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Federal Ministry of Family Affairs, Senior Citizens, Women and Youth Greeting

Dear Professor Spitzley,

Dear Professor Weinberger,

Dear Professor Abs,

Dear Professor Banks

Dear Professor Gutzwiller,

Dear Ladies and Gentlemen,

First and foremost, I would like to thank you for your kind invitation. It is an honor to open this conference today!

Not only does it provide the opportunity to visit one of our close partners – the Interdisciplinary Centre for Integration and Migration Research. It also allows me to gather insights from the academic discourse on migration, social transformation and education for democratic citizenship for the next three days!

We live in a world that is shaped by migration. Reasons for migration are as diverse as migrants. Migrants shape and transform our societies. It is our responsibility to guide this transformation process in an open-minded and democratic manner to facilitate inclusion and social coherence.

We live in a democratic society – that requires democrats. To fulfil the aspirations of democratic citizenship doesn't just mean obligations for the people who have come to our country. It imposes demands that have to be met by our society and our institutions, too.

We must do even more to stress the benefits of a diverse, cosmopolitan society. We must clearly oppose extremists, racism and open agitation. We have to support the people who defend democracy, human rights and respectful coexistence, and stand up for democratic values.

The Federal Ministry for Family Affairs, Senior Citizens, Women and Youth is willing to take on the challenge. For the next three days the challenge is yours!

Thank you very much!

Tanja Florath, LLM, German Ministry for Family Affairs, Senior Citizens, Women and Youth

InZentIM Greeting

I very heartily welcome you to the second international conference of the Interdisciplinary Center for Integration and Migration Research (InZentIM). InZentIM was founded in 2016 as a network agency at the University of Duisburg-Essen with a focus on bringing together researchers on migration and integration from various disciplines. The center mainly works at the interface of research in education, linguistics, labour, and governance, with further links to economics and health. In doing so InZentIM serves also as a platform to enhance cooperation on a national and international level (cf. www.inzentim.de).

InZentIM launched its first international conference last year. For that opening conference we had exclusively invited speakers form almost all fields of research relevant for migration and integration. This year we want to focus on the educational domain and to combine research based overviews of invited keynotes with reports form running projects. Therefore, we are happy to cooperate with the European Association for Research in Learning and Instruction (EARLI) as one of the major international research associations in the field of education. The Special Interest Groups on Moral and Democratic Education within EARLI is a relevant player in the field. Moreover, it has a good tradition in conducting conferences based on peer reviewed submissions.

We especially aim for research at the intersection of (dis-)integration and citizenship education. Therefore, we cooperate with two further experienced organizations form the educational sector: Firstly, the World Education Research Association (WERA), which is represented in Germany by the German Association for Educational Research (DGfE); and secondly, the German Youth Institute (DJI). Both WERA and DJI helped us to broaden our views to include educational responses to extremism and radicalisation.

Beyond this thematic focus the conference also will bring up papers addressing related issues in the area of moral and democratic education ranging from, "teacher ethos" to "school determinants of institutional trust".

We thank the German Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) for its generous support regarding both the financial backing and the conceptual feedback of the conference. Without this support, we could not have realised this conference.

Prof. Dr. Hermann J. Abs,

Chairman of the Interdisciplinary Centre for Integration and Migration Research (InZentIM), Conference Co-Organiser

EARLI-SIG 13 Greeting

Dear participants of the 6th EARLI SIG 13 Conference,

A warm welcome to all of you. The EARLI SIG 13 Moral and Democratic Education is a small but essential group within EARLI aiming to bring theoretical and empirical research to improve learners' moral competencies. Since the SIG 13 is small, it is even more important that so many of you participate in this conference and show that moral issues are of great importance in these times. It seems that the importance of international cognitive ability testing in schools and the knowledge-centred curricula leave no time for moral and democratic education. However, societies have become increasingly diverse in the last years due to migration movements. The clash of different and sometimes opposite values results in societal problems. Many ask: How can we live together in such a diverse society? Moral and democratic education gives an answer to this question because it provides possible ways how all human beings can live together peacefully by respecting each other. The conference this year is organised together with the Interdisciplinary Center for Integration and Migration Research (InZentIM) at the University of Duisburg-Essen. This cooperation seems fruitful for this conference based on the problems societies face due to their diversity.

I would like to thank Hermann-Josef Abs and Eveline Gutzwiller-Helfenfinger and their whole team who did a great job in organising this conference. And I wish all of you many valuable impulses from lectures and discussions as well as from personal conversations.

Sincerely,

Alfred Weinberger

Co-Coordinator of the Special Interest Group "Moral and Democratic Education" (SIG 13) of the European Association for Research on Learning and Instruction (EARLI)

Greetings and Information from the Conference Organisers

Dear Conference Attendees,

Migration both causes and requires societal change. To date, processes of acculturation have been insufficiently addressed as a context for civic and citizenship education. Also, specific measures of civic and citizenship education purposely targeting societal change as caused by migration, as well as their potential effects, have been investigated too seldom so far. The conference aims at an internationalisation of the discourse relating to issues of civic and citizenship education in immigration societies. Scientists and researchers from various disciplines (e.g. psychology, educational science, sociology, political science) will discuss their research with and international audience.

The Special Interest Group *Moral and Democratic Education* of the European Association for Research on Learning and Instruction (EARLI SIG 13) and the Interdisciplinary Center for Integration and Migration Research (InZentIM) will jointly host the Conference "Migration, Social Transformation, and Education for Democratic Citizenship" on August 27-29, 2018. The conference will be held at the University of Duisburg-Essen on the Essen Campus.

On the following pages, please find in chronological order:
  a) General information on the Conference and orientation at the Conference Venue
  b) A brief overview of the conference programme
  c) The abstracts of all contributions in chronological order. Minor changes are still possible.

We are looking forward to welcoming you to Essen!

On behalf of the Conference Organisers

Hermann Josef Abs, University of Duisburg-Essen, Germany
Eveline Gutzwiller-Helfenfinger, University of Duisburg-Essen, Germany

Conference Contact

Eveline Gutzwiller-Helfenfinger
+49 (0)201 – 183 6352
sig13-2018@uni-due.de

For further information, please visit the Conference Homepage:
www.inzentim.de/sig13-2018

InZentIM – General Contact

Interdisciplinary Center for Integration and Migration Research (InZentIM)
University of Duisburg-Essen
Universitätsstraße 2
45141 Essen

Inzentim.info@uni-due.de

General Information

Registration Desk

At the beginning of the conference (August 27, 08:30-10:00), the registration desk can be found at the *Glass Pavilion* where the conference will start. From August 27, 10:00 until the end of the conference, please find the registration desk right at the entrance of the S06 building.

The registration desk will be open daily from 08:30 until 17:00.

Members of the organizing team will be present at the desk during this time to provide you with information and assist you in every possible way.

Internet Access

Participants will have complementary WiFi access during the conference.

WiFi Code: wlan100@uni-due.de

Password: Essen18!

or

WiFi Code: wlan101@uni-due.de

Password: Essen18!

You can also find the access code in your conference binder and also posted at the registration desk.

Information for Paper Presenters

All lecture and panel rooms are equipped with laptops, projectors and remote controls.

We highly recommend you to use the conference computers provided in the lecture rooms and bring your presentation on an USB device.

There will be a student assistant present in each session to assist you with the presentation and take care of possible technical difficulties. The assistants will be present 15 minutes before the sessions at the latest, so we recommend you to arrive at your respective lecture rooms by then to check the technical equipment, upload your slides, and communicate any further needs for your presentation.

Information for Poster Presenters

The Poster Exhibition will take place on August 27, 11:15-12:00 at the Foyer of the S06 building. Please deposit your posters at S06 between 08:15 and 08:45 before the Opening Ceremony.

We will take care of installing your poster.

If you have additional information material, please submit this with your poster as well. There will be the possibility to lay out information brochures or handouts right beneath your poster as well as in a separate facility (limited space).

Please make sure to be present during the exhibition and stand by your poster to answer possible questions from the attendees.

JURE Lunch and Junior Researchers Meeting

As can be seen in the Conference Programme, two conference events particularly address junior researchers.

On August 27, 17:15-18:15, the InZentIM Junior Scientists Network invites junior researchers to connect and exchange ideas.

On August 28, 12:00-13:00, SIG 13 JURE Members as well as interested junior scientists are invited to join the JURE Lunch at the Canteen to exchange experiences and ideas. Please meet us in front of the S06 building at 12:00.

Meals

The following meals and refreshments are offered to participants.

Meals:

On August 27, 12:00-13:00, we invite you to join the fingerfood buffet at S06 S00 B29 (S06 building, ground floor). At 18:15, the general reception with food and drinks will be held in the same room.

On August 28 and 29, lunch will be provided at the Canteen on the University Campus. Please choose from the offer in the canteen and pay with the voucher provided in your conference binder.

Please note that each voucher can only be used once.

Refreshments:

During registration on August 27, 08:30-09:30, coffee and refreshments will be served at the *Glass Pavilion.*

On August 29, 13:00-13:30 and during the Closing Ceremony (14:30-15:00), coffee will also be served at the *Glass Pavilion.*

During the rest of the conference, coffee and refreshments will be served several times a day at the S06 Foyer.

Conference Dinner

The Conference Dinner will take place on August 28, 19:30 to 23:00 at *Leo´s Casa* at the Kennedyplatz in Essen City: http://leos-casa.de/

The restaurant can be reached from the Conference Venue by a 15-minute walk or a short subway ride (subway station: Hirschlandplatz).

After the SIG 13 Business Meeting at 19:15, you can meet with us in front of the S06 building to go to the Conference Dinner together.

Participants who have booked the Conference Dinner will find a green point on their Conference Badge. Please make sure to have your badge with you at the Conference Dinner. A few tickets are still available, just write us an email message (paulena.mueller@uni-due.de).

Children´s Room

Participants with young children are invited to use room S06 S01 B06 (1st floor) where we will provide some space and children´s toys so parents and their children can relax and play.

On the second floor (S06 B02 B05), you can find a separate room that can be used to nurse babies and change diapers. This room is accessible by a transponder which you can ask for at the registration desk.

Orientation at the Conference Venue

Arrival

Arrival by public transport

While the conference will mainly be held at the university building S06, the opening ceremony will take place in another venue (*Glass Pavilion*) on the campus. Since the two buildings are located quite a bit apart, there are two different routes for public transport.

Your way to the ceremony + keynote venue *Glass Pavilion* (tram station: *Rheinischer Platz*)

Arriving at Essen main station, please leave the station building to the direction *Freiheit*. At the exit, please take the stairs or elevator to the subway system where you can first buy a ticket at the ticket machines. For a single ride to your destination *Rheinischer Platz*, you will need a A3 ticket.

To get to your ride, please go further down to platform 1+3. Here, you can take the tram lines 105 (terminating at *Frintrop-Unterstraße*) or 106 (terminating at *Germaniaplatz*) that depart from platform 1 and both go to *Rheinischer Platz* in about five minutes.

Arriving at the station, please take the only exit to the left. Take a left to Exit A (*Rheinischer Platz, Universität*). The venue of the opening ceremony is about 300 meters away, directly behind the traffic light. Arriving on the pillars place, the entrance is on your left.

Your way to the main conference venue *S06* (subway station: Universität)

Arriving at Essen main station, please leave the station building to the direction *Freiheit*. At the exit, please take the stairs or elevator to the subway system where you can first buy a ticket at the ticket machines. For a single ride to your destination *Universität*, you will need a A3 ticket.

To get to your ride, please go further down to platform 1+3. Here, you can take the subway train U11 (terminating at *GE-Buerer Str.*) or U17 (terminating at *Altenessen*) that depart from platform 3 and both go to *Universität* (3rd stop).

Arriving at the station, please go to the left towards Exit A+B (*Universität*). When you come up the stairs, please take Exit A (*Universität*). When you leave the subway system, please pass the building on your left and take a left up the stairs. The conference venue S06 is now directly ahead of you.

Glass Pavilion

The *Glass Pavilion* is located on the ground floor, right at the building´s entrance on the red pillars place. At the entrance, you will find the registration and coffee station (August 27 & 29) as well as wardrobes (no liability).

The ceremony and keynote hall is located right next to the entrance room.

S06 Building

Paper Sessions, Symposia and the Poster Exhibition will take place at the S06 building on the ground and 1st floor.

Right at the entrance, you will find the registration desk on your right (from August 27, 10:30). The Poster Exhibition takes place right behind the registration desk at the ground floor foyer. At the end of the foyer, you can find the refreshment stations for coffee breaks.

Panels are held in three different rooms. Room S06 S00 B32 and S06 S00 B41 can be found on the ground floor as the 4th and 5th room left of the foyer. Room S06 S01 B29 can be found on the 1st floor on the same side. Panel rooms will be marked and signposted.

Lunch and general reception on August 27 will take place at S06 S00 B29 which is the 3rd room left of the foyer.

On the right side of the ground floor foyer, you can find a leisure and work room right next to the refreshment stations (S06 S00 A40).

Presenters can use room S06 S01 B35 (1st floor) for preparation and/or storage (no liability).

The children´s room can be found on the 1st floor right to the left of the elevators.

Orientation on the Essen Campus
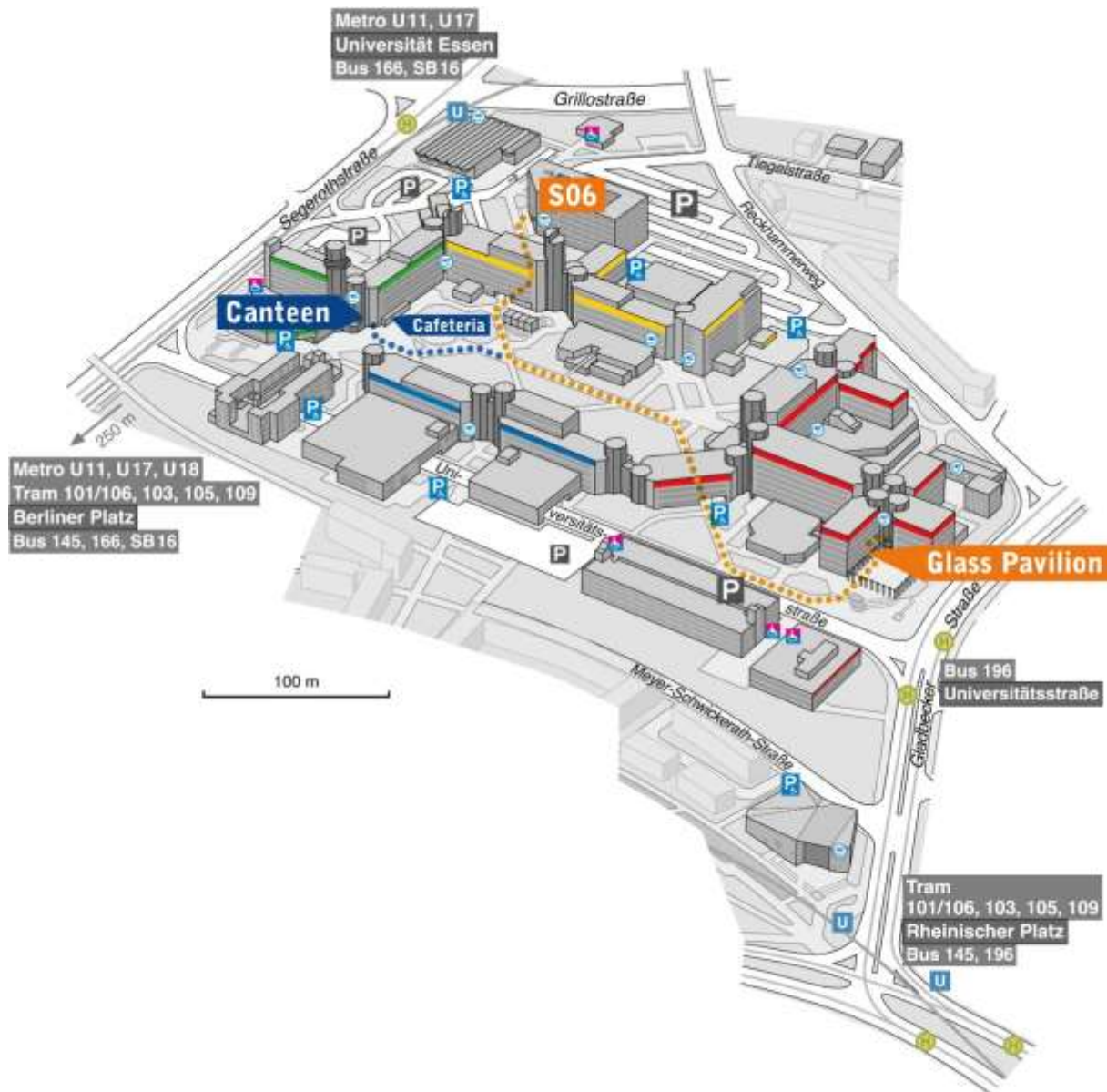
Above, please see the route between the two conference venues on the Essen Campus. We will sign out the whole route very closely to make sure that you will find your way without any trouble. If you have any questions concerning the orientation, please don´t hesitate to turn to members of the organising team or to the student assistants who will be wearing blue shirts with the University of Duisburg-Essen logo.

The route to the Campus Canteen will be signed out as well. Please note that the Canteen is located on the 1st floor of its building.

Programme Overview - Monday, 27.08.

Time			
08:30	**08:30 - 09:15** **Registration & Coffee**		
09:00			
09:30	**09:15 - 10:15** **Opening Ceremony**		
10:00			
10:30	**10:15 - 11:15** **Keynote Address 1: James Banks (Seattle, USA)** **Failed Citizenship and Transformative Civic Education in Immigration Societies**		
11:00			
11:30	**11:15 - 12:00** **Poster Exhibition**		
12:00	**12:00 - 13:00** **Lunch**		
12:30			
13:00	**13:00 - 13:30** **Coffee**		
13:30	**13:30 - 15:00** **WERA Invited Symposium** **Worldwide Perspectives on Democratic Citizenship Education and Prevention for Extremism in the Context of Migration and Social Transformation**	**13:30 - 14:45** **Paper Session 1** **Innovative Tools for Community-Based Civic Engagement**	**13:30 - 14:45** **Paper Session 2** **Challenges for Civic and Citizenship Education**
14:00			
14:30			
15:00	**15:00 - 15:30** **Coffee Break**		
15:30	**15:30 - 17:00** **Paper Symposium** **Developing Relationships in School - A Facet of Teacher Ethos?**	**15:30 - 16:45** **Paper Session 3** **Diversity, Migration, Inclusive Action, and Innovation**	**15:30 - 16:45** **Paper Session 4** **School Context and Students´ Citizenship Skills**
16:00			
16:30			
17:00	**17:15 - 18:15** **InZentIM Junior Scientists Meeting**	**17:15 - 18:15** **Paper Session 5** **The Transformative Power of Narrative Approaches**	**17:15 - 18:15** **Paper Session 6** **Dilemma Approach to Moral and Democratic Education**
17:30			
18:00	**18:15 - 20:15** **General Reception**		
18:30			
19:00			
19:30			
20:00			
20:30			

Time			
08:30			
09:00	**09:00 - 10:00** Keynote Address 2: Dorit Alt (Kinneret, Israel) Lifelong Learning as a Lever for Moral and Democratic Values		
09:30			
10:00	**10:00 - 10:30** Coffee Break		
10:30	**10:30 - 12:00** Paper Symposium Patterns of (In)Tolerance and Perceived Antisocial Behaviour Among European Youth. Insights From ICCS	**10:30 - 11:45** Paper Session 7 New Perspectives on Teacher Ethos	
11:00			
11:30			
12:00	**12:00 - 13:00** Lunch	**12:00 - 13:00** JURE Lunch	
12:30			
13:00	**13:00 - 13:30** Coffee		
13:30	**13:30 - 14:30** Keynote Address 3: Joel Westheimer (Ottawa, Canada) Educating the Good Citizen: Democratic Approaches for Multicultural Societies		
14:00			
14:30			
15:00	**14:45 - 16:15** Paper Symposium Diversity In the Classroom. Effects on Citizenship Competencies	**14:45 - 16:00** Paper Session 9 Integrating Refugees and Migrants: Pitfalls and Challenges	**14:45 - 15:45** Paper Session 10 Moral-Ethical Education at School: The Role of Domains and Situations
15:30			
16:00	**16:15 - 16:45** Coffee Break		
16:30			
17:00	**16:45 - 17:45** Maslovaty Award Session		
17:30			
18:00	**18:00 - 19:00** SIG13 Business Meeting		
18:30			
19:00			
19:30	**19:30 - 23:00** Conference Dinner at Leo´s Casa		
20:00			
20:30			

Programme Overview - Wednesday, 29.08.

Time			
08:30			
09:00 **09:30**	**09:00 - 10:00** **Keynote Address 4: Farhad Khosrokhavar (Paris, France)** **The "Neglected" Analysis: The Urban, National and Anthropological Dimensions of Jihadism**		
10:00	**10:00 - 10:30** **Coffee Break**		
10:30 **11:00** **11:30**	**10:30 - 12:00** **DJI Invited Symposium** **Religion as a Challenge in Preventing Islamist Radicalization**	**10:30 - 12:00** **Paper Symposium** **Students´ Trust in Institutions: Predictors and Relevance for Political Participation**	**10:30 - 11:45** **Paper Session 11** **Language & Communication and Moral, Political, and Intercultural Competencies**
12:00 **12:30**	**12:00 - 13:00** **Lunch**		
13:00	**13:00 - 13:30** **Coffee**		
13:30 **14:00**	**13:30 - 14:30** **Keynote Address 5: Ruud Koopmans (Berlin, Germany)** **Religious Fundamentalism as a Challenge to Democratic Citizenship**		
14:30	**14:30- 15:00** **Closing Ceremony + Coffee**		
15:00 **15:30**	**15:00** **Departure**		

InZentIM
Interdisziplinäres Zentrum für
Integrations- und Migrationsforschung

Earli

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Sessions and Abstracts in Chronological Order

Mon, Aug 27, 09:15: Opening Ceremony

Opening Addresses:

Tanja Florath, Federal Ministry of Family Affairs, Senior Citizens, Women and Youth, Unit for Refugee Policies

Thomas Spitzley, Vice-Rector of the University of Duisburg-Essen

Alfred Weinberger, Co-Coordinator of EARLI SIG 13 Moral and Democratic Education

Hermann Josef Abs, University of Duisburg-Essen, Chairman of the Interdisciplinary Center for Integration and Migration Research

Eveline Gutzwiller-Helfenfinger, University of Duisburg-Essen, Guest Professor at the Interdisciplinary Center for Integration and Migration Research

Mon, Aug 27, 10:15: Keynote 1
Failed Citizenship and Transformative Civic Education in Immigration Societies
James A. Banks, University of Washington, College of Education, USA
Keynote Chair: Heike Wendt, TU Dortmund, Germany

Global migration, the quest by diverse groups for equality, and the rise of populist nationalism have complicated the development of citizenship and citizenship education in nations around the world. Many racial, ethnic, cultural, linguistic, and religious groups are denied structural inclusion into their nation-state. Consequently, they do not fully internalize the values and symbols of the nation-state, develop a strong identity with it, or acquire political efficacy. They focus primarily on particularistic group needs and goals rather than the overarching goals of the nation-state. I conceptualize this process as failed citizenship and present a typology that details failed, recognized, participatory, and transformative citizenship. I will describe the role of the schools, colleges, and universities in reducing failed citizenship and in helping marginalized groups become efficacious and participatory citizens in multicultural nation-states.

James A. Banks
University of Washington, College of Education, USA

James A. Banks holds the Kerry and Linda Killinger Endowed Chair in Diversity Studies at the University of Washington, Seattle. He is a past president of the American Educational Research Association and of the National Council for the Social Studies. He is a member of the National Academy of Education and a Fellow of the American Educational Research Association. Professor Banks is a specialist in social studies education and multicultural education and has written widely in these fields. His books include Cultural Diversity and Education: Foundations, Curriculum, and Teaching; and Educating Citizens in a Multicultural Society. His edited books include The Encyclopedia of Diversity in Education and Citizenship Education and Global Migration: Implications for Theory, Research, and Practice. Books by Professor Banks have been translated into Greek, Japanese, Chinese, Korean, and Turkish.

Mon, Aug 27, 11:15: Poster Exhibition

Language as the Bridge to Social Inclusion? Adolescents' Decisions and Considerations in Hypothetical Intergroup Scenarios
Hanna Beißert, German Institute for International Educational Research, Germany
Sofie Bayer, University of Mannheim, Germany
Dominique Drees, Leuphana University of Lüneburg, Germany
Selma Carolin Rudert, University of Basel, Switzerland
Kelly Lynn Mulvey, North Carolina State University, USA

Social exclusion is a central issue in the development of children and adolescents. Research indicates that social exclusion often occurs because of group membership, for instance one's ethnicity/nationality (Killen, Mulvey, & Hitti, 2013) and that children treat language as a meaningful intergroup category as well (Kinzler, 2013).
Against the backdrop of the huge refugee movements all over Europe, diversity in German schools has increased (www.destatis.de), and intergroup conflicts have become a more relevant issue in the recent years. The current study investigated whether and under which circumstances adolescents support or refuse social exclusion in the context of intergroup processes. The study included 100 students (M=13.65 years, SD=1.93, 51 female) of a German high school (Gymnasium). Participants evaluated three hypothetical scenarios in which groups of adolescents are planning leisure time activities and peers want to join them. These peers were introduced as either from their own country (Germany) or

as refugees from Syria, who have come to Germany with their families. To analyze the role of language in the context of intergroup processes, the level of German skills of the Syrian protagonists was varied. A repeated measures ANOVA showed a main effect of protagonist, F (1.62, 140.97)=32.39, $p<.001$, ηp^2=.27, revealing that there were no significant differences between the German protagonist and the Syrian protagonist with decent German skills (p=1.00). However, as expected, decisions concerning the Syrian protagonist with poor German skills were less inclusive than concerning the other two ($ps<.001$). This underlines the importance of language skills for integration, from a social perspective.

To better understand the conditions and motives for inclusion and exclusion, participants were asked to justify their decisions. All justifications were coded with coding categories developed from the surveys themselves resulting in eight categories, including (1) Others' Welfare, (2) Fairness/Equity/Equality, (3) Prosociality, (4) Group functioning, (5) References to Language, (6) Stereotypes, (7) Personal choice, and (8) Personal characteristics. We will provide analyses on reasoning for a profound understanding of adolescents' considerations in the context of intergroup processes.

The results of the study have important implications for politics and educational settings, as they show the importance of language skills for integration. They imply that improving German skills helps foreign children to be better included in class, which is important for planning integration programs. Further, the analyses on adolescents' underlying motives will help us understand on what aspects teachers can focus in order to help avoiding intergroup conflicts in schools.

Networks, Education, and Migration: The Ability to Bridge Geographical Distances
Kyra Selina Hagge, JLU Giessen
Jana Brandt, JLU Giessen

Changes in the economic, social and civic landscape require a high degree of individual mobility. The contemporary modes of transportation and communication influence the perception of stationarity and increase the urge for mobilization (Larsen et al., 2006). As a result of this transformation, individuals face the problem of large spatial distances between themselves and their relatives and friends. These distances have to be overcome to preserve social connections and to access material and immaterial resources, which are embedded in these relationships. Another form of mobility is the one experienced by transnational migrants, who are potentially better or worse off regarding their ability to cope with distance, based on their experience and education. In this paper we are analyzing the general capability of bridging spatial distances within social networks divided according to the different types of social support as introduced by House (1981), using ordinal logit regressions on data provided by the SOEP v32. We find that the probability to maintain long distance relationships is higher for individuals who obtained a higher level of education especially for natives. Migrants benefit mostly from having obtained a university degree. We fail to find different effects of education between migrants when it comes to the ability to bridge large distances in social networks. This contributes to the literature as it adds education as a determining factor for bridging geographical distances in social networks. Furthermore, we also measure non-monetary effects of education on the basis of a large, quantitative dataset as opposed to the more qualitative works which preceded our study and compare natives and migrants with regard to their ability to maintain long distance ties and integration.

Memory, Truth and Responsibility: The Biographies of Nazi Perpetrator Descendants and German History Education

Katalin Eszter Morgan, University of Duisburg-Essen, Germany

Biographical work in the form of often emotional memory is often set against the factuality of pure history in German scientific discourse. This applies also to how history is taught and learnt in schools. Nevertheless, one of the aims of history education is to consider the uses of historical information for personal or collective orientation in the present and the future (see Körber, 2011). In this paper I ask how some autobiographical video-interviews with descendants of Nazi perpetrators could contribute to such an aim. In the paper I analyse qualitatively the personal testimonies of ten individuals who made a conscious decision to not only remember what happened "in history" (by way of responsibility), but also to be involved personally with it.

What motivated the interviewees to uncover the deeds of their forefathers and what are the costs and benefits of doing so? What do they say about the victims? What emotional challenges do they face and what moral-normative lessons can be learnt from them? By way of example, the bigger idea for the conference is to think about how these moral-normative lessons could be applied in other, transnational and migratory contexts where other social injustices are at stake, i.e. other than those pertaining to the Holocaust but that nonetheless also involve inhumane acts by humans to alienate, exclude, torture, dispel and forcibly remove other humans and the guilt and trauma resulting from it. In its emphasis of personal agency, this approach and methodology would provide an alternative perspective to those that concentrate on structures, top-down policies and abstractly formulated competencies in history education.

The overall aim is to present some ideas that could be helpful for possibly introducing this kind of an autobiographical approach to educational contexts. Such an approach - which is both process and product - can be understood as auto-ethnography that seeks to describe and systematically analyse personal experience in order to understand cultural experience (Ellis, 2010). The underlying premise is that for a fully functioning democratic, inclusive, and just nation state to work, one of the main hinderances to overcome is the issue of hate towards others. My theoretical premise that this hatred, which begins with the very delineation of the "other", marginalises people from a sense of belonging to a larger whole by suffocating their own humanity (see Patterson, 2006). The analysed video-interviews show how a process of looking inside and giving testimony about it could counteract this. Based on the findings, I discuss how the idea of responsibly can be extended.

The Citizenship Examination and the Minimum Criteria for Civics Knowledge

Eszter Anna Nyúl, University of Pécs, Hungary

The countries also need citizens for their functioning who know their rights and obligations. Also, the European Union needs citizens who have both national and European identities. Is there a minimum of civics that ought to be known?

In our opinion, there are minimum criteria for civics, provided to education by the states themselves. This is the expectation known throughout international law that a future citizen should give account of their essential, basic knowledge concerning their chosen country. The acquirement of the examination in basic constitutional studies is the interest of a particular country not only in the case of those applying for naturalization but it can be regarded as a minimal knowledge desired with all adult citizens.

Methodology:

Main question: Do the 9th grade students in Pécs really know the subjects of the citizenship examination?

Hypothesis: During the elementary school studies, 9th grade of young people from Pécs did not fully acquire the knowledge that the Hungarian state expects from its citizens as a minimum knowledge. (difference hypothesis)

Independent variable: subject accountability, gender of students, type of topic (literature, geography, history, social knowledge), type of school

Dependent variable: knowledge of the curriculum of the citizenship examination

Sample: cluster sample

Conclusion:

The research proved that an exam is calling for more than what the young people actually know. The curriculum of the citizenship examination is far more extensive than the Pécs secondary school students can know in these classes in grades 9 and 11.

Further research questions and hypotheses:

1. Q: Are the methods and tools of the examination suitable for exploring the citizenship of the 9th and 11th grade students?

   We used a suitable method but checking the answers to open-ended questions was difficult. Assessment of the solution has become so difficult.

   H2: With the set of tasks, a reliable picture can be given to the civic knowledge of students of Grades 9th and 11th relative to citizenship examination topics.

   The hypothesis is true.

2. Q: What is typical of the 9th and 11th grade students' civic knowledge? What specificities can be identified as students' civic knowledge?

   Students are much more familiar with Hungarian history and culture than state and social knowledge.

   H3: Issues with significant differences between grades and high school types can be identified.

   The hypothesis is not true. There is no significant difference. Similar results have been achieved everywhere.

   H4: Participated students do not know much about social and political issues.

   The hypothesis is true. Students are uninformed, no possession of adequate knowledge.

Research Group Migration and Social Policy
Thorsten Schlee, University of Duisburg-Essen, Germany
Katrin Menke, University of Duisburg-Essen, Germany
Andrea Rumpel, University of Duisburg-Essen, Germany
Sandrine Bakoben, University of Duisburg-Essen, Germany

The research group Migration and Social Policy is funded by the Federal Ministry of Labour and Social Affairs (BMAS) as part of the funding network Interdisciplinary Social Policy Research (FIS). The group associates four qualification projects and is scientific supported by Prof. Dr. Ute Klammer, the project manager. The projects examine the co-production of local social policy in 15 different municipalities. In this framework the Research Group aims to map the complex field of local social policies and to figure out current trends. The four research projects focus on the following issues:

Integration through education? Municipal case studies on the use of educational opportunities in refugee young adults from sub-Saharan Africa (Sandrine Bakoben)
Integration of refugee women into the German labor market (Katrin Menke)
Refugee and local health policy. A qualitative study using the example of substance consumption (Andrea Rumpel)
Coordination and articulation. Case studies on the representation of refugees in local planning (Dr. Thorsten Schlee)

Interaction and Integration from the Perspective of Refugee Children
Jessica Schwittek, University of Duisburg-Essen, Germany

The poster presents a planned sociological research project on refugee children. Very little is currently known about their perspective of their situation. What expectations of relevant others do they perceive? How do they orientate, present and position themselves within different life worlds? In the context of the conference, we will ask which life worlds (family, school, peers) they feel integrated in, and how they cope with conflicting moral views and practices. We follow an interactionist approach in order to investigate such questions.

"Taking the role of the other" is the key process to internalize expectations of significant others (Mead 1934). Children learn to see themselves through the eyes of others in social interactions in which they take active part. This process allows them to relate to more abstract, general social expectations including moral values. In this sense, we consider children's „capacity for moral judgement and decision making" (cf. conference call) not as a matter of individual skill and competence. Instead, we discuss moral judgments as results of interactions in specific contexts, in which newly migrated children have a particular position. Based on this theoretical assumption, we suggest that analyzing the heterogeneous life worlds offers distinct insights into the process of moral judgment and integration through interaction (Mead 1934). Following the methodological agenda of the "new sociology of childhood" (James & Prout 1997), our project seeks to reconstruct children's own views of their life-worlds.

Our project combines a variety of qualitative methods stemming from the tradition of participatory research in childhood studies (Groundwater-Smith et al 2015). Data will be collected in three stages: Stage one comprises group discussions with children on their everyday routines as well as their future perspectives. In stage two, in-depth interviews on personal relations will be conducted. Taking into account the transnational character of refugee children's lives (Zito 2017), we will talk about their relationships to family members and friends in Germany as well as in the country of origin or third countries. For stage three, ethnographic "walk and talk"-formats are planned to observe participants' interactions with significant others.

Our poster will present the theoretical and methodological approach in more detail. On a more general level, we want to explore the potential of processes of role-taking in developing the above mentioned „capacity for moral judgement".

The Visibility of Appreciation – a Video Analysis of a Relationship-Oriented Facet of Teacher Ethos
Simone Lena Ziegler, University of Bamberg, Germany

One important concept to realize learning opportunities for students is seen in professional teacher-ethos. Forster-Heinzer (2015) defines a pedagogical ethos "(…) as a commitment to pedagogical

responsibility and the effort to create a learning environment conducive to positive development of the person in the trainer's care". Furthermore, teacher ethos is seen as a concentrate of personal and professional values, which supports professional behavior of teachers in their daily work (Konrad 1986). In his discourse model Oser (1998) shows that a strong integration of discourse orientation points to high morality in professional teacher action. Accordingly, teacher ethos becomes visible in teachers' behavior. Whereas Oser's research is focused on conflict situations, teacher ethos is also considered as relevant in routine situations which reflect the everyday life of teachers (Kliebisch & Melo-Efski 2007) and represent the framing for learning opportunities. This article focuses teachers whose ethos is characterized by an aggregate of values and commitment to form appreciative teacher-student-relationships (Harder 2014).

Appreciation is considered as an important attribute of teacher-student-relationships (Nowak 2016). Regarding to Tausch & Tausch (1971), appreciation becomes visible through the para-, non- and verbal communication of teachers. However, appreciation can only be assumed when it is also perceived by the receiver, i.e. the students. The existing survey instruments of appreciation are often limited to self-assessment of teachers and therefore neglect the essential component of students' perspective.

Accordingly, the empirical part of this paper investigates the extent to which appreciation can be observed based on the non-, para- and verbal behavior of teachers and the following reaction of students as an indicator of their perception of appreciation. Therefore, 18 lessons (two classes; two teachers; 53 students) were recorded on videos and examined by using a deductive three-step approach: (1) the first step is to investigate whether communication takes place, (2) followed by visible appreciation based on teacher's behavior, and (3) the possibility to interpret the students' reaction. Those video sequences that fulfill these three conditions will be further analyzed to find out how appreciation is formed in everyday classroom situations based on the teachers' behavior and students' perception.

A further step may be to correlate these moments of appreciation with the emotional state of students (and teachers). Furthermore, the interdependency between the observed appreciation and the perceived teacher-student-relationship can be researched, which (subsequently) reflects the values within the selected facet of teacher ethos.

Introducing Partner Institutions and Projects

The Interdisciplinary Centre of Integration and Migration Research (InZentIM) – A Work Showcase
Jenna Althoff, University of Duisburg-Essen, Germany

This poster provides a detailed mapping of the various activities of the *Interdisciplinary Centre for Integration and Migration Research*, University of Duisburg-Essen, and the co-host of this very conference. It demonstrates the multi-disciplinary work of the centre – thus exemplifying the multi-disciplinary nature of integration and migration studies per se – and highlights a selection of the ongoing projects currently undertaken by the members of InZentIM.

Furthermore, the poster details the institutional interweavings with other research institutes in and around the University of Duisburg-Essen, and the projected growth of the centre. For example, a total of eight incoming professors will join the centre over the course of the next academic year and considerably deepen and widen the scope of research and teaching activities of InZentIM members; Also, the InZentIM lecture series will kick-off in September, and the InZentIM junior scientists network will host the spring conference in February next year.

InZentIM as a (Founding) Member of the German Centre for Integration and Migration Research
Jenna Althoff, University of Duisburg-Essen, Germany

The Interdisciplinary Centre of Integration and Migration Research (InZentIM) is also a (founding) member of the German Centre for Integration & Migration Research (DeZIM), and within this research community actively participated in joint research projects, workshops, conferences, and other events. This poster will provide details on the capacities and strengths that the InZentIM brings into the DeZIM research community, list the different joint projects currently being carried out by its members, and name the medium- and long-term goals of the cooperation within the community. The two research projects at the University of Duisburg-Essen connected with the DeZIM community are *ReNeEd* and *MigTex* – both of which are present with their own posters at the poster session. The third project within the DeZIM research community located with InZentIM aims at building the necessary infrastructure between the seven founding members of the DeZIM research community to enable the successful consolidation and long-term sustainability of the community.

Language, Migration, and Happiness: A Comparative Study of Subjective Well-Being (SWB) Across Three Communities in Germany
Florian Coulmas, University of Duisburg-Essen, Germany
Zi Wang, University of Duisburg-Essen, Germany

This new DFG-funded project (beginning October 2018) asks the overarching question: Does using one's native language in a migration environment contribute to happiness? The impact of many social variables – marital status, religion, employment, income, leisure, quality of governance, education – on the happiness of migrants has been investigated empirically, but not language. In recent years, Germany has been one of the most popular destinations among OECD countries for migrants, and surveys show a relatively high percentage of migrants who use the host country language – German – at home. However, existing studies have not probed correlations between language *maintenance* and migrants' well-being in host countries. This research focusses on the Chinese, Japanese, and Turkish communities in Germany and asks what, or if relationships exist between language maintenance and happiness for migrant communities of diverse social profiles and cultural backgrounds. Comparing and contrasting these three groups allows us to examine if the numerical strength, economic profiles, and geographical spread of the communities impact their language behaviour – (non)maintenance and (non)transmission – and happiness. We aim to affirm the insight that economic indicators (e.g. GDP and per capital income) alone cannot adequately assess social progress and happiness of populations.

MigTex – Language Resources for Migration and Integration Research
Merve Schmitz-Vardar, University of Duisburg-Essen, Germany
Christoph Leonhardt, University of Duisburg-Essen, Germany

The political use of language is crucial for the formation and implementation of integration and migration policies. However, while approaches for analyzing these discourses, framings or narratives are well established in migration and integration research, the possibilities of systematic analyses using expanded digital data resources have not been fully exhausted yet.
Hence, the aim of the **"MigTex"** project is to identify language resources that are relevant for migration and integration research (i.e. corpora, dictionaries, annotations, training data), to transform these

resources into sustainable data formats and to make them accessible for the research community. Methodologically, the project contributes to the fields of eHumanities or Computational Social Science and represents a cooperation between the University of Duisburg-Essen (Interdisciplinary Center for Integration- and Migrations Research / InZentIM) and the WZB Berlin Social Science Center. The project **"MigTex"** expands on the infrastructure, code base and objectives of the PolMine project (www.polmine.de). It contributes to the data infrastructure of the German Center for Integration and Migration Research (DeZIM).

ReNeEd – Research Needs From the Perspective of Immigrant Pedagogic Professionals in Education
Vera Späth, University of Duisburg-Essen, Germany

The research project "ReNeEd – Research Needs in Education From the Perspective of Immigrant Pedagogic Professionals in Education" aims to evaluate and systemize the research needs in education from the perspective of pedagogic professionals from the formal and non-formal sector of the education system. The project focuses on an actor-centered view of research needs in education with pedagogic professionals that have either some form of immigration experience themselves or via their parents. Moreover, they have earned an educational qualification in Germany, or have received their professional qualification before they immigrated to Germany. For the data collection, the project uses a mixed method approach. In the first phase of the study, expert interviews with immigrant pedagogic professionals will be conducted and analyzed according to qualitative content analysis (cf. Mayring 2015). In the second phase of the project, the collection of data will be based on standardized questionnaires. The theoretical background of the study corresponds to the discussion of "Research Utilization" (cf. Weiss 1980). This discussion worked out the estimation of trustworthiness and relevance estimation among potential users as conditions for the use of research. Following this approach, "ReNeEd" aims to contribute to the validation and differentiation of research concerns and their connectivity.

Mon, Aug 27, 13:30: Parallel Sessions

WERA Invited Symposium
World-Wide Perspectives on Democratic Citizenship Education and Prevention for Extremism in the Context of Migration and Social Transformation
Chair: Michael Ungar, Dalhousie University, Canada

The focus of the symposium is on empirical research dealing with prevention for extremism in the context of migration and social transformation of modern societies. Papers may (for example) analyse the use of methods from the area of citizenship education aiming to prevent radicalisation of young migrants and non-migrants in school and/or out of school.

Paper 1: Youth Resilience to Violent Extremism Measure: A Tool to Identify Protective Processes and Build Social Inclusion
Michael Ungar, Dalhousie University, Canada

A focus on resilience shifts attention from what causes young people to radicalize to explaining the protective and promotive factors and processes that inhibit violence. This presentation describes the development of the Youth Resilience to Violent Extremism Measure, a brief assessment of the availability of protective resources in young people's lives living in contexts where there is a potential for violent extremism. Building on both case examples and two mixed methods studies with marginalized youth in Canada (refugees, immigrants, Indigenous, and visible minorities) the process of developing the measure will be described. Preliminary results from studies using the measure indicate that discrimination from within one's own community is not associated with attitudes towards violence, anti-violence behaviours or criminal violence. Out-group discrimination, however, is associated with more anti-violence behaviours by women and less engagement in anti-violence behaviours by men. Out-group discrimination is also related to criminal violence among men but not women. Using a social ecological lens to examine the way communities can prevent violence, a complex multisystemic understanding of resilience is discussed. Application of this model to individuals and communities that have been affected by war, discrimination or mass migration can help to inform interventions to prevent politically and religiously motivated violence.

Paper 2: Contested Spaces – Shared Places: Negotiating the Contours for Democratic Citizenship
Saloshna Vandeyar, University of Pretoria, South Africa

The hues and contours that once defined the South African education landscape has changed with the inception of democracy, to transform the education system to become "a key allocator of life chances as an important vehicle for achieving equity in the distribution of opportunity and achievement among South African citizens". (South African Schools Act 1996). In unraveling its shape and form over the past two decades, the South African schooling system has witnessed the mass entry of 'Black immigrant students'[1] in schools, which added a new dynamic to the already contested spaces in shared places. Utilizing the theoretical framework of pedagogy of compassion and a single embedded case study this paper explores how a teacher negotiates the contours of migration and social transformation to promote education for democratic citizenship. The meta-theoretical paradigm of social constructivism and the methodology of narrative inquiry was employed. Data capture comprised a mix of semi-structured interviews, observations and field notes. Data was analysed by means of the content analysis method. The new teacher thus envisaged needs not only to be able to raise the critical consciousness of learners but to espouse an 'epistemology of compassion' (Vandeyar 2016) to enable learners to become active, critical and democratic citizens, imbued with a sense of common humanity and compassion.

Paper 3: Against the Current With Tiny Oars: Promoting Citizenship Education Within a Non-Democratic Culture and School-Settings With low Cognitive Demands
César Guadalupe, Universidad del Pacifico, Peru

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[1] Black immigrant students: Referencing the apartheid era solidarity of all non-whites as 'black', *Black immigrant students* refers to both non-white immigrants who come from African countries, to descendants of any of the people of Africa, and to Indian immigrants who hail from India, Pakistan and Sri Lanka.

This presentation is intended to prompt a debate on two major issues pertaining to citizenship education:

(i)   The relationship between what we can do at schools and the broader social context and culture: is it feasible to educate citizens within a non-democratic setting?

(ii)   What is the relationship between citizenship education and the cognitive demands faced by school-children? Can we educate citizens without complex tasks that promote higher order mental functions?

The first question refers to an old debate on the relationship between schools and culture: Reproduction? Questioning? It is evident that no mechanical relationship prevails; however, how narrow/broad is the scope of what a school can do? Changing conditions in which schools operate and the need for changing schools suggest this old question should be reframed: if mass media and internet-based communications have a greater impact and presence on everyday lives, is there any room for citizenship education?

The second question stems from the fact that citizenship (acknowledging we are all equals) is an abstract construct and, therefore, can only be incorporated as a guiding principle (and not as external norms) if abstract thought is fostered by schools. In situations (like Peru) where school tasks are not very demanding in cognitive terms, can citizenship education be more than a heteronomous prescription of interaction rules?

Paper Session 1: Innovative Tools for Community-Based Civic Engagement
Session Chair: Lihong Huang, Oslo Metropolitan University, Norway

Paper 1: Civic Participation of Immigrants Through Intergenerational Learning and ICT. A Case Study of "ICT-Guides" Community Based Project
Joanna Leek, University of Lodz, Poland

Theoretical Foundation, Aims of the Presentation and Research Questions
My presentation will relate to research on a relatively small group of studies that focus jointly on civic participation, intergenerational learning and computer use (Hanmore-Cawley, 2015; Kolodinsky, Cranwell, & Rowe, 2002; Egan, 2000; Lundt & Vanderpan, 2000). The purpose of the presentation is to introduce the appliance of supporting, civic participation, engagement and youth voice in decision making as a method of work with immigrant youth within a community-based projects ("ICT Guides") which was set up in selected districts of four European cities (Madrid, Sheffield, Gothenburg and Berlin). The project was based on the participatory approach understood as a practical way to democratization of social relations in local area and as a chance to build youth immigrant capacities to act consciously towards a more democratic and equal society. In the project immigrant youth was planning, developing and leading for not related seniors an ICT course.

The main focus of presentation will introduce the experiences of young immigrant pupils with intergenerational learning and ICT towards civic participation. Therefore, the research explores:

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1. How intergenerational learning and ICT can contribute to civic participation of immigrant youth in the neighbourhood?
2. How intergenerational learning and ICT can contribute to a better understanding among young immigrants and older people?
3. In what ways and to what degree was immigrant youth empowered within the intergenerational learning towards civic engagement?

Method
Qualitative data was collected, using questionnaires, from 110 pupils (aged 12–16) and 48 seniors (aged 66–82), living in Madrid, Sheffield, Gothenburg and Berlin. The questionnaires were supplemented by semi-structured focus group interviews with pupils and seniors.

Conclusion and Findings
The study makes following contributions to the current civic participation of immigrant youth scholarship. Firstly, my findings highlight the fact that intergenerational learning is a significant sociocultural platform for civic participation, knowledge exchange and empowerment. Both, young immigrant pupils and older adults described their mutual interactions as "a power to change" their life situation and "exchange of knowledge". The seniors attributed their empowerment to the desire to influence the immigrant youth in respect to help young people to improve language skills and support civic participation (empowered from their belief to change external circumstances). Pupils attributed their empowerment to their existing knowledge and the willingness to share their own technical knowledge and skills with the older generation (empowered from internal belief). Secondly, the research shows the tendency to enhance civic participation in local area within the intergenerational learning. This was underlined by seniors encouraging engagement in life and activities in the neighbourhood. Result of intergenerational learning for immigrant youth was increased confidence to interact with the local non-related seniors on an equal level, also self-confidence and motivation for cooperation and engagement. Intergenerational learning also facilitated better interaction and understanding between immigrant youth and the seniors by breaking down the stereotypical views and nullifying any cultural differences during the interaction.

Paper 2: Fostering Digital Media Literacy Skills for Building Democratic Citizenship Through Gamification and its Assessment (ASSET: Erasmus + Co-funded Project)
Dorit Alt, Kinneret College on the Sea of Galilee, Israel
Nirit Raichel, Kinneret College on the Sea of Galilee, Israel

New information technologies have extensively impacted civic participation. The internet has already become an important resource for civic and political information, through websites hosted by government, community organizations, interest groups, political campaigns, and news organizations. Consequently, a new concept of citizenship has emerged: Digital Citizenship (Alt & Raichel, 2018). Digital citizenship refers to utilizing information technology in order to engage in society, politics, and government activities. The following case describes how digital citizenship skills can be promoted by using an open internet gamified platform (Johnson et al., 2015; Plass et al., 2015). This platform facilitates the creation of learning communities that share opinions to solve authentic problems related to the studied discipline. This platform allows teachers and students to convert learning materials into an interactive role play and sees teachers and students as content experts who can initiate, plan and create a lesson that inspires independent learning, digital and media literacy skills,

critical thinking, and dialogue skills by means of forums that allow voicing alternative viewpoints. This case study, conducted during the pre-pilot stage of ASSET (Assessment Tools for new learning environments in higher education institutions: Erasmus+ co-funded joint project) examined the application of the above game-based learning platform in higher education to identify challenges and opportunities it may offer. Focus group interviews (Morgan, 2008) of the students who created the gamified activity and their reflective journals were analyzed to ascertain the challenges and opportunities the platform offers in the participants' words. The students reported a number of advantages to creating a game-based learning environment, but also mentioned the challenges and difficulties of implementing it in higher education. The students highlighted the opportunity to express themselves, and to link new information to information they had formerly acquired. The game forced them to listen to other voices by means of the characters they represented. However, one of the main difficulties concerned limited time and multilingualism. Additionally, they perceived the game-building process as a positive platform for exchanging opinions and getting to know creators from diverse cultures in affinity to the problem that is presented.

Service Learning in Higher Education – Using a Pattern Language Approach for Developing Campus Community Partnerships

Jörg Miller, University of Duisburg-Essen, Germany
Karsten Altenschmidt, University of Duisburg-Essen, Germany
Wolfgang Stark, University of Duisburg-Essen, Germany

Service Learning is one of most prominent means to include civic engagement into (higher) education worldwide; and it is apparently on the rise throughout Germany (Backhaus-Maul & Roth 2013). Currently, a growing German discussion ponders ways to conceptualize, introduce, adapt, implement, and evaluate Service Learning (Albus & Altenschmidt 2014; Altenschmidt, Miller & Stark 2009; Altenschmidt, Miller & Stickdorn 2009; Baltes, Hofer & Sliwka 2007; Gerholz, Liszt & Klingsieck 2015, Hofer 2017; Reinders 2016). Recently, systematic developments for 'pattern languages' for Campus Community Partnerships started (Baumgartner 2012; Miller, Ruda & Stark 2015; Stark 2015). In a nationwide project in HEI in Germany, 78 Design Patterns for Service Learning Activities to be relevant to plan, implement, design, conduct and evaluate Campus Community Partnerships in HEI were discovered (Stark, Miller & Ruda 2015). The goal is to develop a competence model as a pattern language for experiential learning and research based upon competencies developed for students, teachers, and community actors. A central outcome of the project is a card-deck tool designed to support students, teachers, scholars, and community actors interested in experiential learning, community development and community-university partnerships. The tool is based on the pattern language concept developed by Alexander, Ishikawa and Silverman (1977) used in many disciplines such as architecture, urban planning, software design and organisational development. We will introduce and discuss the tool, and use it to discuss different conceptualizations, expectations, variants and means to research Service Learning.

Paper Session 2: Challenges for Civic and Citizenship Education
Session Chair: Aslaug Kristiansen, University of Agder, Norway

Paper 1: The State of Citizenship Education in England: Pupils´ and Teachers´ Views

Gökhan Önal, Abant İzzet Baysal University, Turkey
Cemil Öztürk, Marmara University, Turkey
Seyfi Kenan, Marmara University, Turkey

The aim of this research is to evaluate the state of citizenship education in England in terms of status, conceptualisation, purpose and content of the subject. The research was designed and implemented in accordance with qualitative research methods. Six different secondary schools, including one pilot school, were visited where eight citizenship lessons were observed and 27 students and nine teachers were also interviewed in London within the scope of this research. Three schools' program documents, course materials, web sites and Crick and Ajegbo reports on citizenship published by the ministry of education were also reviewed. Research data was collected during the academic year of 2015/2016 and analysed using descriptive analysis method from one of the qualitative data analysis methods. Research findings show that citizenship has a lower status compared to other required school subjects especially English, Mathematics and Science. However, citizenship was not meant to be solely an exam-oriented subject and is also fostered outside of class playing a much different role compared to other traditional school subjects. Citizenship is seen as fostering a more democratic atmosphere in which students are respectful and tolerant to diversity. The implementation of extra-curricular activities under the supervision of citizenship specialist teachers shows the key role this subject plays. It is significant that four strands of citizenship education existed. These strands are: rights and responsibilities, social participation, government and democracy, identity and diversity. It was revealed that students are more preoccupied with government and democracy and teachers with identity and diversity. Citizenship is thought of as a subject preparing students for social life aiming to increase students' knowledge, values and skills in areas such as democratic politics, democratic society and law to increase the sustainability of democracy. Interactive teaching methods such as discussion, group work and project-based learning were used in citizenship lessons to effectively further these goals. Findings show that students are more interested in topics they can associate with their own lives and therefore lessons frequently include contemporary and controversial issues using media and news sources. Extracurricular activities that do not include a time-pressure and do not give grades increase the interest in citizenship topics among students providing an alternative and freer environment for discussing these topics. Considering that citizenship is a school specific subject in England, conducting more case studies involving observations and interviews in English schools could be further explored by other researchers in the field.

Paper 2: The Decision for a School Intervention – What Happens When a Democratic School Culture and Participation of the Teaching Staff Have an Influence on the Intervention Subject?

Inger Marie Dalehefte, University of Agder, Norway
Aslaug Kristiansen, University of Agder, Norway
Jorunn Midtsundstad, University of Agder, Norway

Theoretical & empirical background
Findings from the OECD (2015) show that reforms and innovation programs work differently depending on factors related to each school and its district. Thus, it is important to take the school context and a systemic mindset into account. How well a reform concept gets implemented in school depends on how far the ownership is considered of all teachers in a school (Fullan, 2011). The project School-In is an innovation project funded by the *The Research Council of Norway (NFR)* that focuses on

enhancing school's understanding of inclusion by taking the school's prerequisites and local context into account. One characteristic aim of the project is to improve the ownership of the innovation by considering the views of teachers and other teaching staff in school to ensure "peer power" and an overall involvement of the school.

Aim and research question

The aim of the study is to involve participants in a project specific democratic method to investigate what happens when teachers discuss their school results against the backdrop of their own context and with the intention to influence the innovation project in their own school. Research questions are: What characterizes teaching staffs' discussions about school results? Does a collaborative and a democratic practice of discussing future school development foster teacher's ownership for school development processes?

Design & Methods

The project starts in each school by mapping (pretest) the prerequisites and expectations concerning inclusion, the school's local environment, school culture, teachers, instruction and students by use of a teacher questionnaire and focus groups interviews. Seven schools are confronted with their findings, and the school staff has to decide about the subject of intervention in a democratic process. Thereby, 4-5 groups of the teaching staff discuss 8-10 characteristic findings from the School-In pretest with the aim to agree upon categorizing findings as 1) "wrong", 2) "surprising", 3) "recognizable" or if they 4) "require action". The group discussions are audio recorded and analyzed according to a qualitative content analysis (Mayring, 2014).

Findings

Findings show that the school staff reflects upon their school culture from many perspectives. Some perceive the school findings as a shock. Throughout the process, individuals often change their meaning after having discussed the findings with the group. Mostly, the groups manage to agree upon categorizing each finding in one of the four categories and to develop a consensus of what should be the point of departure according to an innovation in their school.

Mon, Aug 27, 15:30: Parallel Sessions

Paper Symposium:
Developing Relationships in School – A Facet of Teacher Ethos?
Co-Chair: Karin Heinrichs, University of Bamberg, Germany
Co-Chair: Fritz Oser, University Fribourg, Switzerland

Different approaches of teachers' professional ethos focus on care and concern for students' learning (Oser & Biedermann, 2018). In that sense, they emphasize the importance of supportive relations in schools and classrooms, that is, of supportive and trustful student-teacher relations, student-student relations, or the social climate (Noddings 1992; Harder 2014). In particular, appreciative relationships are considered as an important precondition for fostering both domain-specific and social learning, reducing disruptions and increasing time on tasks or self-determined motivation (Heinrichs & Ziegler,

2018). Otherwise, negative peer-interactions may lead to harmful peer relationships like for example bullying, which harms the social climate in classrooms and schools, impairs academic performance (e.g., Konishi, Hymel, Zumbo, & Li, 2010) and seems to become increasingly widespread. Thus, developing fruitful relationships also includes preventing or addressing critical behaviour like bullying. In this symposium we raise the question how the promotion of a good social climate and appreciating teacher-student relationships in the classroom as well as preventing and addressing bullying are linked to teacher ethos that is, committing to values such as care, concern, truthfulness, or justice. In particular, paper 1 focuses on the link between the concepts of teacher ethos and teacher authority and carves out the importance of confidence and trust in social relationships in the classroom. Paper 2 deals with forming appreciative student-teacher relationships as a facet of teachers' ethos and how to identify and measure teachers' behavior towards students that can be considered and is perceived as appreciative. Paper 3 concentrates on the role of teachers' ethos in preventing and dealing with bullying as a negative form of social relations in school. Paper 4 addresses teachers' ethos, in particular teachers' knowledge, responsibility and sensibility in regard with cyber mobbing. Insofar it goes beyond caring for relationships in school and captures teachers' caring for their students' competences for developing social relationships.

Paper 1: Teachers´ Ethos and Teachers´ Authority Reinforcing One Another
Brigitte Latzko, Leipzig University, Germany

This presentation aims at analysing the relationship between teachers' ethos and pedagogical authority. Based on theoretical considerations and selected empirical findings on both, that is, ethos and authority, differences and similarities between the two concepts will be carved out. Results, especially results regarding those characteristics ethos and authority have in common, will be discussed in terms of teacher becoming ethical leaders.
In a first step a study investigating teachers' authority within the theoretical framework of domain theory (Turiel, 1983) will be presented. Students were asked to legitimate their teachers' authority in a questionnaire. The sample was composed of 114 students in a boarding school equally distributed over two age levels (58 students at the age of 15; 56 students at the age of 18), with equal numbers of males and females in each age group. The written answers were content analysed using inductive coding as well as deductive coding according to dynamic perspective concepts of authority (cf. Latzko, 2010; Reichenbach, 2011). The data revealed that most of the 18-year-olds emphasized the importance of confidence and respect whereas the younger group was more likely to refer to the category of negative authority to justify the acceptance of teachers' authority. The results underline that acceptance of authority does not diminish by age but changes in quality: confidence becomes more and more important in accepting teachers as educational authorities. In a second step, data from a pilot study on teachers' professional ethos will be presented. 10 teachers aged 30-40 years old were interviewed about their concept of teachers' ethos. The findings revealed that morality, ethics and responsibility as well as trust seem to be the core of teachers' ethos – when asking teacher. In a third step, the findings of the two studies will be linked in order to identify the similarities between teachers'

professional ethos and authority: Confidence seems to be the key concept reinforcing one another. Taken together the results indicate that teachers` authority – although it is in itself discussed controversially among teacher – has the potential to contribute to foster the development of teachers' ethos and vice versa. We will discuss how teachers should be guided to reflect on their role as positive authorities in order to become ethical leaders.

Paper 2: Teacher Ethos as an Intention to Implement Appreciation in Teacher-Student-Relations – A Closer Look at Behavioral Indicators

Karin Heinrichs, University of Bamberg, Germany
Simone Ziegler, University of Bamberg, Germany
Julia Warwas, University of Göttingen, Germany

Teachers' professional ethos refers to a core set of personal and professional values that are supposed to affect teachers' decision-making, intentions, and behavior. Empirically, in-depth qualitative analyses show that teachers differ markedly in their individual prioritization of values. In particular, some teachers focus on forming appreciative relationships. In this article, we concentrate on a facet of teacher ethos that represents a lifelong intention to implement appreciation in teacher-student-relations. This focus aligns for example with research that emphasizes caring, concern and appreciation as essential facets of teacher ethos. Forming appreciative relationships as one facet of teacher ethos includes commitment to their prioritized values, in particular towards care and justice. Underlying values thus function as potential guidelines for a teacher's daily professional practice in school. However, feeling committed to values does not guarantee coherent action during daily pedagogical work. Whereas research on intentions suggests that people strive to act in ways that correspond with highly valued goals, research on the Happy Victimizer pattern demonstrate that people's action do not necessarily conform with their values. Thus, ethos has to become visible in corresponding actions.

Consequently, appreciation is not only a matter of the teacher as the agent, but also a matter of students' perception. In the empirical part of the present paper, we (1) to explore (1) which professional practices of teachers are perceived as appreciative by their students and which underlying values students associated them with as well as (2) to empirically investigate observable appreciative behaviors as indicator of teachers' ethos based on student assessments.

We conducted a laddering study to identify perceived appreciative behavior and the associative underlying values from the students' perspective. Laddering is a widely-used tool for performing in-depth interviews, empirically separating the different levels of meaning and aims to uncover the cognitive structures of values.

The sample included students (n = 32) who joined a seminar of Rosenberg's method of non-violent communication. The assumption is that during the seminar, there are indicators that point to an appreciating attitude towards others and to behaviors that serve to implement appreciating relationships. We propose that similar behaviors can occur during teacher-student interaction in school classes.

The category system we end up with aims to structure insights in the perceived behavior of teachers and the underlying values relating to appreciation and care that students associate with the teachers' professional acting in everyday life.

Paper 3: Beyond Attitudes and Teaching Methods: The Role of Teacher Professional Ethos in Tackling Bullying

Eveline Gutzwiller-Helfenfinger, University of Duisburg-Essen, Germany

Bullying is a serious problem, as it negatively affects the social and learning climate in classrooms, impedes classroom management, has grave psychosocial consequences for bullies, victims, and witnesses, and impairs students' academic achievement. Bullying is characterized by a certain repetitiveness and an imbalance of power between bully and victim. Aggressive acts against the victim are intentional, may be direct (physical, verbal, etc.) or indirect (isolation, relational aggression, etc.), and often include humiliating elements. Bullying is a group phenomenon, with everyone present and/or belonging to the group participating, even if indirectly as bystanders.

In the school and classroom context, recent research has identified the critical role of adults, especially teachers. Their perceptions, attitudes, beliefs, and behaviours contribute to the establishment and chronification of bullying. When not participating in any anti-bullying program, teachers react in different ways in bullying situations (Bauman & Del Rio, 2006). Some intervene, and in different ways, while others do not intervene at all. Sometimes teachers are simply not aware about the extent of the case of bullying, or consider the specific type of bullying as not really problematic, which is often the case for relational bullying. Further, some consider bullying to be normative behaviour that helps children acquire social norms and therefore do not find it necessary to intervene, or do not intervene because they do not feel sympathy for the victim. Also, teachers are unlikely to intervene in bullying when they do not feel confident that they can obtain any result by it.

Given teachers' educational role with and the moral and ethical basis of their professional teaching practice (Campbell, 2003), it is most likely that the reactions they show in cases of bullying will directly impact student's behaviour. In line with socialization theories (Bandura, 1986) children's experiences of significant others' beliefs and attitudes will contribute to modelling their own set of cognitions and consequently influence their behaviour. Teachers play a fundamental role in affairs that mainly involve peers, as they send direct and indirect messages on the acceptability of bullying through their own behaviour. Teachers' professional ethos in the domain of tackling school bullying is reconstructed based on (a) the specifics of the phenomenon; (b) findings from prevention and intervention research identifying factors effective in reducing bullying; and (c) the author's practical experience in teacher (further) education and bullying prevention work in schools, and is linked back to a multidimensional model of teacher professional ethos.

Paper 4: Cyber Mobbing and Beyond: The Responsibility of Teachers and the Development of a New Instrument Measuring Teachers´ Ethos

Fritz Oser, University Fribourg, Switzerland
Horst Biedermann, Institute of Teacher Education St. Gallen, Switzerland

Our presentation is twofold: Based on the sample of ICILS (International Computer and Information Literacy Study) in Switzerland we gathered data from 796 teachers in 74 schools in 2013. On the other hand, we see today the necessity to enlarge what we have with a new instrument that brings teachers' ethos conception and students judgment of that ethos together.

The results of our analysis of the ICT-study proves a three-dimensional scale of "teachers´ professional ICT-responsibility". Based on a work of Coclar (2012) we distinguish: (a) "Scaffolding and counseling activities concerning ICT ´unethics´", (b) "Consciousness of ethical sensibilities in teaching ICT", and (c) "Cultural embeddedness of ICT ethics" – with two contents within each dimension.

On (a) "Scaffolding and counseling activities concerning ICT ´unethics´": In this first scale (5 Items, Cronbach Alpha=.82) we measure a situation in which two dimensions are prevalent, (i) a negative behavior of students which must be recognized as having an existential frame

On (b) "Consciousness of ethical sensibilities in teaching ICT": This second scale (5 Items, Cronbach Alpha=.75) conveys the meaning of prevention at its heart with respect to (i) a knowledge-based sensibility, and (ii) the teachers' possibilities to transfer (in a positive way) negative ICT knowledge into the classroom using positive feedback.

On (c) "Cultural embeddedness of ICT ethics": The issue of the third scale (4 Items, Cronbach Alpha=.70) is consciousness (i) about an ICT rule system (called standards) on ethics that must become transparent through discussion with colleagues and students, and (ii) about scaffolding students in their will to see unethical possibilities of their own doing.

Based on the limitation of this instrument we developed a new form of test instrument measuring the ethos of the teacher for both teachers and students. This encompasses more dimensions such as perceived justice, perceived care, perceived exposer of someone, perceived availability, perceived accountability, perceived social climate and perceived intolerance towards students who were teasing and inhibiting other students. That means that this instrument will go beyond only knowing what students do in the field cyber mobbing. But we will include these dimensions carefully. The questionnaire is now in the field of a first testing phase for scaling. We will present the respective results especially for the student part.

Paper Session 3: Diversity, Migration, Inclusive Action, and Innovation
Session Chair: Andreas Blätte, University of Duisburg-Essen, Germany

Paper 1: Diversity, Migrations, and Social Innovations. A New Vision of the Society Constructed by Grassroot Movements in Germany
Ewa Bacia, TU Berlin, Germany

This contribution presents study results aiming at analyzing inclusive activities of the grassroots initiatives in Germany towards migrants and refugees. The context of the analysis is a debate referring social inclusion and post-migrant society to the social inclusion concept. When the diversity, enhanced by mobility and migrations, becomes a social everyday reality and a normal state of matters (Bade & Oltmer, 2004; Vertovec, 2007), we deal with the post-migrant societies, in which diversity is politically acknowledged as a distinctive feature of the social structure (Foroutan, 2015). Hence, social structures, institutions and culture are gradually shaped and adjust to the realities of post-migrant society. On the one hand, it leads to increasing availability of structures and more frequent social innovations. On the other hand, it brings about reactions of opposition and attempts to protect the former structures. This contribution demonstrates and analyzes examples of inclusive actions that take the form of social innovations. The new conditions present people with a social challenge and initiate the social innovations. The starting point and driving force for inclusive actions are individuals' needs and their participation in various spheres of the society's life. Hence, the central point is not connected with the people and groups who are to integrate with the majority, but rather with structural and institutional changes in important domains of social life (Georgi, 2015). In order to enable participation and self-deciding on the individuals' part, these structures need to be opened up and become sensitive to

diversity (Merx, 2013). Examples analyzed in this contribution focus on initiatives inspired by singular persons or small groups of people who notice the need to introduce certain changes in the existing structures. Five exemplary initiatives are presented. They differ in their origins, subject areas, target groups, employed methods, scope, organization and funding. The common aspect of these initiatives is including the social needs connected with the influx of refugees to Germany, introducing social innovations in a grass-roots manner, and the underpinning vision of the society. These examples portray a change in the vision of the society. Hierarchical social systems, in which incomers needed to adjust to the existing conditions, are increasingly often replaced by horizontal, open structures. Their common denominator is accepting social diversity, horizontal communication and mutual exchange. The social innovations presented in this analysis reveal the broad and inclusive mode in which social integration can be grasped in a post-migrant society.

Paper 2: Educating Bachelor Honors Students for Engaged Global Citizenship

Ingrid W. Schutte, Hanze University of Applied Sciences, The Netherlands
Elanor Kamans, Hanze University of Applied Sciences, The Netherlands
Marca V.C. Wolfensberger, Utrecht University, The Netherlands
Wiel Veugelers, University of Humanistic Studies, The Netherlands

The main question in our empirical study concerns 'How can educational programs further enhance the moral and civic development of undergraduate honors students?' We connect to a critical approach in citizenship education, which includes a desire to improve society (Johnson & Morris, 2010). Especially insight in root causes of injustice allows informed action (Westheimer & Kahne, 2004). Based on a literature search we developed curriculum guidelines for global justice citizenship education (GJCE). The guidelines cover three domains, namely the knowledge domain, the moral domain and the social domain, as well as experiential learning.

Using a mixed methods approach, two case studies were carried out concerning two courses: the course Searchers in Society, in which students from the Netherlands and the USA explore together in an online class what it means to be a member of the global society (N = 22); and the course Society 2.0, which highly incorporated the curriculum guidelines (N = 25). In this course students delve into alternative social movements. The Ethical Sensitivity Scale Questionnaire (ESSQ, Tirri & Nokelainen, 2007; 2011) and the Global Citizenship Scale (GCS, Morais & Ogden, 2010) were used in a pre- and posttest design. Furthermore, content analysis was done regarding students' work (blogs that they wrote) and their answers to open ended questions about what and how they learned from the course. It was found that in both courses, participants broadened their view on society, meaning that they reported to see more different perspectives and complexity. They also reported to have gained a more open and active attitude towards (unknown) others. Furthermore, the course Society 2.0 yielded positive effects on students' ethical sensitivity and their knowledge and insights in different societal issues. Students especially seemed to have learned from each other. From the curriculum guidelines GJCE, insight in root causes of injustice was most difficult to realize.

Paper 3: Cross-Border Political Orientations of Migrants From Turkey and Their Descendants in Germany
Dirk Halm, ZfTI, Germany
Martina Sauer, ZfTI, Germany

Transnational political orientations and participation of immigrants are often contested, being understood as a result of lacking orientation towards the receiving society. This is especially true for the Turkish immigrant group in Germany, as can be seen in recent public discourses about interest in politics abroad, and especially sympathy for the Erdoğan-regime, as a sign of social disintegration and missing adoption to democratic principles (Halm/Söylemez 2017). If not a sign of social disintegration, transnational political orientations at least can be understood as the flipside of missing political opportunities in the receiving country (Koopmans/Statham 2003).

Research on particular immigrant groups in specific institutional settings challenges those general assumptions. For example, assimilation can turn out as a prerequisite for cross-border political action (Guarnizo/Portes/Haller 2003).

We draw on an own representative survey of migrants from Turkey and their descendants conducted in Germany in 2017 to examine the influences on the extent and quality of transnational political orientations. We assume that specific arrangements of assimilation, identity, residency, citizenship and political participation in the receiving society constitute different forms of cross-border orientations, but that there is no linearity between receiving society inclusion and those orientations. Our analysis shows that these assumptions hold true for the Turkish community in Germany, while social and political integration rather promotes interest in Turkish politics than the opposite.

When it comes to the education for democratic citizenship, cross border political orientations towards Turkey are not an issue as a whole, but certain problematic patterns can be identified, which would be worth to address through civic education, especially within the second generation of immigrants.

Paper Session 4: School Context and Students´ Citizenship Skills
Session Chair: Maria Magdalena Isac, University of Groningen, The Netherlands

Paper 1: School Engagement and School Climate: The Role of a Democratic School Climate for Multicultural and Socially Diverse Youth´s School Engagement
Kerstin Göbel, University of Duisburg-Essen, Germany
Zuzanna M. Lewandowska, University of Duisburg-Essen, Germany

Within the last years of school drop out related research, the concept of school engagement appeared to represent an important theoretical model for understanding the relationship between successful school completion and school drop out (Christensen, Reschly, & Wylie, 2012; Finn, 2006; Fredricks, Blumenfeld, & Paris, 2003). There is a consensual agreement about the main domains influencing a student's engagement with school; those contextual predictors are family, peers, and school-related factors (Göbel, Makarova, & Filsecker, 2016; Appleton, 2008). These factors have been illustrated by several theoretical frameworks as being influential on student´s academic engagement (cf. Christensen, Reschly, & Wylie, 2012), of which most state school climate as a cardinal factor. A positive, fair, and inclusive school climate is thought to encourage students´ active participation and therefore, enable a democratic school culture, which in turn promotes the development of several academic assets correlating with school engagement (Torney-Purta, 2002; Vieno et al., 2005). Considering that

a perceived democratic school culture (Abs, 2013) promotes academic success, one could assume that students who perceive their school as democratic in terms of fairness and equal opportunities of participation should also display higher school engagement. In this paper we present data from a study on school engagement conducted in 2017 in order to further analyse the relationship between teacher-student relationship, school climate and school engagement. In total 707 7th grade students (46,3% female) deriving from 12 schools of different school types in North Rhine-Westphalia participated in our paper pencil study. Half of the participants (50.9%) have immigration experience within their families. In order examine the school climate we used an adapted version of the classroom environment scale (cf. Agbaria & Atamna, 2014; α = .877), for school engagement we used the behavioural, emotional, and cognitive school engagement scales (cf. Fredricks, Blumenfeld, & Paris, 2003; α = .862). A multiple linear regression was carried out to analyse the relevance of school climate and teacher related variables for the prediction of school engagement, controlling for demographic and individual variables (migrant background, gender, HISEI, the family´s cultural capital, German language-skills, as well as self-concept). Individual factors like cultural capital (β = .229, p<.000) and self-concept (β = .331, p<.000) turned out to be significant, school related variables like teacher relationship (β = .157, p=.004) and school climate (β = .179, p<.000) were also highly significant (explanation of variance in total=44%). School related variables explained 12% of school engagement variance when individual related variables are controlled for. Our results underline the relevance of school climate and teacher related variables for the explanation of student's school engagement.

Paper 2: Interpersonal Citizenship Skills of Primary School Students: The Role of Class Composition

Lisa De Schaepmeester, University of Ghent, Belgium
Lisa Dewulf, University of Ghent, Belgium
Koen Aesaert, University of Ghent, Belgium
Johan van Braak, University of Ghent, Belgium

The current multicultural and diverse society is characterized by a strong individualisation (Geijsel, Ledoux, Reumerman, & ten Dam, 2012). This challenges the social cohesion in the society and demands citizens with well-developed citizenship skills to deal properly with others (ten Dam, Dijkstra, & Janmaat, 2016). Consequently, several governments have introduced citizenship education in the curriculum of many schools (Euridyce, 2012). In accordance with the concern of the social domain of citizenship in the diverse society (Geijsel et al., 2012), this study specifically focuses on the interpersonal citizenship skills of primary school students.

Class composition based on students' social-cultural characteristics has been identified as a characteristic related to students' citizenship skills (Isac, Maslowski, & van der Werf, 2011). Furthermore, ten Dam and Volman (2007) state that heterogeneous classes offer a more natural context to learn how to deal with diversity. However, the relationship between class composition and interpersonal citizenship skills is underexposed.

Consequently, the aim of this study is to identify which specific class composition characteristics are related to students' interpersonal citizenship skills.

To gather information on students' interpersonal citizenship skills, the Citizenship Competences Questionnaire (CCQ) of ten Dam, Geijsel, Reumerman and Ledoux (2011) was administered to 1013 sixth grade students of 55 classes in Flanders. An exploratory factor analysis revealed one factor to measure interpersonal citizenship skills (12 items, α=0.84).

A two-level regression analysis was conducted to identify which compositional class characteristics are related to students' interpersonal citizenship skills. At student level, gender, highest educational level

of the mother, home language and country of birth of parents are included. With regard to class composition characteristics, gender class composition, average educational level of the mother, proportion non-native speakers and language diversity (herfindahl-index) in the class are analysed.

The results indicate that being a girl (β=0.118, p=.001), speaking another language than Dutch at home (β=0.097, p=.043) and having a parent who's born in another country than Belgium (β=0.110, p=.036) are positively related to students' interpersonal citizenship skills. At class level, students in a more language diverse class (β=0.515, p=.032) have better interpersonal citizenship skills.

Both individual and class composition characteristics are related to students' interpersonal citizenship skills. However, it is unclear which role the teacher has in this relationship. Further investigation needs to reveal whether the intermediary role of teachers between class composition and students' outcomes (Peetsma, van der Veen, Koopman, & van Schooten, 2006) also applies for citizenship skills.

Paper 3: Differential Effects of School Experiences on Active Citizenship Among German and Turkish-Origin Students

Philipp Jugert, Leipzig University, Germany
Katharina Eckstein, FSU Jena, Germany
Peter Noack, FSU Jena, Germany

Young people's involvement in civic life is an important pillar of democratic societies, not only for native youth, but also for young immigrants, for whom such involvement also mirrors successful integration into the host society (OECD, 2012). Schools play a particularly important role in this regard (Hahn, 2006). And yet, the question of to what extent the impact of school experiences varies by ethnic background remains largely unanswered.

Adolescence and young adulthood are considered to be formative periods in life for the development of active citizenship. However, the meaning and correlates of active citizenship may differ for ethnic majority and minority youth. Research suggests, for example, that the latter group shows high levels of involvement in the context of social networks associated with their own community (Mansouri & Kirpitchenko, 2015). We make use of the active citizenship framework in the current study by focusing not only on overt behaviors (i.e., civic engagement), but also on young people's civic awareness and capacity (i.e., collective efficacy, political attentiveness, political trust).

Across various countries, schools share the common goal to promote civic competencies among students. According to Scheerens (2011), this can be accomplished in two ways – through informal learning and explicit teaching. Given these considerations, we focused on three school-related experiences in the current study:

(1) classroom climate (i.e., community in class, open classroom climate for discussion)
(2) participatory structures (i.e., possibilities to participate in school decisions)
(3) value of social studies.

Concerning classroom climate, we assumed that relationships with active citizenship should be stronger among Turkish minority than among German majority youth. As to participatory structures in school we took an exploratory approach. Following expectancy-value theory (Wigfield & Eccles, 2000) we did not expect the relationship between value of social studies and the four outlined indicators of active citizenship to be moderated by ethnicity.

The sample consisted of 219 students (138 German majority and 81 Turkish-origin minority; Mage = 18.26; 55% female). Whereas value of social studies was associated with three out of four active citizenship indicators among both ethnic groups, the effects of the other school-related variables on active citizenship were moderated by ethnicity. Specifically, indicators of classroom climate, such as open classroom climate and classroom community, were only associated with greater active citizenship among Turkish-minority youth, while participatory factors, such as engagement in school decisions, were only associated with active citizenship among native German youth.

Mon, Aug 27, 17:15: Parallel Sessions

InZentIM Junior Scientists Meeting

Networking Spaces and Strategies in Academia for Junior Scientists
InZentIM Network of Junior Scientists
Organiser: Aylin Karabulut, University of Duisburg-Essen, Germany

Networking within the scientific community is particularly relevant for junior scientists who are either working on their dissertation or are in their postdoctoral phase. The interdisciplinary Network of Junior Scientists at the University of Duisburg-Essen is facilitating a network of junior scientists in the field of research regarding integration and migration. Such networks are particularly suited to meet the specific needs and challenges faced by young scientists at this stage. Within the framework of the workshop, the tools and strategies used by the network will be presented and discussed. Participants / junior scientists are also invited to connect each other.

Paper Session 5: The Transformative Power of Narrative Approaches
Session Chair: Anja Weiss, University of Duisburg-Essen, Germany

Paper 1: Reclaiming A Dwelling Place: How a German History Learning Community Handles Traumatic Memories of Shoah Witnesses
Katalin Eszter Morgan, University of Duisburg-Essen, Germany

In some German history and social science school curricula pupils are encouraged to "take hold of", "grasp", "realise", or "get a sense of" (*erfassen*) "the inhumanity and the barbarity of the industrially organised genocide on the basis of the AuschwiW concentration camp" (Ministry of Culture, 2005:25). Encounters with this history designed to help with *Fremdverstehen* (ability to understand "otherness"), self-reflection, and orientation-competence (relevance of a story told by a witness to own life situation) (see Barricelli, Brauer and Wein, 2009:14). Yet none of these educational aims explicitly state how emotional interactions between school community members could be made the object of or the vehicle for historical understanding. Although there is agreement that one of the key mandates of history education is to keep the memory of the Holocaust victims alive (Meseth & Proske 2010:202), it is not clear what this means exactly.

In an attempt to address this gap, this paper describes the results of an empirical study in which the objective was to find out how traumatic narratives by Shoah survivors are received in a classroom setting. The study was conducted using an ethnographic approach by means of which a history lesson

sequence was observed and analysed in which digitised memories of Shoah survivors were used as a teaching medium. Learning this history from the victims' perspective was a new experience for the grade 12 pupils and their teacher. The analysis establishes how they negotiated the difficult terrain of an emotional engagement with the testimonies. The findings are discussed on the basis of elaborating on what traumatic memory and the testifying to it means for the survivors and in turn what it means to listen to the telling of such memories.

Results show that using the medium of testimony goes beyond the boundaries of history education to include philosophical and psychological questions too. The teacher treated his class-time as an opportunity for his students to grapple with difficult existential questions, the answers to which he did not have and did not aim to provide in an authoritarian way. This allowed his pupils to spontaneously provide a "dwelling place" (see Silvermann, 1996: 185 and Patterson, 2006:209-215) for the memories of the witnesses and they thus (re)affirmed the latter's name and identity. Overall, it was not a matter of asking "what can we learn from the memories of others?", but rather "what might it mean to remember other people's memories?" (Simon 2000:10). Perhaps this is an appropriate question for guiding the work with traumatic witnesses' memories in history and civic education.

Paper 2: Active Citizens in Transformative Urban Settings: Creating Cohesion Narratives Within Civic Learning Spaces (BMBF-Project ZUNAMI)
Andrea Szukala, University of Münster, Germany
Tatiana Zimenkova, TU Dortmund, Germany
Kevin Brandt, TU Dortmund, Germany
Gerrit Tiefenthal, TU Dortmund, Germany
Katarina Marej, University of Münster, Germany

Addressing the processes of social change and of integration and segregation, the conference call raises some central issues that are also essential for ZUNAMI (ZUNAMI: "Creating narratives about cohesion: research-based development of political education strategies for an inclusive society", BMBF, 2018-2021). Contemporary crises as well as "cultural" divides within EU and Germany are inevitably connected to intergroup conflict and phenomena of segregate identity building (Brewer 2010). These new dynamics have an essential impact on the transformations of inclusive citizenship (Mouritsen 2012; Lister 2007; Brubaker 2014) and therefore also affect the transformation of citizenship in the educational sphere (Banks 2008, 2017). In this context, Germany is a special case, as there are no shared narratives of belonging, which fit with a 21st century heterogeneous society (Brubaker 1994). Thus, there is only limited acceptance of diversity as well as low national identification, all factors which are crucial for disintegration and othering in contemporary societies (Bertelsmann 2013). Civic education is in several ways affected by these transformations, as discourses and practices do not at all fit together (Schölderle 2010; Qureshi/Janmaat 2014).

The central question, the ZUNAMI-project seeks to find an answer to, is, how, in contexts of segregation, citizenship education can better react upon processes of civic disintegration using conceptual approaches, which are better calibrated with actual transformation processes in order to withstand the processes of alienation and radicalization effectively.

To be able to answer these questions, the Muenster-Dortmund research group focuses current narratives of cohesion and "living together" within the heterogeneous urban society of Dortmund and then seeks to reconstruct these narratives as well as its underlying mechanisms: What does active citizenship mean to real people? How can a disintegrated urban setting develop civic learning spaces in order to (re-)construct new ideals, new practices and new constellations for active citizenship and

citizenship education (Mirra/Garcia 2017)? The researchers seek to approach disintegration and cohesion deliberatively, asking habitants, what they see as lines of divide and where they develop membership claims (Bloemraad 2018) as well as beliefs of being integrated in a civic urban community. ZUNAMI is based on an action research approach towards urban societal spaces as test zones for experimental and cooperative research in cooperation with an eminent local stakeholder (AGNRW). The paper we want to discuss in Essen presents the theoretical background and the elaborated deliberative method, designed for creating public civic learning spaces in a concrete urban setting.

Paper Session 6: Dilemma Approach to Moral and Democratic Education
Session Chair: Andreas Niederberger, University of Duisburg-Essen, Germany

Paper 1: Fostering Democratic Learning Experiences With Intercultural Problem-Based Learning
Christoph Dähling, Trier University, Germany
Jutta Standop, Trier University, Germany
Alfred Weinberger, Private University of Education, Diocese of Linz, Austria

Research aim
The study aims to examine an international virtual seminar based on problem-based learning (intercultural virtual PBL) in teacher education. The research question is whether the intercultural virtual PBL can foster democratic learning experiences.

Theoretical Foundation
Interculturality is of great importance in teachers work (Buchwald & Ringeisen, 2007). When one calls intercultural competence the most important competence of the 21st century (Deardorff, 2006), this must also be reflected in teacher training. The method of Problem-based Learning (Bachmann, 2013) as a form of Inquiry-based Learning offers an adequate approach to this topic, as 1) it makes use of synergy effects between Intercultural Learning and PBL (the learning based on Critical Incidents from Intercultural Learning, for example, can be transferred to the PBL.) 2) both areas provide important impulses for a democratic education (Reitinger, in print). Problem-based learning (PBL) as a case-based method not only offers a learning unit about democratic education, but also allows students to experience democracy (Strobel & van Barneveld, 2009).

Hypotheses
The starting idea of the project was that through a setting in which the nature of the international cooperation already gives interculturality and in which a hands-on case-based approach using intercultural critical incidents is pursued, a high degree of democratic learning experiences should occur.

Methodology
A pre-experimental research design (no control group) was used. An intercultural group of pre-service teachers (N = 29) from a German and Austrian university was studied at several points in time during the treatment. The treatment was the intercultural virtual PBL using critical incidents which describe a typical intercultural problem teachers can encounter in their practice. Two data collection methods were used: (1) The Criteria of Inquiry Learning Inventory (CILI, Reitinger, 2016) assesses specific democratic learning experiences (e.g. experience-based hypothetization, conclusio-based transfer).

Participants completed CILI at four times. (2) An open question (self-assessment) concerning participants' learning experiences (post-test only). Responses were content analyzed.

Findings and Discussion
The descriptive findings of the CILI-data show a high overall score for democratic learning experience (M between 4,7 and 5,4 on a 7-point scale). A repeated measures ANOVA reveals a significant difference between the dimensions experience-based hypothetization (M = 5,4) and conclusio-based transfer (M = 5,0) suggesting that participants missed the possibility to transfer the acquired knowledge to practice. The qualitative analyses showed predominantly positive assessments of the dimensions. The limitations of the study, implications for teacher education and future studies will be discussed.

Paper 2: V*a*KE as Education for Democratic Citizenship for Female Refugees
Sieglinde Weyringer, University of Salzburg, Austria
Jean-Luc Patry, University of Salzburg, Austria
Natascha Diekmann, University of Salzburg, Austria
Lydia Linortner, University of Salzburg, Austria
Nicole Furlan, University of Salzburg, Austria

V*a*KE (Values and Knowledge Education) is an intervention tool that has proven its applicability and effectiveness in many fields. Since Education for Democratic Citizenship is appropriate only if values about democracy and its underlying principles are combined with knowledge about what it means and how it works (in Western societies), V*a*KE seems to be an appropriate teaching instrument for refugees coming from countries with little or no democratic tradition. In a project supported by the Austrian Integration Fonds (ÖIF), we use V*a*KE for female refugees from Moslem countries.
The first courses have started in February 2018. The paper will present the theoretical framework underlying the intervention, which is an adaptation of the prototypical V*a*KE to suit the addressees. The general topic is the opposition between the three rule frameworks: state laws, religious laws, and customs and habits in the host society. A concrete course with four participants is presented, and the experiences are accounted in a narrative form. These experiences show that the female Muslim refugees are open for the host society. They learn to distinguish the three rule frameworks and to appreciate those that operate in the host society. They are encouraged to perform new actions that they did not realize before (e.g., taking the initiative to establish contact with the local population). Drawings by the refugees at the beginning and at the end of the course, as well as diaries of the implementation process and interviews with them at the end, illustrate the changes they have achieved during the process. The concrete developments of the individual participants show that in this particular case the intervention had an impact, but different for different participants.
Further such courses are underway, and it will be discussed, whether the experiences that are narrated can be considered representative or are the exception.
These experiences are the first attempts not only to have an impact on moral judgment and on knowledge, but also on behavior. This issue is addressed finally in the discussion

Tue, Aug 28, 9:00: Keynote Address 2
Lifelong Learning as a Lever for Moral and Democratic Values
Dorit Alt, Kinneret College on the Sea of Galilee, Israel
Keynote Chair: Jean-Luc Patry, University of Salzburg, Austria

Democracies in the Western world are changing. The growing phenomenon of migration, particularly from non-traditional sources, poses new challenges to the nature of identity, introducing a dimension of ethnic and racial diversity heretofore unknown in many European countries. This worldwide phenomenon raises complex and difficult questions about citizenship, human rights, democracy, and education, as well as new possibilities about educating students for effective citizenship. Because of global migration, nations must rethink and reconceptualize citizenship education. For migrants, education and training are of importance for their integration in society and for their active participation in promoting democratic citizenship. A successful integration requires education and training also for the host society. In view of these trends, education systems are gradually required to equip the young generation with new skills and competencies that will allow them to actively contribute to preserving the democracy and society in which the main asset is knowledge. The 21st century skills and competencies must be more relevant to the social development of the present century. Lifelong learning and citizenship skills, encapsulated in one concept that expresses the link between them: 'lifelong citizenship', are suggested to cope with the need to adjust to the changing era– an era with a new human agenda, whose key features of human, individual and social existence are characterized by instability and the creation of new social phenomena and frameworks. This denotes the up-to-date skills required from a citizen in modern-day democracies, that may be grouped around four key dimensions of lifelong citizenship: (1) personal wellbeing, (2) digital literacy, (3) learning to learn by experience and practice, and (4) social cohesion and justice.

Dorit Alt
Kinneret College on the Sea of Galilee, Israel

Professor Alt is the Head of the Education and Community Department at the Kinneret College on the Sea of Galilee. She is specialized in the field of constructivist learning environments in the era of information. Her work includes research on digital and media literacy skills, the construction and validation of several innovative scales, to map and assess different aspects of constructivist learning environments, and the measurement of the connection between these environments and psychological, behavioral, multicultural, social, ethical, and democratic aspects. Professor Alt is actively engaged since 2007 in the European Association for Research on Learning and Instruction (EARLI) and coordinated one of its special interest groups (SIG 13: Moral and democratic education). She was leading the Kinneret Academic College group of Lifelong Learning in Applied Fields (LLAF) Tempus funded joint project that developed new environments for lifelong learning (2013 - 2016) and currently leads an Erasmus+ joint project on assessment tools for higher education learning environment (ASSET).

Paper Symposium:
Patterns of (In)Tolerance and Perceived Antisocial Behaviour Among European Youth. Insights From ICCS
Co-Chair: Maria Magdalena Isac, University of Groningen, The Netherlands
Co-Chair: Greetje van der Werf, University of Groningen, The Netherlands
Discussant: Ellen Claes, KU Leuven, Belgium

Unpreceded migration, increasing intolerance, social exclusion and feelings of alienation, and extremism among young people are posing complex challenges for European educational systems. In this context, education has a key role to play in ensuring that young people acquire the social, civic, and intercultural competences needed for active and successful participation in society. Tasks of particular importance are promoting tolerance and preventing antisocial behaviour in youth (Van Driel et al., 2016).

In this symposium, we aim to describe some of the challenges for civic and citizenship education in the context of migration and integration. We present three research projects dedicated to describing and understanding patterns of (in)tolerance and perceived antisocial behaviour among European youth. The International Civic and Citizenship Education Studies (ICCS, 2009 and 2016) conducted by the International Association for the Evaluation of Educational Achievement (IEA) (Schulz et al., 2010; Schulz et al., 2017) provided the research data.

The first two studies explore tolerant attitudes of European youth. Although we recognize that tolerance is a multifaceted and sometimes contested concept, for the current research we generally define tolerance as respect, acceptance and appreciation of diversity (UNESCO, 1995). We operationalize it in the context of ICCS studies in terms of young people beliefs about equal rights and opportunities for (three) different groups in society based on gender, ethnic/racial status and immigration background (Schulz et al., 2016). In turn, antisocial behaviour, generally defined as behaviour that harms or injures others (Brown et al. 2012), is the subject of investigation of the third study. A well-known antisocial behaviour specific to educational settings is bullying, a behaviour that occurs in a context of an imbalance of power and is characterized by a repetition of negative actions towards a peer, with the intention to hurt (Olweus, 1993; Olweus, 2013). The third study focuses on perceived bullying prevalence in the context of the ICCS 2016 study.

The three contributions reveal a preoccupation with broadly similar issues. They add to current research by: a) addressing methodological issues of cross-national intra-European comparability, b) carrying out a detailed description of indicators; c) exploring cross-national differences both in terms of overall levels and degree of polarization, d) focusing both on pan-European and regional (Nordic) findings, e) describing individual differences and trends, and f) reflecting on contexts and conditions that may be informative for educational policy and actions aimed at promoting tolerance and prosocial behaviour in European schools.

Paper 1: Indicators of (In)Tolerance Among European Youth

Maria Magdalena Isac, University of Groningen, The Netherlands
Laura Palmerio, INVALSI, Italy
Greetje van der Werf, University of Groningen, The Netherlands

Tolerance, generally defined as positive feelings toward diversity as well as an understanding and endorsement of equality between different groups (Cote and Erikson 2009; van Zalk et al., 2013), is considered an important democratic attitude and an essential prerequisite for a peaceful coexistence in the increasingly diverse contemporary societies (Freitag and Rapp, 2015).

Tolerance may take various forms. Weldon (2006), for example, distinguished between political and social tolerance. Political tolerance concerns granting democratic and political rights to different groups in society while social tolerance refers more to the evaluation of direct contact with people from out-groups (e.g. inter-ethnic friendships). The two forms are rather distinct in the sense that political tolerance involves a higher level of abstract understanding. While people may be socially intolerant (e.g. not willing to create family ties with immigrants) or even xenophobic (e.g. irrationally fearing immigrants), they may still be able to understand and extend to immigrants political and civil rights such as the right to participate in political life. Given the reliance of democracy on political equality, political tolerance is not only desirable but it is really a necessity in democratic multicultural societies (van Zalk et al., 2013).

In a European context challenged by unpreceded migration, monitoring and promoting political tolerance in schools is an essential part of policies focused on active citizenship and intercultural dialogue (European Commission/EACEA/Eurydice, 2016). Therefore, comparative studies gauging the extent of cross-national differences in young people's tolerant attitudes are highly needed.

In this study we aim to a) evaluate the extent to which the scales of tolerance toward equal rights for immigrants, ethnic groups, and gender are measurement invariant in fourteen European countries participating in the ICCS 2016 study, and b) explore cross-national differences in young people tolerant attitudes both in terms of overall levels and degree of polarization. More specifically, we apply multiple-group confirmatory factor analysis (MGCFA) (Joreskog, 1971; Steenkamp and Baumgartner, 1998) to assess whether different types of country comparisons (e.g. comparisons of average scale scores, associations with other constructs of interest) can be made with confidence. Having achieved comparability, we further explore cross-national differences in people's tolerant attitudes.

Paper 2: Citizens´ Rights in Change? Importance of Gender and Family Background for Attitudes Towards Gender Equality, Migrant and Ethnic Minority Rights

Kristinn Hegna, University of Oslo, Norway
Lihong Huang, Oslo Metropolitan University, Norway

In a very broad context, both the Human Development Index and the Global Gender Gap Index have seen Norway, together with its Scandinavian neighbouring countries, among the top countries 3 worldwide with high levels of social and economic development, high levels of gender equality, and low levels of social inequality. Compared to its neighbouring countries, Norway is relatively young national state (since 1905) where women gained voting rights in 1913. The Norwegian population was relatively homogenous with only one ethnic minority group (the Sami people) until 1970s when the country became a new destination for international migrant workers. Equal treatment and equality between people are fundamental principles in a democratic society such as Norway. It is statutory that everyone has equal opportunities to contribute and participate in the community regardless of sex,

ethnicity, sexual orientation or disability (Ministry of Children and Equality 2017). These principles constitute a core set of values in preparing future citizens through civic and citizenship education in the Norwegian schools.

Our paper presents analyses of students´ data from ICCS 2009 and ICCS 2016 studies (Schulz et al. 2010; Schulz et al. 2017) in Norway (N=9 000, average age = 14.7 years) on students' responses to three questions asking their attitudes towards equal rights for both genders, for ethnic minorities and for migrants. We first look into the possible trends/changes of attitudes between the two cohorts. Then, we compare the attitudes between girls and boys, between youth with and without migrant background. Finally, we discuss whether the trends/changes can be thematised as a movement of attitudes towards greater assimilation or greater integration among youths in Norway.

Paper 3: Bullying in the Learning Context of Civic and Citizenship Education of Four Nordic Countries: Prevalence and Measures

Lihong Huang, Oslo Metropolitan University, Norway
Ingunn Marie Eriksen, Oslo Metropolitan University, Norway

By definition, bullying is a subset of aggressive behaviours characterised by intention, repetition and an imbalance of power (Olweus 2013; Smith et al. 2002), which is unacceptable within the ethos of a democratic society. A good understanding of civic and citizenship values would seem to imply an identification with values of equality, justice and democracy, which might also be expected to prevent negative social behaviours such as bullying. However, results from the International civic and citizenship education study (ICCS 2016) show the disconcerting fact that an average of 50% of pupils in Nordic countries report having been bullied in school (experiencing abuse verbally, physically or in cyberspace at least once in the past three months). Surprisingly, high achievement in civic knowledge does not appear to correlate with a low prevalence of bullying in school across the countries (Schulz et al 2017).

Nordic countries are often referred together as the Nordic model with several shared characteristics in their social and political systems, high levels of social and economic development as measured by the Human Development Index (HDI), high levels of gender equality, and low levels of social inequality. However, the Nordic model is under 're-assessment' in the recent years as scholars have claimed that the Nordic model is changing, especially in the aspect of social inequality (Kvist et al. 2012). At the same time, despite their similarities in education systems and policies, Nordic countries differ in pupil achievements in most international studies, except the ICCS 2016 study where Nordic pupils are close to each other and among the top performers (Schulz et al. 2017).

Our paper presents comparative analyses of ICCS 2016 data from Denmark, Finland, Norway and Sweden (students N= 18 962, teachers N=6 119, school principals N= 630) on bullying prevalence and 4 preventing measures undertaken at school. Moreover, we will look into whether the most important aims of civic and citizenship education at school (according to teachers and principals' opinion) has any contribution to the similarities or differences in the prevalence and undertaken measures among the Nordic countries.

Paper Session 7: New Perspectives on Teacher Ethos
Session Chair: Alfred Weinberger, Private University of Education, Diocese of Linz, Austria

Paper 1: Value as a Part of Teacher Ethos in Times of Migration
Martin Drahmann, University of Tübingen, Germany
Samuel Merk, University of Tübingen, Germany
Colin Cramer, University of Tübingen, Germany

In light of current socio-political movements like the influx of refugees to Europe, a renaissance of the discussion about values has been ignited in public and in schools. In contrast, questions of professional ethos of teachers have rarely been discussed. Even though research on values in context of the teaching profession has been part of the research discourse for a long time (cf. Oser, 1994; Hansen, 2001; Veuglers, 2010), there are merely any empirical studies that address value orientations in the context of teacher ethos (exceptions: cf. Harder, 2014).

In this discourse, researchers have emphasized the influence of teacher values on professional teaching (cf. Baumert & Kunter, 2006; Veugelers, 2010). Although there are a few empirical instruments like the "Schwartz Value Survey" for measuring general values, no specific instruments exist to measure the professional value orientation of teachers.

Our research project develops a new instrument for measuring value orientations of teachers in two studies. Based on the scientific discourse on teacher's ethos and by reviewing literature, five value orientations were identified which are regularly mentioned regarding the context of professional action of teachers: caring, justice, tolerance, responsibility and truthfulness (cf. Oser, 1998; Veuglers, 2010). As we planned to design our instrument as a semantic differential, we identified adjectives (and their antonyms) in the relevant literature describing the five mentioned value orientations.

In a first exploratory study N = 334 student-teachers were presented with a battery of the extracted 40 pairs of adjectives to describe their value orientation. Exploratory factor analysis suggested to use 18 pairs building the two factors caring and justice, whereby the latter contained items from tolerance, responsibility and truthfulness.

In a second (preregistered) confirmatory study, the analysis was run on a new data set of N = 239 student-teachers. Results favoured the two-factor solution obtained from Study 1 over a one-factor solution and further showed good fit for a second order model consisting of four first-order factors (caring, justice, responsibility, truthfulness) and one second-order factor (fairness; loading on justice, responsibility, truthfulness).

It is a limitation of the study not to interrelate value orientation and performance back to professional teacher action (Baumert & Kunter, 2006). But firstly, the results show a possible way to measure value orientations of teachers, suggesting an empirical two-factor solution: caring and justice. Secondly, the results can prospectively show value orientation, which can influence professional action and therefore influence e.g. handling migration and integration.

Paper 2: Performance, Participation and Teacher Ethos in Education on Democratic Citizenship

Martin Drahmann, University of Tübingen, Germany
Felix Schreiber, University of Tübingen, Germany
Martin Harant, University of Tübingen, Germany
Colin Cramer, University of Tübingen, Germany

In light of current socio-political movements like the influx of refugees to Europe, education on democratic citizenship (EDC) is not only increasingly discussed in the context of school but also in society. The importance of EDC is emphasised of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (SCMECA, 2009).

To fulfil the education goals for schools, teachers have a so-called pedagogical freedom which comes along with pedagogical responsibility. In other words: the teacher is responsible to fulfil the education goals while being free in the way to achieve these goals, e.g. by educating democratic citizenship.

Education for democratic citizenship requires the analysis of how performance and participation are enacted in the very process of educational action. A main challenge of educational action is that it requires decisions on how performance and participation are to be determined and so interrelated. Two possible solutions to reconcile these tensions are: 'learnification', which defines performance as effectiveness of mutual adaption and participation as unrestricted access to learning opportunities (Biesta, 2010) and 'communicative action' (Habermas, 1995), which conceives of participation as taking part in the discourse of gaining mutual understanding and performance as the validation of claims in this very discourse. Both solutions hold opportunities and problematic implications for democratic citizenship.

An important question is how to deal with the two opposing occurrences in the space of pedagogical freedom. One possible angle for explanation regarding this question is the ethos of teachers. From different perspectives on teacher ethos (e.g. Oser, 1994; Hansen, 2001; Forster-Heinzer, 2015) it can be argued that there are different possibilities to make a decision between the two ends (performance and participation). Furthermore, it can be emphasised that teacher ethos is a relevant capability in the context of pedagogical freedom and therefore, an important aspect in EDC.

As a new framework for professionalization, our concept of meta-reflexivity in the teaching profession provides a possible idea and strategy on how pedagogical freedom can be achieved and provides a new perspective on professionalization of student-teachers. It seems to be important that student teachers are enabled to differentiate between performance and participation in their education program. If they are able to understand the basics of both approaches student-teachers can develop a teacher ethos that is sensitive for e.g. social trends that cannot be handled in the mode of 'learnification' or 'communicative action' only.

Paper 3: Recent Transformations Need New Transformers: Teachers' Ethos as Part of Teacher Education

Anne-Cathrin Päßler, Leipzig University, Germany

In the light of transforming societies and with that, shifting values, the question arises how an active, i.e. conscious, citizenship can be enhanced and fostered by teachers as they are affronted with these processes within their classes on a daily basis (Egloff, 2011).

One possible answer to prepare teachers for this is to address teachers' education. That is to promote the education of a professional teachers' ethos including raising the awareness towards processes of

migration and social transformation as well as its consequences and tasks for a citizen in the midst of this all.

Existing concepts on teachers' professional ethos vary with regard to its meaning (Oser, 2009). Which among other things implies that it yet needs to be determined what teachers' ethos actually embraces from the point of view of teachers' daily practice at school in the 21st century. As the question of meaning genuine is relevant within the field of linguistics this research project searched to answer its question with respect to the latter. Hence, transferring one prominent linguistic approach of finding meaning, the so-called Prototype- theory going back to Rosch (1973,1978), onto the concept of teachers' ethos an instrument was developed to gather data on the meaning of the former. Leading research questions of this project consequently are:

> How is teacher ethos represented cognitively?
> What are the underlying prototypical objects of these representations?
> And finally: Which other structures are relevant for the category of teacher ethos ?

This contribution wishes to present data of the research project in progress collected in interviews with in-service teachers transferring Rosch's methods onto the concept of teachers' ethos and additionally respecting aspects of problem-centered interviews (Witzel, 1985). Therefore, focus of this presentation will be to introduce first results derived via content analysis (Mayring, 2002). Consequently, the composition of meaning of teachers' professional ethos concerning the way the results relate to already existing concepts on teachers' professional ethos shall be discussed. Moreover, these considerations will shed light onto what to include into teachers' education to educate teachers' professional ethos.

Tue, Aug 28, 12:00: JURE Lunch

SIG 13 – Junior Researchers Meeting
JURE Members and interested Junior Researchers are welcome to come together during the Conference Lunch
Organiser: Daniel Deimel, University of Duisburg-Essen, Germany

JURE is the network of Junior Researchers of EARLI. JURE is dedicated to the interests of all junior researchers in the field. In this slot, we want to provide an opportunity to meet other Junior researchers in the field of Moral and Democratic Education (SIG 13). Let's connect and discuss what you expect from our network and what opportunities are there to contribute! This meeting is open to all PhD candidates or early career postdocs - regardless your membership status in SIG 13!

Tue, Aug 28, 13:30: Keynote Address 3
Educating the "Good Citizen" –
Beneficial Approaches for Culturally Diverse Societies
Joel Westheimer, University of Ottawa, Faculty of Education, Canada
Keynote Chair: Eveline Gutzwiller-Helfenfinger, University of Duisburg-Essen, Germany

Belief in the fundamental importance of civic education for democracy has been long-standing. But if educators can agree that schools have an essential role to play in preparing students for informed engagement in civic and political life, they can't seem to agree on what that means. The very same efforts that are applauded by some are viewed as misguided by others. The result for school children has been a mostly watered-down notion of civic education that emphasizes good "character" over critical thinking and engaging with multiple perspectives. At the same time, we are experiencing rising populist support for anti-democratic forms of governance. What does it mean to educate the "good citizen" in multicultural societies today?

Joel Westheimer
University of Ottawa, Faculty of Education, Canada

Joel Westheimer is University Research Chair in Democracy and Education at the University of Ottawa and education columnist for CBC Radio. Westheimer's work addresses the purposes of public education in democratic societies and issues of social justice, public policy and school reform in diverse societies. Westheimer's books have received multiple awards and include What Kind of Citizen: Educating Our Children for the Common Good, Pledging Allegiance: The Politics of Patriotism in America's Schools and Among Schoolteachers: Community, Autonomy and Ideology in Teachers' Work. Westheimer lectures widely and has delivered more than 200 keynote speeches. Author of more than 75 academic and professional journal articles, book chapters, and books, he addresses radio and television audiences nationally and internationally. He is currently directing (with John Rogers, UCLA) The Inequality Project, investigating what schools in North America are teaching about economic inequality.

Tue, Aug 28, 14:45: Parallel Sessions

Paper Symposium:
Diversity in the Classroom. Effects on Citizenship Competences
Chair: Sabine Manzel, University of Duisburg-Essen, Germany
Discussant: Lihong Huang, Oslo Metropolitan University, Norway
Organiser: Katrin Hahn-Laudenberg, University of Wuppertal, Germany

Migration, individualization and social change diversify the conditions for learning in school. Consequently, it is increasingly important to consider the contexts of learning settings in empirical educational research (Kuger, Klieme, Jude & Kaplan, 2016). Empirical findings underline the relevance of context and classroom composition for the development of competencies, self-concept and attitudes (March et al., 2008; March et al., 2012). This affects all domains of learning, though the relevance for civic and citizenship education is even more significant, because living in and shaping a heterogenic society is not only context but also content and aim of the learning processes (Kerr, 1999). The symposium will explore the relevance of classroom and school level analyses in civic and citizenship education in heterogeneous classrooms within changing educational systems and societies. All three presentations in the symposium apply multi-level-analyses of the International Civic and Citizenship Education Study (ICCS 2016; Schulz, Ainley, Fraillon & Agrusti, 2017).

The symposium will consist of a short, general introduction on ICCS, three presentations and a discussion. Dorien Sampermans and Ellen Claes examine if the school tracking system in Flanders and the Netherlands relates to higher civic knowledge than in other countries and if differences between tracks with regard to teaching and learning practices compensate/accelerate political knowledge differences.

Anke Munniksma, Remert Daas, Geert ten Dam and Anne B. Dijkstra will discuss citizenship competencies of adolescents in association with urbanization and ethnic diversity in the Netherlands. They analyze to what extent students are confronted with the complexities of current society, how this differs by the social school environment and, finally, how this may affect citizenship competencies of students.

Katrin Hahn-Laudenberg and Daniel Deimel will analyse experiences of student participation. They examine if and to what degree individual student experiences of participation at school represent a shared perception of a participatory school climate within a class, and how the experience of student participation is associated with their social or cultural background as well as characteristics of the classroom or school.

Paper 1: Back on Track? A School Climate Measurement Observing Different Groups Using the International ICCS 2016 Data
Dorien Sampermans, KU Leuven, Belgium
Ellen Claes, KU Leuven, Belgium

Aim:
In this paper, we want to go into the differential effect of formal and informal school characteristics on political knowledge of 14-year-olds in systems of early tracking (Belgium and The Netherlands).

Theory:
It is essential to learn more about what causes differences in civic outcomes because these differences can be seen as a risk for society when they reinforce already existing inequalities (Putnam, 2000). To counter this risk, it has been described as a moral task of schools to provide an equal kind of citizenship education by both formal and informal teaching styles (Ten Dam & Volman, 2003). We then assume that teaching and learning practices such as learning about civic topics, activating participatory activities in school or classroom discussions in the school can have similar importance within the schools and should be provided to all students. This expectation seems not to be fulfilled similarly in different contexts. Gregory and Miyazaki (2016) point out that there is an important influence of school-level differences between students. Witschge and van de Werfhorst (2016) explain how less affluent students sometimes experience less success compared to other students (acceleration effect; Campbell, 2008). In contrast to this, it is also possible that disadvantaged students learn more from the teaching and learning practices in school (compensation hypothesis). In their recent study, Campbell and Niemi (2016) describe how civic testing can compensate differences in students' civic knowledge because students with a less affluent background gain more by these tests.

Research questions:
1. Can school-level characteristics (track differences/ School SES) explain differences in civic knowledge?
2. Do teaching and learning practices (open classroom discussions, participation in school, opportunities to learn about civic topics) influence students' civic knowledge?
3. Can teaching and learning practices compensate/accelerate political knowledge differences?

Methodology:
In this article we use the Flemish and Dutch ICCS 2016 results. To unravel possible compensation or acceleration effects between teaching and learning practices in school and the school system, we applied a multilevel regression analysis. The dataset includes 5612 observations at the student level and 278 schools.

Findings & Discussion:
This article confirms that the tracked system in Flanders and the Netherlands is negative for students' equality in civic outcomes. We provide evidence of a significant relation between civic learning opportunities and students' political knowledge. This study makes an important contribution in showing that political participation in the classroom differs in each context. Students from the general track are able to learn from participation at school. The more they participate the higher their political knowledge. Students from the vocational track do not learn in the same way from this kind of participatory experiences. There, Students reporting more participatory activities do not know more about politics. These results seem to confirm the acceleration hypothesis of Campbell (2008).

Paper 2: Citizenship Competences of Youth in Different Educational Contexts: Associations With Urbanization and Ethnic Diversity

Anke Munniksma, University of Amsterdam, The Netherlands
Remert Daas, University of Amsterdam, The Netherlands
Geert ten Dam, University of Amsterdam, The Netherlands
Anne B. Dijkstra, University of Amsterdam, The Netherlands

Aim:
This study will theoretically elaborate and empirically test whether students' exposure to societal complexity (diversity, urbanization) in their daily lives is associated with students' citizenship competences.

Theory:
The last decades have been marked by increased ethnic diversity in many Western countries, like the Netherlands. Consequently, schools have the task to equip students with competences to function in an increasingly complex society. To what extent students are confronted with the complexities of current society, differs by which school they attend and by the area they live in. That is, urban areas and ethnically diverse schools confront students with more complexity than rural areas and homogenous schools (see e.g., Zwaans et al., 2008). These complexities may create opportunities for learning (e.g. about differences) but may also form challenges (e.g., conflict). Little is known about how levels of urbanization and diversity may affect citizenship competences of students (but see Geijsel et al., 2012).

Research questions:
The main research question is: to what extent are students' citizenship competences associated with the level of urbanization of students' residential area and the ethnic diversity of the school?

Methodology:
Data from the International Civics and Citizenship Education Study (ICCS) 2016 the Netherlands was used (2800 students in 123 classrooms). ICCS measures students' citizenship competences based on a set of scales, including civic knowledge and various civic attitudes (Schulz et al., 2016). Level of urbanization was based on the residential area (city, town, village) of the school. Classroom diversity (Herfindahl index) was based on the self-reported ethnic backgrounds of students who participated in the study.

Findings & Discussion:
Findings show that students with a migration background and with lower educated parents have less civic knowledge. Preliminary multilevel analyses indicate that students at schools in more urbanized areas have more civic knowledge, and students in more ethnically diverse schools have less civic knowledge. Findings concerning citizenship attitudes are mixed. When controlling for students' background characteristics (SES, migration background) most significant relations with level of urbanization and ethnic diversity disappear. Furthermore, preliminary analyses show that these social and ethnic background differences regarding civic knowledge are stronger in urban rather than rural areas. In sum, these findings shed light on educational challenges regarding students' citizenship competences in different school settings.

Paper 3: Participation of 14-Year Old Students. A Question of School Climate or Individual Background and Interest?

Katrin Hahn-Laudenberg, University of Wuppertal, Germany

Daniel Deimel, University of Duisburg-Essen, Germany

Aim:
The goal of the paper is to examine individual and contextual conditions of students' participation.

Theory:
People with a lower level of formal education and lower incomes are less likely to participate politically by voting in national elections (OECD, 2017, p. 166). Schools' integrative function is to foster reflective participation in a political and social environment for all students (Fend, 2009). Therefore, opportunities to develop competences for being involved as citizens should be open up for all students regardless their family background. This is true for formal as well as for informal civic learning experiences, e.g. through participation in daily school life (Scheerens, 2009). In North Rhine–Westphalia, law requires student participation in all school tracks (SchulG, 2016, §§65-66, §74). But to what extend do schools succeed in meeting this requirement and implement a participatory school climate?
In empirical studies, students with disadvantaged family background are reported to have limited access to social learning environments that promote intentions of political participation (Hoskins, Janmaat, & Melis, 2017). Findings also support for the hypothesis that civic-related learning experiences made at school are able to compensate for a disadvantaged social background and that the composition of the class has an effect on the variance of perception within a class (Campbell, 2008) as well as on learning outcomes and attitudes (Eckstein & Noack, 2016).

Research questions:
Do individual student experiences of participation at school imply a shared perception within a class? How strong is the experience of student participation depending on a) individual background b) characteristics of the classroom or the school?

Methodology:
The study uses the dataset of the International Civic and Citizenship Education Study 2016 (ICCS 2016; Schulz et al., 2017) to analyses how 14-year-old students perceived participatory school climate in Germany, North Rhine–Westphalia (1.451 students in 59 classes). Stepwise multilevel structural-equation-analyses will be used to address the research questions.

Findings & Discussion:
For North Rhine-Westphalia, principal component analyses of field test data allowed to distinguish two factors describing experiences based on participation provided regulated by statute and other forms of extracurricular activities. Preliminary findings suggest that less than 10% of variance in the experience of student's participation is shared on the classroom level. The individual social background of the students seems to have a substantial impact on the access to this form of informal civic learning experiences.

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Paper Session 9: Integrating Refugees and Migrants: Pitfalls and Challenges
Session Chair: N.N.

Paper 1: Class Replication Through Education for Migrants
Francisco Javier Ardila Suarez, HU Berlin, Germany

It has been shown that one determinant factor of migration is the social status of the migrant in his home country, as most migrants end up forging strong relationships abroad with co-nationals with similar social status. This portrait migrants not as a homogenous group, but rather as tiered category where the socio-economic background in the native country is an important determinant of the chances of success at migrating. As many locals, migrants try to improve their chances in the host country through education, as they think it should help them improve their social status and chances to remain in the host country. This paper provides evidence that this is seldom the case. Departing from a case study in Germany, it was observed that education for migrants in most cases ends up replicating the socio-economic conditions they inherited from their native country rather than helping them achieve a better social status, independent of the significant increase in real income. Although socio economic characteristics play a fundamental role in gaining access to better educational opportunities abroad, habitus was observed to play a very significant role as well, being able to explain the differences in education achievement in a country with very accessible education like Germany. This study goes on to find significant similitudes between the habitus in a classroom with students of migrant background, which it links to class replication.

Paper 2: From an Excessive Desire for Integration to the Frustration of Desires:
The Lack of Possibilities for a Refugee´s Social Embeddedness in Brandenburg´s (Germany) Rural Areas – an Ethnography
Julia Nina Baumann, FU Berlin, Germany

Since 2015, the increasing numbers of migrants in Germany, especially refugees, are challenging German federal and non-federal politics, the administrative departments and German society as well as shelter seeking individual. Due to allocation quotas, a substantial proportion of asylum seekers is accommodated in suburban areas in Germany. As a thesis, the German migration regimes and German societal structures, structurally marginalize refugees, especially those in suburban areas and directly influence their possibilities of social embeddedness: Their simple existence is often illegalised, seen as irregular and apparently unintentional; infrastructures are low; the shelters are expelled places; contacts rare; and integration to German society therefore nearly impossible. Due to the time-consuming bureaucratic system of exclusion, following Goffmans (1961) theory of a "total institution", living in shelters and in unsecure conditions and status - further meant as a transitional phase – now became permanent. Refugees feel stuck in an in-between-state that seems to be never meant to end and is under foreign control. As proofed, rural areas constitute special obstacles to integration and shelters often became very special place of boredom, build up emotions, frustration, trauma, and a controversial home of a forced community. As a result, space and place in their multiple dimensions (the rural area, the shelter, the uncertain status, being at the margins of the society …) are proved as most important factors of having possibilities to and the motivation for social integration and embeddedness.

I have been working with refugees in Germany and Israel as a Social and Cultural Anthropologist and a volunteer for five years. In my presentation I will focus on the lack of participation possibilities of refugees in suburban areas, that leads to desperate individual frustration and politically creates a feeling of self-fulfilling prophecy. I will also address possibilities to and conditions necessary for a lasting change. My talk will be based on my ethnographic fieldwork from September 2016 to March 2018 (with refugees from Afghanistan, Syria, Pakistan, Iran, Chad and Eritrea). Next to interviews and participant observations as usual ethnographic qualitative research tools, data was generated through Photo Voice, film and theatre projects.

Paper 3: Crisis of Citizenship Values: Necessity for Education Paradigm Shift in Latvian Schools
Ireta Chekse, University of Latvia, Latvia

The findings of the International Civic and Citizenship Education Study (ICCS 2016) demonstrate that compared to other countries in the Baltic Sea region and the European Union Latvia has a critically small proportion of students with high citizenship competence (N= 3224) (Schulz, Ainley, Fraillon, Losito, Agrusti, & Friedman, 2017; Schulz & Ralf, 2015). Moreover, the findings of the national survey part of the above study point to a crisis of democratic values among students; one third of the surveyed students stated that they would prefer a president with broad powers, just like in Russia or Belarus, and that they do not see Latvia as an independent state in the future.

The findings indicate a crisis of citizenship values and the low level of critical thinking not only in one social group – students, but presumably also in Latvian society in general. Inclusion of the active citizenship concept into the education policy and adoption of best practices from European countries with the highest student citizenship competence, as well as adaptation to the local situation in Latvia (Aldenmyr, Wigg, & Maria, 2012) could be one of the solutions for overcoming the crisis. In the long term, positive changes could be brought to Latvia also through the current education reform that is for the first time being implemented at all levels of basic education – from one-and-a-half-year-old children in pre-school to 18-year-old student in secondary school. The reform will make an impact not only on students, but also on their teachers and parents, and society in general.

The ability to change and transform previously acquired knowledge and the opportunity to gain citizenship experience outside the classroom are two of several aspects that could contribute to the education paradigm shift (Braslavsky, 2003) and advance the application of democratic values in everyday life in Latvia.

The aim of this Paper is to find the reasons behind the crisis of citizenship values in Latvia and search for the solution. The Paper tests an assumption that the level of citizenship education is related to the formation of the value system and attitude in students.

Paper Session 10: Moral-Ethical Education at School:
The Role of Domains and Situations
Session Chair: N.N.

Paper 1: Moral Education and Cheating at School

Anne Mareike Möller, Leipzig University, Germany
Brigitte Latzko, Leipzig University, Germany

Although school is supposed to play an important role for moral development and education (see Althof & Berkowitz, 2006; DeVries & Zan, 1994; Weissbourd, 2003) rates of academic cheating are still high or on the increase (e.g. Alt, 2014). From a moral point of view academic cheating affects principles of fairness, justice and honesty (see Murdock & Anderman, 2006) and therefore can be seen as strong indicator for rule transgression within the moral domain (Turiel, 1983, 2006).

Current research concerned with academic cheating focuses on cognitive dimensions in order to explore judgment and justification of cheating behavior (e.g. Guttman, 1996; Semerci, 2006). Emotions by contrast have been mostly neglected within the context of academic cheating, although developmental research on moral emotions revealed that moral emotions serve as motives in the formation of moral action tendencies (Tangney, Stuewig, & Mashek, 2007). It remains unclear which emotions occur in cheating situations and how they influence cheating behavior especially against the background that moral cognition does not necessarily lead to moral behavior (Blasi 1980).

Accordingly, the aim of the present study is to examine moral emotions in the context of cheating at school in order to gain deeper insights in motivational dimensions of cheating.

Twenty students (10 male /10 female) participated in the study, aged between 6 and 18 (M = 10,5 ; SD = 3,4).

To assess moral emotions a happy-victimizer-interview (Krettenauer, Malti, & Sokol, 2008; Nunner-Winkler, 1988) containing an active and a passive cheating scenario was used. Children were asked for their moral judgments, moral emotion attributions and justifications. Interviews were video-taped, and emotions and judgments were content-analyzed.

Results indicate that most students judge cheating to be wrong. Accordingly, they attribute mostly negative emotions in case of rule transgressions in the active cheating situation. Justifications of these negative emotions are in most cases not moral ones but focus on negative consequences. In the passive cheating situation in contrast students attribute often positive emotions and justify these emotions with helping behavior.

Implications for moral education in school will be discussed: Cheating is maybe not a question of morality.

Paper 2: Pre-Service Teachers´ Mental Representations in Ethically Challenging Situations
Alfred Weinberger, Private University of Education, Diocese of Linz, Austria

Research question or aim
The study aims to understand better how mental representations mediate ethical reactions in teaching situations.

Theoretical foundation
Teachers and pre-service teachers struggle with ethically challenging situations in the classroom (Cohen, Koc, & Kaplan, 2013). The discourse approach of Oser (1998) provides a possibility to deal with such situations ethically. However, in traditional learning settings transfer of discursive solution strategies to practice rarely occurs (Weinberger, Patry & Weyringer, 2016). In light of these findings, the question arises why discourse-strategies seldom are put into practice. According to the Cognitive Affective Process System (CAPS; Mischel & Shoda, 1995), a personality theory, any human reaction is mediated by a complex network of cognitions (competencies, values and goals, beliefs and expectancies, self-regulatory plans, and emotions) elicited by situational features. The CAPS-theory is a superordinate theory providing the possibility to generate locally optimized domain-specific theories. This study is a first attempt to build such a domain-specific theory about ethical reactions in the context of pre-service teachers' challenging situations.

Hypotheses or Concretization of the Research Question
The hypothesis is that the CAPS-theory provides a theoretical framework to explain ethical reactions. It is assumed that a network of cognitions, emotions and situational features mediate pre-service teachers' ethical reactions.

Methodology
Semi-structured interviews with N = 47 pre-service teachers on a typical ethically challenging situation in their practicum were conducted. The transcribed interviews were content-analyzed based on the cognitive-affective process system analysis (Mischel & Shoda, 1995). Domain maps for discursive and non-discursive reactions based on a correlational analysis of all cognitions, emotions, and situational features were drawn showing the mental networks of the persons.

Findings and Discussion
The findings reveal that ethical reactions (discourse or non-discourse) are mediated by a complex network of cognitions (e.g., values and goals, competencies, expectancies and beliefs) and emotions. This network appeared to be highly situation- and person-specific, whereby participants with discursive or non-discursive reactions show typical networks. Based on the results it is claimed that ethical reactions are situation-specific. Regarding teacher education, the results imply to foster the application of discursive solution strategies to many different situations and to involve reflection on learners' cognitions and emotions in ethically challenging situations.

Tue, Aug 28, 16:45: Maslovaty Award Session

The Maslovaty Award:
a) **General Information**
b) **Presentation of the Awarded Paper:**

Social Competence as Moral Competence: Theoretical and Empirical Analyses
Gerhard Minnameier, Goethe University Frankfurt, Germany
Karin Heinrichs, University of Bamberg, Germany
Felicia Kirschbaum, Goethe University Frankfurt, Germany

Tue, Aug 28, 18:00: SIG 13 Business Meeting

All conference attendees are cordially invited to the SIG 13 Business Meeting. Please note that non-members of SIG 13 cannot vote during the meeting.

Wed, Aug 29, 9:00: Keynote Address 4
The "Neglected" Analysis:
The Urban, National and Anthropological Dimensions of Jihadism
Farhad Khosrokhavar, School of Advanced Studies in the Social Sciences, France
Keynote Chair: Björn Milbradt, German Youth Institute, Germany

The study of jihadism has been characterized by a massive focus on networks and individuals. What has been neglected is:

- the urban settings (how can one draw a typology of the urban settings that contribute to jihadism, in what cases the urban side is not significant...)
- the national particularism (the major characteristics of German, French, English, Danish... Jihadists and what distinguishes them from each other)
- the anthropological features of jihadism, namely the family dimension
- the ethnic problems (migrants' origins and their peculiarities: Moroccans, Pakistanis, Bangladeshis...).
- the analysis of the class characteristics (lower classes versus middle classes) has usually not been articulated to the anthropological dimensions (what are the motivations of middle class jihadists in comparison to the lower class ones?)
- the gender issue and the typology of women versus adolescents in relation to their subjectivity and social conditions

I will try to present an analysis of these aspects of jihadism, summarizing my latest book "Le nouveau jihad en Occident" (Robert Laffont Publishers, March 2018).
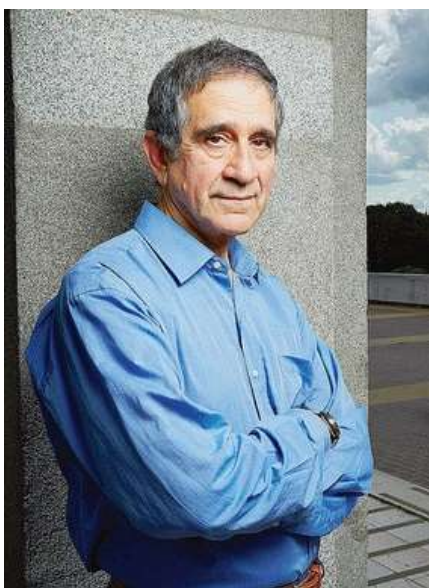
Farhad Khosrokhavar
School of Advanced Studies in the Social Sciences, France

Farhad Khosrokhavar is a professor at Ecole des Hautes Etudes en Sciences Sociales in Paris, France and the director of the "Observatoire de la radicalisation" at the "Maison des Sciences de l'Homme" in Paris. His main fields of study are the social movements in Iran, mainly after the Islamic Revolution; Arab societies, in particular radical Islamist movements in them; the Arab revolutions; and Jihadism in Europe with a particular focus on France. He has published some 20 books, six of which either translated or directly written in English, some translated in different languages and more than 70 articles, in French, English, and occasionally, Persian. He has been a Rockefeller fellow (1990), a Yale Visiting Scholar in 2008, and a Harvard Visiting Scholar in 2009. Among his latest books are Le Jihadisme, (with David Bénichou & Philippe Migaux), Plon, 2015; Prisons de France, Robert Laffont, 2016; and Le Jihadisme des femmes (with Fethi Benslama), Seuil, september 2017 (forthcoming Arab translation).

German Youth Institute Invited Symposium:
Religion as a Challenge in Preventing Islamist Radicalization
Chair: Björn Milbradt, German Youth Institute, Germany
Discussant: Maruta Herding, German Youth Institute, Germany

Preventing violent and antidemocratic Islamism developed as a new and original field of social pedagogical activity and professionalization during the last decade. Especially the rise of the „Islamic State" (IS) and the constant terrorist threat evoked a need for education on democratic citizenship in general and, specifically, for prevention. The role of religion is certainly one of the main differences to neighbouring fields like Right Wing Extremism. Reflecting on the religious dimension, its meaning and impact and its consequences for policy, practitioners and practice is part of an ongoing process.

Relevant questions are for example: What is the role of religion in „religious extremism", in how far is religion a relevant dimension at all, and to what extent does it require religious or denomination-oriented perspectives in prevention? What are the conflicting fields between religious truth claims and democratic controversy and diversity, and how can professional stakeholders deal with it in their prevention practice? To what extent do transcendental truth claims elude prevention and education? What is an appropriate professional frame for this context?

The panel seeks to add to our understanding of the role of religion in preventing islamist radicalization. It combines empirical insights and overviews from Germany and Canada with a theoretical view.

Paper 1: Religion and Normativity in Pedagogical Situations
Thorsten Knauth, University of Duisburg-Essen, Germany

Pedagogical situations are susceptible to normative conflicts. This is due to the very structure and shape of pedagogical action itself because normativity is the basis for any pedagogy. The normative shape of pedagogical situations becomes especially visible when issues of life-orientation, religion and ethics are dealt with. Conflict arises here along the tension between subjectivity and generalized claims for interpretative authority. To allow for these conflicts between different claims for validity should be one task of pedagogical action.

In my talk I will ask for preconditions and possibilities to shape conflicts and to deal with them in a dialogical manner. Referring to qualitative empirical studies on religion, dialogue and conflict in schools I will show which attitudes and patterns of interpretations tend to stabilize conflicts and which prerequisites are needed to successfully cope with normative conflicts. The conceptual framework of my thoughts comes from the perspective of a dialogical religious education which will be explained as well and will be discussed with regard to its possibilities and limits.

Paper 2: Religion as a Challenge to Countering Violent Extremism – The Situation in France
Milena Uhlmann, Federal Office for Migration and Refugees, Germany

Islamist radicalization – understood as a process adoption of extremist thought and / or behavior / attitude – seems to be of more intense nature in France both in qualitative and quantitative terms compared to neighboring countries, judging by the numbers of (thwarted) terrorist attacks, individuals reported as radicalized, and Foreign Terrorist Fighters. How did this situation come about? And how do French measures of preventing and countering violent Islamist extremism (P/CVE) address religion, given the laic definition of French state and society?
French society has increasingly been polarizing and segregating. Gilles Kepel has been warning of these developments for thirty years. Acknowledging most of the immigrants were of Muslim heritage and in France to stay, he addressed the question of that the „Islam in France" of Muslim immigrants must be transferred to an „Islam of France". At the same time, he pointed out to the risk of the establishment of communitarianism in the banlieues, should a merging of French and immigrant / Muslim identity not succeed and social participation of the people in the banlieues not be enhanced in the future. Nowadays, Kepel's assessment of the state of affairs is grim. Unemployment, isolation and social segregation have become persistent structural problems. The influence of rigorist preachers has grown not only in the banlieues but also elsewhere, and a hard-core home-grown jihadist movement has materialized.
In the wake of the series of terrorist attacks perpetrated by supporters of Al-Qaida respectively the so-called Islamic State which started in 2015, Kepel's analysis of the interplay of (self-)segregation, extremist interpretations of Islam, and Islamist radicalization is being widely perceived. The role of religion respectively ideology within radicalization processes – with leading scholars theorizing "radicalization of Islam" (Gilles Kepel) vs. "Islamization of radicalism" (Olivier Roy) – has become a part of a fierce debate. Various P/CVE measures have been implemented by French authorities. However, what remains under-debated is the question of how French public discourse and culture with its strong republican ethos and notion of laicism affects the genesis of radicalization, the analysis of the phenomenon, and the design and implementation of P/CVE measures. This presentation will aim at contributing to address this question, drawing from the work of scholars such as Kepel and Roy as well as from first-hand practical experience.

Paper 3: Religion as a Challenge in Preventing Radicalization? Empirical Insights from Germany
Carmen Figlesthaler, Germany Youth Institute, Germany
Joachim Langner, German Youth Institute, Germany

During the last decade, the pedagogical prevention of violent and antidemocratic Islamism has developed as a new field of work. It contains measures of social work, civic education and partially elements of religious education, aiming either at strengthening young people against possible dangers of radicalization or promoting distancing strategies from violent or antidemocratic Islamist contexts. Especially the religious dimension is one of the main differences in contrast to more established areas of work like the prevention of right wing extremism. Therefore, the question arises how religion becomes manifest in the work and whether these manifestations require approaches that take religion specifically into account. Therefore we would like to pursue the following questions: In what way is religion a relevant dimension in the prevention of Islamist radicalization in Germany and which challenges arise from it?
Current research results are discordant concerning the role of religion in individual processes of radicalization. Accordingly, there is no consensus in relation to the question which role religion should

play in the pedagogical prevention work, who would be the adequate stakeholder to pursue this work and which ways and methods of including religion would be suitable.

Based on empirical research in the context of the evaluation of pilot projects on the prevention of Islamist radicalization in the German federal programme "Demokratie leben!" ("Live Democracy!"), we will present empirical cases to discuss the relevance of religion in practical work. Here we look at the concrete implementation of these measures at the interface of religious and civic education as well as social work, taking structural dimensions and their consequences into account.

Finally, we will show potential consequences resulting from the religious dimension in pedagogical prevention work on a more general level, such as advantages in approaching certain target groups, in building trust through religious fraternization, in tackling certain narratives through theological argumentation and religious authority or in promoting empowerment of migrant organizations. On the other hand, we will identify certain challenges that arise with the integration of new pedagogical stakeholders in this field of work. In addition, tensions might emerge between different didactic traditions and principles in religious and civic education like claims of religious truth vs. democratic controversy and diversity. Our findings show, however, that there is no contradiction per se between civic education and religion in this field and that there need to be various pedagogical answers to the manifold causes and motivations of Islamist radicalization.

> **Paper Symposium:**
> **Students` Trust in Institutions:**
> **Predictors and Relevance for Political Participation**
> *Chair: Monika Oberle, University of Göttingen, Germany*
> *Discussant: Wolfram Schulz, Australian Council for Educational Research (ACER), Australia*

A certain level of trust in institutions is said to be an essential condition for the persistence and functionality of a political system and a precursor of social cohesion (Easton, 1965, 1975; Putnam, 1995). It remains an open question just how much public trust in institutions is necessary for the preservation of a liberal political system (Schöne, 2017). But there is a widespread consensus on the matter in political culture research that a representative democracy cannot exist without a minimum of its citizens trusting in the political institutions (e.g., Fuchs et al., 2002). Political trust has therefore been described as an essential element of political attitudes which are to be fostered in civic education (see model of political competencies by Detjen et al., 2012).

The symposium explores a) predictors of secondary school students` trust in institutions with a special focus on the migration background of the learners, b) the interrelation of trust in institutions with related concepts such as external political efficacy (perceived responsiveness of the political system) and c) the effects of trust in institutions on students´ political participation controlling for other possible factors of influence.

Paper I: In their paper "Predictors of trust in institutions amongst 8th graders with and without migration background", the presenters explore different factors of influence for trust in institutions within adolescents with and without immigration background, using data of the International Civic and Citizenship Education Study (ICCS) 2016.

Paper II: Based on the Swiss dataset of the ICCS Study 2009, the presenters analyse the relationship between trust in institutions and political participation of 8th graders as opposed to 11th /12th graders.

Paper III: The contribution explores the relationship between political trust and political efficacy of 10th to 13th graders in Lower Saxony, taking into account socio-demographic background variables like migration history and assessing the relevance of the two concepts for students` willingness to participate politically.

Paper 1: Predictors of Trust in Institutions Among 8th Graders With and Without Migration Background

Johanna Ziemes, University of Duisburg-Essen, Germany
Hermann Josef Abs, University of Duisburg-Essen, Germany

Aim:

The goal of the paper is to explore predictors of trust in institutions within adolescents with and without immigration background.

Theory:

A certain level of trust in institutions is one condition of persistence and functionality of a system and a precursor of social cohesion (Easton, 1975; Putnam, 1995). Trust or the lack of trust is further important for the development of democracies. A lack of trust awarded by certain groups can indicate potential for institutional development (Norris, 2011, 2017). Therefore the trust awarded by immigrants can be seen as vital indicator of social integration of their respective group. (Children of) immigrants are known to report less trust in institutions (Kokkonen, Esaiasson, & Gilljam, 2010). This may be due to experiences of discrimination which hinders acculturation (McLaren, 2017). Therefore is to be assumed that the differences in trust are not simply due to the group membership but may be explained by experiences of marginalization or respect in school and the personal identification with the country of residence. As education and developmental contexts are important for the development of civic attitudes (Jennings, Stoker, & Bowers, 2009; Mayne & Hakhverdian, 2017), the full paper will investigate the role of different experiences of students in school, national identity as well as the socio-economic standing of their families to explain different amount of variance between migrant youth and their autochthon counterparts.

Hypothesis:

Students with immigration background report less trust in institutions. This difference can at least partly be explained with differences in socio-economic status; national identity and perception of teacher student relationship.

Methodology:

The analyses will be based on the data of the International Civic and Citizenship Education Study 2016, specifically the subsample of North-Rhine Westphalia (Abs & Hahn-Laudenberg, 2017), which includes data from 1.397 students of which 348 (25%) were either they themselves or both parents were born outside of Germany. WLE scales are available for trust in institutions, student-teacher relationship and national identity. Analyses are conducted with multiple regressions employing weights.

Results:

Students with immigration background trust institutions of the state significantly less than their autochthon counterparts. This effect disappears when socio-economic status, student-teacher-relationship, national identity is controlled for.

Discussion:

Differences in trust in institutions can could linked to possible process variables. Fostering positive, respectful relationships in school and possibilities for identifications could be used to increase trust in institutions and therefore social capital and persistence of the political system.

Paper 2: Political Trust and Participation in Different Ages: A Cross Sectional Comparison
Horst Biedermann, Teacher University of St. Gallen, Switzerland
Fritz Oser, University of Fribourg, Switzerland

Trust as a political dimension leads to the question of whether institutions and their respective persons are regarded as functional, acceptable, necessary and helpful therein. Parliament is such an institution. For example, in some countries the parliament can be seen as truthful but not powerful, in others as corrupt and not necessary, again in others as functional important but not popular etc. The relationship between students' engagement/participation and (high) trust in such an institution is b thus our hypothesis b reversed. This means that the higher the level of trust in (political) institutions, the lower the (political, social, institutional) need for participation of the citizens or in our case of the pupils is seen. Other such systems are, for example, the government, political parties, the newspaper, television etc.

Trust is on one hand a weak indicator for political engagement, on the other it produces the functional basis for any political system. In our paper, we would like to discuss this issue a) theoretically as a general phenomenon, and b) empirically with respect of the relationship between trust in institutions and political participation. This analysis also is target towards students' participation and individual competences. The empirical part is based on the IEA study ICCS 2009. Within this study, we have two samples, students on grade 8 and students on grade 11/12 in Switzerland. Even if the data are already older, the comparison of the two ages are still of high values. Looking in a cross-sectional way, thus in general our hypothesis is that aspects as political knowledge and political trust increases, whereas political engagement decreases.

Our results reveal that this hypothesis is true with respect to the aspects knowledge and engagement. However, with respect to trust the comparison reveals a high value and no difference for both the younger and the older population.

Based on these results, we reflect on the relationship of participation and trust, and we present a hierarchy of different validities of both notions from true participation to pseudo participation, from true trust to superficial trust forms.

Paper 3: Students´ Political Trust and Political Efficacy: Interrelations and Relevance for Political Participation

Monika Oberle, University of Göttingen, Germany
Nico Wenzel, University of Göttingen, Germany

Theoretical Background:
Political Trust as part of a diffuse support of political systems (Easton 1975) is said to be an essential constituent of a society's social capital (Putnam 1993). It is an open question how much trust in institutions is necessary (Schöne 2017), but many argue that a representative democracy can't exist without a minimum of its citizens' trust in political institutions (e.g. Fuchs et al. 2002). Trust is therefore seen as an important aspect of political attitudes to be fostered in civic education (Detjen et al. 2012). Civic education also aims at fostering learners' motivational orientations, including their political efficacy (Vetter 1997), which describes the evaluation of ones self-efficacy in the field of politics. One can distinguish between an internal and an external efficacy: While internal efficacy refers to the evaluation of one's own knowledge and skills in relation to politics, external efficacy refers to the perceived system's responsiveness towards citizens' interests.
The two concepts of political trust and external efficacy are often intermingled in the literature and the operationalisation of diffuse system support (e.g. Weßels 2009). The empirical interrelations of political trust and efficacy are unclear. Furthermore, there is a need for research both concerning the influencing factors of students' political trust and efficacy and their relevance for political participation.

Questions:
What is the relationship between political trust and political efficacy of students? Can differences be observed for socio-demographic variables such as migration background? Do political trust and political efficacy prove to be relevant predictors for students` willingness to participate politically?

Methodology:
18 classes of 10th to 13th graders in 13 secondary schools in Lower Saxony were surveyed in autumn 2017 (n=333). Factor analyses were conducted in SPSS 24, correlation and regression analyses as well as structural equation models were calculated in MPlus 8.0.

Results:
The analyses confirm the empirical distinctiveness of political trust and external efficacy, whereby the constructs correlate clearly. Young adults with migration background clearly show less political trust in institutions, however, no significant differences in external efficacy could be observed. While external and internal efficacy significantly predict students` willingness to participate politically, trust in institutions does not when controlling for other factors.

Discussion:
Political trust and external efficacy are no interchangeable constructs. Empirical studies should distinguish clearly how they operationalise diffuse support of the system and classify their results accordingly. The relevance of political trust will be critically discussed in light of the results.

Paper Session 11: Language & Communication and Moral, Political, and Intercultural Competencies
Session Chair: Katja Cantone-Altintas, University of Duisburg-Essen, Germany

Paper 1: Effects of Linguistic Competencies and Civic Literacy on Political Decision-Making in School: First Results of the Interdisciplinary Project "SchriFT[2]"

Sabine Manzel, University of Duisburg-Essen, Germany
Claudia Luft, University of Duisburg-Essen, Germany

The ability of political judgement and decision-making is always requirement for politically mature actions, an opportunity to apply conceptual political knowledge to different controversies and therefore a key competence for reasonable political participation of citizens in democracy (model by Detjen et al. 2012). Manzel & Weißeno (2017) further developed this model. Besides individual factors, domain-specific and general factors influence political judgment (p. 71). The main characteristic of political decisions is that they are always conveyed through language (Detjen et al. 2012, p. 30). Arguing for or against a political issue in a controversial discussion depends on civic literacy. Underlying is the argumentation theory by Toulmin (2003). Together with epistemological beliefs (Gronostay 2018) oral and written competences influence the argumentation and therewith the ability of critical judgement. Especially students with migration background such as Turkish as well as students with low socioeconomic status do lack of the required language skills (Manzel & Nagel 2018, Goll et al. 2010). Domain-specific language support is a big benefit in knowledge acquisition (Weißeno & Eck 2011). Thus, language in class is considered to be learning requirement, medium and obstruction at the same time (Weis 2013, p. 130). In particular, multilingual learners do not receive sufficient access to subject learning because of language barriers. Subject learning and language learning condition one another, so that even in subject teaching the importance and function of language must be considered (Becker-Mrotzek 2013, Manzel 2015).

The intervention study is based on the results of "SchriFT I", which describes missing literal competences in subject contexts as disadvantages for success in school and political participation (multivariate analysis migration t(305)=3.385, p < .001, r=.19). We assume that text genre based and epistemic writing, which connected systematically linguistic-cognitive patterns of action with linguistic expressions, is an effective instrument for the encouragement of language and subject integrated learning. In the pilot study we examine the political knowledge (paper-pencil test with multiple choice single select items, SPSS-analysis, Field 2011) and the skills of decision-making (writing test, category-based analysis, Mayring 2010) of students in secondary schools, grade 7 and 8, in North-Rhine Westphalia. Other test instruments are the C-test for general language competencies and an SES-questionnaire.

Results of the pilot will be available until the conference.

After the pilot an intervention with argumentative discussions (pre-post-design) is implemented. The project strives for transfer effects. Material (Luft et al. 2015) and teacher training courses are an integral part.

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[2] SchriFT = Schreiben im Fachunterricht der Sekundarstufe I unter Einbeziehung des Türkischen, more information https://www.uni-due.de/schrift/

Paper 2: Intercultural Competencies of Fourth Graders in Germany
Kurd Azad, TU Dortmund, Germany
Heike Wendt, TU Dortmund, Germany

In a world of increasing cultural plurality and diversity (Banks 2011; Bolten 2012), intercultural competences (IC) play an important role (Krok et al. 2010). Schools in Germany are supposed to accept diversity as normality and use given heterogeneity as an opportunity for the enhancement of IC for all (KMK 2013). Even though definitions are still contested (Deardorff 2006; Straub et al. 2010) there seems to be agreement that the interplay of cognitive, affective and conative dimensions and their components are supporting a positive development (Grosch & Leenen 2000; Navaitienė et al. 2015) in a lifelong learning process (Fantini 2000). Reinders et al. (2011) found for German Third Graders that those with parents born outside Germany or interethnic friendships show higher IC. Krok et al. (2010) found gender differences in favor of girls and suggest that these may be partially explained by differences in social competences. So far, however, well-founded empirical studies on the development and determinants of IC of children are scares and no large-scale data for German primary schools exist.

This paper addresses three research questions: (1) How can IC of Fourth Graders in Germany be characterized when distinguishing between cognitive, affective and conative components? (2) To what extent are IC related to language, migration background or social competences? (3) Are there differences in IC between students of different sex or economic or cultural family background?

We use data collected as part of an extension to TIMSS 2015 in Germany (n = 2248). We distinguish three components of IC: relationships/contact, openness and (inter-)cultural knowledge using items by Reinders et al. (2011) and constructed indicators for mono- and multilingual students and migration background. Building on the work of Frey & Wendt (2015) we used scales for empathy, prosocial behavior and perspective taking. As further covariates indicators for socio-economic (HISEI) and cultural capital as well as the sex of students were included. Descriptive statistics and multivariate regression models were calculated using the IEA IDB Analyzer.

Results show that the majority of students expressed high positive intercultural competences, with a most positive self-assessment in the openness component. The regressions show that 24% of the variance in IC can be explained by the covariates, which – with the exception of sex and prosocial behavior- all show significant relationships with IC.

The results suggest that teacher's deficient views with regard to children, especially of with a migration background should be corrected (BMFSFJ 2013).

Wed, Aug 29, 13:30: Keynote Address 5
Religious Fundamentalism as a Challenge to Democratic Citizenship
Ruud Koopmans, Berlin Social Science Center (WZB), Germany
Keynote Chair: Katrin Hahn-Laudenberg, University of Wuppertal, Germany

In the context of immigration, democratic political cultures are threatened not only by populist opposition to immigration and diversity, but also by anti-democratic and extremist tendencies among immigrant minorities. Among the latter, religious fundamentalism and extremism of Islamic provenance has been especially salient in recent years. This lecture provides an overview of the evidence on religious fundamentalism among Muslim immigrant communities as well as in countries of origin. Causes of religious fundamentalism as well as its relations between religious fundamentalism to outgroup hostility and support for religious violence are discussed.

Ruud Koopmans
Berlin Social Science Center (WZB), Germany

Ruud Koopmants, political and social scientist, is the director of the Research Unit Migration, Integration, Transnationalisation within the Berlin Social Science Center (WZB). He is also a professor of Sociology and Migration Research at the Humboldt University of Berlin and a member of the Academic Advisory Board of the German Federal Office for Migration and Refugees (BAMF). Ruud Koopmans Research Fields include Immigration and Integrations Policies, Ethnic Inequality and Ethno-cultural Conflicts, Religious Fundamentalism, the Politics of Globalization, Social Movements and Evolutionary Sociology. His recent publications have focused on social and cultural developments in the context of migration and integration in Europe, examining, among others, the phenomena of assimilation and social cohesion as well as conditions for citizenship.

Wed, Aug 29, 14:30: Closing Ceremony

Following the Keynote Address 5, the conference will be concluded by a short Closing Ceremony:

**Wrap up of the conference: Inger Marie Dalehefte, University of Agder, Norway.
Announcement of the next InZentIM annual conference (2019)
Announcement of the next EARLI biannual conference (2019) and the next EARLI-SIG 13 biannual conference (2020).**

Organisation and Scientific Committee

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