

EERA: Perspectives and Practices of Citizenship Education in the School Curriculum

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03 SES 06 B, Citizenship Education in the School Curriculum

Parallel Paper Session

Time: 2012-09-19
15:30-17:00

Room: FFL - Aula 4 B

Chair: Jan Berkvens

Contribution

Perspectives and Practices of Citizenship Education in the School Curriculum

This paper aims to reflect the role of citizenship education in the Portuguese school curriculum, about the conceptions and teacher's practices in this area. We intend to present some result of a collaborative action research, which we developed in the realm of a PhD project about The Ethic of Responsibility in Citizenship Education.

In the 21st century, citizenship education becomes an important pillar of the educative process. The goal of this process is educating the student for being active and responsible citizen.

The active citizenship education cannot be limited to instruction on civics, but must be understood as a global and integrated process, based on an ethics of responsibility, which aims at educating the citizen by taking the dynamic unity of the self into consideration, both at the individual and at the community level.

Considering the demands of citizenship education in the contemporary society, it is important to engage teachers in collaborative action research projects, which allow them to (1) reflect on their approaches to citizenship education and (2) foster innovation of their theories and practices in that domain.

This collaborative action research was taken place in elementary school from Terceira Island, with ten teachers of two councils ? one from the eighth and one from the ninth grade.

Method

The action research process was supported by a workshop, aimed at enhancing the participants' awareness of new perspectives on education, citizenship, curriculum development and professional development, which they embedded in an integrated curricular project with their class councils. Besides reflecting on that practice with the team, we collected data through different procedures: exploratory interviews; a diagnostic and a final questionnaire; a researcher's journal; workshop reports; and follow-up group interviews, which allowed for the monitoring of the changes produced by the teachers in their approaches to citizenship education and in their own professional development.

Expected Outcomes

We had collected evidence of significant changes in the participants' approaches to citizenship education, which became increasingly intentional, integrated and justified on the basis of an ethics of responsibility.

References

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This proposal is part of a master or doctoral thesis.

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