



MESSAGE FROM THE CHAIRPERSONS

Welcome!

The CANDE newsletter intends to serve multiple purposes: expanding our network, getting to know our colleagues and their research, disseminate information about conferences and new publications, ongoing research in the field - and of course it's about you!

Firstly we want to thank Anatoli Rapport for his excellent work as Chair of CANDE for the last 3 years. He has done a superlative job and he has left the leadership of the SIG with a huge hole to fill. CANDE is one of the largest with over 220 members and most successful SIGs in CIES. And it is in no small part due to his great leadership.

We also want to congratulate Anatoli on the birth of his child, being made International Section Editor for the *Journal of International Social Studies* (JISS), the official journal of the International Assembly of the National Council for the Social Studies. Anatoli can be contacted at College of Education, Purdue University rapoport@purdue.edu

As the new Co-Chairs we welcome you all and look forward to hearing from you with feedback about suggestions for this newsletter and how we can better work together across the globe. See below for some information about who we are.



Heidi Biseth (Norway) and David Zyngier (Australia)

Check our new *Facebook* site <http://www.facebook.com/groups/284370475000501/>

Check our new *Academia* site:

<http://independent.academia.edu/CitizenshipandDemocraticEducationCANDESpecialInterestGroupCIES>

Get involved in both to join; to share, to collaborate; to celebrate your success; and to discuss and promote your work and to network with other like minded CANDE researchers!

IN THE SPOTLIGHT: MEMBERS OF THE CANDE SIG

At the CANDE SIG business meeting in Puerto Rico, we encouraged you to send us some information about yourself to be distributed in the group. Those of you who have done so are presented below. We would very much appreciate that others in our SIG could do so as well as a way of getting to know each other. Please send a photo and brief CV Bio of 100 words and selected publications (with hyperlinks if possible) to david.zyngier@monash.edu

Hongyan Cheng holds a Phd degree in education from East Central Normal University, Shanghai in 2004, and afterwards has been working for the college of education, Central China Normal University, Wuhan, China. Hongyan Cheng takes interest in citizenship education, philosophy of education and school improvement. Her main work includes giving advice to Educational Specialist Students on School Management and Moral Education, teach lessons in educational research method and the history of citizenship education and moral education. She was a visiting professor at the University of Maryland, College Park, during August 31st, 2011 and August 28th, 2012.



Selected Publications

Cheng, hongyan.& Du, shizhong(2007). A Serious Social Problems of Moral Decay in China and Its Influence on Moral Education[J]. *The Academic Journal of East China Normal University*, Vol 1.

Cheng, hongyan.(2008).A Returning Road for School Reform: From Expanding Key Secondary Schools to Developing High Quality school[J].*Contemporary Educational Remarks*, vol 4

Cheng, hongyan.(2009).the Parent-teacher Relation in Different Kind of Primary Schools[J].*Journal of Shanghai Edcation*, vol 5

Cheng, Hongyan.(2010). *The Unbalanced Development of Primary School: A Research in the Central Part of China*[M]. Wuhan: Central Normal University Press.

Oren Pizmony-Levy: I'm currently a PhD Candidate in the Department of Sociology and the Department of Educational Leadership and Policy Studies at Indiana University –



Bloomington. I arrived to the United States in summer 2005 after completing BA and MA degrees from Tel-Aviv University. Broadly, my research and teaching interests include political sociology, social movements and sociology of education. I'm also interested in research methods and social network analysis. My dissertation research, which is supported by the Spencer Foundation/National Academy of Education, explores the emergence and development of international assessments of student achievements, such as TIMSS, PIRLS, CIVED/ICCS (conducted by the International Association for the Evaluation of Educational Achievement, IEA), and PISA (conducted by OECD). In addition, I'm

working on issues related to environmental education and education for sustainable development. For example, I have examined the growing number of domestic EE/ESD organizations in 110 countries and how these organizations implement the global EE/ESD script in Israel. This article was published in the November, 2011 Comparative Education Review and received the 2010 Dr. Judith Torney Purta Paper Award from the CIES CANDE SIG. In other research projects, I explore students' environmental activism and environmental knowledge in 17 countries (with Katie A. Bucher) and social predictors of green school certificate in Israel (with Dafna Gan).

Publications (selected):

Pizmony-Levy, Oren, Idit Livneh, Rinat Arviv-Elyashiv and Abraham Yogev (forthcoming). "The Development of Two-Year Technological Colleges in Israel and Its Implications for Stratification in Higher Education" *International Perspectives on Education and Society* 17:.

Pizmony-Levy, Oren (2011). "Bridging the Global and Local in Understanding Curricula Scripts: The Case of Environmental Education" *Comparative Education Review* 55(4): 600-633.

Pizmony-Levy, Oren (2006). "Sociological Perspectives on Youth Support for Social Movements." *Proceedings of the 2nd International Association for Evaluation of Educational Achievement International Research Conference*, 9-11 November, 2006, Washington, D.C. USA. Vol. 2:67-85.

http://www.iea.nl/fileadmin/user_upload/Publications/Electronic_versions/IRC2006_Proceedings_Vol2.pdf

And here is a link to my website: <http://orenpizmonylevy.weebly.com/>

Heidi Biseth is an Associate Professor II at Buskerud University College (Norway) and a Senior Advisor Education in Save the Children Norway. Her research focus is on democracy, human rights, and multiculturalism. She has conducted research in Denmark, Norway, South Africa and Sweden. In addition she has been involved in several projects engaging in a range of countries in Africa, Asia and Europe. Engaged in children's access to education worldwide, Biseth works with development projects, particularly focusing on monitoring and evaluation. Furthermore, she is engaged in teacher education with a particular focus on how teachers promote democracy and societal participation. She is working with the development of teaching material in Norwegian within this area and is also engaged in one of the Council of Europe's initiatives to develop material on the use of social media and democratic participation. Biseth is also an international convener in the World Congress for Comparative Education Societies in Buenos Aires, June 2013. Publications and more information is available at her website: www.heidibiseth.no



David Zyngier I am a Senior Lecturer (Associate Professor) at Monash University



Melbourne in Curriculum & Pedagogy where he teaches in both undergraduate and post graduate education programs. I work within a critical and post-structural orientation to pedagogy that is distinguishable by its commitment to social justice (with interests in who benefits and who does not by particular social arrangements) and its dialectic critical method investigating how school education can improve student outcomes for all but in particular for at risk students.

My research focuses on teacher pedagogies that engage all students but in particular how can these improve outcomes for students from communities of disadvantage focusing on issues of social justice and social inclusion.

I am together with Dr Paul R Carr co-director of the *Global Doing Democracy Research Project* <http://doingdemocracy.ning.com> an international project examining perspectives & perceptions of democracy in education to develop a robust & critical democratic education with over 75 researchers in 20 countries.

Publications and more information is available on my website: <http://monash.academia.edu/DavidZyngier>

WILL YOU CONTRIBUTE TO THE NEWSLETTER?

. We would very much appreciate that others in our SIG could do so as well as a way of getting to know each other. Please send a photo and brief CV Bio of 100 words and selected publications (with hyperlinks if possible) to david.zyngier@monash.edu

CONFERENCES



CIES 2013 Annual Conference New Orleans, Louisiana
March 10th - 15th

<http://www.cies.us/2013/index.html>

CALL FOR ABSTRACTS: THE INTERSECTION BETWEEN PEACE, SUSTAINABILITY AND CITIZENSHIP/DEMOCRATIC EDUCATION

There is a growing interest in peace education, education for sustainable development, and citizenship/democratic education. This pattern is clearly reflected in the growth of CIES SIGs in these domains. This year, we are interested in submitting a panel to the 2013 CIES conference that addresses the intersection between these domains. We seek paper/presentation ideas from CIES members interested in exploring the relationships/links between peace, sustainable development, and citizenship/democratic education. Both theoretical and empirical contributions are welcome. Please send abstracts to Karen Ross (Peace Education SIG Co-Chair; ross26@indiana.edu) and Oren Pizmony-Levy (ESD SIG Chair; opizmony@indiana.edu) or David Zyngier (CANDE Co-chair) david.zyngier@monash.edu no later than 1 October 2012.

Reviews of abstracts if you are submitting as a member of the SIG we hope that you are also prepared help out with reviewing!!



BUENOS AIRES 2013

XV COMPARATIVE EDUCATION WORLD CONGRESS

NEW TIMES, NEW VOICES / NUEVOS TIEMPOS, NUEVAS VOCES

June 24th -28th, 2013

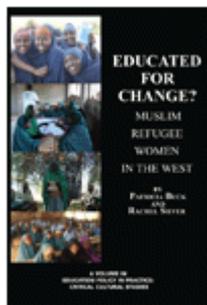
Faculty of Economics, University of Buenos Aires, Argentina

Website: <http://wcces2013.com.ar/>

NEW PUBLICATIONS

Educate for Change? Muslim Refugee Women in the West

By: Patricia Buck (Bates College and Matawi, Inc.) and Rachel Silver (Matawi, Inc.)



A volume in the series: Education Policy in Practice: Critical Cultural Studies

Editor(s): Edmund Hamann (University of Nebraska-Lincoln) and Rodney Hopson (Duquesne University)

<http://infoagepub.com/products/Educated-for-Change> Paperback 978-1-61735-620-9 Web Price: \$39.09

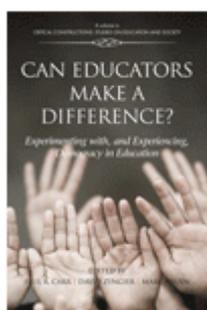
* Hardcover 978-1-61735-621-6 Web Price: \$73.09

* eBook: 978-1-61735-622-3

Special Sale Price of \$20.00 per book (paperback) within the U.S. (\$29.99 rest of the world) Free Shipping if you call and place your order by September 15th. 1-866-754-9125

Educated for Change?: Muslim Women in the West inserts Muslim women's voice and action into the bifurcated, and otherwise male dominated, relations between the West and the Islamic East. A multilayered, multisite, educational ethnography, Buck and Silver's study takes a novel approach to its feminist charge. Drawing upon thick description of refugee women's school experiences in two seemingly distinct locations, *Educated for Change?* engages the dual nature of schooling as at once a disciplinary apparatus of local, national, and international governance, and paradoxically, a space and process through which school community members wield the power to observe, deliberate, and act as agents in the creative and willful endeavor of living. In doing so, the text locates formal schooling as a key location at which one can witness the politics of cultural change that emerge when Western and Islamic communities converge.

Can Educators Make a Difference? Experimenting with, and Experiencing, Democracy in Education



Paul R. Carr, Lakehead University
David Zyngier, Monash University
Marc Pruyne, Monash University

<http://infoagepub.com/products/Can-Educators-Make-a-Difference>

Paperback 978-1-61735-813-5 Web Price: \$39.09 (Reg. \$45.99)

Hardcover 978-1-61735-814-2 Web Price: \$73.09 (Reg. \$85.99)

As the title of this book suggests, how we understand, perceive and experience democracy may have a significant effect on how we actually engage in, and with, democracy. Within the educational context, this is a key concern, and forms the basis of the research presented in this volume within a critical, comparative analysis. The Global Doing Democracy Research Project (GDDRP), which currently has some 70 scholars in over 20 countries examining how educators do democracy, provides the framework in which diverse scholars explore a host of concerns related to democracy and democratic education, including the impact of neoliberalism, political literacy, critical engagement, teaching and learning for and about democracy, social justice, and the meaning of power/power relations within the educational context.

CONGRATULATIONS



Winner of the 2012 Judith Torney-Purta Outstanding Paper Award: *CHOW, Kui Foon* with his paper entitled “Reading beyond the Riots: Civil disobedience or political participation of adolescents?”

Kui Foon Chow is currently a PhD candidate in the Faculty of Education and Human Development at the Hong Kong Institute of Education (Hong Kong). His main research interests include citizenship education, comparative research and educational assessment. Often his research is cross-national in nature, using large-scale datasets in international comparative education studies. He has published several journal articles, book chapters, and reports using data from the 1999 IEA Civic Education Study (CIVED) and 2009 IEA International Civic and Citizenship Education Study (ICCS). He is currently writing his PhD dissertation on “civic potential” of adolescents during their transition to adulthood.

Heidi Biseth earned her doctorate in education in May this year. Her dissertation is entitled “Educators as custodians of democracy: A comparative investigation of multicultural school environments in the three Scandinavian capitals” and she was given the topic “Conceptual and Practical Links between Multicultural Education and Democratic Education” for her trial lecture.



NEW RESEARCH PROJECTS

The Global Doing Democracy Project - An international project examining perspectives & perceptions of democracy in education to develop a robust & critical democratic education. This project has over 75 members (and growing) and has now opened its collaborative website to the public. You can visit the website and ask for membership: <http://doingdemocracy.ning.com/>

Democracy, political literacy and the quest for transformative education

Paul Carr (Lakehead University); Gina Thésée (Université du Québec à Montréal); Joel Westheimer (University of Ottawa); Brad Porfilio (Lewis University); David Zyngier Monash University

The study seeks to contextualize, identify, problematize and analyze how educators experience, understand and perceive democracy, and how this connection to democracy actually shapes the democratic experience for themselves and students in and through the education experience. The methodological approach for this project favours critical, qualitative, interpretivist inquiry. The research involves interviews and focus-groups with samples of teacher-education students, teachers, principals, professors of education, and community members (n=750 participants) at five sites (Orillia, Ottawa and Montreal in Canada, Chicago (US) and Melbourne (Australia)). In addition to local and synthesis

analyses and reports, the project will develop detailed reports on five key themes, including policy, institutional culture, pedagogy, curriculum, and epistemology in relation to democratic education. During the five-year project, consultation with specialists is also planned, and these events will provide further support, documentation and evidence to be disseminated throughout the educational sector. Another innovation of this project is the proposed development of instruments, tools, policy, practices and proposals that focus directly on local and international contexts.

The aim of the project is to further democratize education and, concomitantly, society, to develop not only competencies, skills and knowledge but also curriculum, pedagogy, policy and practices that may positively affect the institutional culture of education.

Grant from the Social Sciences and Humanities Research Council of Canada Grant 2013-2015 (\$265 000)

IN THE NEWS

CANDE Co Chair Dr David Zyngier has written ***The great curriculum debate: how should we teach civics?*** in the journal *The Conversation* which you can read here. <https://theconversation.edu.au/the-great-curriculum-debate-how-should-we-teach-civics-7452>

He was also interviewed about this research on Australia's National Radio. You can listen to the interview here: <http://www.abc.net.au/radionational/programs/drive/opinion3a-civics-education/4215688>