

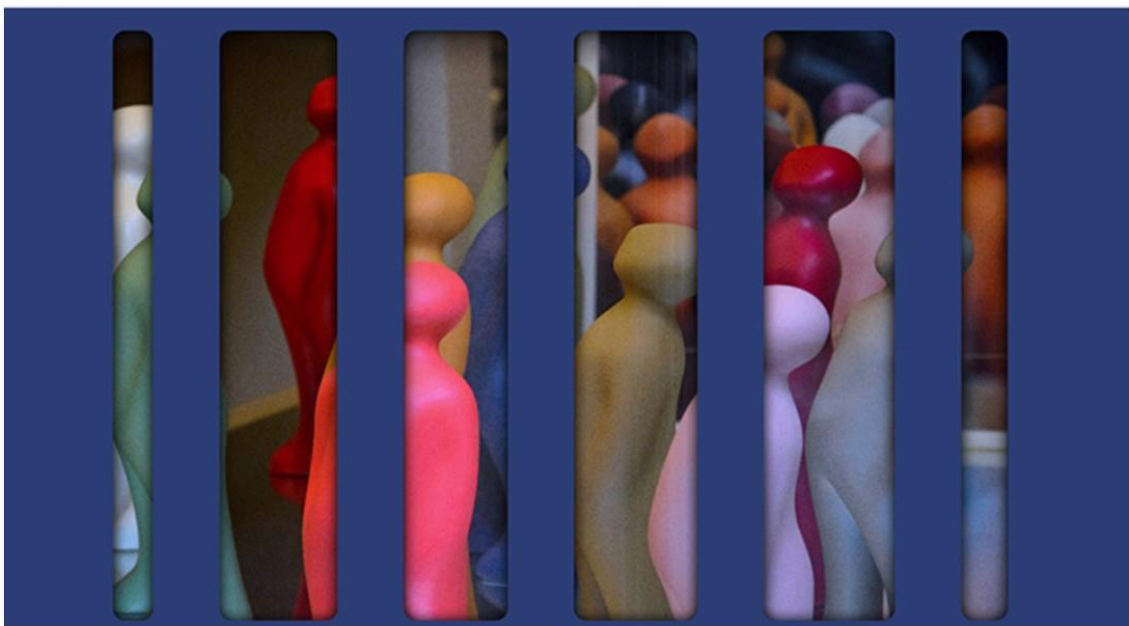
# Conference Book

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

## Citizenship & Identity in "Post-Truth" world

IBIS Old Town Hotel, Warsaw, Poland

May 10<sup>th</sup> - 12<sup>th</sup> 2018



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

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

## **PROGRAMME AND ABSTRACT BOOK**

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

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

## Friday 11th May

Time	Authors	Title
13:30 – 15:00	<b>Session 1 – part 3: Citizenship education and school CHAIR: Peter Cunningham</b>	
	H. Maitles	<i>Time to restate the arguments: education for citizenship back to the top of the agenda</i>
Room: Gaston	E. Papalexatou	<i>Education in the ‘Post-Truth’ era: The importance of Critical Literacy in the Greek EFL classroom</i>
	J. Tan	<i>Approaches to National Education in Singapore</i>
	S. Henderson & E. Gibbs	<i>‘Tracks’ of the Past: How can a place-responsive pedagogy support new understandings of industrial heritage and major economic change using a Curriculum for Excellence?</i>
	*****	I. Mitsoula & M. Theodoropoulou
5-minutes virtual papers		<i>Teachers' perceptions of their readiness to recognize and treat mental health issues of students</i>
		I. Baltazar
		<i>Education for Citizenship. The school as a foundation of the European Construction</i>
		E. Vardalou, E. Karatzia-Stavlioti
		<i>Evaluation of the degree of cross-curricular connections between the lessons of Home Economics and Citizenship in secondary education</i>
13:30 – 15:00	<b>Session 5: Diversity, community &amp; culture CHAIR: Miron Bhowmik</b>	
	L. Kinyo & K. Dancs	<i>How do children perceive their peers? Commonalities of external and internal features perceived of other children in the responses of 10-11-year-old pupils</i>
Room: Tin/Tin	A. Grivopoulou, E. Papaloi & D. Karakatsani	<i>Depicting the role and impact of meaningful work in educational communities</i>
	T. Pittinsky	<i>Community and Cohesion: The Allophilia Project and the Need for More Ambition, Aspiration and Allophilia in Troubled Times</i>
	S. Chistolini & H. Verkest	<i>Decoding the Disciplines in higher education institutions and democratization of knowledge to contrast the gap between cultures</i>
	G. Goula, C. Kaloudi & G. Nikolaou	<i>Awareness about diversity: a teaching proposal based on the project method.</i>
13:30 – 15:00	<b>Session 6: Citizenship conditions CHAIR: Monica Oprescu</b>	
	B. Krzywosz-Rynkiewicz, A. Zalewska & M. Skład	<i>Citizenship activity of young people in countries with different economic status</i>
Room: Blake	C. Czech-Włodarczyk	<i>Resilient citizenship education in the neoliberal era- fantasy or necessity?</i>
	K. Tsioumis	<i>Refugees and Citizenship iEducation. Research and proposals for interventions at the University of Thessaloniki</i>
	I. Kamarianos, J. A. Spinthourakis & G. Gouga	<i>Re-regulating citizenship as a strategic narrative in post-truth environments</i>
	E. Sotiropoulou, K. Tsioumis & I. Vamvakidou	<i>The perception of citizenship by pupils in Greek schools: an educational research</i>

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

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

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

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DANCS KATINKA, UNIVERSITY OF SZEGED, HUNGARY

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

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

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