

The Newsletter of the Citizenship and Democratic Education SIG

CANDE BAR

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Comparative and International Education Society

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Message from the Chairperson



Dear CANDE SIG members, friends, and colleagues!

Our editor, Fernanda Astiz, is on sabbatical, so I tried to be as creative as I can.

You judge! Soon we will get together again in Charleston. Our SIG received 38 individual paper and 2 session proposals. I do not know the previous conference statistics but these numbers seem solid. Considering a number of presentations from general pool as well as several thematic papers submitted to other SIGs, the themes of citizenship and democratic education will be well represented in Charleston. In this newsletter you will find the schedule of the sessions that discuss citizenship and democratic education. I invite you to attend as many sessions as possible.

Unfortunately, several sessions overlap. Our business meeting is scheduled for Tuesday, March 24 at 11:30. I strongly encourage everyone to attend. We can only make this special group relevant if we all participate in decision making. I would like to thank **Karen Hendershot**, Doctoral Candidate from Lehigh University and experienced presenter for very useful tips for first-time presenters. This issue of CANDE BAR also features ***Citizenship Teaching and Learning***. Since its first issue, the CTJ has become an important forum for scholars and practitioners in citizenship education.

Professor Ian Davies, the CTL editor, kindly agreed to introduce the journal to our readers. Thank you, Professor Davis! I plan to invite editors of other journals to directly address our readership. **Mrs. Alexis Goodyear** from ***Comparative Education*** also sent us a call for papers that I posted in the announcement section. I am hopeful, with the help of Mrs. Goodyear we will be able to post the ***Comparative Education*** updates regularly. I would also like to acknowledge **Gary Homana**, **Professor Jackson**, **Professor Kubow**, and **Professor Schugurensky** for their contributions to this issue.

I also want to thank all of you for supporting our SIG. I look forward to seeing you all in Charleston soon.

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CANDE VIRTUAL WORKSHOP

Tips for First-Time Presenters

Karen Hendershot
Lehigh University

Your proposal to present at the CIES Annual Conference has been accepted. Your work is the result of months, or even years, of research. You have only 15-20 minutes to get your points across. How do you give a presentation that the audience will find valuable, relevant and memorable? I offer some tips with the hope that they help you have successful results on the conference circuit. It is important to remember that each conference focus and purpose is different; however, these suggestions should be general enough to apply in most situations.

1. Find out about the presentation venue in advance – room set-up, available A/V technology, session format – individual presentation, panel discussion, etc. For example, will you sit at a table with others or stand at a dais.
2. Dress professionally.
3. Avoid reading your academic paper verbatim, unless you are specifically asked to do so by conference organizers. You will never have enough time to read your entire paper, and you will bore your audience to tears.
4. Make a choice between using a Powerpoint presentation, presenting from well-organized notes (it's fine to read from notes), or a combination of both.
5. When in doubt go low tech. Even the best Powerpoint presentation is worthless if you don't have the proper hook-ups or if the room lighting makes your screen difficult to read. For example, if you end up using an old-fashioned overhead projector, ask someone to assist you in changing the transparencies.
6. If you decide to give a Powerpoint presentation, a rule of thumb is to have no more than 1 slide for each minute of presentation time – give or take a couple of minutes. This gives you approximately one minute to elaborate on each slide. For example, for a 15 minute presentation you might have 13 slides. Limit each Powerpoint slide to 3-4 bullet points plus a header.
7. Present your findings in a clear, understandable way and give yourself adequate time to share your results and conclusions. Don't short shrift your statistics, which may be a major part of your work; however, keep charts, graphs and statistical information as simple and understandable as possible, given the minimal amount of time you have to speak. Avoid jargon and acronyms. Not everyone will have inside knowledge of your academic specialty.
8. Ambush performance anxiety. The better prepared, focused, and more deeply you "own" your topic, the less you'll be affected by panic. Choreograph, visualize, and practice in advance.

9. Find a quiet place prior to your presentation and spend a few minutes focusing your energy and getting “in the zone.”
 10. Learn from the experience. Recognize that though you are the expert, you can learn much from the audience. After the presentation carefully consider evaluations and use the critiques to improve your next presentation.
- Oh- Don't forget to breathe, and have FUN!

CITIZENSHIP AND DEMOCRATIC EDUCATION AT THE 53rd CIES CONFERENCE

Below is the list of sessions devoted to the problems of citizenship and democratic education. Some of these sessions are sponsored by our SIG, some are from general pool. Please let me know if I missed any session that discusses topics relevant to our SIG. CANDE SIG business meeting is scheduled for **Tuesday, March 24 at 11:30-12:30**. Unfortunately, one of our sessions starts at 12:00 on Tuesday and overlaps with the business meeting... This means we will have to work super productively and fast 😊

Sunday, March 22

8:00-9:30

Transnational Subjects, Democratic Citizens in the U.S.: Rethinking Transnationalism through Case Studies of Korea Immigrants (Laurens)

10:00-11:30

Global Citizenship: Challenges and Debates (Laurens)
Immigrant Identities: Considering Challenges of Identity, Assimilation, and Attainment (Rutledge)

12:00-1:30

Dominance, Transfer and Cultural Imposition: Cases of Immigration and Resettlement (Drayton)
Methods and Practices of Citizenship Education (College of Charleston, 405)

2:00-3:30

Citizenship and Democratic Education SIG I : Social Cohesion: The Role of Education in Bringing Societies Together (Gold)

4:00-5:30

Humanistic Traditions, Empowerment, and Democratic Practices in Education (Methods and Practices of Democratic Education) (Parkview)

Monday, March 23

12:00-1:30

Constructing Citizenship in Curricula: Case Studies and Cross-National Comparisons
(Colonial Ballroom West)Citizenship and Civic Education: Historical Development and Contemporary Challenges
(Laurens)

2:00-3:30

Active Citizenship: Practice and Challenges (Laurens)

4:00-5:30

Citizenship and Democratic Education SIG II : Citizenship Education Policies around the
World (Carolina B)Education Reform and Representations of Citizenship and Belongingness in Jordan:
Preliminary Observations from a U.S.-based Research Team (Rutledge)**Tuesday, March 24**

10:00-11:30

Identity Negotiation in Citizenship Education (College of Charleston, 207)

11:30-12:30

Citizenship and Democratic Education SIG Business Meeting (Harborview, 1204)

12:00- 1:30

Comparative Studies in Citizenship Education (Rutledge)

2:00-3:30

Challenges of Formal Education: Examining Citizenship Education through Multiple
Political Lenses in Canada, Peru, and Afghanistan (College of Charleston, 207)**Thursday, March 26**

8:00-9:30

Divided Education, Divided Citizens? (Laurens)

SIG MEMBERS' UPDATES**Gary Homana**

Homana, G. (2007). Civic Service Worldwide: Impacts and Inquiry. [Book review]. *Citizenship Teaching and Learning* 3(2), 79-81.

Robert Jackson:**Books**

McKenna, U. Ipgrave, J. & **Jackson, R.** (2008) *Interfaith Dialogue by Email in Primary Schools: An Evaluation of the Building E-Bridges Project*, Münster, Waxmann.

Jackson, R. and Fujiwara, S. (Eds.) (2008), *Peace Education and Religious Plurality: International Perspectives*, London, Routledge.

Jackson, R. Miedema, S. Weisse, W. & Willaime, J.-P. (eds.) (2007) *Religion and Education in Europe: Developments, Contexts and Debates*, Münster, Waxmann.

Robert Jackson (cont.)

Jackson, R. Miedema, S. Weisse, W. & Willaime, J.-P. (eds.) (2007) *Religion and Education in Europe: Developments, Contexts and Debates*, Münster, Waxmann.

de Souza, M., Engebretson, K., Durka, G., **Jackson, R.**, McGrady, A., (Eds). (2006). *International Handbook of the Religious, Moral and Spiritual Dimensions of Education*. (2 Vols) Dordrecht, The Netherlands: Springer Academic Publishers.

Article

Jackson, R. (2008) Teaching about Religions in the Public Sphere: European Policy Initiatives and the Interpretive Approach, *Numen: International Review for the History of Religions*, 55 (2/3), pp 151–182.

Book Chapters

McKenna, U., Neill, S. and **Jackson, R.** (2009) Personal Worldviews, Dialogue and Tolerance: Students' Views on Religious Education in England, in Pille Valk, Gerdien Bertram-Troost, Markus Friederici and Céline Beraud (Eds.) *Teenagers' Perspectives on the Role of Religion in their Lives, Schools and Societies: A European Quantitative Study*, Münster, Waxmann, pp. 49-70.

Jackson, R. (2008) Hermeneutics and Religious Education: The Interpretive Approach in relation to the work of Jürgen Lott, in Christa Dommel and Gordon Mitchell (Eds.) *Religion Education. On the Boundaries between Study of Religions, Education and Theologies: Jürgen Lott and the Bremen Approach in International Perspective*, Bremen: Kleio Humanities, pp. 189-208.

Jackson, R. (2008) Living with difference through religious and citizenship education: Interpretive and dialogical approaches, in Omori, H. *Rebuilding Morals Education* (Tokyo: Kyo-Bun-Kan: Research Institute of Aoyama Gakuin University editions) (in Japanese), pp230-259.

Jackson, R. and Fujiwara, S. (2008) Towards religious education for peace, Editorial Introduction, R. Jackson and S. Fujiwara (Eds.), *Peace Education and Religious Plurality: International Perspectives*, (London, Routledge), vi-xix..

Jackson, R. (2008) The Emergence and Development of the Interpretive Approach, in H. Streib, A. Dinter, K. Söderblom (Eds.) *Lived Religion – Conceptual, Empirical and Practical-Theological Approaches: Essays in Honour of Hans-Günter Heimbrock* (Leiden, Brill), pp. 309-322.

Jackson, R. (2007) European institutions and the contribution of studies of religious diversity to education for democratic citizenship, in Jackson, R. Miedema, S. Weisse, W. & Willaime, J.-P. (Eds.) *Religion and Education in Europe: Developments, Contexts and Debates*, Münster, Waxmann, 27-55.

Jackson, R. (2006) Religious Education and Debates about Plurality and Culture, in: M. de Souza, K. Engebretson, G. Durka, R. Jackson and A. McGrady (Eds), *International Handbook of the Religious, Moral and Spiritual Dimensions of Education* (Dordrecht, the Netherlands, Springer Academic Publishers), Vol 1, 295-306.

Patricia Kubow:

Kubow, P.K. (2009). Democracy, identity, and citizenship education in South Africa: Defining a nation in a post-colonial and global era. In J. Zajda, H. Daun, L.J. Saha (Eds.), Nation-building, identity and citizenship education: Cross-Cultural Perspectives. (Book series: Globalisation, comparative education and policy research (Volume 3). London: Springer.

Kubow, P.K. (2008). Developing citizenship education curriculum cross-culturally: A democratic approach with South African and Kenyan educators. In E.D. Stevick & B.A.U. Levinson (Eds.), Advancing democracy through education?: U.S. influence abroad and domestic practices (pp. 159-178). Book series: Education policy in practice: Critical cultural studies. Charlotte, NC: Information Age Publishing.

Kubow, P.K., & Fossum, P.R. (2008). Comparative education in the USA. In C. Wolhuter, N. Popov, M. Manzon, & B. Leutwyler (Eds.), Comparative education at universities world wide (2nd ed.) (pp. 157-166). Sofia, Bulgaria: Bureau for Educational Services, World Council of Comparative Education Societies.

Anatoli Rapoport:

Rapoport, A. (2009). A forgotten concept: Global citizenship education and state social studies standards. *Journal of Social Studies Research* 33(1), 75-93.

Rapoport, A. (2008). Chained together: Education for global citizenship and human rights(in Russian).[Svyazannye odnoi tsepyu: Obrazovaniye v oblasti prav cheloveka I obrazovaniye v duhe global'nogo grazhdanstva]. In V. Anikin and R. Kleiman (Eds.) *Civic education and human rights* (pp. 18-34). Pontos: Chisinau, Moldova

Rapoport, A. (2008). The impact of international programs on careers and pedagogical practices of their participants: Russian experience. *Teachers and Teaching: Theory and Practice*14(3), 225-238.

Rapoport, A. (2008). Exchange programs for educators: American and Russian perspectives. *Intercultural Education*, 19(1), 67-77.

JOURNAL RACK

***Citizenship Teaching and Learning* is one of the leading journals in the field of citizenship education. Professor Ian Davies, the CTL editor, kindly agreed to introduce the journal to CANDE SIG:**

Professor Ian Davis:

Citizenship Teaching and Learning is the citizED journal and has been adopted by Children's Identity and Citizenship in Europe Association (CICEA). It is published twice each year and previous issues are available for free at <http://www.citized.info/e-journal>

The Journal is concerned with citizenship teaching and learning in all contexts, for all ages within and beyond schools; international, global and cosmopolitan with a commitment to academic excellence within diverse democracies. Citizenship and civics education are diverse and contested fields encompassing, amongst other matters, social and moral considerations, community involvement and political literacy. The Journal appeals to those large academic and professional populations within the field of social studies education. The Journal exists as an

international forum in which researchers, policy makers, administrators and practising professionals in a range of local, national and global contexts and age-related phases within and beyond formal educational institutions report and discuss their on-going or completed work. Linked to the Journal is an international conference on citizenship education – an annual conference that takes place at venues across the world drawing together experts on citizenship education from across the globe.

ANNOUNCEMENTS

From Daniel Schugurensky:

Conference Announcement

Deepening democracy as a way of life: Challenges for participatory democracy and citizenship learning in the 21st century

Profundizando la democracia como forma de vida: Desafíos de la democracia participativa y los aprendizajes ciudadanos en el Siglo XXI

May 13th to 16th, 2010

Universidad Nacional de Rosario, Argentina

<http://www.congresorosario2010.com.ar/home/>

From Alexis Goodyear:

Special Issues of *Comparative Education*

Below are two special issues from previous issues of *Comparative Education*. You can order these online now as single issues, using the links below or by visiting www.tandf.co.uk/journals/ComparativeEducation and clicking on the 'news and offers' button.

Education in Small States: Global Imperatives, Regional Initiatives and Local Dilemmas

Volume 44, 2

Featuring the articles:

The education challenges facing small nation states in the increasingly competitive global economy of the twenty-first century

Mohammed Kazim Bacchus

The global education agenda and the delivery of aid to Pacific education

Eve Coxon; Karen Munc

Global Governance, Social Policy and Multilateral Education

Volume 43, 3

Featuring the articles:

Global governance, educational change

Karen Mundy

Multilateral agencies in the construction of the global agenda on education

Kenneth King

If you would like further information on Routledge Education journals, please visit

www.educationarena.com

OFFICIALLY SPEAKING...

Transition to Calendar-Year CIES Membership

After much discussion between the Executive Committee and Board of CIES and the University of Chicago Press, we will be transitioning from a rolling, 12-month membership to CIES to a calendar-year membership. This means that memberships and subscriptions to the *Comparative Education Review* will be calculated to reflect the current calendar year (January 2009 through December 2009, for example) as opposed to the current practice of reflecting a rolling, 12-month period (September 2008 through August 2009, for example).

We are making the move to calendar-year memberships because it has become cumbersome for individuals to keep track of their membership expiration. A calendar-year membership will also facilitate registration for the annual conference. Finally, this plan puts all memberships under the same renewal cycle, thus making it easier to calculate current membership levels and plan for the future of the organization.

Moving everyone to a calendar-year subscription is a bit complicated, but we will be taking the necessary steps throughout 2009 to achieve a calendar-year membership base beginning in 2010. Because membership expiration dates are directly linked to the issues dates of the journal, the action plan to accomplish this migration is as follows:

1. The largest membership group will expire with the November 2009 issue of the journal. Since these memberships already expire at the end of the year, the migration to a calendar-year membership for 2010 will not affect them in any way.
2. The next largest membership group expires with the August 2009 issue of the journal. These members will be renewed in August 2009 at 125 percent of the standard membership rate. This will keep these members current through the remainder of 2009 (September-December) and all of 2010. These members will receive a 10 percent discount for renewing early for 2010, and they will not need to renew again until the end of 2010 for the 2011 calendar year.
3. The third largest membership group expires with the May 2009 issue of the journal. These members will be renewed at 150 percent of the standard member rate to keep their memberships current through the remainder of 2009 (June-December) and all of 2010. These members also will receive a 10 percent discount for renewing early for 2010, and they will not have to renew again until the end of 2010 for the 2011 calendar year.
4. The last membership group expires with the February 2009 issue of the journal. These memberships will be renewed at 75 percent of the standard membership rate in order to keep their memberships current through the end of 2009 (March-December). These memberships will have to be renewed again at the end of 2009 for the 2010 calendar year.

Beginning in 2009, new members who join will be joining the society for that calendar year as opposed to a rolling 12-month period. They will receive back issues for any issues of the journal that already have been mailed that year, and they will have to renew their membership at the end of the year for the following calendar year. For example, if someone joins the society in July 2009, they will immediately receive the February 2009 and May 2009 issues of the journal that already have been mailed along with the August 2009 and November 2009 issues that have yet to be mailed. They will begin to receive renewal notices in October 2009 for the 2010 calendar year.

Members' renewal notices from the University of Chicago Press will be customized to reflect their current status and the appropriate rate required to begin a calendar-year membership in 2010. If you have any questions about your membership status, please refer them to the Secretariat or to the Press (subscriptions@press.uchicago.edu) as you would with other questions about your membership.

