Migration, Social Transformation, and Education for Democratic Citizenship

2nd InZentIM Conference
InZentIM – Interdisciplinary Center for Integration and Migration Research

6th EARLI SIG 13 Conference
EARLI SIG13 – Special Interest Group on Moral and Democratic Education

Conference Date:
August 27–29, 2018

Conference Venue:
University Duisburg-Essen - Campus Essen (Germany)

Registration
Until August 15, 2018

Keynote Speakers:
James Banks
University of Washington, Seattle

Dorit Alt
Kinneret College on the Sea of Galilee

Ruud Koopmans
Berlin Social Science Center (WZB)

Farhad Khosrokhavar
École des Hautes Études en Sciences Sociales, Paris

Joel Westheimer
University of Ottawa, Ontario

Global migration, the quest by diverse groups for equality, the rise of populist nationalism, and environmental change pose the greatest challenges for the development of citizenship and citizenship education around the world in the 21st century. (cf. Banks, 2017)
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 the overview of the conference programme as well as more detailed information on the scientific programme. 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

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

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Failed Citizenship and Transformative Civic Education in Immigration Societies

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

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

Memory, Truth and Responsibility: The Biographies of Nazi Perpetrator Descendants and German History Education
Katalin Eszter Morgan, University of Duisburg-Essen, Germany

The Citizenship Examination and the Minimum Criteria for Civics Knowledge
Eszter Anna Nyúl, University of Pécs, Hungary

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

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

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

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

In addition to the scientific posters, there will be poster presentations of institutional partners of the InZentIM.
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

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

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

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 Pacífico, Peru

Paper Session 1: Innovative Tools for Community-Based Civic Engagement

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

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

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
Paper Session 2: Challenges for Civic and Citizenship Education

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

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

Paper 3: Teaching Civic Education in a Migrating Global Community. How can Students With a Migration Background Contribute to Didactics and Civic Education Theory?
Susann Gessner, JLU Giessen, Germany

Mon, Aug 27, 15:30: Parallel Sessions

Paper Symposium: Teacher Ethos

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

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

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
Paper 3: Beyond Attitudes and Teaching Methods: The Role of Teacher Professional Ethos in Tackling Bullying
Eveline Gutzwiller-Helfenfinger, University of Duisburg-Essen, Germany

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

Paper Session 3: Diversity, Migration, Inclusive Action, and Innovation

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

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

Paper Session 4: School Context and Students’ Citizenship Skills

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

Paper 2: Interpersonal Citizenship Skills of Primary School Students: The Role of Class Composition
Lisa De Schaeppmeester, University of Ghent, Belgium
Lisa Dewulf, University of Ghent, Belgium
Koen Aesaert, University of Ghent, Belgium
Johan van Braak, University of Ghent, Belgium

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
Networking Spaces and Strategies in Academia for Junior Scientists
InZentIM Network of Junior Scientists
Organiser: Aylin Karabulut, 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

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

Paper Session 6: Dilemma Approach to Moral and Democratic Education

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

Paper 2: VaKE 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
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.
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

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

Paper Session 7: New Perspectives on Teacher Ethos

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

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

Paper 3: Recent Transformations Need New Transformers: Teachers’ Ethos as Part of Teacher Education  
Anne-Cathrin Päßler, Leipzig University, Germany

Paper Session 8: Empowerment of Refugees and Migrants Through Civic & Citizenship Education

Paper 1: Cross-Border Political Orientations of Migrants From Turkey and Their Descendants in Germany  
Dirk Halm, ZfTI, Germany  
Martina Sauer, ZfTI, Germany

Paper 2: Integrating Refugees Into Higher Education as Part of an Acculturation Strategy  
Franziska Reinhardt, FGU Mainz, Germany  
Olga Zlatkin-Troitschanskaia, JGU Mainz, Germany  
Tobias Deribo, JGU Mainz, Germany  
Roland Happ, JGU Mainz, Germany  
Sarah Nell-Müller, JGU Mainz, Germany

Paper 3: Empowering Refugee and Migrant Children Through Education. Poland – the Case Study  
Malgorzata Pamula-Behrens, Pedagogical University of Krakow, Poland  
Marta Szymanska, Pedagogical University of Krakow, Poland
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

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**Tuesday, Aug 28, 12:00: JURE Lunch**

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**Tuesday, 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

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?

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**Tuesday, Aug 28, 14:45: Parallel Sessions**

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**Paper Symposium: ICCS 2016**

**ICCS 2016-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

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

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

Paper Session 9: Integrating Refugees and Migrants: Pitfalls and Challenges

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

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

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

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

Paper 1: Moral Education and Cheating at School
Anne Mareike Möller, Leipzig University, Germany
Brigitte Latzko, Leipzig University, Germany

Paper 2: Pre-Service Teachers’ Mental Representations in Ethically Challenging Situations
Alfred Weinberger, Private University of Education, Diocese of Linz, Austria
**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.*
The “Neglected” Analysis:
The Urban, National and Anthropological Dimensions of Jihadism

Farhad Khosrokhavar
School of Advanced Studies in the Social Sciences, France

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).

Religion as a Challenge in Preventing Islamist Radicalization

Chair: Björn Milbradt, German Youth Institute, Germany
Discussant: Maruta Herding, German Youth Institute, Germany

Paper 1: Religion and Normativity in Pedagogical Situations
Thorsten Knauth, University of Duisburg-Essen, Germany
Paper 2: Religion as a Challenge to Countering Violent Extremism – The Situation in France
Milena Uhlmann, Federal Office for Migration and Refugees, Germany

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

Paper Symposium: Students’ Trust

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

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

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

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

Paper Session 11: Language & Communication and Moral, Political, and Intercultural Competencies

Paper 1: Let the Body Talk: Communicating and Assessing Moral (Mis)Conceptions Through Talk and Gesture
Stephanie Scopelitis, Culver Academies, US

Paper 2: Effects of Linguistic Competencies and Civic Literacy on Political Decision-Making in School: First Results of the Interdisciplinary Project “Schrift”
Sabine Manzel, University of Duisburg-Essen, Germany
Claudia Luft, University of Duisburg-Essen, Germany

Intercultural Competencies of Fourth Graders in Germany
Kurd Azad, TU Dortmund, Germany
Heike Wendt, TU Dortmund, Germany
Religious Fundamentalism as a Challenge to Democratic Citizenship

Ruud Koopmans
Berlin Social Science Center (WZB), 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.

Following the Keynote Address 5, the conference will be concluded by a short Closing Ceremony by the Conference Organisers.

The next conferences of InZentIM (2019) und EARLI-SIG 13 (2020) will be announced.