, fostering an environment conducive to well-rounded citizenship development. Furthermore, it explores specific activities endorsed or discouraged based on traditional gender stereotypes. The research recognizes the importance of cultural and societal influences on parenting practices and aims to unravel the complexities of balancing traditional values with contemporary perspectives. By considering both mothers and fathers, the study discerns potential variations in parental approaches to gender socialization and citizenship education. Ultimately, the findings of this research contribute valuable insights into the nuanced relationship between parental involvement, gender socialization, and the cultivation of citizenship values in preschool-aged children. The implications of this study extend beyond the academic realm, offering practical recommendations for educators, policymakers, and parents to foster a more equitable and socially conscious foundation for the citizens of tomorrow.

#60: Media Education, Disinformation and Citizenship
Presenter(s): Dr. Theodora Katsamori, University of the Peloponnese & Prof. Despina Karakatsani, University of the Peloponnese, Greece
Keywords: disinformation, fake news, media education, Greece, citizenship education

ABSTRACT: The problem of disinformation and misinformation is recognized as a severe obstacle to the normal functioning of democratic societies, economies, and political systems and it is a problem for education systems and educators/teachers as well. In recent years, 'fake news' and coordinated disinformation campaigns became an instrument of economic and geopolitical influence. They have afflicted elections in both established and new democracies and undermined social and political solidarity in response to global challenges, such as the recent COVID-19 pandemic. It is with these and other instances in mind that the European Union (EU) identified in 2018 'the exposure of citizens to large-scale disinformation' as a major challenge for Europe', undertaking programs and actions to counter this threat. Educating users and mainly youth to cultivate and improve their critical skills in order to tackle the issues of fake news and being able to verify data and facts becomes an essential objective for schools and educators. Analyzing sources and trusting journalistic brands are basic fact-checking tools. But above all, we need to implement the values and knowledge of media literacy as part of a responsible citizenship education which will help fighting against "fake news" and resist all forms of mis- and dis-information. In our presentation, we will analyze the main results of a trans-European research – between three countries- in the field of fake news and political manipulation of the project #IMMUNE to Opinion Manipulation (Erasmus+) and present some educational materials focused on examples of fake news that have been prepared in order to be used in media literacy as part of citizenship education.

#61: Moderation effects of minoritized students' civic activism of online participation on the relationship between their self-perception and civic awareness of online participation, civic engagement and identity
Presenter(s): Dr. Keith Ki Chan, The Education University of Hong Kong, Prof Cher Ping Lim, The Education University of Hong Kong
Keywords: civic activism of online participation, self-perception and civic awareness of online participation, civic engagement, identity, minoritized students

ABSTRACT: This study focuses on the minoritized students in Hong Kong secondary schools. It addresses citizenship issues related to their civic engagement and identity in the new online environment and how these issues are related to the developments in contemporary democracies in Hong Kong. In particular, it examines how do their civic activism of online participation relates to their civic awareness and self-perception of online participation, their civic engagement and identity. Minoritized students include those ethnic minorities born in Hong Kong or immigrated from other South Asia and Southeast Asia countries. A

total of 419 minoritized students participated in the questionnaire survey using the purposeful stratified sampling method. It was hypothesized that minoritized students' civic activism of online participation is assumed to moderate the relationship between (i) identity and civic engagement, and (ii) self-perception and civic awareness of online participation, and civic engagement. The results of this research indicated that the civic activism of online participation played a negative role in moderating the identity to influence minoritized students' civic participatory behavior. It suggested that minoritized students, who were frequently using the Internet to join in protest or social movement, expressing their opinions about civic issues online, and discussing civic issues in social networking apps/sites, perceived Hong Kong and its people less favorably. In conclusion, minoritized students shared civic information and discussed civic affairs, their civic activism of online participation in the cyberspace acted as a moderator on their perception of Hong Kong and Hongkongers for their engagement in civic activities. The findings have implications for policy, practice, and theory in connection with minoritized students, their citizenship and identity, particularly as these relate to the influence of civic activism of online participation.

#62: Societal challenges, education, and the design thinking concept of empathy
Presenter(s): Dr. Marcus Bhargava, Kingston University London, United Kingdom
Keywords: Design thinking, Transformative Education, Empathy, Stakeholder engagement

ABSTRACT: Societies need innovative responses to the myriad challenges confronting the world. The voices of those most likely to be impacted by challenges such as migration, climate change, misinformation and growing wealth disparities will not necessarily be heard or accounted for by institutions, policy makers and government (Birkmann et al, 2022). There is a strong chance that responses will fail because insufficient attention will have been given to understanding the experience and perspectives of those who will be expected to adopt new behaviours and mindsets. Education systems must take these challenges seriously, ensuring we engage and understand perspectives of those closest to the system e.g. learners, parents, and other community groups in developing impactful responses. We also need to draw on methodologies beyond the discipline to do this. Design thinking, and its focus on empathetic understanding offers a useful approach. In design thinking, the voices, and experiences of those using products or services must be heard, so that design solutions meet needs. In this paper, I introduce and unpack this concept that underpins all the papers in our symposium. I suggest empathy becomes a key element in transformative educators' praxis before outlining how this has impacted upon our own development work at Kingston University.

#63: Using empathy as the basis of transformative curriculum and portfolio development
Presenter(s): Dr. Daryl Maisey, Kingston University London, United Kingdom
Keywords: Design thinking, Transformative Education, Empathy, Stakeholder engagement

ABSTRACT: In the Education Department at Kingston University, we engage in deep empathy work as the starting point in curriculum and portfolio development. Empathy is cultivated through research involving the suspension of judgement relating to preconceptions, assumptions of practice, prevailing views, and an awareness of dominant discourses. Empathy enables curriculum designers to better appreciate and understand the emotions, perceptions, motivations, and desires of stakeholders. True empathy can provide the foundations upon which a transformative curriculum reflects the macro, meso and micro communities involved, who then see themselves embedded and invested in the design. This holistic approach, involving stakeholders in matters of curricular design, content, pedagogy, and improvement processes is ensuring that wider engagement becomes a fundamental element in the process of planning

education. In this paper I explore how this works in practice, and how this is leading to a radical reconceptualisation of the nature, purpose, and content of how we educate.

#64: The useful challenge of empathy for educational practitioners
Presenter(s): Ms. Rebecca Smith, Kingston University London, United Kingdom
Keywords: Design thinking, Transformative Education, Empathy, Stakeholder engagement

ABSTRACT: A key aspect of an empathetic approach to design thinking is the importance of valuing stakeholders' responses equally. To achieve this, the challenge for the educational practitioner is to ensure that others' voices and experiences are valued and considered on an equal 'footing' with the practitioner. Empathy involves effort in understanding and meaning making (Dohrenwend, 2018). It applies equal weight to the experiences of stakeholders, is non-hierarchical and doesn't assign a comparative value to contributions. It is audacious because every contributor and contribution is significant and must be recognised in the process and outcome of curriculum design. In this paper, I present and theorise the work I have been undertaking with a range of educational practitioners to fundamentally reimagine postgraduate courses for qualified teachers and other educational practitioners, with an empathy focussed approach. A range of stakeholders have been consulted to design courses meeting the practitioners needs in the societal contexts which they serve. Whilst this has been challenging, it is suggested that this can be a liberating experience which allows voices and experiences to be truly heard and valued. #67: Planning for citizenship learning through an empathy lens.

#65: Planning for citizenship learning through an empathy lens
Presenter(s): Mr. James Wright, Kingston University London, United Kingdom
Keywords: Design thinking, Transformative Education, Empathy, Stakeholder engagement

ABSTRACT: A central task of a teacher is to introduce their students to knowledge that transcends the individual and their context. Citizenship learning necessitates a two-way relationship between students' prior knowledge and experiences and the often disputed and controversial concepts which form the basis of meaningful citizenship learning. Any learning process is personal and reconstructive, comprising a strong affective element.
 Planning learning through an empathy lens can act as a powerful tool for effective citizenship education. In this paper, I discuss a process through which citizenship educators can connect with and harness learners' intuitions (and the experiences from which these arise) and explore how they drive learners' actions, behaviours, and judgements. Such an approach can also deepen learners' knowledge and agency, so that they develop a richer, more critical, discerning relationship with themselves, their communities, and the world around them. I also suggest why adopting such an approach might have benefits for learners beyond the subject too.

#66: Networking in Higher Education Didactics for Joint Actions in Fostering Remote learning and Hybrid Sustainability Outreach
Presenter(s): Dr. Birgitta Nordén, Malmo University, Sweden

Keywords: transgressive learning avoidances, augmented reality (AR), transnational sustainability network, critical eco-reflexive voices, higher education didactics for sustainability

ABSTRACT: The UNECE strategy (2022) empowers vital HESD initiatives and virtually extended, reality-based education. Challenges in hybrid meetings beyond classrooms need to be synchronized virtually connecting participants in different time zones. Challenges identified are on how an all-day programme could look like during a conference, focusing on how teachers can break through deep-rooted normative learning and teaching patterns and encourage eco-reflexive thinking to catch sustainability learning affordances inspired by non-formal (i.e., grassroots) organizations as a foundation towards sustainable development. The purpose of this study is to investigate what happens when student teachers are offered innovative tools to transform and design hybrid learning spaces for the Caretakers of the Environment International (CEI), an international sustainability focused network of school youth and subject teachers, ahead of an upcoming conference CEI 2024 in Sweden. A MOOC was launched as outreach at Malmö university for the CEI (n=350) from twenty countries. In a partnership with Landskrona Municipality and MaU Innovation Center a hackathon was conducted for further research and educational development of higher education didactics for sustainability, remote learning, didactic modelling, Bildung and critical eco-reflexive perspectives. Within that context, student teachers were designing learning activities in the prolonging of the MOOC course on "Education, Regulation and Collaboration for a Sustainable Future" for the CEI 2024, to advance awareness of the urgent knowledge formation in professional networks, pedagogical development of hybrid solutions and digitization of learning moments to share and implement critical knowledge capabilities between different actors in society. The findings illuminate student teachers' struggle with innovative concepts i.e. entrepreneurial design versus stereotypes of teaching roles. The study concludes that subject didactics and didactic modelling are beneficial within a systematic design thinking framework to enable student teachers to deliver a substantive quality of powerful sustainability knowledge bridging to augmented learning reality via hybrid citizenship contexts.

#67: The Milk Question: Building Social Bridges
Presenter(s): Ms. Sara Abutaleb, Eötvös Loránd University, Hungary
Keywords: affinity, kinship, wet nursing, social ties, conflicts

ABSTRACT: My research aims to examine the importance of milk for shaping social ties in the Middle East, specifically in some parts of Jordan and Egypt. Breastfeeding, known as Al-Ridaa in Arabic, has been described as a key factor in shaping the system of kinship ties, and as such perhaps as a means of building social bridges in certain Middle Eastern societies. Across the history of the Middle East, women who undertook wet nursing were known for exploiting the power of milk in, redefining, and using social ties. This paper will examine the historical background of wet nursing, discuss this practice in our modern times, and highlight the social conflicts caused by milk. How milk can be used to foster health care in the short and long term, building a healthy immune system, and some nutritionists and medical experts. Many people believe that milk can cure certain diseases; moreover, it is believed in some traditional societies like Morocco that milk produced by exceptional women has the potential to revive a dying child just as that of other women can kill a child. Milk and breastfeeding have been delegated a special role throughout the centuries. Among other things, as Ensel (2002) describes it, it was seen as an effective medium for resolving disputes among tribes. Milk had been strategically used by a woman to enhance her power and achieve security and stability in the old times. In this paper, this form of kinship will be described based on extant research about nursing by a non-biological mother as well as through the eyes of the local women who have

had experience in wet nursing or who have witnessed other women practicing it. Further areas, organically related to the key undercurrent of the paper, to be explored are as follows: affinity, kinship, conflicts, social ties, wet nursing, and consanguinity marriages.

#68: Building bridges between generations through the valorisation of cultural heritage. Why and how children learn to love people by looking at their objects
Presenter(s): Prof. Sandra Chistolini, Università degli Studi Roma Tre and Associazione per la diffusione del Fondo Pizzigoni, Italy
Keywords: generations, dialogue, cultural heritage, solidarity, belonging

ABSTRACT: Primary school children from two European cities, Leipzig and Rome, participate in an experimental project to promote active education through the use of objects collected in museums and pedagogical collections. The aim is to investigate how and why children learn to live well together using objects collected by scientists. The main investigative hypothesis assumes the value of children's narratives that connect generations through the possibility of touching objects. The instrumental significance of human interaction is demonstrated as a means of producing the social awareness necessary for common well-being. From a methodological point of view, the qualitative study of experiential processes makes it possible to redefine the concept of culture by showing the transformations of knowledge fed by narrated facts and collected things. In the experience of group interaction, children's historical and social learning is defined with the acquisition of skills and competences that place objects in a specific space and time with the contextualisation of knowledge and emotions. that place objects in specific space and time with the contextualisation of knowledge and emotions. The research leads to an understanding of how the passing of gifts from grandmothers, mothers and grandchildren fosters the formation of community identity and educates feelings of respect for carefully preserved testimonies. Analysis of the data collected reveals the cognitive, emotional, ethical, and aesthetic characteristics of the experiences that restructure ways of thinking about oneself and others, fostering the construction of strong solidarity and deep belonging.

#69: The adaptation dynamics of Arab students in Hungary: The role of competitive and cooperative relations
Presenter(s): Ms. Mariem Jebali, Eötvös Loránd University & Dr. Marta Fulop, HUN-REN Institute of Cognitive Neuroscience and Karoli Gaspar University of the Reformed Church and Psychology, Hungary
Keywords: Competition, Cooperation, Arab Students, Hungary

ABSTRACT: Navigating a new social and academic environment is a complex process for international students. The increasing influx of Arab students every year has become a significant aspect of higher education in Hungary. Thus, the need to examine their adaption process became crucial in helping them navigate this unfamiliar environment. International students often face numerous challenges during their acculturation process such as language barriers, cultural differences in academic expectations, and social integration issues (Zhou et al. 2008). Students must navigate through these challenges while maintaining their cultural identity, adapting to the host culture, and succeeding in their academic paths. Additionally, the role of competitive and cooperative relationships in this acculturation process cannot be neglected as social interactions within academic and community settings play a crucial role in shaping their acculturation experiences. Competitive interactions can foster academic excellence and resilience, while cooperative interactions offer the essential support and networks needed for successful cultural and academic adaptation (Sam & Berry, 2006). This paper examines the subjective perceptions of Arab students in Hungary using the Associative Group Analytic Technique (AGA) (Szalay and Deese, 1967). 7 students associated freely to: "Hungary", "Country of Origin", "Competition",

"Cooperation". The associations received scores based on their rank of appearance, their affective content was evaluated, and they were also thematically categorized. Results: Language and cuisine are the major cultural challenges. Associations related to the home country are more positive indicating stronger attachment and there are more negative associations towards Hungary, indicating difficulties in adaptation. Associations highlight various positive competitive and cooperative experiences aiding in overcoming these. As well as facilitating the creation and maintenance of strong intergroup and outgroup relations that influence their adaptation. The talk will dive deeper into these dynamics and their significant role in shaping the acculturation experiences of Arab students in Hungary. (NKFIH- OTKA-K 135963)

#70: Can questions change your world? Fostering multiperspectivity through philosophical dialogue about controversial issues
Presenter(s): . Ama Amitai, University of Applied Sciences, Belgium
Keywords: controversial issues, philosophical dialogue, citizenship education, multiperspectivity, teacher, self-efficacy

ABSTRACT: Classrooms serve as arenas where diverse perspectives converge, presenting a growing challenge for teachers due to tension arising from conflicting values on controversial topics. Teachers are often unsure about discussing these issues, mainly as they fear compromising political neutrality and lack familiarity with certain issues. Engaging students in open dialogue about controversial topics seems to be even more challenging, as teachers lack self-efficacy and fear polarization in the classroom. Philosophical dialogue within an open classroom environment has the potential to transform sensitive discussions into valuable learning experiences, fostering students' citizenship competences. Research indicates that many teachers adopt an adaptation-oriented view on citizenship education, where students are expected to adopt the teacher's perspective. In contrast, a transformative approach encourages students to share their perspectives without judgment, fostering an environment for critical exploration of differing opinions. This study explores how teachers perceive the impact of philosophical dialogues on students' multiperspectivity and how this approach enhances teachers' self-efficacy in handling controversial issues. Through Education Design Research (2021-2024), an iterative design is employed, involving the design, testing, and adaptation of educational interventions. Data from questionnaires (n=52 teachers, n=38 students in the teacher education program) and semi-structured interviews (n=12) are analyzed through directed content analysis. Preliminary findings suggest that philosophical dialogue stimulates students' multiperspectivity when considering diverse viewpoints. Establishing clear rules for the promotes respect and reflective thinking, with the non-judgmental teacher role allowing students to focus on exploring arguments rather than defending their positions. Additionally, teacher self-efficacy appears to increase with shorter structured dialogue exercises. A transformative approach to controversial issues in citizenship education challenges assumptions and serves as a stepping stone for emancipatory education.

#71: Tween Democracy: A qualitative analysis of 9–12-year-olds perspectives on the organization of society
Presenter(s): Dr. Julie Ane Ødegaard Borge, NLA University college, Norway & Dr. Pia Mikander, University of Helsinki, Finland
Keywords: citizenship education, children's political participation, social science education, organic approaches

ABSTRACT: The aim of this study is to provide further insight into children's perspectives on participation, power, and democracy. The research question is: which opportunities and challenges do 9- 12-year-olds see for the organization of society? The research field on young people's political participation has

received growing scholarly attention the last two decades, however children`s perspectives is less examined internationally (Van deth 2011, Abendschön, 2017, Berti, 2001). In a Nordic context, this is even more so (Skjæveland, 2020, Utler, 2021). One exception is Lorgen and Ursin (2020) who analyze how fifth graders (9–10-year-olds) and their teachers view children's participation in a parliamentary election for children arranged by Save the Children Norway in 2017. They conclude that there are ways to expand children`s position as political actors. Both Norway and Finland highlights democracy and active citizenship education (Solhaug, Borge, Grut, 2020, Löfström, 2019). In this context it is interesting to examine the children`s discussions on the organization of society as a contribution to better understand how young people understand the political world and their role in it. In this study we present findings based on two separate, but similar one- day workshops, with a total of seven groups with 4-5 children in each group, developed and conducted in Norway and Finland in 2023. The workshops were conducted on a Saturday in a non- school setting, with free meals, aiming to reach out to children from various backgrounds and school interest. Preliminary findings show that the children consider dictatorship as the efficient way to organize society, but that there should be some electoral participation to avoid dangerous opposition. The study gives unique empirical insight into children`s political subjectification, how they think and reflect around the organization of society and the role of democracy, institutions, and participation. Intended for the symposium 'Citizenship Education and Social Action: Towards Emancipatory Education' (digital presentation/participation from the authors).

#72: Citizenship Education and social disadvantaged groups; the case study of a Second Chance School in the prison
Presenter(s): Dr. Theodora Katsamori, University of the Peloponnese & Prof. Despina Karakatsani, University of the Peloponnese, Greece
Keywords: citizenship education, adult education, prison education, democracy

ABSTRACT: The reference point of this study was the assumption that the concept of citizenship is an integral element of the identity of the individual, which requires both the acquisition of appropriate knowledge and the adoption of values, attitudes and skills (RFCDC, CoE, 2018) that lead to an active participation in the social and economic sections. It is therefore inevitable to conclude that the condition of exclusion of a person, which may arise either as a result of a specific behavior of the individual, which contains elements of delinquency, or which may sometimes be a personal choice, is interpreted as an inability to exercise that status. At the same time, the concept of exclusion is inextricably linked to the category of people classified as 'socially disadvantaged groups', precisely because of the situation of exclusion they experience. This study aims to investigate citizenship's education contribution toward people, who are characterized as socially disadvantaged ones, regarding citizenship's construction and their preparation in view of their reintegration into society. As a case study was selected a Second Chance School, where experiential workshops will be carried out with students in order to raise their understanding and perception of the values and attitudes associated with their active citizenship identity. Research highlights students' special educational needs and expectations and their educational 'traumas' came from the past, due to their dropping out. Furthermore, the main impact of education seems to be students' engagement in a procedure of self-reflection and critical thought, regarding to their actions and attitudes of the past, as a first level of their entrance into a transformative procedure (Mezirow, 1978), which aims to contribute in the revision of their self-image and the improvement of the levels of their self-esteem and self-confidence.

#73: European values in education
Presenter(s): Prof. Isabel Baltazar, ISEC LISBOA, Portugal
Keywords: European Values, Education, Unity, Diversity

ABSTRACT: In this communication we talk about European Values in Education, taking as a starting point the EVALUE project (European Values in Education) which offers secondary school teachers and students interactive web tools and teaching materials that adapt to the needs of the curriculum on contemporary issues such as migration, democracy, solidarity and tolerance. The fundamental questions to develop this Education for European Values are: Do Europeans really feel European? Do they trust each other and are they supportive? What do they think of immigration and refugee influx? Do they want a greener and more sustainable Europe, and at what cost? Are democracy and human rights ingrained in Europe or are they under pressure? The methodology for developing a sense of belonging to the European Union is project work through dynamics that involve Europeans thinking about the European project and experiencing unity in the diversity of cultures and languages. Atlas of European Values: Change and Continuity in Turbulent Times is the first volume in the European Values Series. The Series is a leading platform for the comparative study of values, norms, beliefs, attitudes, and opinions, and contributes to the academic and public debate on European values.

#74: Shaping citizenship in highly diverse classes through inclusive educational practices in Greek Thrace
Presenter(s): Prof. Kostis Tsioumis, Aristotle University of Thessaloniki & Ms. Konstantina Nikoltsioudi, Aristotle University of Thessaloniki, Greece
Keywords: intercultural education, minorities, Greek Thrace, educational practices

ABSTRACT: Throughout concentrative inflexible educational systems such as Greece's, educational policies are applied top down consequently affecting and even determining the sociopolitical identity of the future generation. In this article specifically, we investigate the prolific effect inclusive education practices uphold concerning the social, linguistic and individual development of middle-schoolers. Conducting qualitative research involving 10 secondary education teachers. Collaborative learning, which is used by the majority of teachers mainly for research projects with or without the use of technology, they say that it particularly motivates the students. Almost all teachers (8/10) prefer research projects (projects) with the simultaneous use of technological means in order to display audio-visual material. As it seems to motivate minority students quite a bit. Regarding the new technologies, the teachers mostly use them as a starting point for discussion with the use of audio-visual material, while there are also individual reports, where the use of ICT is used as a source of teaching material (worksheets, exercises). Regarding student participation and the degree to which is enhanced when ICT is involved without being the only solution for all problems as prolonged exposure to technology contributes to reduced attention. Reference is also made mainly to experiential activities, research works (project), utilization of terms in the children's native language (e.g., Muslim children), sociometrics, personalized learning, adjustment of the degree of difficulty of the cognitive demand, two-speed classroom. Factors for selecting strategies. The developmental stage and composition of the classroom influences the choice of strategies problems/requirements in the application for the most part
1. matter runs, it is not possible to apply them on a fixed basis
2. outdated courses
3. high grade requirements
4. difficulty arising for students to gain access to information through technological or physical means.

#75: Teachers' perspectives about promoting Human Rights Education in Multicultural Classrooms in Greek Primary Education

Presenter(s): Dr. Vassiliki Pliogou, University of Western Macedonia & Dr. Sophia Tromara, University of Western Macedonia, Greece

ABSTRACT: Education has an upgraded social role not only to educate students through knowledge transmission, but also to create active future citizens, who will embrace a democratic mindset toward human rights respect, social justice and sustainability. In view of this aim, teachers are called to promote ideals and attitudes of inclusion, tolerance, respect to human freedom, dignity and rights, intercultural openness and understanding, and empower all learners to critically think and dismiss intolerance, and any kind of discriminatory and racist stereotypes. Therefore, teachers' role is crucial as they share an immense responsibility to merge Human Rights Education (HRE), while expanding on topics related to citizenship, especially in ethnic/culturally diverse educational settings. However, this is not an effortless task, as themselves need to be equipped with certain knowledge, skills, and competences to develop their own content knowledge along with their pedagogic content knowledge to overcome everyday challenges, which expand to a broad multilayered array, and deliver transformative quality education. We qualitatively investigated through semi-structured interviews teachers' perspectives about Human Rights Education in urban multicultural educational settings. The aims of this research were to explore: 1. What content knowledge do teachers have about Human Rights Education, 2. What kind of pedagogic practices do they employ to teach through and for Human Rights (HR), 3. What challenges do teachers face while engaging into Human Rights Education. Findings highlighted that teachers have content knowledge on Human Rights Education and that they employ various teaching strategies and teaching materials to teach through and for human rights, such as cooperative learning, differentiated instruction, project method, dramatization, role playing. However, teachers reported a set of serious challenges, such as the language barrier of migrant students, the national curriculum, educational materials, the increased demand for training in HRE, the lack of a holistic and pervasive approach toward HRE, the demand for increased parental involvement and state support.

#76: Young people citizenship activity and personality determines
Presenter(s): Dr. Beata Krzywosz-Rynkiewicz, University of Warmia and Mazury in Olsztyn Poland

ABSTRACT: Objective of the study: Young people citizenship activity is an important developmental task in building maturity, which requires a worldview and expressing it in relation to the social system. Although there is strong discussion around the citizenship education, the question how much of young people's citizenship activity is related to personality determines and how much is the result of social influence is less often addressed. In the presentation this issue will be considered and research results will be presented to answer 2 questions: What part of citizenship activity is determined by personality factors? Are personality traits more or less important in citizenship activity with development? Methodology: Citizenship activity was measure with Citizenship Behavior Questionnaire according to 3-dimensional citizenship model (passive, semi-active and active citizenship including four subdimensions - social, personal, political activity and action for change) by Zalewska & Krzywosz-Rynkiewicz (2014). Personality determines were measured by battery of psychological instruments according to personality model by Mc Adams (2006) on two levels: (1) Basic personality traits (temperament by Regulative Theory of Temperament - Strelau, 1998, and BIG-5 by Costa & McCrae, 1992) and (2) specific personality traits (Values by Super, 1970, 1973; 1980, Mental toughness by Clough, 2002, Optimism by Czapiński, 2005, and Responsibility by Krzywosz-Rynkiewicz, 2007). Research was provided in Poland. 320 students in three age groups (late childhood, early and late adolescents) from two ecological niches (city and town) participated in research. Results: In general results show that (1) on the level of basic personality traits,

temperament is not related to citizenship activity and two BIG-5 traits (Agreeableness and Conscientiousness) are related mostly to social citizenship but political activity but readiness to protest is not related to basic personality traits (2) On the level of specific personality traits – all of them are related to citizenship activity to some extend with exception of political one and readiness to protest (3) the role of basic and specific personality traits increases with age. Conclusion: Personality traits are significant for citizenship activity, so they cannot be ignored. However, the most significant are those formed with the development - influence of socialization and education. The importance of traits increases with age, so it is worth using the period of childhood and adolescence to develop personal resources that foster constructive citizenship activity.

#77: Human Rights Education in the Albanian educational system: the role of the teacher in human rights climate in school
Presenter(s): Dr. Heliona Miço, Epoka University & Dr. Jonida Cungu, Epoka University, Albania
Keywords: Human rights education, teachers, qualifications, children, Albania

ABSTRACT: In the Albanian educational system, Human Rights Education (HRE) plays a crucial role in fostering a rights-conscious climate within schools. HRE emphasizes the significance of children learning about, through and for human rights through their lived experiences. This article delves into the pivotal role of teachers in cultivating a human rights culture. It underscores the teacher's responsibility as a facilitator of HRE, emphasizing the importance of imparting knowledge, nurturing critical thinking, and instilling values that promote respect and inclusivity. By examining the teacher's role in shaping attitudes and behaviors, the abstract highlights the transformative impact of HRE on students, contributing to the development of informed, empathetic, and socially responsible citizens in Albania's educational landscape. The article will further explore the international and domestic legal framework that sanctions human rights education, emphasizing the obligations derived from international instruments. Additionally, it will underscore the connection between teacher qualifications and cultivating a human rights culture through qualitative observation and analysis of the curricula of universities offering teaching programs in Albania. To better understand teachers' knowledge of HRE, an online survey was developed to analyze their role in fostering a human rights climate in schools. The questionnaire highlighted the need for infusing human rights education into teachers' qualifications. As Albania still lacks a human rights culture, and public demand for accountability and human rights is low, the article will emphasize the role of law and legal knowledge in creating legally literate teachers focused on children's rights in education.

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#79: Children´s and teachers´ agency in mobile preschool placemaking processes
Presenter(s Dr. Carina Berkhuizen, Malmö University, Sweden
Keywords: Agency, placemaking processes, mobile preschool, citizenship, didactic question "where"?

ABSTRACT: The didactic question of "Where?" and possibilities for Agency for children and teachers, who jointly carry out a mobile preschool, are in this paper brought to the foreground. With this focus, based on an ethnographic study carried out with a mobile preschool unit in Sweden, and with support of the concept of cultural routines from a sociology of childhood perspective together with philosophical perspectives on spatiality and pedagogy, agency in placemaking processes is discussed. A mobile preschool travels daily throughout the year and by using a customized bus, to different destinations that are not directly connected to the preschool. Choices of destinations are limited by a range of a maximum of 30 minutes' drive from the preschool. Within their Early Childhood Education, the participating children (in the ages of 3-6 years) are in this way offered to take part of several diverse locations. This makes it possible for them to be introduced to and utilize a part of their city, including surrounding areas. This means also that they are part of "placemaking" beyond the physical boundaries of the preschool. The study shows that pedagogical intent in the selection of destinations, physical aspects of place, and the interaction between teachers and children happening on site are parts of the mobile preschool "placemaking" in different ways. The spatiality of the mobile preschool is linked to a Swedish society where children's contact with nature and outdoor lifestyle - including cooking over an open fire - is regarded favourably. The preschool children are socialized into citizenship in a society where this is part of the cultural routines, but also their agency impacts the placemaking processes that are identified in the study. (Re)creation of place is in the context connected to the agency of the participants.

#80: Theory to Practice: How to Run a Deliberative Discussion Group with young people about citizenship and values, and what they (and you) will get from this
Presenter(s): Prof. Alistair Ross, London Metropolitan University, United Kingdom & Dr. Nanny Hartsmar, Sweden
Keywords: discussions, civic values, geo-political identities

ABSTRACT: Deliberative discussions are open-ended discussions between members of a group, in which the facilitator plays a non-directive role, allowing the other participants to express their own ideas, in their own 'natural' language and vocabulary. They are discussions, in which they are encouraged to disagree when this is useful, and to change their opinions and views. In the context of citizenship education, this allows young people to discuss what kind of 'citizenship'

they have, and the values that they share about civic behaviour. In this workshop, the facilitator (who has organised several hundred such discussions in over 30 European countries) will briefly outline why this approach might be useful in educational settings, and then run a deliberative discussion group with members of the workshop. We will then discuss the pros and cons of the approach, and the facilitator will distribute a list of processes that 'work for him': this may help participants construct their own such lists. Participants will be invited to conduct deliberative discussions in their own professional contexts, with school or college students, and to prepare article based on their experiences and findings for a prospective publication in the year ahead.