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Message from the Chairperson

Anatoli Rapoport



Dear Fellow SIG Members and Friends!

I feel privileged and honored to serve as the new Chair of the Citizenship and Democratic Education Special Interest Group. I am an Assistant Professor of Curriculum and Instruction at Purdue University's College of Education. Before I received my M. S. and Ph. D. in Social Studies Education, I had worked as administrator and classroom teacher for almost 20 years. I am very excited about the possibilities and perspectives that lay before our SIG and I look forward to working closely with all CANDE SIG members, with the CIES leadership, and within the broader CIES community.

I must take a moment to express my deepest appreciation and gratitude to Doyle Stevick, whose place I have taken as Chair. Our SIG owes Doyle a lot. It is because of his patience, persistence, energy, and enthusiasm our SIG has been successful for three years: our membership is increasing, there are 103 people in the SIG database; we had 3 full panel sessions at the 2008 conference in Columbia University; Yongling Zhang from University of Minnesota was awarded the first *Dr. Judith Torney-Purta Outstanding Paper Award*, the SIG newsletter has become an important means of communication, but most importantly, our SIG has become an inseparable part of CIES. Doyle presided over a very important period in the short history of our group. Many of us, I am sure, could speak of Doyle's commitment to citizenship and democratic education and belief in a productive open scholarly dialogue that extends into social contacts. I personally want to thank Doyle for numerous valuable advice and friendly support. Thank you, Doyle, we will really miss you. Oh, wait... why will we miss you? You will always be around, right? Of course, you will!

We have had three productive years. What is next? We discussed strategic directions of our work at the last business meeting in March in New York City. I saw genuine enthusiasm and willingness to keep our community active, to find new forms and venues for the exchange of ideas, to support an open dialogue, and to involve more researchers and practitioners in the activities that enhance citizenship and democratic education. As Chair, I see my task in maintaining and continuing the terrific job that Doyle, Fernanda, Gary, and many other people have done since the SIG started: business meetings, regular newsletters, the database maintenance and expansion; announcements, and the coordination of conference and award review procedures. It seems to me that the key priorities for our group are expanding our ranks by recruiting new members among scholars and practitioners who are interested in comparative and international perspectives in citizenship and democratic education and establishing a system that would support our graduate students' research and presentations.

It takes a village to raise a child; it takes efforts and time of many members to create a broad, efficient, and functioning network of like-minded people. I want again to thank our secretary (Fernanda Astiz), treasurer (Gary Homana), and all those who agreed to help in reviewing process for the 2009 conference. In meeting the SIG goals, I plan on drawing on every member's experience and expertise; all suggestions and advice will be welcomed and appreciated. I also look forward to seeing you all in Charleston.

Sincerely,

Anatoli

Our Congratulations!

CONGRATULATIONS TO YONGLING ZHANG

Our first 2008 Dr. Judith Torney-Purta Outstanding Paper Award winner

Yongling Zhang's research interests include civic attitudes and engagement among youth. She is currently conducting her doctoral dissertation on Chinese youth (in Shanghai and Hong Kong) attitudes toward social issues in these societies. Throughout her doctoral study, she worked with Dr. Joan DeJaeghere to conduct secondary analysis of the IEA data, particularly examining differences among immigrant and non-immigrant youth in the Australian data. Her analysis used HLM models to examine school and individual differences among immigrant and non-immigrant youth knowledge and attitudes.



We encourage all eligible CANDE SIG members to apply for the award!

Announcements

CANDE SIG website

At last!!! We have our own website <http://cies.us/SIGS/CANDE> On behalf of all CANDE SIG members I want to thank Gita Steiner-Khamsi and Xinliang Lu (Columbia University) for help and technical support. Your feedback about the CANDE SIG website will be highly appreciated. Please send your comments and advice to Anatoli Rapoport rapoport@purdue.edu

Virtual workshop for conference presenters

Karen Hendershot, Doctoral Candidate from Lehigh University, kindly agreed to conduct a virtual workshop for new conference presenters. The workshop materials will include tips that help maximize the impact of presentations in the "minimum" amount of time (usually 20 minutes?) allotted for panel presentations. We plan to post the workshop materials in our pre-conference newsletter in February. Karen can be reached by e-mail khendersh409@msn.com Thank you, Karen!

Dr. Judith Torney-Purta Outstanding Paper Award in Citizenship and Democratic Education

The *Dr. Judith Torney-Purta Outstanding Paper Award in Citizenship and Democratic Education* was inaugurated in 2008 in honor of Dr. Judith Torney-Purta's lifelong contributions to the field. The award is based on the premise that graduate students' research is an important part of scholarship in comparative citizenship and democratic education. Eligible contestants are graduate students who are CIES members and whose doctoral candidacy status has been achieved by the time of application or nomination. Contestants may apply for the award or they can be nominated by a CIES member. The deadline for submission of the paper is February 15th, 2009. Manuscripts are submitted to the CANDE SIG chair by email attachment (Anatoli Rapoport, rapoport@purdue.edu). Most nominated papers will be those to be presented at CIES, but published papers that are not on the program are also eligible. To be considered for the award the paper or the article should meet the following criteria:

1. It is an original work
2. It addresses the problems of citizenship education and/or democratic education from an international, intercultural, or comparative perspective.
3. It is written in English.
4. The authorship of the paper or article belongs solely to a graduate student or a group of graduate students.

Proposals for the 2009 CIES Conference in Charleston, SC

As you all already know, proposal abstracts are now being accepted for the 53rd Annual Conference of the Comparative and International Education Society. The theme of the conference is *The Politics of Comparison*. You can find all information about the conference and submission process on the CIES website <http://www.cies.us/groups.htm> or on the conference website <http://www.tc.edu/cies2009/abstracts.htm> Final deadline - December 1st

Publications

Abdi, A. A. & Shultz, L. (2008). *Educating for human rights and global citizenship*. Albany: State University of New York Press.

Arthur, J., Davis, I., & Hahn, C. (2008). *SAGE handbook of education for citizenship and democracy*. SAGE Publications.

Byram, M. (2008). *From foreign language education to education for multicultural citizenship: Essays and reflections*. Multilingual Matters.

Grossman, D., Lee, W. O., & Kennedy, K. (2008). *Citizenship curriculum in Asia and the Pacific*. Springer.

Roth, K. & Burbules, N. (2008). *Changing Notions of Citizenship in Contemporary Nation-states*. Sense Publishers.

Heidi Biseth had an article published in International Review of Education earlier this year (OnlineFirs): "Multilingualism and Education for Democracy". DOI: 10.1007/s11159-007-9079-3.

Stevick, D. & Levinson, B. (2008) *Advancing Democracy Through Education? U.S. Influence Abroad and Domestic Practices*. Charlotte, NC: IAP - Information Age Publishing.

Kowalski, E. (Forthcoming, 2008). Representations of Linguistic and Ethno-Cultural Minorities in Poland's Education Policy, National School Curricula and Textbooks. *Journal of Multilingual and Multicultural Development*.

Astiz, M. F. (Forthcoming, 2008), "La Socialización Política de los Adolescentes: Un Análisis Comparado" Buenos Aires, Argentina: *Universidad de San Andrés*.

SIG Members News

Debora Ortloff

Avril Keating, Stavroula Phillipou and myself are co-editing a special edition of the journal "Journal of Curriculum Studies" The second issue of 2009 will be entitled Citizenship Education Curricula: The Changes and Challenges presented by European and Global integration and features empirical research conducted by several SIG members including, among others, Deborah Michaels, Doyle Stevick, Christopher Frey, Avril Keating, Debora Hinderliter Ortloff and Stavroula Phillipou. The issue explores how Europeanization has or has not affected citizenship education curricular reform in a wide-range of European countries from the U.K to Estonia to Cyprus. We are very excited about this collaborative effort. For more information check out this website: <http://www.educationpolicy.eu/?page=specialissueoncitizenshipeducation>

Daniel Schugurensky

On October 16-18, 2008, the Transformative Learning Centre (Ontario Institute for Studies in Education, University of Toronto) held the international conference 'Learning Democracy by Doing: Alternative Practices in Citizenship Learning and Participatory Democracy'. This conference provided a space for mutual learning and critical reflection about innovative and inspiring international initiatives. The conference took place in Toronto and was built on Canadian experiences in social action learning and participatory democracy, including indigenous models of democratic self-governance, the Antigonish Movement of Nova Scotia, the Citizens Forum, the Citizens Assemblies in British Columbia and Ontario, the Practicing Democracy initiative in Vancouver, and the emerging participatory budgeting initiatives in municipalities, public housing units and schools. For more information please visit the conference website: <http://tlc.oise.utoronto.ca/tlc2008/info.html>

M. Fernanda Astiz

I was invited to write an informative piece about Citizenship Education in Argentina for the *Democratic Citizenship Newsletter*, published by the Belgrade-based NGO *Civic Initiatives*. 5500 copies of this newsletter are printed and distributed to civic education and democratic citizenship teachers across Serbia.

Dialogue

In his farewell address, Doyle Stevick suggested that our SIG or newsletters can serve as a place for informal dialogue where we can share our ideas about what we believe is important. The first interlocutors in such a dialogue were Doyle himself and Peter Levine. The idea of an ongoing informal intellectual exchange is both simple and brilliant. What else can help us better stay abreast than ideas from our peers and colleagues? It was again Doyle's idea to ask our members, "If you were to start over as a doctoral student right now in citizenship education, what question would you address in your dissertation?" Here are some answers:

Judith Torney-Purta, Professor of Human Development, University of Maryland:

When I began my graduate study as a developmental psychologist in the Committee on Human Development at the University of Chicago (now the Department of Human Development) it was 1960. My interests were generally in social development. I was offered a job at \$125 a month plus tuition to work on a new project on political socialization in elementary school students, an interdisciplinary collaboration between a professor of human development and a professor of political science. I contributed to every phase of the work, devising interviews of elementary school children about political matters, writing questionnaire items based on interview responses, analyzing pilot test data and devising a graphic model for presenting data about developmental changes. Eventually 12,000 US elementary school students were tested, and I wrote most of the book with the professor of human development, including finding a theoretical framework loosely based on Talcott Parsons, Bandura and Kohlberg. By that time the two professors had disagreed about so much that the grant had been split and two books were to be written. Our book, Hess and Torney, *The Development of Political Attitudes in Children*, came out in 1967. The book was reissued about two years ago with an introduction noting that it is as timely and fresh today as 40 years ago, since children don't seem to change in the way they think about politics even though the leaders they think about change a lot (Kennedy and Nixon compared with Obama and McCain).

I had become sufficiently familiar with the problems of interdisciplinary research by the time I was ready to do my dissertation, that I thought it folly to try to defend the book as my dissertation. So I studied a methodological problem that could be addressed using the data from the 12,000 students and wrote about measuring children's political attitudes by using don't know scores and difference or pattern scores, and other ways of looking at the psychological aspects of their understanding. I studied differences by age, gender and SES. I have remained fascinated with understanding how we can measure chil-

dren's political thinking (eventually in other projects trying out think-aloud protocols, concept maps, a variety of attitude item formats and cluster analysis of individuals).

I don't think that either I or Professor Hess thought of this as a book about citizenship education but rather as a book about children's development. The book won the NEA Award for an excellent educational book in 1968, and this was the first time we really saw the connection.

I think the best way to develop a dissertation in the current period is to start with a large data set and explore some of the differences in which you are interested. Of course I recommend the IEA Civic Education CIVED data set with its 140,000 students from 29 countries because I helped to develop it and have seen award-winning dissertations and articles come from it. That data set is now deposited with the ICPSR at the University of Michigan and freely available (see also <http://www.terpconnect.umd.edu/~iea>). Then you can either go into one of the many possible questions of interest using complex modeling (like HLM) or you can develop some hypotheses about educational practice from simpler analysis of the data set and explore those ideas with observations or interviews you conduct yourself.

Greg Fairbrother, Associate Professor, Department of Mathematics, science, Social Sciences, and Technology, The Hong Kong Institute of Education:

First of all, I'd like to mention that when I originally did choose citizenship education as my research topic for a Master's thesis and then my PhD thesis, I didn't know there would be so much interest in it within the CIES community, and also did not anticipate that it would become the "hot" topic that it has in Hong Kong.

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Fortunately, over the years I have found that my inquiries into citizenship education (mainly in China and Hong Kong) have produced numerous new questions that I'm interested in trying to find the answers to eventually. I'll approach this question from the vantage point of "knowing what I now know about citizenship education, if I were to start (again) as a doctoral student..." In this case, I think one comparative question which would perhaps be dissertation-worthy, would be "Given the relative absence of centralized direction for citizenship education in the United States (as opposed to China, where the direction for citizenship education comes primarily from the top echelons of the Chinese Communist Party), what are the historical and contemporary forces which have contributed to a relative uniformity in citizenship education across the 50 states?"

Maybe this is a question that I will eventually pursue!

David Grossman, Interim Dean, Division of Education, Chamonade University, Hawaii:

My dissertation was a large-scale survey of San Francisco Bay Area high school students in the early 1970s. It was a political socialization study looking at student attitudes towards conflict and dissent.

If I were to do a study now (30 years later), I would utilize more of a mixture of quantitative and qualitative methodologies. I would focus more on how pedagogy affects civic education. I would observe and videotape classrooms, analyze student-teacher and student-student discourse and interaction, and interview both teachers and students. I would leave the large scale surveys of citizenship education to organizations like IEA and NAEP.

END

Looking forward to our next dialogue!

